CHAPTER V

REVIEW, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5-1 Review

The only sound logic of the existence of school is its capacity to educate the youth, either it is the classroom education or playground training. The better the education provided, better the school justifies itself. Job-satisfaction and work motivation of the teachers are two important factors which influence the achievement index. Job-satisfaction among teachers is one of those problems which the administrator faces when he engages in a plan to achieve higher school effectiveness.

Job-satisfaction improves the performance as well as the effectiveness of an individual, irrespective of the nature of work. It is believed that competent people in any profession generally enjoy job-satisfaction. Between job-satisfaction and professional efficiency there exist positive correlation (Blair, et al. 1963) have observed.

The friendly, enthusiastic, secure, and well-adjusted teacher can contribute to the well-being of his pupil. On the other hand, the irritable, depressed, hostile, tired and neurotic teacher can create tensions which are disturbing the pupil and which may permanently alter their outlook of life.
The Teachers needs are same as those of other people i.e. food, shelter, security, recognition, new experience and independence. They become tense and dissatisfied when their needs are not fulfilled.

The efficiency of teaching profession and its contribution to national development in general and education improvement in particular, will depend largely on its social status and morale.

Teachers, at large, now a days have been loosing faith in their profession and have been making themselves casual workers concerned with their livelihood only. Those who are worried about the loosing down of the standards in education may look for the remedy in job-satisfaction in the teaching profession, which appears to be contributing sustainably to the phenomenon. In this regard Mukerji (1960) observed, “it is no wonder that most of our teachers are teachers not because it is their chosen calling, but because they could not secure employment elsewhere”.

The work of teaching should be sufficiently inspiring and amply challenging so that a teacher is stimulated to put in his best. The teachers should feel enjoying and not disliking his job, when a teacher cherishes these feeling he arrives at a state of mind which enjoy full job-satisfaction and work motivation.

Intensive and continuous efforts are necessary to raise the economic, social and professional status of teachers so as to feed back talented young persons into the profession.
It further states:

The future of education and consequently of the nation is at stake and the price must be paid.

This is a study of two segregated groups i.e. job-satisfaction and work motivation of physical education teachers working at high schools level and investigator attempted to determine the characteristic and impact of job-satisfaction and work motivation of teachers for effective teaching and training. The description and analysis of such teachers, might be reasonably expected to provide useful aid to the teachers, educators, educational administrators and researchers for their respective purposes.

5-2 Statement of the Problem

Keeping in view the importance of work motivation and job-satisfaction of Physical Education Teachers the investigator has undertaken the problem for investigation stated as under:

"WORK MOTIVATION AND JOB-SATISFACTION OF PHYSICAL EDUCATION TEACHERS IN HIGH SCHOOLS OF HIMACHAL PRADESH IN RELATION TO EXISTING SPORTS FACILITIES"

5-3 Objectives of the Study

The following objectives were formulated for the present study:

1. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to ‘Dependence’ component of Work Motivation.
2. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to ‘Dependence’ component of Work Motivation.

3. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to ‘Dependence’ component of Work Motivation.

4. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to ‘Organisational Orientation’ component of Work Motivation.

5. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to ‘Organisational Orientation’ component of Work Motivation.

6. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to ‘Organisational Orientation’ component of Work Motivation.

7. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to ‘Work Group Relation’ component of Work Motivation.
8. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to ‘Work Group Relation’ component of Work Motivation.

9. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to ‘Work Group Relation’ component of Work Motivation.

10. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to ‘Psychological Work Incentives’ component of Work Motivation.

11. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to ‘Psychological Work Incentives’ component of Work Motivation.

12. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to ‘Psychological Work Incentives’ component of Work Motivation.

13. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to ‘Material Incentives’ component of Work Motivation.
14. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Material Incentives' component of Work Motivation.

15. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Material Incentives' component of Work Motivation.

16. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Job Situation' component of Work Motivation.

17. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Job Situation' component of Work Motivation.

18. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Job Situation' component of Work Motivation.

19. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Total Score' of Work Motivation.
20. To compare the two groups of physical education teachers teaching in high
schools having high and low levels of sports facilities with respect to ‘Total
Score’ of Work Motivation.

21. To compare the two groups of physical education teachers teaching in high
schools having average and low levels of sports facilities with respect to ‘Total
Score’ of Work Motivation.

22. To compare the two groups of physical education teachers teaching in high
schools having high and average levels of sports facilities with respect to ‘Work
and Work Condition’ component of Job Satisfaction.

23. To compare the two groups of physical education teachers teaching in high
schools having high and low levels of sports facilities with respect to ‘Work and
Work Condition’ component of Job Satisfaction.

24. To compare the two groups of physical education teachers teaching in high
schools having average and low levels of sports facilities with respect to ‘Work
and Work Condition’ component of Job Satisfaction.

25. To compare the two groups of physical education teachers teaching in high
schools having high and average levels of sports facilities with respect to ‘Salary,
26. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Salary, Security & Promotional Policies' component of Job Satisfaction.

27. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Salary, Security & Promotional Policies' component of Job Satisfaction.

28. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Institutional Plan & Policies' component of Job Satisfaction.

29. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Institutional Plan & Policies' component of Job Satisfaction.

30. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Institutional Plan & Policies' component of Job Satisfaction.

31. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Authority, Co-Workers, Its Competence & Functioning' component of Job Satisfaction.
32. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Authority, Co-Workers, Its Competence & Functioning' component of Job Satisfaction.

33. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Authority, Co-Workers, Its Competence & Functioning' component of Job Satisfaction.

34. To compare the two groups of physical education teachers teaching in high schools having high and average levels of sports facilities with respect to 'Total Score' of Job Satisfaction.

35. To compare the two groups of physical education teachers teaching in high schools having high and low levels of sports facilities with respect to 'Total Score' of Job Satisfaction.

36. To compare the two groups of physical education teachers teaching in high schools having average and low levels of sports facilities with respect to 'Total Score' of Job Satisfaction.
For the conduct of present investigation the investigator formulated the following hypotheses:

1. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the ‘Dependence’ component of Work Motivation.

2. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Dependence’ component of Work Motivation.

3. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the ‘Dependence’ component of Work Motivation.

4. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the ‘Organisational Orientation’ component of Work Motivation.

5. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Organisational Orientation’ component of Work Motivation.
6. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Organisational Orientation' component of Work Motivation.

7. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the 'Work Group Relation' component of Work Motivation.

8. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the 'Work Group Relation' component of Work Motivation.

9. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Work Group Relation' component of Work Motivation.

10. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the 'Psychological Work Incentives' component of Work Motivation.

11. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the 'Psychological Work Incentives' component of Work Motivation.
12. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Psychological Work Incentives' component of Work Motivation.

13. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the 'Material Incentives' component of Work Motivation.

14. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the 'Material Incentives' component of Work Motivation.

15. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Material Incentives' component of Work Motivation.

16. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the 'Job Situation' component of Work Motivation.

17. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the 'Job Situation' component of Work Motivation.
18. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Job Situation' component of Work Motivation.

19. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the 'Total Score' of Work Motivation.

20. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the 'Total Score' of Work Motivation.

21. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Total Score' of Work Motivation.

22. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the 'Work and Work Condition' component of Job Satisfaction.

23. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the 'Work and Work Condition' component of Job Satisfaction.
24. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the ‘Work and Work Condition’ component of Job Satisfaction.

25. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the ‘Salary, Security and Promotional Policies’ component of Job Satisfaction.

26. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Salary, Security and Promotional Policies’ component of Job Satisfaction.

27. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the ‘Salary, Security and Promotional Policies’ component of Job Satisfaction.

28. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the ‘Institutional Plan and Policies’ component of Job Satisfaction.

29. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the ‘Institutional Plan and Policies’ component of Job Satisfaction.
30. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Institutional Plan and Policies' component of Job Satisfaction.

31. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the 'Authorities, Co-Workers, Its Competence & Functioning' component of Job Satisfaction.

32. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the 'Authorities, Co-Workers, Its Competence & Functioning' component of Job Satisfaction.

33. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Authorities, Co-Workers, Its Competence & Functioning' component of Job Satisfaction.

34. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities do not differ significantly on the 'Total Score' of Job Satisfaction.
35. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities do not differ significantly on the 'Total Score' of Job Satisfaction.

36. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities do not differ significantly on the 'Total Score' of Job Satisfaction.

5-5 Delimitations of the Study

The study was delimited on the following points:

1. Due to the paucity of time and resources, the investigator has taken only two variables i.e. work motivation and job-satisfaction.

2. Physical education teachers of government high schools in Himachal Pradesh have been taken for the study.

3. The investigator have taken 25 Physical Education Teachers from each district randomly i.e. twelve Districts of Himachal Pradesh comprising of total 300 subjects.

5-6 Sample

The sampling of present study comprises 300 physical education teachers of high schools of Himachal Pradesh. The sample was drawn from 25 schools of each district randomly i.e. twelve district.
5-7 Tools Used

For conduct of present study the investigator has used the Work Motivation scale prepared by K.G. Agarwal (Hindi version) and Job-Satisfaction scale prepared by Kumar and Mutha (Hindi version). A self prepared check list was used by the investigator to know the level of existing sports facilities in the high schools.

5-8 Method for Analysis

In view of the Hypothesis framed for the present study, t-test was used by the investigator to test the significance of difference between the different groups of physical education teachers.

5-9 Conclusions

The Himachal Pradesh is a State which has its own culture, socio-economic and geographical peculiarities. Maximum area of Himachal Pradesh is hilly. Schools in such hilly areas are lacking in many types of facilities i.e. Play-Grounds, Gymnasium, Indoors etc. which are very important for the development of education curriculum of the state. Hence, job-satisfaction and work motivation of school physical education teachers is expected to vary with the difference in sex, qualification and marital status. Also the work motivation and job-satisfaction of school physical education teachers may be unique and different as compared to their counter part in the other state due to vast disparities in socio-economic, cultural, religious and geographical conduction with in the state as well as out side the state.
On the basis of interpretation of the results obtained, the following conclusions may be drawn:

1. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its ‘Dependence’ component.

2. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities possess more or less equal level of Work Motivation with respect to its ‘Dependence’ component.

3. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its ‘Dependence’ component.

4. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its ‘Organisational Orientation’ component.

5. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities have more or less equal level of Work Motivation with respect to its ‘Organisational Orientation’ component.

6. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities possess more or less equal level of Work Motivation with respect to its ‘Organisational Orientation’ component.
7. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its 'Work Group Relation' component.

8. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its 'Work Group Relation' component.

9. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities have more or less equal level of Work Motivation with respect to its 'Work Group Relation' component.

10. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its 'Psychological Work Incentives' component.

11. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its 'Psychological Work Incentives' component.

12. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its 'Psychological Work Incentives' component.
13. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its ‘Material Incentives’ component.

14. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities possess more or less equal level of Work Motivation with respect to its ‘Material Incentives’ component.

15. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities have more or less equal level of Work Motivation with respect to its ‘Material Incentives’ component.

16. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its ‘Material Incentives’ component.

17. The teachers working in institutions having low level of facilities possess higher level of Job-Situation Motivation as compared to those working in institutions having higher level of facilities.

18. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities possess more or less equal level of Work Motivation with respect to its ‘Job-Situation’ component.
19. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities have more or less equal level of Work Motivation with respect to its ‘Total Score’.

20. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities exhibit more or less equal level of Work Motivation with respect to its ‘Total Score’.

21. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities possess more or less equal level of Work Motivation with respect to its ‘Total Score’.

22. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities possess more or less equal level of Job-Satisfaction with respect to its ‘Work and Work Condition’ component.

23. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities exhibit more or less equal level of Job-satisfaction with respect to its ‘Work and Work Condition’ component.

24. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities possess more or less equal level of Job-satisfaction with respect to its Work and Work Condition’ component.

25. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities have more or less equal level of Job-
satisfaction with respect to its 'Salary, Security and Promotional Policies' component.

26. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities exhibit more or less equal level of Job-satisfaction with respect to its 'Salary, Security and Promotional Policies' component.

27. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities exhibit more or less equal level of Job-satisfaction with respect to its 'Salary, Security and Promotional Policies' component.

28. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities possess more or less equal level of Job-satisfaction with respect to its 'Institutional Plan and Policies' component.

29. The teachers working in institutions having low level of facilities possess higher level of Institutional Plan and Policies Job-Satisfaction as compared to those working in institutions having higher level of facilities.

30. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities exhibit more or less equal level of Job-satisfaction with respect to its 'Institutional Plan and Policies' component.
31. The teachers working in institutions having average level of facilities possess higher level of Authorities, Co-Workers, Its Competence & Functioning Job-Satisfaction as compared to those working in institutions having higher level of facilities.

32. The teachers working in institutions having low level of facilities possess higher level of Authorities, Co-Workers Its Competence & Functioning job-satisfaction as compared to those working in institutions having higher level of facilities.

33. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities exhibit more or less equal level of Authorities, Co-Workers Its Competence & Functioning component of Job-satisfaction.

34. The two groups of physical education teachers teaching in high schools having high and average levels of sports facilities exhibit more or less equal level of Job-satisfaction with respect to its ‘Total Score’.

35. The two groups of physical education teachers teaching in high schools having high and low levels of sports facilities possess more or less equal level of Job-satisfaction with respect to its ‘Total Score’.

36. The two groups of physical education teachers teaching in high schools having average and low levels of sports facilities have more or less equal level of Job-satisfaction with respect to its ‘Total Score’.
5-10 Educational Implications

It has been reported in the present study that the variables of this research are Work Motivation and Job-Satisfaction. There is a need to improve the level of Work Motivation and Job-Satisfaction of Physical Education Teachers toward teaching and providing training to the students by laying down clear cut policy by the Government with regard to their transfer, salary structure, promotional incentives etc. The teachers from the rural background should be given more access to change their place of job so as to become knowledgeable and translate their knowledge into practice of teaching by showing marked improvement in teaching strategies etc. Teachers with more than 20 years in teaching profession should be motivated for not showing laxity by fixing rewards for effective teaching. The Government should fix more awards for teachers so as to motivate them regarding teaching. Since teachers have shown difference in teaching effectiveness in respect of their personality traits and behaviour. More study in this direction is needed. Till date the results are contradicting and inconclusive and once the effect of the personality trait is properly established than the selection should be made on the basis of personality characteristic of perspective teachers.

By conducting research in this area following implication may be drawn:

1. Physical Education Teachers working in government high schools may be given optimum workload which will help them for their better adjustment and Job-Satisfaction.
2. Physical Education Teachers working in the schools may be given reinforcer incentives so that they will take interest in their job responsibility which will provide them Job-Satisfaction and Motivation to work.

3. Due consideration should be given to the primary needs of the teachers so that they can maintain their high Job-Satisfaction.

4. Proper sports facilities should be provided in the institutions so that the teachers can explore their full vigor to give fruitful results.

5. Teaching is a noble profession, it needs more sincere, honest and painstaking teachers who are satisfied with their job. Now, we know that teachers with higher level of sports facilities in the schools possess more work Motivation and Job-Satisfaction. Therefore, the Government should give proper facilities and incentives for the teachers so that teachers might feel satisfied in their job and never think about the jumping to another job.

6. The State and Centre Government should provide more incentives and facilities for the teachers for their healthy satisfaction to achieve maximum output.

7. The State and Centre Government should provide optimum sports facilities in the schools. Priority should be given to the schools which are not having adequate sports facilities.
8. Sex does not affect work Motivation and Job-satisfaction of teachers, therefore, equal chances can be given to males and females for admission in training colleges and promotion in service.

9. Motivation to work and satisfaction to job can be increased by organizing orientation courses for the teachers so as to keep the teachers up to date with the latest knowledge in their perspective fields.

10. The State and Centre Government should fix more awards and incentive for the teachers who are effective in teaching.

11. Work Motivation of teachers can be increased by appointing teachers as an official in the games and sports competitions.

12. Work Motivation of teachers can be increased by appointing teachers as a Manager or Coach with the State or National teams.

5-11 Suggestions for Further Research

Due to conflicting results, generalization can not be drawn for the whole teaching community with respect to variables of the present study. Furthermore, India is vast country in which there exist a number of disparities due to social, cultural, religious, economic and geographical factors. Hence the causes of satisfaction and dissatisfaction in the teaching profession may not be same for each group in the said regions.
The study cannot be termed complete in all aspects because investigator had to restrict himself to Himachal Pradesh only due to timed economy and limited resources at his disposal. Thus the investigator made the following suggestion for further research:

1. The present study is conducted on the physical education teachers of government high schools of the Himachal Pradesh, similar type of study may be conducted on the private schools teachers and also at the secondary schools and college level.

2. The present study is conducted on the physical education teachers, similar study may be conducted on the teachers of different disciplines.

3. A similar comparative study between physical education teachers and the teachers of other disciplines may also be conducted.

4. A similar study may conducted on other states also.

5. A study may be designed for teaching techniques and strategies used by the teachers in class teaching at different level of education.

6. A study of Work Motivation and Job-Satisfaction in relation to organizational climate of the school may be conducted.

7. The scope of the study may further be extended including more variables such as socio-economic condition, job-anxiety, aspiration and attitude etc.

8. The impact of Work Motivation and Job-satisfaction may be studied on effectiveness of teaching at different level of education.
A research may be planned to identify the teachers who are highly satisfied and dissatisfied with the job and to measure their characteristics on some pertinent cognitive and non-cognitive variables.

A study may be conducted on the Achievement Motivation in relationship to home environment and level of aspiration of teachers.

A study may be conducted on Work Motivation and personal value status of teachers at different level of education.

A comparative study between males and females physical education teachers at high school levels may be conducted and their attitude towards teaching can also be undertaken.

At last it can be said that after the development of Job-Satisfaction and improvement of Work Motivation of teachers there will be development in the education process. Due to development in the education curriculum there will be development of the nation. Unless the teachers are well-satisfied with your job they cannot render a service to the nation. In case, they are satisfied no doubt, it will enhance their work efficiency.