CHAPTER - Vth

DISCUSSION
In the preceding chapter a descriptive account of the results obtained from administration of different psychological tests relating to independent and dependent variables presented in tabular, graphical and statistical forms were put forward. In this chapter an attempt has been made at interpreting and discussing these results as a whole in the light of various theoretical frameworks evolved by various psychologists and relevant experimental findings of others. The graphic representation of data has also been made to enable a bird’s eye view of the obtained results. It also makes the results more meaningful. This chapter is stratified in five sections. The first section deals with the assumptions and underlying causes as to why the 't' and 'F' test technique has been used to analyse and interpret the data. In the second section, emphasis has been laid on the fact that Job Satisfaction among teachers is a function of govt. aided and non-aided institutions. In the third section the relationship between Teaching Effectiveness and Type of Institutions was discussed in the light of obtained data and the data of other investigator's. This has been done with a common sense view of Type of Institutions. In the fourth section, the role of Type of Institutions in External and Internal Orientation have been interpreted with special reference to the data obtained by the present author. The fifth section of this study focuses on the discussion and interpretation of the role of Type of Institutions in the attitude towards teaching. Now let us see how best the
result can be interpreted, discussed and related with the finding of the other investigators.

**STATISTICAL ANALYSIS USED**

With a view to bringing out the differential effects of variables i.e. Job Satisfaction, Teaching Effectiveness, Locus of Control and Attitude of Teachers and finding out their statistical significance, it was necessary to interpret and analyse the data statistically. For this purpose parametric techniques i.e. 'F' and 't' were used. The statistical techniques, methods employed herein for the analysis of results are as follows:

(a) **Measures of Central Tendency**

Measures of location or average provide us with a single measure that represent the entire distribution. Hence, mean values of all the groups/subgroups in present investigation were computed to make comparison possible between two or more groups. It also enables graphic representation of the influence of various variables.

A measure of central tendency, however, is a single value of variable useful, if we want to compare ourselves with the rest of the population to make comparison between any two populations. But it does not tell us a great deal about the population, which it comes from. We should like to know more about a population before we can draw appropriate conclusions or even make fair comparisons.
(b) Measures of Dispersion

On several occasions a mean value, on its own offers insufficient and incomplete informations about characteristics of two populations. Therefore, the need for the measures of dispersions, which calls for measuring and comparing the spread of data in a population. Hence-standard deviation - a sound method of dispersion was computed for different groups in the present study so as to make comparison between them more meaningful.

(c) 'F' test

With a view to bringing out the differential effects of independent variables on dependent variable and finding out their statistical significance, it was necessary to interpret and analyze the data. For this purpose, parametric technique i.e. Analysis of variance - three-way classification was used. While using the technique of Analysis of Variance, the following four assumptions underlying the technique of analysis of variance were tested (Guilford, 1956).

(a) Observations with experimental homogenous sets should be from normally distributed population.

(b) The sampling within sets should be random and mutually exclusive.

(c) Variance form within the various sets must be experimentally equal, and

(d) The contribution to the local sample must be additive.
(d) 't' test

In order to test the significance of the difference between the two means, 't' values have also been computed because the 't' test of significance is adequate when we want to determine whether or not two means differ significantly from each other. It is employed in case of experiments involving two groups. However, for various reasons, 't' test is not adequate for comparison involving more than two means. Whereas Analysis of Variance or the 'F' test on the other hand, permits us to evaluate three or more means at one time. But 'F' test does not present the clear-cut picture of the two groups compared because it does not tell which means differ significantly. That is why 't' test was also applied to test the significantness of mean differences. Keeping this fact in mind 't' test was also applied. However, the 't' distribution is a theoretical sampling distribution, which is employed when number of cases in a group is a thirty or less, then the distribution of means of the sample is different from normal distribution curve.

The 't' test for means of independent samples assume:

(i) Normality of distributions of the variables in the populations from which the sample are drawn i.e. the observations should be taken from the normally distributed population.

(ii) The observation should essentially be homogenous.
(iii) The variation of population should essentially be homogenous.

(iv) The variables measured must be based on interval scale, so that statistical treatment is possible.

Job Satisfaction, Sex and Teaching Experience

Hypothesis I

"It was hypothesized that teachers of govt. aided institutions would show significantly different amount of Job Satisfaction in comparison to teachers of non-aided institutions."

The educational sector is very important for the development of any country. Teachers have very important place in this sector. They are in separable corner stone of the society and their satisfaction will affect the quality of service they render.

Job satisfaction has been defined as the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in the given job situation (Lumsdane 1998). It has also been described as a state of mind, a feeling, a mental and emotional attitude (Lumsdane 1998). It is a widely accepted fact that the level of satisfaction one derives from an employment goes a long way in affecting the level of productivity (Lumsdane 1998).
The sources of job satisfaction among teachers include healthy school environments, favourable work place conditions, supportive school administrations and adequate parental supports and fringe benefits (Adams 1992). Teachers have clearly identified students as primary and central factors that has an impact on both their professional enthusiasm and discouragement (NCES 1997). The effects of job satisfaction can be seen in the effects of teacher morale has on the students attitude and learning. Raising teacher's morale level not only makes teaching more pleasant for the teacher but also learning more pleasant for student (Godwin 1993). This creates an environment that is more conducive for learning (Godwin 1993). Thus, job satisfaction acts as an antidote for are of the major problem of teaching profession, which is job stress (Miller & Stone 1985).

Keeping these facts in mind the present study was designed to make a comparative study of male and female teachers serving in govt. aided and non-aided institutions have different length of teaching experience.

The obtained Mean values of Govt. aided and Non-aided teachers on Job Satisfaction Scale were found 21.62 and 17.87 respectively. These values indicate that govt. aided teachers were found more satisfied with their job than non-aided teachers (See Fig. 4.1). On the basis of obtained mean scores, it can be established that two variables i.e. job satisfaction and type of Institutions are important variables of paramount importance. For these two groups - Govt. aided and non-aided
degree teachers, it can be established that mean job satisfaction score of
govt. aided and non-aided teachers vary.

To analyze the statistical significance of these mean Job
Satisfaction scores, Three way Analysis of variance was applied on the
raw scores obtained from Job Satisfaction Scale as function of type of
institutions. Obtained F value (F = > .01) was found statistically
significant. Thus confirming the hypothesis no. 1. Meaning thereby that
type of institution was found important variables determining the level of job
satisfaction of teachers teaching in aided and non-aided institutions.

To establish the relation between job satisfaction and type of
institutions, it would be preferable to look for the common causal factos of
both the variables. There are certain aspects, which together constitute
the phenomenon of job satisfaction as a whole. Thus, a teacher
scoring on high on Job Satisfaction Questionnaire, is likely to possess low
burnout tendency.

It can not be denied that quality is the hallmark of contemporary
societies. Teacher education is most valuable sector of professional
knowledge because the quality of teachers directly contributes to the
quality of education which consequently controls the quality of the society
at last. The self financing institution are not only harming the cause of
quality rather these are desenstizing the perceptions of even serious
stake-holders of teacher education from educational managers to teacher
educators all running after a share of money being earned through such institutions without minimum call for quality of professionalism in teacher education in the country. A situation is not only condemable rather it is alarming. That is why teachers teaching in govt. aided institutions were found comparatively more job satisfied than non-aided teachers.

Job satisfaction is indeed a complex, cumbersome and many sided concept. Brown et al. (1972) defined job satisfaction as the extent to which the individual's needs are satisfied and the extent to which the individual perceives that as satisfaction as stemming from his total job situation. Gilmer (1966) disclosed job satisfaction or dissatisfaction as the result of various attitudes the person holds towards his job, towards related factors and towards life in general. For the purpose of the present study, Gilmer's (1966) definition has been accepted as a working definition of job satisfaction. This definition is comprehensive, eclectic, functional as well as wholistic.

Job satisfaction and functioning of institutions are two of the most prominent variables having significant work attitudes examined in the work and organizational literature. These two variables have received considerable attention from individual, organizational, educational psychologials, management scientist and social scientistics and these two variables have shown or argued to be related to productivity, attendance at work, turnover, retirement, participation, labour militancy, sympathy for
union and withdrawal from work. In fact most of research conducted treats either job satisfaction and or type of organization as the ultimate dependent variable. These constructs also receive much attention within the more scientific work family literature. Researchers have often included both constructs in their examination of the relationships between work family issues and work outcomes. Therefore, this entry will concurrently review both job satisfaction and type of institutions.

Teacher is one of the most important factors contributing to the national development has rightly remarked that, "as is the, teacher, so is the nation'. He is the pivot around which all the educational programmes and organizations which include curriculum, syllabus, text books, evaluation etc. rotate in so far as their implementation is concerned. The best system of education may fail to achieve the desired ends owing to teachers' lack of sincerity, competance and character due to financial crisis.

The need for the study of the status of the teacher and type of institution was felt long back when the World Confederation of the Organization of Teaching Profession (WCOTP) conducted a study on status of teachers in India with the cooperation of All India Federation of Educational Associations (AIFEA) in 1967. More than 50 years have passed and it was now considered worthwhile to conduct another study on the status of the teachers could become available, in order to suggest
improvements for job satisfaction involves liking for the work and work conditions and acceptance by the pressures and aspirations connected with that work (Anjaneyulu 1970).

All types of work are not inherently satisfying. People engaged in the work which is not a satisfying in its self naturally look for satisfaction from sources external to it. But job satisfaction does promote happiness, success and efficiency in one's professional activity.

Every profession has got certain aspects conducive for job satisfaction. At the same time, it has other aspects that lead to dissatisfaction. Teaching profession is no exception. If it is possible to isolate factors of dissatisfaction, attempts can be made either to change to dissatisfying conditions relating to institutions or to reduce their intensity so as to increase the holding power of the profession.

In the high of the above facts, it can be convincingly argued that teacher respondents of aided degree colleges experiencing high job satisfaction were found comparatively less victim of burnout because teachers belonging to high job satisfaction group experience their job as a pleasurable emotional state, they like their job (Likert 1961), they are were concerned with their work environment for comforts and facilities (Singh 1985), they get more from their job (Anand 1978), they get opportunities to use their skill and offered a variety of tasks (Jyoti 1979), they get freedom and feedback on how well they are doing (Chakarvarty
1965), they experience positive emotional environment (Clark 1996), the work done by the teacher is intrinsically interesting to him (Jyoti 1979), they possess positive attitude towards their profession, co-workers and institution (Locke 1976), their job on the whole is satisfying their various needs (Mohan & Riar 1997), they feel least stress towards their profession (Sharan 1980), they possess high level of motivational potential for their job (Singh & Pestonjee 1990), they have least amount of role ambiguity and job tension (Soni & Pathania 1996), they believe that institution cares for employees (Dunatte, Camble & Hakek 1967), and they possess better mental health, high involvement in job (Downey et al. 1975) than Low Job Satisfaction Group of teacher respondents, that is why, teacher belonging to aided degree colleges were found highly satisfied with their job.

The results of the present study indicates that teacher's having low job satisfaction were found more burnout to their job, they feel less satisfied (Pandey 2001) they find their job more unfavourable, their needs are not satisfied (Pandey 2002), they are not involved in their job, they feel less comfortable in their physical assignment (Singh & Pestonjee 1990), they feel themselves not fit on their jobs, they reject the organizational system and climate of their institutions, they are discouraged in making their decisions (Soni & Pathania 1996), they are not given more autonomy, feedback and opportunities to use their skills (Ahmad & Khanna 1992), they do not find opportunities for self growth and advancement, they do
not feel that their work is a central part of their lives (Downey et al. 1975),
they cannot understand their work life conflicts and they never
encouraged to work as role models (Nandi 1999) that is why their job
satisfaction was found to be lowest than the other comparable group of
teacher respondents, this may lead to negative evaluation of their job
(Lafollette 1975, Mc Quarrie et al. 1995; Mehta 1978; Nehra 1989;
Rahman et al. 1995).

In comparison to teachers serving in non-aided institution
teachers serving in govt. aided institution were found lesser burnout
because high job satisfaction lead to more positive evaluation of teachers
who enjoy more autonomy, more control and responsibility and more
privilege from the organization (Hargreaves 1994) and create a strong
desire to remain within organization. They are involved in decision making
process and other important matter of the organization and they are
usually very well paid that is why they evaluate their work positively on the
basis of good aspect of their organization resulting in lesser experience of
burnout tendency. In addition, it is not out of place to mention that
teachers serving in govt. aided institutions were found less burnout
because organizations make them eligible to receive both extrinsic
(wage and benefits) and intrinsic satisfaction (job satisfaction and
relationship with coworkers) associated with membership reward (Sahni
1988, Srivastava 1987; Welsch et al. 1981). Inspite of these barefacts,
there are more opportunities to fulfill their achievement motives, they have
adequate opportunities for advancement and they are satisfied with their independence/autonomy (another motivated facts) than the respondents experiencing less job satisfaction. That is why teachers of govt. aided institutions feel less burnout-towards their job and organization resulting in high job satisfaction.

**Hypothesis 2**

It was hypothesized that male and female teachers would differ significantly in their job satisfaction.

Significant sex difference in attitudinal orientation towards job have been obtained in many studies employing several psycho-educational variables. From review of researches on job satisfaction, it is evident that as a demographic variable, sex causes differences in job satisfaction of male and female teachers respondents. But there are enough controversy on the issue of sex difference in relation to job satisfaction.

The data detailed in Table 4.2 reveal that female degree teachers irrespective of type of Institution were comparatively more satisfied with their job ($M = 20.90$) than male teachers ($M = 18.60$) (See Fig. - 4.2). Obtained F value for sex variable ($F = 4.21 > .05$) was also found significant at respectable level of significance.

The reason for the male teacher being more burnout than female teachers can be attributed to the fact that females show a more positive attitude towards their job. Due to better adjustment tendency, they
are well suited and better equipped in adverse situation also. The social upbringing of the girls also help them to become more adjusting (Singh & Vamaria 1977; Singh 1981).

Male and females differ in various aspects, the difference being both biological and physiological. Although no evidence is required in this regard, but the picture is not very clear with regard to personality variables, mental abilities and vocational skills. The research literature in Psychology and Education is full of such investigations in which the evidence of sex difference has been probed on personality, motivation and mental health etc. Different investigators have obtained differential impact of sex difference on various dependent variables such as happiness, peace and pain (Farena, Galinazi & Beri 1963), emotional behaviour (Gerard and Schoenfied 1968), psychopathology (Philips 1964, Yamamato & Disney 1967), altruistic behaviour (Harris 1970; Steve 1971, Srivastava & Gupta 1971, Alam 1993). Creativity (Guilford 1964; Torrance 1969), interpersonal behaviour (Saxena & Sharma 1980), intolerance towards vagueness (Rai & Pandey), aggression (Alam 1995, Prasad 1980) person perception (Singh 1980), value system and ego-ideal (Upadhyaya 1987), cognitive style (Rai & Prakash 1987), authority figure attitude (Pandey 1993) etc. In the present investigation too significant difference have been obtained on Job Satisfaction Scale. Therefore, we may briefly sum up that the obtained results of the present study support the above findings so for as importance of sex variable is concerned.
This study reported that female teachers were more satisfied with their job than male teachers. This is consistent with the studies of Ma & Mc Millan (1999), Michaelova (2002) and Spear et al. (2000) in finding that female teachers are more satisfied than male teachers. This report was also suggested by Sargent & Hannum (2003) who found that female teachers appeared to be more satisfied with the teaching career due to financial commitment.

Hypothesis-3

It was hypothesized that new and novice teachers would differ significantly in their job satisfaction.

To investigate the impact of teaching experience, respondents were categorized in new and novice groups. Kristin A. Camilli (2004) categorized teachers in to four categories on the basis of length of service-

(a) **New teacher** - teachers who have been employed in a faculty position for 1-5 years.

(b) **Novice teachers** - teachers who have been employed in a faculty position for 6-12 years.

(c) **Established teachers** - teachers who have been employed in a faculty position for 13-20 years.

(d) **Veteran teachers** - teachers who have been employed in a faculty position for 21 years or more.
This study is limited by a small sample size employing only New and Novice teachers.

Having established two groups namely- New and Novice teachers irrespective of their sex and types of institution, Job satisfaction Scale was administered over the teacher respondents of degree colleges (See Fig. 4.3). Obtained mean score of New and Novice teachers were found 17.65 and 21.85 respectively and obtained F ratio was also found significant at respectable level of significance. The results indicate that new teachers have obtained comparatively lower scores on Job Satisfaction Scale because they feel more stress, disatisfied with their organization, they feel over burdened with work including extracurricular and cocurrercular activities and understaffing where as the Novice teachers serving at degree level are mentally and psychologically prepared for their duties due to their teaching experience and educational opportunities available to them required for academic and professional career of teaching. Although the work load of of Novice teachers is heavy, but they try to increase their knowledge and feel satisfied with their job. Novice teachers of degree level are more oriented towards free and non-interferential work style. Their professional compulsions enable them to avail or rather a life and work style where they are least answerable to other by and large. Although he is bound by his professional compulsions to follow instructions and advice of affiliating and
he wishes his students to work according to him. Hence, working in such environment become a habit for him. Precisely novice teachers feel more comfortable in his environment and profession than the new teachers due to praise and regards provided by the members of the society. That is why, novice teachers were found more satisfied with their job than new teachers. The obtained study support the findings of Camilli (2004), Hall, Villmene & Phillippy (1980), Miller Brownell & Smith (1999) Singh & Billingsley (1996), Yezzi & Lester (2000) because they found that job satisfaction increased as years of teaching increased. But this study contradicts the findings of Gosnell (2000) which stated that teaching experience to significantly negatively related to job satisfaction.

Teaching Effectiveness, Sex and Teaching Experience

Hypothesis-4

It was hypothesized that teachers serving in govt. aided institution would exhibit significantly different amount of teaching effectiveness in comparison to teachers serving in non-aided institutions.

The progress of nation in different fields depends upon the quality of its people which in turn depends upon how well the younger generation is moulded by parents, teachers and education system as a whole. The Education Commission (1064.66) has rightly remarked that "The destiny of India is now being shaped in the class room". However, it
is a truth that, "No people can rise above the level of its teachers" as mentioned in National Policy on Education 1966. The parents, planners managers and administrators of education can not afford to ignore these fundamental beliefs of Indian society.

Every teacher and educational knows that even a balanced curriculum remains dead, unless quickened into life by the right kind of teachers and suitable method of teaching. Therefore, all the factors which influences all excellance in the field of education are the quality, competence and character of teachers a part from the infrastructure, cognitive and noncognitive qualities of students and parental support. So, nothing is more important than attracting caliber pupil to the teaching profession and provinding them with the best possible professional training and creating congenial environment of work, in which they can be fully effective and satisfied.

The second major problem that was subjected to empirical investigation was to find relation between teaching effectiveness and type of institution. It was hypothesized that teachers belonging to govt. aided institutions would exhibit significantly different amount of teaching effectiveness in comparison to teachers belonging to non-aided institutions. Table - 4.4 in the chapter of results, presented data of the mean performance of aided and non-aided, male and female and New and Novice teachers. The obtained Mean values of govt. aided and non-aided
teachers on Teaching Effectiveness Scale were found 292.075 and 279.42 respectively showing more teaching effectiveness among govt. aided teachers than non teachers. The obtained F ratio for Teaching Effectiveness was variable was found 7.84 significant at respectable level of significance. Thus, the obtained result confirms our research hypothesis. Meaning thereby the teachers serving in govt. aided degree college were found more effective in their teaching job than the teachers serving in non-aided institutions.

Now the question arises why govt. aided teachers of degree college have obtained comparatively higher scores than non-aided teachers. This may be explained on the basis of characteristics of teachers and faculties available to them.

For many years educators and researchers have debated over which variables influence student achievement. A growing body of evidence suggests that school can make a great difference in terms of student achievement and a substantial portion of that difference is attributable to teachers. Specifically, differential teacher effectiveness is a strong determinant of differences in student learning (Darling-Hammond 2000). Students who are assigned to one ineffective teacher after another have significantly lower achievement and learning i.e. gains in achievement, than those who are assigned to a sequence of several highly effective teachers (Sanders & Rivers 1996). Thus, the impact of teacher effectiveness (or in effectiveness) seems to be additive and cumulative).
It is evident from Table - 4.4 that govt. aided teachers were found more effective in their teaching because they develop some special characteristics such as they committed to do anything possible for each student and enable all students successful, they believe in their ability of being an effective teacher and they take on challenges, they were found consistent and fair in their job, they keep their words, they believe that all individual deserve respect, they possess the ability to think logically, they break things down, they recognize cause and effect, they possess the ability to identify patterns and connections, they possess relentless energy for setting and meeting challenging targets, they have drive to find out more and get to heart of things (intellectual curiosuty), they possess ability and willingness to adopt to the needs of the situation and change tactics, (Brophy 2001, Creemers 1999, Hay McBer 2000; Scheerens 2003); that is why teachers of govt. aided degree colleges were found more effective in their teaching than the teachers of non-aided degree colleges.

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others i.e. school administrators. As a consequence, those who study and attempt to improve teacher effectiveness must be cognizant of goal imposed on teachers or the job that teacher establish for themselves on both.

Govt. aided teachers tend to be aware of and actively pursue goals, they often do things on their own initiation which are independent of
any motivation to fulfill a certain goal, they set their goal concerned directly or indirectly with their students learning (Madley 1982, 1994), they are more often effective in achieving their goals and they regularly monitor student involvement in learning, that is why they were found more effective in their teaching.

**Recommendations for teacher effectiveness**

01. Based on what is currently known about objectives, standards and the structure of learning units, several recommendations can be offered to those interested in improving teacher effectiveness.

(a) Teachers must have a sound understanding of the standards that define intended or expected student learning;

(b) Teachers must use their understanding of students to design appropriate and effective learning units;

(c) Teachers must aware of the need of for curriculum alignment - that is the critical connection between the standards/objectives, the assessment, and the instructional activities and materials.

2. Based on what is currently known about classroom environment in relation to teacher effectiveness

(a) Teachers should create attractive and functional classrooms.

(b) Teacher should create a classroom environment that is warm, yet business like. This requires that equal emphasis be placed
on the academic and socio-emotional needs of students.

(c) Teachers should work diligently to establish a classroom culture based on explicit values and beliefs. These values and beliefs should provide the basis for the way in which teachers and students relate to one another, as well as expectations for behaviour, effort and learning.

3. Before any changes in lesson structure are made, the current structure of the lessons should be examined:

(a) Teachers and their students should view lessons as parts of larger units of instructions.

(b) Teachers should prepare students for learning by providing an initial structure to clarify intended outcomes and the desired learning strategies.

(c) To facilitate meaningful learning and retention, teachers should clearly explain and develop the content, putting emphasis on its structure and connections.

(d) Students need sufficient opportunities to practice and apply what they are learning and to receive improvement-oriented feedback.

(e) The teacher should provide whatever assistance students need to enable them to engage in learning activities productively.
Recommendations for policy makers and educational planners

01. Policymakers and educational planners much ensure that teachers have the resources they need to create attractive and functional classrooms.

02. Once adequate resources have been available, teachers must be advised on how best to use these resources to create appropriate classroom environments.

03. Teachers must be helped to see the integral relationship between lessons, learning unit and courses and the influence of each one on the others.

04. Teachers guide should include discussions on lesson structure, best lesson structures and acceptable or appropriate lesson structures.

05. Clear policies must be established for classroom organization, both the way in which students are assigned to classrooms and the acceptable organizational configurations or patterns within the classroom.

06. In order to help school administrators and teachers to understand and properly implement these policies, a series of in service training sessions should be designed and implemented.
Hypothesis-5

It was hypothesized that male and female teachers would differ significantly in their teaching effectiveness.

The data detailed in Table - 4.4 showing mean values and Standard Deviations obtained by male and female teacher respondents teaching in govt. aided and non-aided institutions indicate clear difference that the impact of sex difference on teaching effectiveness. The mean difference for male and female teacher respondents on Teaching Effectiveness Scale were found 277.87 and 293.62 respectively shows that (1) sex is an important determiner of the teaching effectiveness and; (2) females obtained higher mean values than males as function of sex difference. The same impression is gathered from graphic representation of data (Fig. 4.5). The computed F value = 6.98 > .01 is statistically significant at .01 level of significance which makes it emply clear that the obtained difference in mean values of the male and female respondents on Teaching Effectiveness Scale is significant and can be relied upon. In terms of statistics, it may safely be concluded females in comparison to male teacher respondents differ significantly in their teaching effectiveness.

Sex difference is believed to be based on division of labour in society. The division is usually determined by the fact whether the organizer is male or female. The impact of sex difference can be
observed on vocational choice and working effectiveness in every society whether this difference is on account of organismic difference or due to different modes of socialization and opted in various societies? It is debatable, in terms of individual differences variable, sex is descriptive and not conceptual; sex difference is just another variable similar to birth order, race, social class etc. All through investigators have made direct and indirect assumptions in the context of psychological differences of males and females, but this classification is biological and not psychological. Various psychological abilities have exhibited the impact of sex. Such difference is a consequence of either socialization or genetic factor is a mute question. Although different socializing agent such as father, mother, teacher, friends, books and various modes of media, it has been indicated that boys are more active, success oriented, aggressive, independent, ambitious and thoughtful and encouraged for higher education, high prestige and high income performance. They are trained for competition, encourage to develop social attitude, values and personality traits. Quite contrary to it girls are more tolerant, nurturing, dependent, beautiful, responsible and effective (Tettle 1977) emotionally mature (Gerard & Schoenfeld 1968), altruistic (Harris 1970), adequate in interpersonal behaviour (Saxena & Sharma 1980), tolerance toward vagueness (Rai & Pandey 1980), submissive (Alam 1995), appropriate cognitive style (Rai S. Prakash 1987) and positive attitude towards
authority figure (Pandey 1993). That is why female teachers serving in
degree colleges were found more effective in teaching than male
teachers. Therefore, we may briefly sum up that the obtained results of the
present study support the above findings so far as the importance of sex
variable is concerned.

**Hypothesis-6**

It was hypothesized that new teachers would differ
significantly in their teaching effectiveness in comparison to
novice teachers.

It may be concluded on the basis of Table - 4.4 that teaching
experience is a variable of paramount importance and affected by various
psycho-educational variables. It is evident from Table - 4.4 and Fig. - 4.6
that new degree college teachers have obtained comparatively lower mean
scores ($M = 275.8$) on teaching effectiveness scale than Novice teachers
($M = 282.35$). The obtained difference between the scores of low and
novice teachers was subjected to analysis of variance and obtained $F$ ratio
$= 6.89$ was found statistically significant at respectable level of significance.

A close inspection of Table - 4.4 indicates that mean values of
new and novice teachers differ from one another. It seems reasonable to
inter that novice teachers were found comparatively more effective in
teaching. A graphic representation of the mean scores (Fig. - 4.6)
discloses the same fact. The present result indicates that there is
increase in scores of job effectiveness as the experience of teaching increases that is why novice teachers have obtained comparatively higher scores on Teaching Effectiveness Scale. The causes of the present results could be many.

It may be stated that novice teachers possess several special characteristics e.g. they possess more teaching experience, motivational potential for teaching job, least amount of role ambiguity, least job tension, belief that institution cares for employees better mental health, more job involvement and least stress in job (Barn 1986, Monday, Steers & Parter 1974; Pattanayak 1993; Raval 1994; Patel 1994). It is evident from the result that there is positive relationship between teaching experience and teaching effectiveness. In other words, it may be said that teaching experience of degree college teachers was found affecting significantly the of teacher respondents. Thus, the hypothesis is confirmed. The obtained study support the findings of Camilli (2004), Hall, Villmenve & Phillippy (1988), Miller, Brownell & Smith (1998), Singh & Belingsley (1996), Yezzi & Lester (2000) because they observed that job satisfaction increased with the number of years the person has been in the profession.

**Locus of Control, Sex and Teaching experience**

**Hypothesis-7**

It was hypothesized that teachers serving in govt. aided institutions would differ significantly in their orientation
As a personality dimension, the concept of expectancy of control was introduced by Rotter (1966). Rotter (1966) described locus of control in the context of his Social Learning theory and defined the construct as an individual's general expectancy of the outcome of an event as being within the person's control versus beyond personal control. Locus of control is an individual's belief system regarding the causes of his or her experiences and the factors to which that person attributes success or failure. It can be assessed with the Rotter Internal-External Locus of Control. If a person has an internal locus of control that person attribution success to his or her own efforts and abilities. A person who expects to succeed will be more motivated and more likely to learn. The person will seek out information and is more likely to have good study habits and a positive academic attitude. Whereas a person with an external locus of control, who attributes his or her success to luck or fate, will be less likely to make the effort needed to learn. People with external locus of control are also more likely to experience anxiety since they believe that they are not in control of their lives.

Comparative study of teachers serving in govt. aided and non-aided degree colleges was put to test whether externality-internality and type of institutions have any relation or association. Consequently,
Locus of Control Scale was administered over the teachers serving in aided and non-aided degree colleges. Both govt. aided and non-aided groups consisted of 30 subjects each. A perusal of Table - 4.7 in chapter of Results show that govt. aided teachers have followed comparatively higher works (M = 18.00) on Locus of control Scale than the non-aided teachers (M = 13.32). Obtained F ratio for Type of Institutions was also found statistically significant at respectable level of significance (F = 4.01 > .05). These results are certainly indicative of a trend even though the difference in mean scores appears important. The mean scores on Locus of Control Scale as obtained by the two groups, govt. aided and non aided teachers, reveals statistically significant and clear cut difference.

It seems that that who serves in govt. aided degree colleges have scored higher markes in on Locus of Control Scale than those who serve in non-aided institution, meaning thereby, according to Rotter (1966) that normal respondents were found internally controlled and neurotics were found externally controlled (luck, chance, others etc.). Thus, on the basis of obtained data it may be safely concluded that locus of control is a variable of paramount importance causing different amount of locus of control among govt. aided and non-aided degree colleges. The bargraph in Fig. - 4.7 also shows that govt. aided degree teachers have scored higher than their counterparts (non-aided teachers) on Rotters Locus of Control Scale.
Teacher respondents belonging to govt. degree colleges were found externally oriented meaning thereby having external locus of control, who attributes his or her success to luck or fate will be less likely to make the effort needed to learn. People with external locus of control are also more likely to experience anxiety, since they believe that they are not control of their lives. Where as teacher respondents serving in non-aided degree colleges were found internally controlled (internal locus of control), that attribute success to his or her own efforts and abilities. A person who expects to succeed will be more motivated and likely to learn. This person will seek. Out information and is more likely to have good study habits and a positive academic attitude. One study found that respondents with an internal locus of control showed better adjustment to college interns of social adjustment (Njus & Brockway 1999). Another study found that community college respondents who succeeded at distance education had high internal locus of control (Dille & Hezack 1991).

Teachers serving in non-aided degree colleges were found internally controlled because of lack of quality management, low morale among teachers, tensed atmosphere in the college campus, weak emotional bound among teachers and management, negative perception of the institution by teachers etc. That is why teachers serving in non-aided degree colleges develop an locus of control, they attribute success to their own efforts, they believe that they can control events that
affect them and they believe that events results primarily from their own behaviour and actions. Internals were believed by Rotter (1966) to exhibit two essential characteristics - high achievement motivation and low outer-directedness. This was the basis of the Locus of Control Scale proposed by Rotter in (1966) although this was actually based on Rotter's belief that locus of control is a unidimensional construct.

Locus of control is conceptualized as referring to a unidimensional continuum ranging from external to internal:

<table>
<thead>
<tr>
<th>External Locus of Control</th>
<th>Internal Locus of Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual believes that his/ her behaviour is guided by fate, luck or other external circumstances.</td>
<td>Individual believes that his/ her behaviour is guided by his/her personal decisions and efforts.</td>
</tr>
</tbody>
</table>

Teachers teaching in govt. aided degree colleges were found external in their orientation because teachers with high external locus of control believe that powerful others, fate or chance primarily determine events.

They attribute outcomes of events to external circumstances. They believe that their grades are the result of good or bad luck people with an external locus of control tend to be more stressed and prove to clinical depression (Benassi, Sweeney & Dufour 1988, depression (Benassi, Sweeney & Dufour 1988, Maltby, Day & Macaskill 2007. It is sometimes
assumed that as people age, they will become less internal and more external (Aldwin & Gilman 2004). Longitudinal data collected by Gatz & Karel (Cited in Johnson et al. 2004) imply that internatily may increase upto middle age and thereafter decrease. Indeed there is evidence here that changes in locus of control in later life relate more visibly to increased externality rather than reduced internality. The above mentioned qualities may be developed in govt. aided teachers because they hold the key responsibilities of academic institutions, they become performing assetts in the progress of nation, and they feel job satisfaction and they receive salary according to norms. That is why the teacher respondents serving in govt. aided degree colleges were found external in their orientation. Consequently, they can fulfill nation’s ambition of creating capable human resource assetts.

**Hypothesis-8**

It was hypothesized that male and female teachers would differ significantly in their orientation - internal and external.

It may be concluded on the basis of Table-4.7 that sex is a variable of paramount importance because male teachers have obtained comparatively lower mean scores (M=13.025) on Locus of Control Scale than female teachers (M = 16.36) (See Fig. 4.8). The difference between these groups are significant and reliable (F = 5.63 > .05). There is every
reason to believe that sex variable produces a change in the orientation of male and female respondents. Table - 4.8 show that sex variable have affected significantly the internal/external orientation of teachers teaching in govt. aided and non-aided degree colleges. The bargraph portraying the performance of male and female teachers show a clearcut difference i.e. female teacher respondents scoring high on Locus of Control Scale than male teacher respondents. Thus, it may be inferred from the data that sex is variable causing different orientation among male and female teachers irrespective of type of institutions. The result of this investigation confirms the hypothesis.

Now the question arises why female teachers teaching in govt. aided and non-aided degree college have scored comparatively higher marks (external orientation) than male teachers (internal orientation). Since female teachers possess better mental health, high involvement in job, least stress in job, high satisfaction with job (Baron 1986; Mowday, Streers & Porter 1976, Pattanayak 1993; Raval 1994; Patel 1994).

They possess more amount of religiosity (Hussain & Hussain 1975), more religious identification (Kristina 1986), they possess fear of death (Maqbool & Hussain 1989), they receive cognitive encouragement not from their colleagues only but also from principles, and members of managing committee (Singh 1966), they perceive school environment as more permissive than restrictive (Kumari 2002), the female teacher
respondents were found mature enough to think what is right and what is wrong, she is capable of taking academic decisions and other behaviours of her own (Srivastava 2002) they do not experience rejection from members of managing body, that is why, they have no behaviour problems and thus possess favourable attitude towards the organization resulting in external orientation. Because of, this fact; female teacher respondents were found to have more external orientation than male teacher respondents.

**Hypothesis-9**

It was hypothesized that new teachers would experience different orientation (internal/external) than novice teachers.

The next major problem was subjected to empirical verification and the obtained result indicate that new and novice degree college teachers have obtained 13.70 and 15.625 mean scores on Locus of Control Scale and the obtained F ratio was also found statistically significant at respectable level of significance ($F = 6.12 > .01$). The results obtained from the present investigation are of great value that permits us to answer the question which are basic to the nature of teaching experience. Table - 4.7 in the chapter IV of Results evinces the mean performance of new and novice teachers. It is found that novice teachers of degree colleges have scored comparatively higher mean scores than new
teachers meaning thereby that novice teachers were found more external than new teachers (See Fig. ).

Now the question arises why novice teachers were found more external in their orientation than new teachers. The causes of the present result could be many. Novice teachers were found more external in their orientation because they attribute their success to luck or fate, will be less likely to make effort needed to learn, they experience anxiety since they believe that they are not in control of their lives, they tend to believe that real power resides in forces outside themselves and determines their life and they believe that powerful others, fate or chance primarily determine events. Externals attribute outcomes of events to external circumstance. Those teacher respondents with a strong locus of control may believe that their grades are the result of good or bad luck, there is evidence that changes in locus of control in later life relate more visibly to increased externality, rather than reduced internality (Schult, Schultz 2005, Heckhansen & Schulz 1995, Ryckman & Malikosi 1975). That is why novice teachers were found more external in their orientation. The obtained study support the findings of Camili (2004), Hallvillmenne & Phillippy (1998), Miller, Brownell & Smith (1999), Singh & Bellingsley (1996), Yezzi & Lester (2000) found that levels of job satisfaction in, teaching effectiveness and attitude towards teaching rose with the member of tears in the profession.
Teaching attitudes, Sex and Type of Institutions

Hypothesis-10

"It was hypothesized that govt. aided teachers would differ in their attitude towards teaching than the teachers of non-aided institutions."

On the basis of the results obtained from this study, it seems reasonable to infer that the attitude of teachers serving in govt. aided and non-aided degree colleges is a variable of paramount importance because type of institution do influence the teaching attitude of govt. aided and non-aided teachers. That teachers obtained result suggest that teachers serving in govt. degree colleges possess more positive attitude towards teaching than teachers serving in non-aided degree colleges.

To study the impact of type of institutions on teaching attitudes of teachers respondents serving in govt. aided and non-aided institutions were administered Ahluwalia's Teacher Attitude Inventory and obtained Mean and SD values were presented in Table - 4.10 in chapter of Results. It is evident from this table that teachers serving in govt. aided degree colleges have obtained comparatively higher mean score (M = 212.65) than teachers serving in non-aided degree colleges (M = 200.85).

To analyze the statistical significance of these mean differences obtained on Teacher Attitude Inventory, F test was applied. The obtained F
values for Types Institution (F = 7.32 > 0.1) was found statistically significant at respectable level of significance meaning thereby that Types of Institution and Levels of Attitude are important variables of paramount importance. It may be concluded that these values establishes a significant relationship between type of institutions and teaching attitude. Hence, the hypothesis is confirmed.

Teachers belonging to different institutions i.e. govt. aided and non-aided were found comparatively different in their teaching attitude because teachers teaching in govt. aided degree colleges possess favourable attitude, satisfied with working conditions of the school, takes keen interest in teaching, excudes inherent love for students (Anand 1998; Somantroy 1971), play the unified role of a true friend philosper and guide to the students in all vital tasks (Anand 1996), they know what they teach and how they teach, they are interested and want to know how teaching takes place and what motivate behaviour (Roy 1995), they know how to apprise an individual and help him to develop in a desirable fashion, they are happy to work with small and large group of varying ages (Paranjpe 1997), they work towards making children curious, inventive and creative (Gupta & Prakash 1995), they also have in them and develop in others, values which are were satisfying to them and to society, they perfectly know the different dimensions of the job, supposed to be competent enough to motivate the students and to extract the good for him (Aminabhavi &
The teacher's role is manifold in a school setup. He is supposed to play a key role in deciding the goals of education as well as in developing the curriculum. He is to decide and choose the methods of teaching suitable for transacting the topic and the materials used to strengthen the teaching-learning process. It is he who has to play the unified role of a true friend, philosopher and guide to the students in all these vital tasks, his attitudinal pattern counts a lot for the excellence of his performance. Thus, it may be concluded that positive attitude towards teaching is needed more in teaching profession. Teacher serving in non-aided degree colleges were found dissatisfied, because of insufficient salary and hard work, that is shameful not only for teachers but institution and society also to which he/she belongs. The teacher of this kind ceases to make any contribution to the educational development of the pupils. It has been noted that there are several factors responsible for having negative attitude towards teaching among teachers. Heavy load of work, indiscipline, lack of physical facilities in the school, lack of facilities for the professional preparation of teachers, lack of good human relations between the teachers insufficient salary, rude and undemocratic behaviour are some of the factors that negatively affect the teaching attitude of teachers teaching in non-aided degree colleges.

Teachers teaching in non-aided degree colleges use to face and feel different sorts of sufferings and discomforts that exist among
teachers working in self-financing institutions. There are variety of sufferings and discomforts affect the quality of teaching learning process e.g. reduced rate of quality and quality control of teaching learning process, high rate of absenteeism of students, hard work inadequate salary, increased rate of violent behaviours of school administrators, lack of quality management, weak emotional bound with their institutions, generation of tensed atmosphere in the campus, and scope for developing negative perception of the institution by the teachers.

The teachers, link with the society is based on three basic dimensions of work life, namely, the nature of work he or she does the conditions under which he/she does the work and the salary he/she receive. In other words, the content and the context of the teachers work life tell upon his or her attitudinal reactions which significantly affect his or her work behaviour.

The work of the teacher is related with the teaching learning process that is education. Education is the true indicator of nations advancement. It helps to increase productivity, achieve social cohesion and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values. It become essential for economic and cultural development of a country and for realising the goals of any social order determined by the society from time to time. The educational system of any country must produce youngmen and women
of character and ability who are committed to national service and development. Only then will education will be able to play its vital role in promoting natural progress and creating a sense of common citizenship. This intricate relationship between education and natural development has been recognised by countries all over the world. This has resulted in every country developing a system of education keeping in view the national objectives and socio-cultural perspectives.

Teaching is said to be nation building activity and the teacher is "the architect of the future". It is said that future of a nation depends upon good teachers. The teacher moulds the character in the individual and prepares the future citizens of the nation. Radhkrishnan (1949) felt that the teacher acts as the pivot for the transmission of intellectual traditions and traditional skills, from generation to generation, and helps to keep the lamp of civilization burning. In other words, the teacher has the rare privilege of shaping the most previous material of the land, the boys and girls, during their crucial period of development.

It may be concluded that mental predispositions or tendencies to respond positively or negatively toward a certain thing, such as persons, events or attitude objects (McMillan 2000). Common to most of the various definitions of attitude is that attitudes reflect evaluations of objects on an dimension ranging from positive to negative (Fabrigar, McDonald & Wegener 2005).
According to Callahan (1980) and Rachardson (2003) attitude has become a growing concern in teacher education. Pigge & Marso (1997) conducted a study which examine the role of teacher attitudes toward different variables including teaching. In the same way, several other studies have been conducted in relation to teaching attitude (Garmon 2004, Shippen et al. 2005; Johnson & Howell 2005, Turner 2003). But teaching attitude of govt. aided and non-aided teachers was not directly investigated, consequently, the present study was undertaken.

**Hypothesis-11**

It was hypothesized the male and female teachers would differ in their attitudinal orientation towards teaching.

The data were analyzed herewith for the sole purpose of clarifying the raised problem. It is evident from Table - 4.10 that female teachers have obtained comparatively higher marks (M = 212.77) than their male counterparts (M = 200.85) on Teaching Attitude Inventory. Obtained F value for Sex variable (F = 7.56 > .01) was found statistically significant at respectable level of confidence. A close inspection of Table - 4.10 reveal that obtained data seems to strengthen the hypothesis regarding attitude towards teaching of male and female degree teachers serving in aided and non-aided institutions. The data indicate that apparently that there is difference in teaching attitude of male and
female teachers.

Now the question arises why female teachers were found having more positive attitude towards job than male teachers? In our society, teaching job is considered as the most respectful profession for both male and female teachers. But it is most convenient career for females because they look after their family and social task easily. They are given high place in society. Although their workload is heavy but they try to increase their knowledge and feel satisfied with their job. The economic status of female teachers at present increased because revised scale of their pay and other facilities offered to them at the state and national level. The results of the present study indicate that female teachers were found more involved to their job because they feel more satisfied, they find their job more favourable, their needs are satisfied, they are involved in their job because of positive attitude towards their job, they feel more comfortable in their typical assignment, they feel fit in their job, they accept the organizational climate of their institutions, they are encouraged in making their decisions, they are given were autonomy, feedback and opportunities to use their skills, they find opportunities for self growth and advancement, they feel that work is central part of their lives, they can understand their personal/work life conflicts, and they are encouraged to work as role modes. It is consistent with the findings reported by many other investigators (Lavingia 1979, Khatoon & Verma 1982; Dixit 1985).
Hypothesis-12

It was hypothesized that new teachers differ significantly in their attitude towards teaching in comparison to novice teachers.

The obtained data presented in Table - 4.10 highlights that novice teacher respondents have obtained comparatively higher mean score (M = 210.97) than new degree college teachers (M = 202.60). Thus, it is clear that teaching experience of teacher seems to be positively correlated with attitude towards teaching. The obtained F value was found statistically significant at .01 level of significance (F = 8.34 > .01). On the basis of obtained mean difference, we can arrive at safe and reliable conclusion that teaching experience of the teacher respondents are conducive to the adequate development of attitude towards teaching. Bargraph (Fig. - 4.12) showing the effect of teaching experience on teaching attitude. Confirms the mean difference presented in Table - 4.12. The bargraph portraying the mean scores on Teacher Attitude Inventory as function of teaching expenses show a clear cut difference. Thus it may be inferred from the data that teaching experience is a variable causing different teaching attitudes among the teacher respondents teaching in govt. aided and non-aided institutions. Thus, the hypothesis is confirmed.

The causes of the present result could be many. Attitude of employees help to adopt the work and work environment and thereby
make it better. Organization has its existence linked with employees. If the individual is positive attitude towards their job and individuals are affected towards achieving the goals of the organization, they make the organization successful by fulfilling their motive to strive for success i.e. more favourable attitude towards their job. If employees are highly affected by school authority figures, they strive with more vigor, they help the organization to achieve its own goal. If progressive organization gives them a fine environment, it not only improves the social motives of the teachers. But also improve the teaching attitude of the teacher which ultimately helps in the progress of organization because individuals having more favourable teaching attitude are more affected by teaching experience. That is why novice teachers were found to have more favourable towards teaching.

The obtained result support the findings of Camilli (2004), Hall, Villmeme & Phillippy (1988), Miler, Browness & Smith (1999), Singh & Billingsley (1996) and Yezzi (2000) because they found teaching experience was a significant predictor of job satisfaction, teaching attitude and teaching effectiveness.