CHAPTER VIII

SUMMARY

AND

CONCLUSIONS
CHAPTER-VIII
SUMMARY

INTRODUCTION

Human beings strive not only to maintain themselves and to survive but to express themselves, to improve, to grow, to actualize their potentialities. Striving towards actualization takes different forces with different people, depending on their abilities, values, adjustments, personality and life situations. In general, however, they appear to share certain strivings as human beings towards developing and using their potentials in constructive and creative ways in an art, music, writing and other pursuits which foster creative self expression; towards the enrichment of living; towards enriching the range and quality of their experiences and satisfactions, as in travel; towards increasing their relatedness to the world forming warm and meaningful relationship with others and becoming involved in human enterprise. Food, clothing and shelter constitute three basic necessities of life, which must be fulfilled in order to survive. Needless to mention, human wants are unlimited and as soon as basic needs are met, other needs such as security, physiological, social, aesthetic start arising.

The 21st century is the century of Science and Information Technology. Inspite of so many advancements in Science and Technology, man is not happy because he lacks in advancements or in getting the daily comforts in life. That is why, he feels dissatisfied with his life.

In the present materialistic era, a large number of people are disinterested, dissatisfied with their work. All this maladjustment is due to the fact of not assisting the individual to choose right course of study and jobs in accordance with his level of intelligence. Moreover, in order to tackle the various problems, the teacher requires the knowledge about their levels of intelligence and the value-pattern system. In order to avoid the wastage of the talent and the stagnation in the
schools. Expert guidance is a must for the teachers in the light of their intelligence so that they can feel fully satisfied from their life. Here they should be helped to choose many paths which can keep pace with their level of intelligence. If an individual is assisted in the light of the above factors, he will surely be a happy and well-adjusted person in his life which is the chief aim of education.

The teacher being the cornerstone of the arch of education, must be satisfied with his life so that he delivers the goods to the best of his ability. A dissatisfied teacher is lost not only to himself but also to the entire society. Playing a role of paramount significance in the development of a child’s personality, are the personalities of those with whom he comes into contact. It is plausible to assume that the close and extensive association experienced daily by teachers and pupils in the classroom have a decisive influence in shaping the personality pattern of the child. Therefore, it is essential to see that the teachers are satisfied with their life, so that they can produce the best citizens who can become the backbone of the future society.

Life satisfaction is the need of the hour. Without satisfaction, man cannot lead a better and prosperous life. So man must learn to break tensions, worries, anxieties of daily living or these all will break him. He must learn not to bend with stresses and strains like a tree in the wind. Different things make different people happy. One will realize that happiness and contentment or satisfaction does not depend upon what happens outside, but on what happens inside. It is measured by the spirit in which one meets the problems of life. Life satisfaction is influenced by various psycho-social factors such as personality, intelligence, mental health, socio-economic status and modernization.

Personal characteristics and personality type and demographic variables have been found to be significantly related to job satisfaction in the studies conducted by Cain (1942); Cohen (1985); Fuller (1985); Gupta and Srivastava (1980); Hallum (1975); Hammer (1971); Headway (1979); Ibrahim (1986); Kuhn
Studies by Anand, 1977; Goyal, 1980; Guha, 1965; Gunthey and Singh, 1982; Kuhn, 1982; Mohan and Bali, 1988; Prasad, 1965; Robert, 1986; Sterns et al., 1983; Subramaniam and Naraynan, 1977 indicate that extroverts were satisfied by extrinsic rewards and that introverts are satisfied in terms of work itself, supervision and co-workers.

Mental health is a global term which refers to that condition of an individual which results from the normal organization and functioning of his mind. Mental health can also be called the process of human self realisation, self satisfaction and fully successful existence. Mental health of a person among other things, is chiefly concerned with his total sense of growth and development; adjustment and peace; success and happiness and an effective membership of a group or community.

Modernization is a description and explanation of the process of transformation from traditional or under-developed societies to modern society. Psychologists emphasize more upon the change than anything else. But their change is more in the internal psychological or mental structure. The main attributes for it are, open mindedness and curiosity to learn more and more. A socially developed nation also falls in the same modernized category. An individual may also be termed ‘modern’ in case he acquires these sociologists version of modernization. Arggist, 1958; Carnell, 1955; Dreeben, 19689; Inkles, 1973; Kalipath, 1979; Jindal, 1981; Lacy, 1969; Toshiwal, 1991 and Young, 1969 investigated the relationship of modernization and life satisfaction reported mixed results.

Also, in the existing literature negligible empirical studies are available to establish the relationship of psycho-social factors and life satisfaction of teachers. This inspired the investigator to explore the relationship of these variables.
STATEMENT OF THE PROBLEM

“LIFE SATISFACTION OF PRIMARY SCHOOL TEACHERS IN RELATION TO PSYCHO SOCIAL FACTORS”

OBJECTIVES

1 (a) To find out the differences among primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to personality.
(b) To find out the differences among primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to intelligence.
(c) To find out the differences among primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to mental health.

2 (a) To find out the differences among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to personality.
(b) To find out the differences among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to intelligence.
(c) To find out the differences among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to mental health.

3 (a) To find out the differences among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to personality.
(b) To find out the differences among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to intelligence.
(c) To find out the differences among private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS) with respect to mental health.

(a) To find out the differences among male and female primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS) with respect to personality.

(b) To find out the differences among male and female primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS) with respect to intelligence.

(c) To find out the differences among male and female primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS) with respect to mental health.

(a) To find out the differences among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS) with respect to personality.

(b) To find out the differences among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS) with respect to intelligence.

(c) To find out the differences among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS) with respect to mental health.

(a) To find out the differences among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS) with respect to personality.

(b) To find out the differences among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS) with respect to intelligence.

(c) To find out the differences among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LS) with respect to mental health.
To find out the differences among primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to socio-economic status.

(b) To find out the differences among primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to modernization.

8 (a) To find out the differences among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to socio-economic status.

(b) To find out the differences among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to modernization.

9 (a) To find out the differences among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to socio-economic status.

(b) To find out the differences among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to modernization.

10 (a) To find out the differences among male and female primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to socio-economic status.

(b) To find out the differences among male and female primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to modernization.

11 (a) To find out the differences among male and female government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to socio-economic status.

(b) To find out the differences among male and female government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to modernization.
To find out the differences among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to socio-economic status.

To find out the differences among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to modernization.

(a) To find out the relationship of life satisfaction with psycho factors such as personality, intelligence and mental health of primary school teachers.

(b) To find out the relationship of psycho factors such as personality, intelligence and mental health of primary school teachers with high level of life satisfaction.

(c) To find out the relationship of psycho factors such as personality, intelligence and mental health of primary school teachers with average level of life satisfaction.

(d) To find out the relationship of psycho factors such as personality, intelligence and mental health of primary school teachers with low level of life satisfaction.

To find out the relationship of life satisfaction with social factors such as socio-economic status and modernization of primary school teachers.

(a) To find out the relationship of social factors such as socio-economic status and modernization of primary school teachers with high level of life satisfaction.

(b) To find out the relationship of social factors such as socio-economic status and modernization of primary school teachers with average level of life satisfaction.

(c) To find out the relationship of social factors such as socio-economic status and modernization of primary school teachers with low level of life satisfaction.

(d) To find out the relationship of social factors such as socio-economic status and modernization of primary school teachers with low level of life satisfaction.
To find out certain predictors which will forecast the variance towards life satisfaction among government and private primary school teachers to be contributed by psycho factors such as personality, intelligence and mental health.

To find out certain predictors which will forecast the variance towards high level of life satisfaction among government and private primary school teachers to be contributed by psycho factors such as personality, intelligence and mental health.

To find out certain predictors which will forecast the variance towards average level of life satisfaction among government and private primary school teachers to be contributed by psycho factors such as personality, intelligence and mental health.

To find out certain predictors which will forecast the variance towards low level of life satisfaction among government and private primary school teachers to be contributed by psycho factors such as personality, intelligence and mental health.

To find out certain predictors which will forecast the variance towards life satisfaction among government and private primary school teachers to be contributed by social factors such as socio-economic status and modernization.

To find out certain predictors which will forecast the variance towards high level of life satisfaction among government and private primary school teachers to be contributed by social factors such as socio-economic status and modernization.

To find out certain predictors which will forecast the variance towards average level of life satisfaction among government and private primary school teachers to be contributed by social factors such as socio-economic status and modernization.

To find out certain predictors which will forecast the variance towards low level of life satisfaction among government and private primary school teachers to be contributed by social factors such as socio-economic status and modernization.
HYPOTHESES

1(a) Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to personality.

(b) Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to intelligence.

(c) Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to mental health.

2(a) Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to personality.

(b) Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to intelligence.

(c) Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to mental health.

3(a) Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to personality.

(b) Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to intelligence.

(c) Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to mental health.

4(a) Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to personality.
(b) Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to intelligence.

(c) Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) in respect to mental health.

5 (a) Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to personality.

(b) Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to intelligence.

(c) Significant mean differences would be there among male and female government primary school teachers at three level of Life Satisfaction (LS_h, LS_m, LS_l) with respect to mental health.

6 (a) Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to personality.

(b) Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to intelligence.

(c) Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) in respect to mental health.

7 (a) Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to socio-economic status.

(b) Significant mean differences would be there among primary school teachers at three levels of Life Satisfaction (LS_h, LS_m, LS_l) with respect to modernization.
8(a) Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to socio-economic status.

(b) Significant mean differences would be there among government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to modernization.

9(a) Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to socio-economic status.

(b) Significant mean differences would be there among private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to modernization.

10(a) Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to socio-economic status.

(b) Significant mean differences would be there among male and female primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to modernization.

11(a) Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to socio-economic status.

(b) Significant mean differences would be there among male and female government primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to modernization.

12(a) Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to socio-economic status.

(b) Significant mean differences would be there among male and female private primary school teachers at three levels of Life Satisfaction (LSh, LSa, LSi) with respect to modernization.
13 (a) There would be significant positive relationship of life satisfaction with psycho factors such as personality, intelligence and mental health of primary school teachers.

(b) There would be significant positive relationship of personality, intelligence and mental health of primary school teachers with high level of life satisfaction.

(c) There would be significant positive relationship of personality, intelligence and mental health of primary school teachers with average level of life satisfaction.

(d) There would be significant positive relationship of personality, intelligence and mental health of primary school teachers with low level of life satisfaction.

14 (a) There would be significant positive relationship of life satisfaction with social factors such as socio-economic status and modernization of primary school teachers.

(b) There would be significant positive relationship of socio-economic status and modernization of primary school teachers with high level of life satisfaction.

(c) There would be significant positive relationship of socio-economic status and modernization of primary school teachers with average level of life satisfaction.

(d) There would be significant positive relationship of socio-economic status and modernization of primary school teachers with low level of life satisfaction.

15 (a) Significant variance towards life satisfaction among government and private school teachers would be contributed by major psycho factors such as personality, intelligence and mental health.

(b) Significant variance towards high level of life satisfaction among government and private school teachers would be contributed by major psycho factors such as personality, intelligence and mental health.
(c) Significant variance towards average level of life satisfaction among government and private school teachers would be contributed by major psycho factors such as personality, intelligence and mental health.

(d) Significant variance towards low level of life satisfaction among government and private school teachers would be contributed by major psycho factors such as personality, intelligence and mental health.

16(a) Significant variance towards high level of life satisfaction among government and private school teachers would be contributed by major social factors such as socio-economic status and modernisation.

(b) Significant variance towards high level of life satisfaction among government and private school teachers would be contributed by major social factors such as socio-economic status and modernisation.

(c) Significant variance towards average level of life satisfaction among government and private school teachers would be contributed by major social factors such as socio-economic status and modernisation.

(d) Significant variance towards low level of life satisfaction among government and private school teachers would be contributed by major social factors such as socio-economic status and modernisation.

DELIMITATIONS OF THE STUDY

1. The present study was delimited to primary school teachers of Ludhiana district (Punjab).

2. A restricted sample of 250 male and 250 female teachers from primary school was taken up.

3. The study was delimited to psycho-factors such as personality, intelligence and mental health and social factors such as socio-economic status and modernization.
SAMPLE

The random sampling technique was employed in the present study due to heterogeneous characteristics of the population and according to the purposes of the study. The critique for randomization in sample are met when every individual in the population has the same chance of being chosen for the sample and when selection of one individual has no influence on the choice of another.

The sample of the present study was drawn from Government and Private primary schools teachers of Ludhiana District (Punjab).

In the present study 250 male and 250 female primary school teachers of Ludhiana district were taken as sample. The original sample comprised 600 teachers out of whom 500 were retained for the analysis, other had to be ignored because complete data about them was not available.

DESIGN OF THE STUDY

The present study was a descriptive survey, which was conducted on government and private primary school teachers of Ludhiana District. The study was conducted in different phases.

Phase – I

During the first phase the investigator classified the sample into three categories of satisfaction, i.e., high (LS_h), average (LS_a) and low (LS_l). The classification was done on the basis of Kelley’s (1939) criteria of top and bottom 27% cases. Above 27% were considered as falling into higher life satisfaction group (LS_h) while 27% cases were considered as falling into low satisfaction group (LS_l). The rest of the teachers were regarded as average life satisfaction group (LS_a).

Phase – II

In the second phase of the study, the investigator measured the psychological factors of the teachers, i.e., personality, intelligence, mental health as well as social factors, i.e., socio economic status and modernization. In the
present study, the techniques of correlation and regression analysis were employed in order to find out the nature and the extent of relationship of personality, intelligence, mental health, modernization, socio economic status with life satisfaction. Product moment correlation and regression equations were worked out. The t-ratios were worked out to find out the differences among levels of life satisfaction. Later on, multistage analysis of these correlates with life satisfaction was done.

TOOLS USED

The following tools were used to collect data:

4. Mental Health Check-list (MHC) by Kumar (1990)

PROCEDURE OF THE DATA

Prior of the administration of the Life Satisfaction Scale, Maudsley Personality Inventory, Group test of General Mental Ability, Mental Health Checklist, Socio-Economic Status and Modernization scale in different schools, the investigator sought the permission and cooperation of the heads of the institutions and teachers. First of all, the purpose of test was clarified to the teachers and rapport was established with them. All the primary school teachers under study was assured that the information would be kept strictly confidential and it would be used only for the research purpose. After seeking their consent, different tests were administered on them. The tests were administered to primary school teachers in two sittings. In the first sitting the teachers were administered three tools i.e. life satisfaction, personality and intelligence with the break of five minutes after the completion of each tool. In the second sitting the teachers were
again given three tools i.e. socio-economic status, modernization and mental health with the break of five minutes after the completion of each tool.

STATISTICAL TECHNIQUES USED
1. Descriptive statistics, namely, Mean and SD were worked out
2. For seeing the differences in psycho-social variables at different levels of life satisfaction, i.e., LSₜ, LSₜ₄ and LSₜ₁, t-ratios were calculated.
3. Bivariate correlation ratio between criterion variables of life satisfaction and other predictor variables under study were calculated.
4. Multiple correlations and multiple regressions were computed for predicting psycho-social variables of primary school teachers.
5. Graphic representations were made wherever necessary.

CONCLUSION
- There exist no significant mean differences in the personality (neuroticism, and extraversion dimensions) of primary school teachers at three levels of life satisfaction.
- There exists significant difference in the intelligence of primary school teachers at high and low levels of life satisfaction. Primary school teachers with high level of life satisfaction possess higher intelligence as compared to those with low level of life satisfaction. These results indicate that the intelligence of primary school teachers with high and average as well as average and low level of life satisfaction does not differ significantly.
- There exist no significant mean differences in the mental health of primary school teachers at three levels of life satisfaction.
- There exist no significant mean differences in neuroticism dimension of personality of government primary school teachers at different levels of life satisfaction. The extraversion dimension of personality of primary school teachers with high and low level of life satisfaction differs significantly. It implies that government primary school teachers with high level of life
• There exist no significant mean difference in intelligence of primary school teachers with high and average as well as high and low levels of life satisfaction. The intelligence of primary school teachers with high and average as well as average and low levels of life satisfaction does not differ significantly. The intelligence of government primary school teacher with average and low level of life satisfaction differs significantly. Government primary school teachers with average level of satisfaction possess higher intelligence than those with low level of life satisfaction.

• There exist no significant mean differences in the mental health of Government primary school teachers at three different levels of life satisfaction.

• There exist no significant mean differences in the neuroticism and extraversion dimensions of personality of private school teachers at three levels of life satisfaction.

• There exists significant mean difference in the intelligence of private primary school teachers at low and high levels of life satisfaction but there is no significant mean difference between high and average as well as average and the low level of life satisfaction of private primary school teachers. Intelligence of private primary school teachers with high level of life satisfaction is higher than those of with low level of life satisfaction.

• There exist significant mean differences in the mental health of private primary school teachers at average and low as well as low and high level of life satisfaction but there is no significant mean difference in the mental health of teachers with high and average level of life satisfaction.

• There exist no significant gender differences in the neuroticism dimension of personality at the three levels of life satisfaction. The extraversion of male and female teachers differ significantly. The female teachers with high level of life satisfaction are more extraverts than male teachers.
• There exists no significant mean difference in intelligence of male and female primary school teachers at high and average levels of life satisfaction. Further, the mean intelligence quotients of female primary school teachers with low level of life satisfaction is higher than those of male teachers with the same level of satisfaction.

• There exists no significant mean difference in the mental health of male and female primary school teachers at three levels of life satisfaction.

• There exist no significant mean difference in the neuroticism dimension of personality of male and female government primary school teachers with high, average and low levels of life satisfaction. There exist significant mean differences in extraversion dimension of personality of male and female government primary school teacher at high and low levels of life satisfaction. This indicates that female teachers with high level as well as low level of life satisfaction are more extraverts than their male counterparts.

• There exist significant mean difference in the intelligence of government male and female primary school teachers with low level of life satisfaction. The intelligence of female teachers with low level of life satisfaction is higher than the male teachers i.e. female teachers of government primary schools with low level of life satisfaction possess higher intelligence compared to the male primary school teachers but the intelligence government male and female primary school teachers at high and average levels of life satisfaction does not differ significantly.

• There exists no significant mean difference in intelligence of male and female government primary school teachers at three levels of life satisfaction.

• There exists no significant mean difference in personality of male and female private primary school teachers at three levels of life satisfaction. The male and female private primary school teachers have similar level of neuroticism and extraversion at different levels of life satisfaction.
• There exist significant mean differences in intelligence quotients of male and female private primary school teachers with low and average levels of life satisfaction. The intelligence of male teacher with average level of life satisfaction is higher than that of female private primary school teachers with average level of life satisfaction. Further, the intelligence of female primary school teachers with low levels of life satisfaction is higher than male teachers with low level of life satisfaction.

• There exist no significant mean differences in mental health of male and female private primary school teachers with high and average levels of life satisfaction. Further, female teachers with low level of life satisfaction possess good mental health as compared to their male counterparts.

• There exist no significant mean differences in socio-economic status of primary school teachers at three levels of life satisfaction.

• There exist no significant mean differences in modernization of primary school teachers at three levels of life satisfaction.

• There exist no significant mean differences in socio-economic status of government primary school teachers with high and average as well as, low and high level of life satisfaction. But the socio-economic status of government primary school teachers with average and low level of life satisfaction differs significantly. The government primary school teachers with average level of life satisfaction have higher socio-economic status as compared to government primary school teachers with low level of life satisfaction.

• There exist no significant mean differences in modernization of government primary school teacher between average and low as well as low and high level of life satisfaction. But, the modernization of government primary school teachers with average level of life satisfaction is higher than that of government primary school teachers with low level of life satisfaction.

• There exists no significant mean difference in socio-economic status of private primary school teachers at three levels of life satisfaction.
• There exist no significant mean differences in modernization of private primary school teachers at high and average, average and low, low and high level of life satisfaction.

• There exist no significant mean differences in socio-economic status of male and female primary school teachers at low as well as average levels of life satisfaction. The socio-economic status of female primary school teachers is higher than of male teachers with high level of life satisfaction.

• There exist significant mean differences in the modernization male and female primary school teachers at three levels of life satisfaction. Male primary school teachers with high, average and low levels of life satisfaction are more modern than their female counterparts.

• There exist no significant mean differences in socio-economic status of male and female government primary school teachers at high as well as average level of life satisfaction. But there exist significant mean differences in the socio-economic status of male and female government primary school teachers with low level of life satisfaction. The socio-economic status of male government primary school teachers with low level of life satisfaction is higher than female teachers with the same level of life satisfaction.

• There exist no significant mean differences in modernization of male and female government primary school teachers at high and average levels of life satisfaction. But modernization of male and female teachers with low level of life satisfaction differs significantly. The modernization of male government primary school teachers is higher than female teachers.

• There exist no significant mean differences in socio-economic status of male and female private primary school teachers at high and low levels of life satisfaction. But significant mean differences are there between male and female private primary school teachers with at average level of life satisfaction. Socio-economic status of private primary school teachers with average level of life satisfaction is higher than that of female teachers with the same level of life satisfaction.
There exist no significant mean differences in modernization of male and female private primary school teachers at high and low levels of life satisfaction. Significant mean difference is there between male and female private primary school teachers with average level of life satisfaction with regard to modernization. Private primary school male teachers with average level of life satisfaction are more modern than female private primary school teachers with average level of life satisfaction.

There exists a positive and significant relationship between life satisfaction and intelligence of primary school teachers as well as between mental health and extroversion of primary school teachers. This suggests that teachers with high intelligence have higher life satisfaction. Further, mentally healthy teachers have high scores on extraversion dimension of personality.

There exists a negative but non significant relationship between high level of life satisfaction and neuroticism. Further, there exists positive and significant relationship between high level of life satisfaction and mental health as well as between intelligence and extraversion dimension of personality of primary school teachers.

There exists negative and significant relationship between neuroticism and intelligence as well as between neuroticism and mental health of primary school teacher with average level of life satisfaction.

There exists no relationship of low level of life satisfaction with neuroticism, of neuroticism with extraversion, intelligence and mental health of primary school teachers.

There exists a positive but non significant relationship between life satisfaction and socio economic status. Further, modernization does not have any significant relationship with life satisfaction.

There exists a positive but non significant relationship between socio economic status and high level of life satisfaction of primary school teachers. Further, modernization is not found to be related to socio-economic status.
• There exists no relationship of average level of life satisfaction with socio-economic status and modernization.

• There does not exist any relationship of low level of life satisfaction and socio-economic status and modernization.

• It was found that all the four independent psycho variables, i.e., personality extraversion, personality neuroticism, intelligence and mental health are the casual significant factors in the variance of life satisfaction among school teachers of government and private schools but the personality extraversion and neuroticism was not significant factor in the variance of life satisfaction among the primary school teachers.

• It was found that all the four independent psycho variables, personality extraversion, personality neuroticism, intelligence and mental health are the casual significant factors in the variance of high level of life satisfaction among school teachers of government and private schools. While the personality extraversion and intelligence were not significant contributors. However, the contribution of other factors cannot be ruled out.

• It was found that all the four independent psycho variables, personality extraversion, personality neuroticism, intelligence and mental health are the casual significant factors in the variance of average level of life satisfaction among school teachers from government and private schools but the personality extraversion is not a significant contributor. There may be contribution of other factors also.

• It was found that all the four independent psycho variables, personality extraversion, personality neuroticism, intelligence and mental health are the casual factors in the variance of low level of life satisfaction among the school teachers of government and private schools. But the personality extraversion and intelligence are not the significant contributors. There may be some other variables which are responsible for the unexplained variance of life satisfaction.

• It was found that social variables, i.e. socio-economic status and modernization are the casual significant factors in the variance of life satisfaction.
It was found that out of two, only one social variable, socio-economic status, emerged as the casual significant factor and the modernization is the casual non significant factor in variance of average level of life satisfaction among school teachers of government and private schools. The contribution of other factors cannot be ruled out.

It was found that out of two, only one social variable, socio-economic status is the casual significant and modernization is the casual non significant factor in variance of low level of life satisfaction among school teachers of government and private schools. But there would be some other variables which might be the contributors towards variance of life satisfaction.

EDUCATIONAL IMPLICATIONS

Life satisfaction of the teachers specially primary school teachers who are the founder builders of the arch of education is the need of the hour as dissatisfied teachers can not do any thing worthwhile to themselves as well as to the society. In the present study, the life satisfaction is found to be correlated with some of the psycho-social factors significantly, e.g., it is influenced by the intelligence, extraversion dimension of personality and mental health. High intelligence, extraversion and good mental health contribute to high level of life satisfaction. Hence, it is necessary to maintain good mental health among teachers so that they enjoy high level of life satisfaction. Further, in order to develop high life satisfaction among teachers, the government should take measures to give...
incentives and enhance the salaries of the primary school teachers. This may attract the talented persons to teaching profession. If this profession is given due recognition and teachers are given handsome salary, then this will enhance their socio-economic status will be enhanced satisfaction from jobs as well as life satisfaction.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was delimited with respect to sample studied, tools and techniques applied and the statistical operations carried out. These limitations point to the necessity of conducting a series of research projects in the area of research covered by the study.

1. In the present study some of the psycho-social factors that influence life satisfaction of primary school teachers were investigated. Further research can be carried out to study other correlates of life satisfaction.

2. Life satisfaction of primary school teachers was studied in the present study. Similar research can be carried out on secondary school teacher, senior secondary school teacher and college teachers.

3. The present study was conducted on limited sample of 500 primary school teachers. In order to make more valid generalizations, it can be replicated on larger sample.

4. In the present study urban primary school teachers of Ludhiana District were taken. Similar study can be carried out on rural teachers as well as teachers of the other districts of Punjab.