SUMMARY

10.1 INTRODUCTION

Teachers have a very pivotal role in the social reconstruction and transmission of knowledge & experience of one generation to another. Children who are real potential wealth of the nation are exposed to the teacher's influence. The teacher's entire personality is reflected on the minds of the students. It is however, not only the mastery of the content and method that makes a good teacher but also certain other factors like his attitude towards teaching, his personal life, the balance between his work and life and above all, the satisfaction with life.

10.2 MEANING AND DEFINITION OF IMPORTANT TERMS

10.2.1 Life Satisfaction

Satisfaction with one's life implies a contentment with or acceptance of one's life circumstances, or the fulfillment of one's wants and needs for one's life as a whole. In essence, life satisfaction is a subjective assessment of the quality of one's life. Because it is inherently an evaluation, judgments of life satisfaction have a large cognitive component.

Life satisfaction is the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total life situations. Life satisfaction is not a generalised term. It is situation specific. It could be intrinsic as well as extrinsic. Psychological and environmental conditions make it a complex concept. So life satisfaction can be defined as: "the extent to which a person is pleased or satisfied by the content or environment or is displeased or frustrated by inadequate life conditions and environmental situations".

10.2.2 Why life satisfaction is supposed to matter

There are several reasons why this might matter. First, thinking your life is going well is one thing, and thinking it is going well enough quite another. Some...
people aren’t satisfied with merely good lives. Second, a mere belief lacks weight: it is too thin and intellectualized. When you give someone a gift, you don’t just want him to think it as a good specimen. You want him to like it. Similarly, it seems important for us to appreciate our lives, perhaps because it is a way of being wholehearted in our assessments of our lives. Life satisfaction requires being satisfied, not just thinking things satisfactory. A third, related point: being satisfied has motivational implications, at least tempering inclinations to seek major changes in where your life is headed.

Life satisfaction is distinct from life domain satisfaction and subjective well being. Life satisfaction is determined both by personality and environment. A great deal of work has investigated whether life satisfaction is a stable, enduring trait or whether it is a variable that is highly influenced by external events and life circumstances. Alternatively, will a person’s stable characteristic patterns of responding to events determine his or her life satisfaction, such that the individual remains satisfied (or dissatisfied) despite changes in income, social relationships, employment, or other significant life events.

10.2.3 PREDICTORS OF LIFE SATISFACTION

The vast majority of research on life satisfaction investigates the extent to which various demographic variables predict life satisfaction. However, because researchers are not able to perform true experiments by randomly assigning participants to demographic groups (e.g., gender, income, age), all of this research has necessarily been correlational. Research till date shows following predictors of life satisfaction:

A. Gender
B. Culture
C. Experience
D. Education
E. Social Relationships
F. Income
G. Job satisfaction
Life satisfaction is a dominant force in one's life with two fold effect. One of them is positive and other is negative. On one side, it is necessary for a man's life for adjustment & progress but on the other side it prevents a man from making necessary progress in life. The scientific study of life satisfaction has shown an increasing interest in the past two decades as psychology progressed from behaviorism & emphasis on negative states. Emphasis is placed on understanding the processes which underlie happiness and in turn people's goals, coping efforts & dispositions are studied.

Teacher satisfaction tends to be associated with work that provides a mental challenge, is varied, allows autonomy is not physically fatiguing, allows the person to experience success, provides a fair wage and enables personal needs to be satisfied while achieving work goals. The importance of personal goals being satisfied while achieving work goals has been strongly supported.

Life satisfaction is affected by a no. of factors. They may be personal(sex), professional(experience) or personality factors(attitude and role conflict).

10.2.4 ATTITUDE TOWARDS TEACHING

Attitude is a general word with no precise meaning. Literally it means a way of thinking or feeling about someone or something. It is informal self confident or hostile behaviour. It denotes inner feelings or beliefs of a person towards particular phenomenon. Attitude guides our behaviour and affects action more than knowledge. Attitudes are not inborn traits. We acquire them through social interaction. Technically an attitude is a tendency or predisposition towards a certain type of reaction. an attitude has two basic characteristics.

1.Valence
2.Intensity:

Attitude is such a complex term that no single definition is sufficient to describe it completely. The various approaches to define the concept of attitude however differ in degree of emphasis rather than in kind or essence. An "Attitude" may be defined as a relatively enduring but modifiable tendency or readiness on the part of a person to behave in a particular way towards some object, person or issue. It may also be defined as learned or more or less generalized & affective tendency or a predisposition to respond in a either persistent & characteristic
An attitude has four dimensions namely Direction, Intensity, Extension and Duration.

Attitude towards teaching can be operationally defined as the degree of positive or negative feelings of teachers towards teaching and teacher predisposition to act favorable or unfavorable on a scale towards various dimensions of teaching.

10.2.5 ROLE CONFLICT

Role conflict is a complex term made up of two components – role and conflict.

In the functionalist conception, role is one of the important ways in which individual activity is socially regulated: roles create regular patterns of behaviour and thus a measure of predictability, which not only allows individuals to function effectively because they know what to expect of others, but also makes it possible for the sociologist to make generalisations about society. Sargent says that person’s role is a pattern or type of social behavior, which seems situationally appropriate to him in terms of the demands & expectations of those in the group (8.360). A role has a meaning only in terms of interpersonal relationships.

A conflict represents a situation in which an individual is required to act in two or more incompatible ways to achieve two or more mutually exclusive goals. Conflicts may vary in degree & complexity. But these are inevitable at every stage in the course of an individual life. Conflicts of any degree of seriousness leave one in a state of uneasiness if not strong anxiety, until they are settled. As a result the person may feel tense, be unable to concentrate, be irritable & suffer from sleeplessness. When there are alternative goals & courses of action, four types of mental conflicts can be there,

* Approach – Approach Conflict
* Approach - Avoidance Conflict
* Avoidance – Avoidance Conflict
Role conflict is a special form of social conflict that takes place when one is forced to take on two different and incompatible roles at the same time. The potential for conflict between work & family roles is great among employed persons. Conflict arises when individuals seek to differentiate between personal and professional roles. Unresolved intrinsic & extrinsic factors lead to life dissatisfaction. From an educational perspective, this disruptive relationship between a teacher's personal & professional life is defined as role conflict. Role conflict can be time based, strain based, or behaviour based (Greenhaus and Beutell, 1985). Research to date suggests that high levels of role conflict are related to dysfunctional outcomes for the individual (e.g., life dissatisfaction, anxiety, depression, poor health), for relationships (e.g., increased interpersonal conflict, divorce), and for the organization (e.g., absenteeism, tardiness). Thus the interaction of one's personality, attitude and the roles one plays in life affects life satisfaction and highlights the relative importance of these variables across the life span. Our wants and resources to accomplish goals change overtime and offer insight into the role these domains play in life satisfaction.

10.3 REVIEW OF RELATED LITERATURE

10.3.1 Life satisfaction and job satisfaction

Tait, Padgett & Baldwin (1989) performed a meta analysis of 34 studies and determined an average correlation of .44 between job satisfaction and life satisfaction. They also discovered a stronger relationship between job and life satisfaction for women in recent decades as their societal roles have changed and career choice has expanded.

10.3.2 Studies Regarding Life Satisfaction

According to Coke (1992) correlates of life satisfaction vary among elderly males and females. Among males, self perceived adequacy of income, actual household income and educational level was significantly related to life satisfaction.
Floyd et al. (1992) investigated satisfaction in retired men and women and found that satisfaction scores correlated with SES.

Plomin et al. (1992) found that heredity plays about 25% role in determining the predictors (like optimism and pessimism) of life satisfaction. Their data suggests that genetic factors contribute to associations between mental health and predictors of life satisfaction.

Near and Rechner (1993) collected and compared from respondents in 10 west European countries, four sets of predictors of life satisfaction (job satisfaction, non work satisfaction, working conditions and living conditions). Their results indicated that although levels of satisfaction varied somewhat by country, significant predictors of life satisfaction were quite similar among the countries.

10.3.3 Sex

Athanasious (2000) conducted a study on 354 Greek teachers (28-59 yrs. of age) to examine the level of Job Satisfaction and to find out the relationship between personal characteristics and job satisfaction. Teachers were satisfied with job itself but not with pay and promotional opportunities. Results suggest that certain personal characteristics (e.g. gender, age etc.) were significant predictors of different aspects of job satisfaction.

Sharma, S (2001) conducted a study entitled "Life satisfaction in working couples" & found that working husbands were more satisfied than working wives & housewives.

Billye Foster (2003) conducted a study on women in secondary & middle school level agricultural education across the United States & surveyed that although women reported high levels of satisfaction in their profession, the actual ratio of women to men is still quite low (1:6).

Kaur H. (2003) in her research related to life satisfaction of teachers has concluded that male teachers are more satisfied than female teachers.

10.3.4 Experience
Bird (2000), Smithers & Robinson (2001) concluded that in the context of current teacher shortages while more younger teachers leave the profession early in their careers, older one are generally more likely to stay longer.

Naylor (2001) in his report has concluded that high early retirement rates, younger teachers leaving the profession in the first three years leads to concerns about the teaching profession's ability to renew itself and teacher's pay are all international trends. Furthermore excessive workloads and related high stress levels & low satisfaction are reported.

Margaret Mayo Robbins (2002) carried out a research on careers of primary school teachers who were in their 6th yr. of teaching at the time of the research. The study reported that in general a higher proportion (73%) of younger teachers than older ones said that they were satisfied with their choice of career; more female than male were satisfied.

Woodward (2003) conducted a study on primary & secondary schools & reported that there is a evidence of dissatisfaction within the profession, causing high number of teachers to leave or contemplate leaving teaching early in their careers.

M. Gautam ,K Mandal & R.S. Dalal (2005) conducted a study to measure the level of Job Satisfaction of the faculty members of Deptt. of Veterinary Sciences & Animal Husbandry of Sher-e-Kashmir University of Agricultural Sciences & Technology of Jammu and to explore the variation in the Job Satisfaction level. They concluded that overall job satisfaction of the faculty members is moderate. The younger faculty members are more satisfied as compared to those with a longer service period although the relationship is not linear.

10.3.5 Attitude Towards Teaching

Sunderarajan and Sabesan (1992) conducted their study on 81 teachers selected from 52 high schools in Pondicherry region and found that their attitude towards teaching was positively and significantly related to their job-satisfaction.

Mohan Lal (1994) in his study conducted on 300 scheduled caste and 320 non-scheduled caste teachers of high/senior secondary schools of eight
districts of Punjab, found that there was positive and significant relationship between satisfaction and attitude towards teaching.

Bala (1997) in her study concluded that 4 measures of job satisfaction named job aspect, personal aspect, inter personal aspects and overall job satisfaction were positively correlated with eight measures of teachers attitude towards teaching namely attitude towards pupils, attitude towards professional growth, attitude towards self concept, attitude towards educational process, attitude towards class room teaching, attitude towards teachers, attitude towards school system and total attitude.

Manmeet Kaur (2001) in her study on teacher educators teaching at NTT, ETT & B.Ed. levels concluded that attitude towards teaching is positively and significantly related to job satisfaction.

10.3.6 Role Conflict

Athansios et al (2003) examined role conflict, role ambiguity & job satisfaction among Greek Physical education teachers and the extent to which role conflict & role ambiguity predict job satisfaction. The standard multiple regression analysis showed that role conflict and role ambiguity are significant predictors of job satisfaction.

William S. Royce & Janet L. Gebelt (2003) studied life satisfaction and role conflict of senior female college athletes & found that they are found to have significantly lower levels of life satisfaction and this was associated with greater degrees of both perceived and experienced gender role conflict.

Ellen Wexler (2004) conducted a study to determine the effect of gender, role conflict, role commitment & job satisfaction on the high school principals. Data were collected from higher school principals in three mid western states. The results indicated that there are differences between female and male high school principals in their personal and professional attributes as well as in role conflict. There were similarities between female and male high school principals in terms of role commitment and job satisfaction.

Kristin M. Perrone, L. Kay Webb, H. Rachel Blalock, (2005) studied the impact of role congruence and role conflict on work, marital, and life satisfaction.
using Super's life-span, life-space theory. A conceptual model of relationships between these variables was proposed, and gender differences were examined. Participants were 35 male and 60 female college graduates who completed surveys by mail. Analysis showed that for the women, overall life satisfaction was most strongly associated with degree of conflict.

Rhonda M. Bryant and Madonna G. Constantine (2006) in their study explored the relationships among multiple role balance, job satisfaction, and life satisfaction in a sample of 133 women school counselors. Findings revealed that multiple role balance and job satisfaction were each positively predictive of overall life satisfaction, even after accounting for the effects of age, years of experience as a school counselor, and location of school environment.

10.4 Statement Of The Problem

The problem is stated as, "A Comparative Study of Life Satisfaction among Scheduled Caste and Non-Scheduled caste Teachers in Relation to their Attitude towards Teaching and Role Conflict"

10.5 Objectives

1. To compare Life Satisfaction among scheduled caste and non-scheduled caste teachers.

2. (a) To compare Life Satisfaction among male scheduled caste and non-Scheduled caste teachers.

   (b) To compare Life Satisfaction among female Scheduled caste and Non-Scheduled caste teachers.

3. To compare Life Satisfaction among scheduled caste and non-scheduled caste teachers belonging to different levels of experience.

4. To compare the relationship between Life Satisfaction and Attitude Towards Teaching among scheduled caste and non-scheduled caste teachers for samples as a whole and also, for sub samples based on different levels of Life Satisfaction.
5. To compare the relationship between Life Satisfaction and Role Conflict among scheduled caste and non-scheduled caste teachers for samples as a whole and, also for sub-samples based on different levels of Life Satisfaction.

6. To examine and compare the predictive efficiency of Attitude Towards Teaching and Role Conflict for Life Satisfaction among scheduled caste and non-scheduled caste teachers.

7. To study and compare the conjoint effect of Attitude Towards Teaching and Role Conflict towards the prediction of Life Satisfaction among scheduled caste and non-scheduled caste teachers.

10.6 Hypotheses

1. Scheduled caste teachers will be significantly more satisfied with their life than non-scheduled caste teachers.

2. (a) Male scheduled caste teachers will be significantly more satisfied with their life than male non-scheduled caste teachers.

   (b) Female scheduled caste teachers will be significantly more satisfied with their life than female non-scheduled caste teachers.

3. Scheduled caste teachers belonging to different levels of experience will be significantly more satisfied than non-scheduled caste teachers belonging to the same levels of experience respectively.

4. (a) There will be a significant positive relationship between Life Satisfaction and Attitude Towards Teaching among scheduled caste and non-scheduled caste teachers.

   (b) The relationship of Life Satisfaction with Attitude Towards Teaching among scheduled caste teachers will be significantly higher than for non-scheduled caste teachers.

5. (a) There will be a significant positive relationship between Life Satisfaction and Role Conflict among scheduled caste and non-scheduled caste teachers.
(b) The relationship of Life Satisfaction with Role Conflict among scheduled caste teachers will be significantly higher than for non-scheduled caste teachers.

6 (a) Attitude Towards Teaching will predict Life Satisfaction between scheduled caste and non-scheduled caste teachers significantly and differentially.

(b) Role conflict will predict Life Satisfaction between scheduled caste and non-scheduled caste teachers significantly and differentially.

7 (a) The prediction of Life Satisfaction among scheduled caste teachers on the basis of conjoint effect of Attitude Towards Teaching and Role Conflict will be significantly higher as compared to their separate predictions.

(b) The prediction of Life Satisfaction among non-scheduled caste teachers on the basis of conjoint effect of Attitude Towards Teaching and Role Conflict will be significantly higher as compared to their separate predictions.

(c) The prediction of Life Satisfaction on the basis of conjoint effect of Attitude towards Teaching and Role Conflict among scheduled caste teachers will be significantly higher as compared to non-scheduled caste teachers

10.7 Tools Used:

Besides the personal data form to obtain sex, caste and experience of the teachers, following standardized tools were used:-

(1) Life satisfaction scale by Dr. (Mrs.) Promila Singh & George Joseph (2005).

(2) Teacher’s Role Conflict Inventory (TRCI) by P. Pramila Prasad & L.I. Bhusan (1991)

(3) Ahluwalia’s Teacher Attitude Inventory (2002)

10.8 Statistical Techniques Used

The following statistical techniques were used for analyzing the data.
- Descriptive statistics i.e. mean, median, mode, standard deviation, skewness & kurtosis to examine the nature of distribution of scores.
- Karl Pearson's coefficient of correlation technique to find out the relationship between life satisfaction and role conflict, attitude towards teaching.
- F-value to determine the linearity of correlations between life satisfaction & the variables of role conflict & attitude towards teaching.
- Critical ratio to find out significance of difference between means & coefficient of correlation.
- Step up regression technique, multiple R's along with $R^2$ and F-ratio to examine the relative weightage contributed by role conflict & attitude towards teaching.

10.9 Delimitations of the Study

The field of research is very wide and vast; it is a life long process. There are numerous problems one may spend one's whole life in solving these problems, still one can never say with full authority that they are fully solved, so taking into view limited time available for investigation the problem has been delimited to the following fields:

(i) Present study was delimited to 500 teachers.
(ii) The study was delimited to the state of Punjab only

10.10 Conclusions

Systematic analysis and interpretation carried out in chapter VI TO IX led to the following conclusions:

The statistical techniques were employed to give concise picture of the whole data and to ascertain the nature of data. Frequency distributions and frequency polygons were drawn on the basis of scores of Life Satisfaction, Attitude Towards Teaching and Role Conflict. The values of mean, median, mode did not exhibit much variation from one another. In some distributions, slight peakness was observed due to departure from the value expected in terms of skewness and kurtosis.
1. Value of critical ratio indicating the significance of difference between the means of total life satisfaction scores among scheduled caste and non-scheduled caste teachers is 14.026 and this value is significant, implying that there exists a significant difference between the means of total life satisfaction scores among scheduled caste and non-scheduled caste teachers.

So hypothesis I which states that "Scheduled Caste teachers are significantly more satisfied with their job than non-scheduled caste teachers" cannot be accepted. Non scheduled caste teachers were found to be significantly more satisfied than scheduled caste teachers.

2. Female teachers are significantly more satisfied with their life than male teachers because the critical ratio indicating the significance of difference between the means is significant at 0.01 level (CR= 7.905).

(a) Male scheduled caste teachers are significantly more satisfied than male non-scheduled caste teachers because the value of CR indicating the significance of difference between the means 1.258 is significant. So hypothesis 2(a) which states that "male scheduled caste teachers are significantly more satisfied with their life than male non-scheduled caste teachers is accepted".

(b) Female non-scheduled caste teachers were found to be significantly more satisfied with their life than their counterpart scheduled caste teachers (CR=6.50). So hypothesis 2(b) which states that "female scheduled caste teachers are significantly more satisfied with their life than female non-scheduled caste teachers" cannot be accepted.

3. (a) Teachers with teaching experience of 8-24 years (Group II) are significantly more satisfied with their life than teachers with teaching experience upto 7 years (Group I) because the value of CR signifying the difference between means is significant (CR= 4.57).

(b) Teachers with teaching experience 24 years and above (Group III) have not been found to be significantly more satisfied with their life than teachers with teaching experience 8 to 24 years (Group II) because the critical ratio
indicating the significance difference between the means is not significant at 0.01 level (CR = 0.278),

(c) A significant difference was observed between the means of life satisfaction scores of experience groups I and III (CR = 3.49). Teachers in experience group I are less satisfied with their life.

(d) Non-scheduled caste teachers with teaching experience upto 7 years are equally satisfied with their life than scheduled caste teachers with the same teaching experience, because the value of CR indicating the significance of difference between the means is 1.30 which is not significant.

(e) For experience group II the mean of life satisfaction scores of scheduled caste teachers is higher than that of non-scheduled caste teachers, meaning thereby that scheduled caste teachers of this experience group are more satisfied than their non-scheduled caste counterparts as evident from the difference between the means which is significant (Values of CR being 2.307).

(f) For experience group III although the mean of life satisfaction score of non-scheduled caste teachers is higher yet this difference is not significant (CR = 0.579).

These findings lead to the partial acceptance of hypothesis 3 which states that “Scheduled caste teachers belonging to different levels of experience are significantly more satisfied than non-scheduled caste teachers belonging to the same levels of experience respectively.” The scheduled caste teachers with experience 8 to 24 years have been found to be significantly more satisfied than non-scheduled caste teachers of the same experience group where as in other two cases non-scheduled caste teachers are more satisfied although difference is not significant.

4.(a) The values of ‘r’ between life satisfaction and all measures of attitude towards teaching (ATTF, ATCT, ATCP, ATEP, ATP, ATT and TATT) of scheduled caste teachers are 0.333, 0.157, 0.152, 0.157, 0.235, 0.134, and 0.244 respectively and except for ATT all these values are significant. Thus a positive significant relationship exists between life satisfaction and various measures of attitude towards teaching among scheduled caste teachers.
As regards the non-scheduled caste teachers, the values of ‘r’ between life satisfaction and three measures of attitude towards teaching and total attitude towards teaching (ATTF, ATCT, ATT and TATT) are significant at 0.01 level (values of ‘r’ being 0.183, 0.149, 0.163 and 0.158 respectively) where as the values of ‘r’ between life satisfaction and other three measures of attitude towards teaching (ATCP, ATEP and ATP) are significant at 0.05 level (r=0.114, 0.117 & 0.128 respectively). So a significant positive relationship exists between life satisfaction and all the measures of attitude towards teaching (including total attitude towards teaching) among non-scheduled caste teachers.

These findings confirm hypothesis 4(a) that there is a significant positive relationship between life satisfaction and attitude towards teaching among scheduled caste teachers and non-scheduled caste teachers when total attitude towards teaching is taken into consideration.

(b) No significant difference in the relationship between life satisfaction and various measures of attitude towards teaching exists among scheduled caste teachers and non-scheduled caste teachers as all the values of CR signifying the differences of correlations between life satisfaction and various measures of attitude towards teaching (ATTF, ATCT, ATCP, ATEP, ATP, ATT and TATT) among scheduled caste teachers and non-scheduled caste teachers groups fail to reach any acceptable level of significance (the values being 1.63, 0.09, 0.43, 0.44, 1.20, 1.57 and 0.98 respectively).

Teachers were classified into three groups on the basis of their life satisfaction. Teachers with life satisfaction in the lower 27 per cent range (with score up to 80) were considered as belonging to group I, those with life satisfaction with score 80 to 155 to group II, those with life satisfaction in the upper 27 per cent range (with score 155 and onwards) to group III. The value of CR signifying the difference of correlation between life satisfaction and attitude towards teaching (TATT) among scheduled caste and non-scheduled caste groups of teachers fail to reach any acceptable level of significance in all the three groups (Values of CR being 0.05, 0.49 and 0.04 respectively). Thus, no significant difference in the relationship between life satisfaction and attitude
towards teaching exists among scheduled caste teachers and non-scheduled caste teachers in all the three groups.

Thus hypothesis 4(b) which states that "The relationship of life satisfaction with attitude towards teaching among scheduled caste teachers is significantly higher than for non-scheduled caste teachers" can not be accepted.

(5) The value of 'r' between life satisfaction & role conflict of scheduled caste teachers is -0.214. It is significant at .01 level. This implies that there is a negative significant relationship between life satisfaction and role conflict for scheduled caste group of teachers.

The value of 'r' (r=-.188) between life satisfaction and role conflict of non-scheduled caste teachers is also significant at .01 level. This means that in the case of non-scheduled caste teachers also a negative significant relationship exists. These findings lead to the partial confirmation of hypothesis 5 (a) which states that "There is a significant positive relationship between life satisfaction and role conflict among scheduled caste and non-scheduled teachers". Here the relationship is negative but significant.

(b) The values of CR signifying the difference of correlation between life satisfaction and role conflict among scheduled caste and non-scheduled caste group was found to be .33. This value of CR failed to reach 0.05 level of significance, meaning thereby that there is no significant difference in the relationship between life satisfaction and role conflict among scheduled caste and non-scheduled caste teachers. Teachers were classified into three groups on the basis of their life satisfaction. Teachers with life satisfaction in the lower 27 per cent range (with score up to 80) were considered as belonging to group I, those with life satisfaction with score 80 to 155 to group II, those with life satisfaction in the upper 27 per cent range (with score 155 and onwards) to group III. The value of CR signifying the difference of correlation between life satisfaction and role conflict among scheduled caste teachers and non scheduled caste teachers groups fail to reach any acceptable level of significance in all the three groups (Values of CR being 0.14, 0.17 and 0.07 respectively). Thus, no significant difference in the relationship between life satisfaction and role conflict.
exists among scheduled caste teachers and non-scheduled caste teachers in all the three groups.

Thus hypothesis 5 (b) which states that “The relationship of life satisfaction with role conflict among scheduled caste teachers is significantly higher than for non-scheduled caste teachers” is not confirmed.

(6) PREDICTIONS

(a) Attitude towards teaching predicts life satisfaction among scheduled caste and non-scheduled caste teachers significantly. 13.69 per cent (R² = 0.1369) of what makes scheduled caste teachers differ in life satisfaction is on account of attitude towards teaching and this percentage for the non-scheduled caste group of teachers is 9.07 (R² = 0.0907). The value of multiple R’s concerning relationship of life satisfaction with attitude towards teaching for the two groups of teachers, when studied in terms of significance of difference between R’s, showed that these values did not differ significantly from each other (the value indicating the significance of difference between R’s being 0.87)

Thus, hypothesis 6(a) “attitude towards teaching predicts life satisfaction among scheduled caste and non-scheduled caste teachers significantly and differentially” stands confirmed for the significant prediction of attitude towards teaching for life satisfaction among both the groups of teachers. However, the second part of the hypothesis concerning the differential predictive efficiency of attitude towards teaching for the two groups of teachers is not accepted.

(b) Role conflict predicts life satisfaction among scheduled caste and non-scheduled caste teachers significantly. 5.29 per cent (R² = 0.0529) of what makes scheduled caste teachers differ in life satisfaction is on account of role conflict and this percentage for the non-scheduled caste group of teachers is 3.84 (R² = 0.0384). The value of multiple R’s concerning relationship of life satisfaction with role conflict for the two groups of teachers, when studied in terms of significance of difference between R’s, showed that these values did not differ significantly from each other (the value indicating the significance of difference between R’s being 0.42) and Thus, hypothesis 6(b) “Role conflict predicts life satisfaction among scheduled caste and non-scheduled caste
teachers significantly and differentially stands confirmed for the significant prediction of role conflict for life satisfaction among both the groups of teachers. However, the second part of the hypothesis concerning the differential predictive efficiency of role conflict for the two groups of teachers is not accepted.

7 (a) \( R^2 (0.1026) \) gives the proportion of variance of the criterion measure of the life satisfaction attributable to the conjoint effect of predictor variables of attitude towards teaching and role conflict in scheduled cast teachers. The remaining 89.74 per cent of the variance of life satisfaction is attributed to predictors not included in the present study. In model I, F-test shows that for the criterion measure of life satisfaction, the prediction made by attitude towards teaching is significantly reduced by role conflict (\( F= 7.57; \) significant at 0.05 Level.)

In model II, \( R^2 \) shows that 5.29 per cent of the variance of life satisfaction is caused by role conflict and 10.26 per cent by role conflict and attitude towards teaching. F-value (10.86 ;significant at 0.05 Level) shows that the prediction of life satisfaction made by role conflict (5.29%) is significantly raised (at 0.05 level of significance ) by the measure of attitude towards teaching.

It may be inferred from these findings that for the scheduled caste group of teachers, the prediction of life satisfaction on the basis of combined effect of attitude towards teaching and role conflict is significantly greater than their separate prediction by role conflict and lesser than by attitude towards teaching.

So, hypothesis 7 (a) which states that “the prediction of life satisfaction among scheduled caste teachers on the basis of conjoint effect of attitude towards teaching and role conflict is significantly higher as compared to their separate predictions" is partially accepted.

7(b) \( R^2(0.059) \) gives the proportion of variance of the criterion measure of the life satisfaction attributable to the conjoint effect of predictor variables of attitude towards teaching and role conflict in non scheduled caste teachers. The remaining 94.1 per cent of the variance of life satisfaction is attributed to predictors not included in the present study. In model I, F-test shows that for the criterion measure of life satisfaction, 9.07 per cent of the variance of life
satisfaction is caused by attitude towards teaching. The prediction made by attitude towards teaching is significantly reduced by role conflict (F= 6.55; significant at 0.05 Level.)

In model II, R² shows that 3.84 per cent the variance of life satisfaction is caused by role conflict. F-value (4.3867) shows that the prediction of life satisfaction made by role conflict (3.84%) is significantly raised (at 0.01 Level of significance) by the measure of attitude towards teaching.

It may be inferred from these findings that for the non scheduled caste group of teachers, the prediction of life satisfaction on the basis of combined effect of attitude towards teaching and role conflict is significantly greater than their separate prediction by role conflict and lesser than by attitude towards teaching.

So, hypothesis 7(b) “The prediction of Life Satisfaction among non-scheduled caste teachers on the basis of conjoint effect of Attitude Towards Teaching and Role Conflict will be significantly higher as compared to their separate predictions." is partially accepted.

7 (c) In order to ascertain whether a significant difference exists between these values of predictions, the value of CR was calculated. The value of CR is 1.13 which is not significant so hypothesis 7(c) "The prediction of Life Satisfaction on the basis of conjoint effect of Attitude Towards Teaching and Role Conflict among scheduled caste teachers will be significantly higher than among non-scheduled caste teachers." is not confirmed.

10.11 Implications

Teachers are arguably the most important group of professionals for our nation’s future. Therefore it is disturbing to find that many of today’s teachers are dissatisfied with their life. The struggle to have both a good family life (or personal life) and a good career (professional life) arises from a dominant societal image of the ideal worker as "career-primary", the person who is able & willing to put work first.
Teachers do not enter the profession expecting to become wealthy. They become teachers because they are dedicated to giving children the knowledge that will enable them to live their lives to the full. The greatest boost for teachers comes by allowing them to fulfill their numerous roles which come with being a teacher & thus do their job effectively. When pupils succeed, teachers feel good about themselves, there is no room for boredom & dissatisfaction. A teacher who has positive attitude towards teaching will certainly spillover the same on students & colleagues. This in turn will lead them to success in their life & they can contribute better to the education system making it successful. Successful education system can lead to the solution of many problems of the society. The present study has following implications:

1. The results that have accrued from the present study can be helpful to the curriculum planners in designing curricular activities of pre service training course for teachers in order to enhance life satisfaction among teachers. Attitude of teachers should be encouraged towards teaching profession by describing them the actual role of teachers in the life of the pupils as well as for the nation.

2. Teacher educators, state supervisors and principals should recognize & emphasize personal life factors that appear to make teachers and potential teachers feel positive about the job they are doing in the classroom. Professional educators on all levels should exude the personal rewards of teaching to prospective students. Education professionals should review the findings & implement programs & activities to enhance factors that the teachers perceive to be positively impacting their performance. Strategies should be developed to teach beginning teachers how to recognize the importance of teacher fulfillment & self satisfaction.

3. Responding to the needs of teachers with family responsibilities will require the concerted efforts of government, community, employers, & unions. Within a dynamic of partnership, all share a responsibility to develop solutions that will enable teachers to balance their work & family in ways that minimize conflict & stress.
(4) Teachers should be provided facilities like free education of their children at higher level of education.

(5) They should be paid according to their qualifications & not according to the level of school in which they are teaching.

(6) There should be some well planned program for checking the teachers who become slackened in performing their duties after they feel that are secure in their jobs. Some sort of program that followed in U.S.A. of renewing the licenses for teaching after 5 Yrs should be followed in India.

(7) Conditions helpful for making teacher satisfied with his profession should be created. There can be practical services such as assistance with child care and elder care, flexible working time arrangements like part time work, reduced hours, flextime (varying arrival & departure times) to run household errands, to take care of household repairs, to attend school events and to pick up and deliver children to child care. Child care options include on or near site facilities established by an individual school or shared by a group of schools, organizing holiday programs during school vacations and funding traveling & equipment for home based child carers.

(7) Lunch time seminars should be organized on work & family issues. Topics should cover managing dual careers, parenting education, stress management, evaluating child care & elder care options and financial counseling.

(8) Our social benefit perspective needs to be expanded. The availability of child care that meets social, emotional & developmental needs of young children can be conceptualized as a children’s rights issue. Public expenditure on child care should be considered an investment in the entire community’s future.

(9) Flexible working arrangement & leave can be regarded as a means to enable all teachers, single & older, teacher without children as well as those with families to achieve a better balance between work & personal life. Such an approach can avoid equity arguments & resentments on the part of teachers who see workers with family responsibilities receiving considerations to which they themselves are not entitled. Care must be taken so that difficult assignments and additional tasks are not inequitably distributed among teachers.
(10) Assumption about what it means to be committed to work would have to be altered. Dedication to the employment role would no longer only be measured by a pattern of working at least 42 hours a week for a minimum of 48 weeks of the year continuously from one's early 20's to the late 50's.

(11) Most importantly supervisor's training courses would have to incorporate strategies for handling time off for family matters. School supervisors should be given resources, be they time parameters, or flexible staffing to meet the requirements of the job as well as employee's need for time to attend family matters.

(12) Concept of paternity leave, government funded child care, paid paternity leave, parental leave & mandated leave to care for sick children & elders and to work reduced hours until a child is 8 yrs. old, needs to be introduced. Paid paternity & maternity leaves encourage parental care for children less than two yrs. These is a strong need to move towards 'two-way emancipation' rather than the one way emancipation which has seen women entering male domains of paid work with an enthusiasm & alacrity that is conspicuously missing from men assuming women's traditional domestic & caring roles within the home. Conversely, women have to be willing to give up some of the control over child rearing & domesticity through which their own sense of identity has been achieved.

One of the major hindrances on this way is the equality enigma. Social policies, too, have to support structural workplace change. We need to have complete equality between men & women in sharing economic earning & household roles.

With women representing two thirds of the total no. of teachers, analyses which suggest higher level of dissatisfaction and role conflict should be of concern to teachers and their unions. Dissatisfaction can affect any teacher but gender differences appear to be a significant dimension in the literature on satisfaction of teachers and their attitude towards their profession.

If we, as a community, are to promote policies which recognize and support the choices which families are making in combining paid work and family
care, we must forge new partnerships between families, employers, government and the wider community. For this teachers may require adjusting some career goals and material expectations to achieve better symmetry between active family life and employment. For employers, exploring ways to structure work to allow greater flexibility for employees to meet work and family obligations with the fewest barriers to career pathways will be required. For the community, a commitment to the premise that men and women should equally share in parenthood and employment opportunities is necessary.

For viable family & work partnerships to be achieved, we as a community must define our priorities – whether we want our teachers to have right attitude towards teaching, whether we want that our teachers should be free from any type of conflicts & whether we want our teachers to be satisfied from their life. We have to decide on the price we are all willing to pay, what personal compromises we all have to make to achieve a feasible balance between a productive & competitive workplace and a financially secure teacher satisfied from the life.

10.12 Suggestions for Future Research

There is no place of meaningful research that does not provide clues for further investigation. In fact by universal opinion & experience, the solutions of problems tend to indicate many other unsolved problems. Every investigator after completing his or her piece of research may feel inspired to do more research. After accomplishing her own research work, it is but natural and right that every investigator should feel inclined and even eager; to indicate other dimensions of her area of research that need to be explored. As a given piece of research is being accomplished by an investigator, he or she becomes increasingly more and more conscious of the related problems that should be investigated. Awareness of the limitations of one's own work also serves to put one in a position to give suggestions for further research. The position of the present investigator could be no different. In the very process of completing this work, she became gradually aware of many problems that demand investigation. The
awareness of the limitations of her own work also placed her in a position to advance suggestions for further research.

Following suggestions are given for further research:

1. The vast majority of studies investigating life satisfaction have been survey based. Although current self-report measures of life satisfaction have good reliability and validity, the field would benefit greatly from the use of alternative methodologies. For example, expanding the measurement of life satisfaction with physiological data (e.g., skin conductance, heart rate, blood pressure, neuropsychological measures), informant data, daily experience sampling, facial expressions, and cognitive procedures (e.g., reaction times) would greatly bolster the validity of self-reports and ensure that future measures of life satisfaction are completely gender-neutral.

2. Studies of life satisfaction would also benefit from greater complexity of research design. Longitudinal studies and studies using causal modeling statistical techniques would bolster researchers' conclusions by moving beyond co relational methods that make it difficult to disentangle causal relationships among variables.

3. Empirical investigations of personality-environment interactions may help shed light on some of the conflicting findings regarding the predictors of life satisfaction.

4. Same variables can be explored for rural & urban teachers, for private and Govt. teachers, for Degree College & B. Ed. College teachers, teachers teaching at the university level, bank employees, and employees in various other departments.

5. Study can also be conducted on teachers teaching in schools representing different strata such as remote, border, backward area and slums.

6. Further research, however, is needed to specify more precisely the differences in the factors related to life satisfaction judgments for men versus women.

7. Attitude towards teaching & role conflict can be compared with job satisfaction.
(8) Apart from variables taken up in this study, the impact of certain other important variables, such as organizational climate, achievement motivation, job performance, adjustment, job burnout on life satisfaction among male & female teachers may be explored.

(8) There is a need to study the comparative attitude of men & women teachers towards teaching profession.

(9) Measuring attitude of teachers of various levels needs scientific investigation. The factors underlying their attitude, the factors determining its character need probing at all levels, so that we can succeed in discovering those conditions under which the growth of positive attitude can be ensured with certainty.

(10) Chances of positive spillover of the role conflict on a person can also be an interesting area of research. Enhancement hypothesis proposes that an individual's supply of charges is abundant & expandable (Marks, 1977). Multiple roles may be life enhancing in that they provide additional sources of social support, increased skills & heightened self esteem & well being so it is the quality of roles that is important i.e. the greatest the quality of a person's multiple roles (e.g. having on interesting challenging job and a happy home life) the greater their self esteem. So this line of research needs to be studied thoroughly & extensively.

(11) Work & family crossover effects of conflict & satisfaction from one member of a dyad to the other needs to be studied.

(12) Replicated studies involving larger and different population as, also, follow up studies may be undertaken to establish the validity of finding of the present study.

Although some grounds have been explored but the vast ocean in the field remains unexplored which will serve the purpose of an incentive to the coming researchers to go ahead of the project where it has been left.

It is well said by Prospel who has an idealistic approach towards education and he says, "Teacher is a gardener and the children are the plants and the gardener has to nurture the plants so that they may develop into fine
roses. A naturlist may be contented with briars, but an idealist wants fine roses.” Hence fine roses can only be developed by capable, well read and worthy teachers having favorable attitude towards their profession, free from conflicts and satisfied from their life so any research pertaining to this area would be a valuable attempt. It would be beneficial for the students, teachers and the society.