A STUDY OF JOB SATISFACTION
AMONG SECONDARY SCHOOL TEACHERS
IN MIZORAM IN RELATION WITH
THEIR VALUE SYSTEM AND LOCUS OF CONTROL

LALZARMAWII

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DECLARATION

I, Lalzarmawii, hereby declare that the subject matter of the Thesis entitled **'A Study of Job Satisfaction among Secondary School Teachers in Mizoram in relation to their Value System and Locus of Control'**, is a record of work done by me, that the content of this Thesis did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anyone else; and that the Thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University, Aizawl for the award of Doctor of Philosophy in Education.

(LALZARMAWII)
Candidate

Head
Department of Education

(Dr. H. MALSAWMI)
Supervisor
DepartmentEducation

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CHAPTER – 1
CONCEPTUAL FRAMEWORK

1.1   Introduction

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. It is the process by which society deliberately transmits accumulated knowledge, skills and values from one generation to another. Teachers in educational institutions direct the education of students and might draw on many subjects, including reading, writing, mathematics, science and history. They are also the ones to educate, teach, guide and evaluate and demonstrate their capacity to develop themselves and participate in modernizing the school and make it more proactive and receptive to change. Their role is not only to facilitate learning, but to promote citizenship training and active integration into society, develop curiosity, critical thinking and creativity, initiative and self-determination. Furthermore, confronted with the increasing role played by other information providers and socialization agents, it is expected that teachers will assume the role of moral and educational guides. It is through carrying out their functions as coordinator of educational activities provided by various partners and directed towards common educational goals that modern teachers will become effective agents of change in the community.

The quality of its citizens naturally determines the quality of a nation. The citizens' quality of a nation depends to a great extent on the quality of education practiced. The quality of their education again depends upon the quality of their teachers. The teacher is the living ideal, the fountain head of knowledge and the potential guide to provide directive for the growth and development of students to be worthy citizens of tomorrow.

In brief, a teacher is the backbone of the educational system, the maker of mankind and the architect of the society. As a person gets employed, whether in public or private sector, he or she is assigned certain responsibilities according to the nature of the job he is required to perform and in accordance with a well-defined set of rules and regulations. Education is an endeavour or a venture of Grand National importance. Teacher's role and responsibility are more significant than in many other professions as he is regarded as an important source or generator and transmitter of knowledge, a creator of values and self-sacrificing nation builder. The teacher is apt to be more responsible and more accountable than any other public servant. Improving the quality of education depends on first improving the recruitment, training, social status and conditions of workplace of teachers, they need the appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed upon them. A teacher, who is happy with his job, plays a vital role in the upliftment of society. A satisfied teacher can contribute a lot to the well being of his / her students whereas a dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. A teacher who is satisfied with his job is amongst the foremost factors contributing to educational improvement. After independence, crores of rupees have been spent to open new schools and provide them with adequate equipment and other facilities. Lacks of rupees have been spent on committees and commissions to deliberate and recommend methods of bringing about qualitative improvement in education. As a result, workers in the educational field have endeavoured to develop better curriculum, text books and teaching aids. Considerable effort has been made to devise better means of assessing students' achievement and techniques of teaching. But, all of this is of no use and the developmental targets are bound to remain unachieved unless schools are staffed with satisfied teachers. It is they who influence and shape the competence and character of boys and girls, the future generation of the

country.

Secondary school education is imparted quantitatively and qualitatively by the teachers who have academic excellence and apt training. In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education. Secondary education occurs mainly during the teenage years. The purpose of secondary education can be to give common knowledge, to prepare for higher education or to train directly in a profession.

Before independence the form of secondary education in India was prescribed by foreign educationists. Vernacular middle school, matriculation, entrance, high school and intermediate, etc. are the different manners in which secondary education was classified. After independence the form was changed into seven year secondary education. With some modification secondary education was divided into three groups – from sixth to eighth Junior high school, from ninth to tenth High school and eleventh and twelfth was regarded as higher secondary or intermediate classes. The Secondary Education Commission (1952-53)[1] termed secondary education as higher secondary education while ninth to eleventh classes were included in it, the twelfth class was pre-university class. But till now, there is no similarity in the forms of various secondary schools in India. Different Commissions have made various recommendations on the structural reforms of secondary education in India, some of which may be mentioned as follows:-

1.   The Calcutta University Commission (1917-19) popularly known as the Sadler Commission recommended replacement of the then prevailing 10+2+2 pattern by a 10+2+3 one. It had come to the conclusion that the two year intermediate course really belonged to schools.

It also desired the increase in the duration of the undergraduate course to make it comparable to that in the advanced countries.

2.   The University Education Commission (1948-49) accepted and recommended the 10+2+3 pattern, but added the vocational spectrum.

3.   Secondary Education Commission (1952-53) recommended school duration of 11 years followed by three years of the first degree course.

4.   The Central Advisory Board of Education (1955) expressed the desirability of establishing parity of standard of schools in different states and advised on the lines already recommended by the Secondary Education Commission.

5.   The Planning Commission (1960) felt that the duration of the school course should be 12 years so that the total span of education from Primary to Higher Educational level should be 15 years (12+3) and it was very desirable that mature students of the age of 18 should go to the University.

6.   The All India Council for Secondary Education recommended 12 years for total schooling, with the last four years consisting of the secondary stage of education.

7.   The Education Commission (1964-66) came to the conclusion, and saw academic considerations for the adoption of the uniform pattern of 10+2+3 for schools and colleges in all parts of the country. It recommended a higher secondary stage of two years of general education or one to three years of vocational education. The recommendation was also supported by the Sampurnanand Committee of National Integration (1966).

8.   The Central Board of Secondary Education at its meeting in 1972 passed a resolution in favour of 10+2+3 pattern.[2]

9.   The State of Mizoram adopted the national 10+2+3 pattern of secondary education in 1996.[3]

Secondary stage of education coincides with adolescence period. It is the most crucial period which requires utmost care of the healthy development of the child. Education at this stage plays a very significant role in the development of a well-balanced personality. In training the youth to take an effective part in the social reconstruction and economic development of the country secondary education has a major role to play. The social, economic, technical and cultural efficiency of the nation depends on the secondary education. As secondary stage makes the final stage of education for a majority of students, it has to prepare them for various vocations. The quality of education, both at the primary and higher stages is determined by secondary education. Besides providing teachers for primary schools, who can make or mar the standard of primary education, secondary schools also supply students for universities and other centers of higher learning. Thus it is the most important link between the primary and higher stages of education.

1.2. JOB SATISFACTION

Job satisfaction is a widely accepted psychological aspect of functioning in any profession which describes how content an individual is with his or her job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person's parent. It is the result of various attitudes possessed by an employee towards his job. These attitudes may be related to job factors, such as wage, job security, job environment, nature of work, opportunities for promotion, prompt removal of grievances, opportunities of participation in decision making and other fringe benefits. Job satisfaction has been defined as an attitude which results from a balancing summation of many specific likes and dislikes experienced in connection with the job (Bullock 1952)[4]. It refers to one's job, his general adjustment and social relationship in and outside his job.

This satisfaction and dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realization of personal goals and perceived contribution of the job to it. Positive attitudes toward the job are conceptually equivalent to job satisfaction and negative attitudes toward the job are equivalent to job dissatisfaction. The happier people are within their job, the more satisfied they are said to be. Job satisfaction, a worker's sense of achievement and success, is generally perceived to be directly linked to productivity as well as to personal wellbeing. Job satisfaction implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. The Harvard Professional Group (1998)[5] sees job satisfaction as the keying redient that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfillment. Tangible ways in which job satisfaction benefits the organization include reduction in complaints and grievances, absenteeism, turnover, and termination; as well as improved punctuality and worker morale. Job satisfaction is also linked to a healthier work force a good indicator of longevity. Job satisfaction and occupational success are major factors in personal satisfaction, self-respect, self-esteem, and self-development. To the worker, job satisfaction brings a pleasurable emotional state that often leads to a positive work attitude. A satisfied worker is more likely to be creative, flexible, innovative, and loyal. The most cited definition in the field of job satisfaction research within the different disciplines that have examined it, is the one offered by Locke (1976)[6] in which he suggested that job satisfaction is "A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." In any work situation, if the worker feels that he can get a set of conditions which will lead not only to what is called achievement of the aims and objectives of the organization but also to such a situation where his personal desires are fulfilled in order to get the fullest satisfaction of life, then only his link with the organization can be claimed to be complete.

It is there that the true concept of job satisfaction finds its existence. Job satisfaction is the positive orientation of an individual towards the work role which he is presently occupying, which can be restated as an individual liking more aspects of work than he dislikes. Job satisfaction results from the interaction between the worker and his job situation. The worker, as an individual, possesses certain values and needs that may or may not be fulfilled by his job activities. The degree to which these values and needs are met determines the level of satisfaction in the individual workers. The term 'job satisfaction' has been defined by Guion (1958)[7] as "the extent to which the individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation". Gilmer (1966)[8] considers job satisfaction or dissatisfaction as "the resultant of various attitudes the person holds towards his job, towards related factors and towards life in general". According to Hoppock (1935)[9] it is "any combination of psychological and environmental circumstances that cause a person truthfully to say 'I am satisfied with my job' ". Job satisfaction results from the employee's perception that the job content and context actually provide what an employee values in the work situation. It happens when there is a fit between job requirements and the wants and expectations of employees. In other words, it expresses the extent of match between worker's expectations (also aspirations) and the rewards the job provides and the values it creates and gets cherished. Organizationally speaking, high level of job satisfaction reflects a highly favourable organizational climate resulting in attracting and retaining better works.

1.2.1 Theories of Job Satisfaction

Theories of Satisfaction involve motivational, emotional and informational components. The following three theories are illustrative.

Instrumentality theory – Job satisfaction is high to the extent that the job is instrumental in getting the worker what he or she values or wants

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from the job. This might be pleasure in the work, security, prestige, money, short hours, flex time, autonomy, convenient location, day care, or anything else the worker considers valuable.

Equity theory – This theory states that people generally want to get what they consider a fair (equitable) return for their behaviour, suggesting that there is greater job satisfaction if the worker perceives that the return for her or his work is equitable.

The job characteristics model – Hackman and Lawler (1971)[10] defined six job attributes that might relate to job satisfaction –

(1)   variety of work on the job,

(2)   autonomy in doing work and making decisions,

(3)   task identity, doing a piece of work that can be clearly identified as the result of the worker's efforts,

(4)   receiving performance feedback about how well one is doing on the job,

(5)   dealing with other people, and

(6)   friendship opportunities on the job.

Using a statistical procedure called path analysis, Hackman and Oldham (1976)[11] found that the appropriate combinations of these factors did predict job satisfaction rather well.

1.2.2.   Factors of Job Satisfaction

Many research studies have been conducted on the subject of job satisfaction and employee morale in order to establish some of the causes that result in job satisfaction[12]. These studies have revealed that certain variables are consistently correlated with job satisfaction. Some of these factors have been grouped into four identifiable, discreet categories[13] as follows: -

1) **Organizational factors**

Some of the organizational factors as sources of job satisfaction are -

(a) Salaries and wages

Salaries and wages play a significant role in determining the level of job satisfaction irrespective of the level of position that an employee holds in the organization. Studies conducted by Locke[14] indicate that pay is a primary determinant of job satisfaction, especially when it is perceived as fair and equitable compared to others and relative to employee's own efforts and contributions. Pay is also the prime mover since it satisfies the first level needs of Maslow's model of Motivation. It is also considered a symbol of achievement since higher pay reflects a higher degree of contribution towards organizational operations and welfare.

(b) Promotion

Promotional opportunities are another sources of job satisfaction especially at higher level jobs, because a promotion indicates an employee's worth to the organization which is highly morale boosting. A promotion also involves a positive change in higher salary, less supervision, more challenging work assignments, increased responsibility and decision making freedom. Promotion is a higher source of job satisfaction than for lower level jobs such as secretaries because executive promotion brings with it far better benefits as a result of promotion than in the case of lower level administrative jobs.

(c) Company policies

Organizational structure and policy play an important role in establishing an environment which is conducive to job satisfaction. A highly authoritative and autocratic structure may produce more resentment on the part of employees who may want more open and democratic style of leadership. Organizational policies usually govern employee behaviour, and depending upon how strict or liberal these policies are, can generate positive or negative feelings about the organization.

Liberal and fair policies are usually associated with job satisfaction. Employees who feel unduly constrained because of strict policies or feel that they are not treated fairly, would not be happy with the job.

2) Work environment

(a) Supervisory style

It has been established that wherever the supervisors are friendly and supportive of workers, there is job satisfaction[15.] Conversely it can also be established that satisfied employees themselves create a social environment at work where supervisors are more considerate of such employees. In any case, a close relationship between the supervisor and the worker and worker participation in decision making about such issues that directly concern the workers are highly conducive to job satisfaction.

(b) Work group

The group size and the quality of interpersonal relations within the group play a significant role in worker happiness. Larger group sizes usually lead to lower level of job satisfaction due to the fact that large groups lead to poor interpersonal communication, reduced feeling of togetherness and difficulty in getting to know each other more closely. Smaller groups provide greater opportunity for building mutual trust and understanding. Work group also serves as a social, moral and emotional support system for the employee. If the people in the group exhibit similar societal characteristics, such as attitudes and beliefs, they tend to be drawn closer to each other resulting in a work climate that improves job satisfaction.

(c) Working conditions

Good working conditions are highly desirable because they lead to a greater physical comfort. People put a high premium on a clean and orderly work station and factors such as heating, air conditioning,

humidity, lighting, noise level, availability of adequate tools and equipments and desirable work schedules, all contribute to higher level of job satisfaction.

3)   Factors related to Work itself

By and large, the work itself plays a major role in determining the level of job satisfaction. The job content has two aspects. One is the "job scope" which involves the amount of responsibility, work pace and the feedback provided. The higher the level of these factors the higher the job scope and thus higher the level of job satisfaction. The second aspect is variety. It has been found that a moderate amount of variety is most effective[16]. Excessive variety produces confusion and stress and too little variety causes monotony and fatigue which are dissatisfiers .

4)   Personal factors

While the external environment within the organization and the nature of the job are important determinants of job satisfaction, personal attributes of individual employees play a very important role as to whether they are happy at the job or not. People with generally negative attitudes about life and pessimists always complain about everything including the job. No matter how good he job is, such people always find something wrong with it to complain about.

Age, seniority and tenure have considerable influence on job satisfaction. It is expected that as people grow older, they usually come up the corporate ladder with the passage of time and move into more challenging and responsible positions. Meeting these challenges and succeeding is a high source of satisfaction. Even if they do not move up in their position, it is equally natural to assume that with age, people become more mature and realistic and less idealistic so that they are willing to accept available resources and rewards and be satisfied about the situation.

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Tenure assures job security and the feeing of job security is highly satisfactory to employees. This means that they can plan for the future without fear of losing the job. Thus, employees with tenure are expected to be highly satisfied with their jobs.

Equally important is the intrinsic source of satisfaction which comes from within the person and is a function of the employee's personality. Some of the personality traits that are directly related to increased job satisfaction are self-assurance, self-esteem, maturity, decisiveness, sense of autonomy, challenge and responsibility. It can be concluded that the higher the person is on Maslow's model of hierarchical needs in which he postulates a hierarchy of human needs – physiological needs, safety needs, social needs, esteem, status, self-actualization etc., the higher is the job satisfaction.

In the words of Prof. Humayun Kabir, "Teachers are literally the arbiters of a nation's destiny". The teacher's influence is everlasting as he shapes the destiny of future citizens. What puts the teacher at the centre of social attention more than other professionals is the nature of his work. Of all professionals, he is the one most intimately in touch with human lives and their development. The keystone in the educational endeavour is doubtless the teacher. More than anything else, the progress and prosperity of the students depends on him. A teacher's place cannot be taken and nobody can effectively influence the pupils in the manner and to the degree, which is possible only for him to do. The teacher occupies a very important place in society because he brings about the transmission of intellectual tradition from one generation to the next. He is the one to maintain the level of technological skill and to keep the light of civilization burning. In him there is the expectation to help in the silent social revolution taking place in the country. The duty of a teacher does not end in the classroom with his students; rather he owes a duty to the society and the nation. For the upliftment and progress of society, a very important role is played by a teacher who is satisfied with his teaching job. Teachers who are well adjusted and satisfied contribute a lot to the well being of his/her pupils.

Those teachers who are generally successful, satisfied and properly adjusted are the ones who have favourable attitude towards their teaching job. The students, in their attitude to life and their approach to problems will always bear the imprint and the influence of the training they received at the hands of their teachers. The Indian Education Commission (1966-64) states that 'nothing is more important than providing teachers best professional preparation and creating satisfactory conditions of work in which they carefully can be effective'. The job satisfaction of a teacher could be an important factor influencing his performance and behaviour which can enhance his teaching competency. It can be concluded that the teacher's job satisfaction with his job is the prerequisite of his efficiency.

1.3.   VALUE SYSTEM

A value system refers to how an individual or a group of individuals organize their ethical or ideological values. A well-defined value system is a moral code. Value system helps the individual to get himself adjusted in the environment. A value system refers to beliefs, expectations and preferences, which offer direction and influence choice[17]. But value is an integrating or unifying dimension of the self. It is the quality that renders the person whole in the concrete moments of encounter. Values lie at the core of life and human action. These values have always been considered important and fundamental dimensions of an individual. Values may be regarded as importance and ratings which individuals attach to things, conditions and circumstances. They may also be regarded as goal objects to which individuals orient their thinking, actions and feelings. As such they become important organizing themes in the behaviour of individuals. There are different kinds of values which people acquire and support to different degrees and the value profile of one person differs from the value profile of another person. Because we have many values, it is appropriate to speak of our set of values or our value system. A value system is more than just a set of rules and regulations but rather the underlying system of beliefs about what is important in life to a person. Actually, our value system represents the blueprint or guideline for the choices and decisions we make throughout our life. According to Prof. R.C. Das[18] "A value may be defined as something which you consider very dear, which you strive to acquire, preserve or

protect and about which you can think and make judgement about the alternates of action available in a situation in relation to the value." John Dewey (1948)[19] views value as, "The value means primarily to prize, to esteem, to appraise and to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and amounts of values as compared with something else"

Values involve individual feelings, ideas and beliefs an individual operates according to a system of values. Everything he does, every decision he makes comes from within, conscious or unconscious system of values. Values are powerful determinants to human behaviour in individuals, groups and society as a whole. They provide a ready-made means to judge the worth of persons in the social order. The attention of individuals is focused upon material, cultural items that are considered desirable, useful and essential through the value system. Values also indicate the ideal ways of thinking and behaving in any society. They act as guideposts for individuals in their choice and fulfillment of social roles and also act as a means for social control and social pressure. Values are not static, they are dynamic. They go on changing with the changes in socio-cultural, economic and political structure of the society. It may also be said that values function as a means for solidarity. According to John F. Emling[20] "Values are those aspects of anything which, when reorganized and understood, encourage, induce or incline to use them for the purpose." Very frequently people are not aware of the values that underlie their living. They just do things a in a certain way. A person is living his or her values by knowing what his or her treasure is and then acting with that in mind. Values are always there behind everyone's actions. When people are aware of their values, they can choose right living and understanding one's values helps one live a valued life. Value indicates a regard for a thing, situation, or attitude which for some reason is esteemed or prized by the value-holder. Values are those standards or a code for moral behaviour conditioned by one's cultural tenets and guarded by conscience according to which every human being is supposed to conduct himself and shape his life patterns by integrating his

beliefs, ideas and attitudes to realize cherished ideals and aims of life.

The Western scholars have propounded several ethical theories. The main theories to judge the act of a man are as below:

1. **Hedonistic Theory**

    In this theory pleasure is the main base. Human words and deeds are termed as good or bad on this very basis.

2. **Intuitional Theory**

    In this theory intuition is taken as standard instead of pleasure. Man's act is judged by intuition anly.

3. **Rigourist Theory**

    In this theory neither pleasure nor intuition but duty is the sole standard. In this theory there is more and more objectivity and rationalism, no place for emotion. According to this theory duty is the supreme concern and no other worldly matters.

4. **Legalistic Theory**

    According to this theory the authority of law of the land is the supreme. Morality is equated with leading of life according to law only.

5. **Idealistic Theory**

    According to this theory perfection is the only standard. Any personality or idea is termed as good, if it is perfect. There may be several measures for rating the perfection.

6. **Religious Theory**

    According to this theory Religion is the standard, which binds a group, a community, etc. it (religion) may be revealed or natural. Revealed religion is the one, which is governed by various supreme personalities (saviours) like Lord Rama, Krishna, Christ, Buddha, Mahavira etc. Natural religion is based on several compassions governing the human behaviour through very broad spectrum.[21]

One of the purposes of imparting education is to inculcate social and human values, cultural traits, character, goodness, basic understanding to

analyse and synthesise the age old traditions, rituals, habits and actions of the human race with a positive and constructive approach in the students. According to Ramamurti Committee Report (1990)[22] "Education must further provide a climate for the nurture of value, both as a personalized set of values, forming one's character and including nscessarily social, cultural and national values, so as to have a context and meaning for actions and decisions, and in order to enable the persons to act with conviction and commitment." The importance of the teacher's role in the educational endeavour has been emphasized time and again. As mentioned earlier, the teacher is a person who is most intimately in touch with human lives and their development. In today's world the parents who are to share the responsibility of teaching life's values to their children tend to shoulder less and less of this. At the same time, the influence of mass media on growing young minds is such as to promote values which are often not desirable. Thus, the norms of behaviour change and it has become more controversial on what to preserve and what to discard. In such an atmosphere the teacher with a well established value system has become more and more important for the progress and prosperity of the country. It is a fact that students learn values by seeing their teachers' behaviour and by following them. Whether he is willing or not, the teacher is a role model which his students have the tendency to follow, and thus it becomes a very important responsibility of the teacher in such matters as how he behaves as a human being. The working habits, tendencies and life styles of the teacher in and outside the classroom can influence to a very great extent the life of his students. Teachers live in a close proximity to young boys and girls who are at the age group in which they are prone to acquire undesirable value system. Because of all the traits of being a teacher, he can play a very significant role in cultivating desired values in the students provided he possesses certain qualities of a good teacher. In the words of eminent Educationist and Administrator Sh. V.C. Pandey "The ideal teacher is one who guides his students to the source of knowledge and learning that will substantiate or refute their own beliefs and

values. The teacher's task is value clarification and this task can be effectively performed by those who approximate their lifestyles and activities to the ideals they preach."

1.4. LOCUS OF CONTROL

Locus of control is the extent to which the individuals believe that they control their own lives or external forces control their lives which are beyond their control. Rotter (1972)[23] formulated the concept of internal-external locus of control on the basis of his theoretical works in social learning. He noted that occurrence of reinforcement has different effects depending upon how it is construed. Its effects are mediated by our experiences about who controls the reinforcement. When one believes in internal control, reinforcement will play its customary role that is a positive reinforcement following a behaviour will increase the likelihood of the behaviour occurring again while a negative reinforcement will have the opposite effect. In contrast, when a person regards events as externally controlled, then reinforcement will not work as we expect it to. It really makes a little sense to repeat a behaviour that led to a reward if one believes that pure luck or chance or some other individual was the controlling factor.

Locus of control is a concept in psychology that concerns the attitudes of people about the control they have over their life circumstances. Those who believe they can make choices to affect their life circumstances are considered to have an internal locus of control, while those who believe their circumstances are controlled by external forces are said to have external locus of control. Locus of control is a personality variable that concerns people's generalized expectancies that they can or cannot control reinforcements in their lives (Janssen & Carton, 1999)[24]. People who hold expectancies that they control reinforcements are considered to be internals, and people who hold expectancies that outside forces or luck control reinforcements are considered to be externals.

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Rotter[25] postulates that consistent individual differences exist with respect to a person's belief in the way his or her behaviour will affect the control of life events. The individual who views events such as job success, or educational achievement as a result of his or her actions or within his or her control is said to have belief in internal control over life. Conversely, the individual who views similar events as independent of his or her action and more dependent on luck, fate, chance or powerful others is said to have a belief in external control over life.

A person with a strong internal locus of control believes that he controls events concerning his own life and that his internal traits determine what happens in a given situation. He believes that he is the master of his own destiny. On the other hand, a person with a strong "external locus of control" feels that outside forces are affecting the events in his life and he is at the mercy of destiny, chance or other people. He believes that "whatever will be, will be" and everything happens by the will of God.

Research has indicated that "internals are highly confident of themselves and seek out situations where they would use their own wisdom and energies to direct the events and control the outcomes such as starting their own companies[26]. It can also be further illustrated that internally oriented individuals hold jobs of higher status, advance more rapidly in their careers and prefer intrinsic rewards such as feeling of achievement while externally oriented persons are more interested in job security and other extrinsic rewards[27].

The following figure illustrates the possible consequences relative to Internal Locus of Control and External Locus of Control : -

Task success	→	Increased pride in accomplishment	→	Increase in performance expectations and subsequent tasks

Internal Locus of Control

Task failure	→	Frustration and loss of confidence	→	Decrease in performance expectations and subsequent tasks

Task success	→	No change in performance expectations on subsequent tasks

External Locus of Control

Task failure	→	No change in performance expectations on subsequent tasks
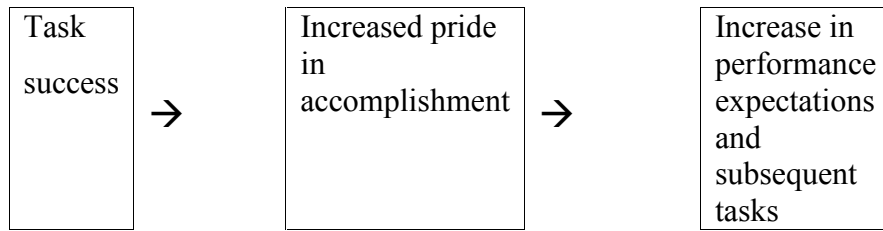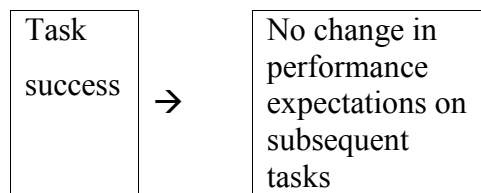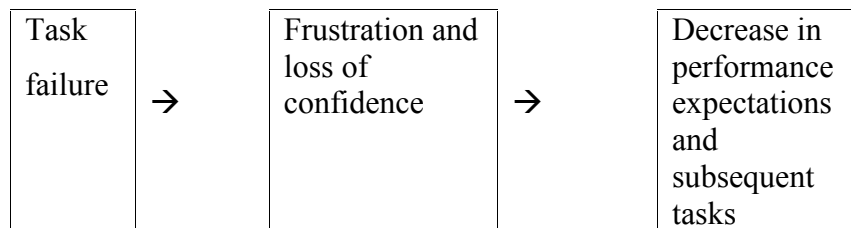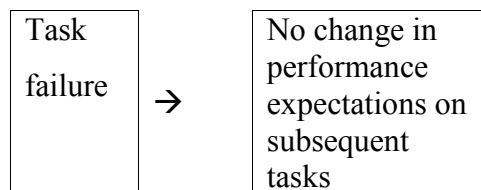
Source: Richard M. Steers, "Introduction to Organizational Behaviour" Scott-Foreman, 1981.

It is a general fact that usually in an educational setting knowledge flows from the teacher to the student. True education is a powerful force in bringing about desired change in the life of the student. It is this process alone that can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us. The teacher, who is the fountain head of knowledge is thus one of the most important factors for bringing about these desired changes. Besides the many and various characteristics that the teacher possesses, his locus of control has a significant role to play in his teaching behaviour. Locus of control is an individual's tendency to attribute the consequences of actions to internal or external sources. People with internal locus of control tend to believe that they are in control of their destinies and are able to cause certain events. On the other hand, people with an external locus of control tend to believe that events are caused by factors beyond their control-fate, luck, or powerful others. In her article "Maintaining Teacher Motivation" Czubaj (1996)[28] identified locus of control as one major construct of motivation, with internal locus of control a factor that reduced teacher stress and therefore increased motivation. She went on to say " when the working conditions of teachers remain conducive to the interactive dynamics of motivation, highly motivated teachers teach students to become highly motivated themselves, repeating a positive, productive sycle." Thus it appears that locus of control can have a profound impact on teacher-student dynamics. Cheng (1994)[29] found locus of control to be a powerful indicator of teacher's job attitudes and organizational perceptions. Locus of control plays an important role in teacher's perception to his or her perceived job, in job satisfaction, in student and teacher relationships and even in the ability to teach well and motivate.

1.5. EDUCATIONAL SCENARIO OF MIZORAM

The state of Mizoram, perching on the high hills in the North -eastern corner of India is flanked by Bangladesh on the west and Myanmar on the east and south. It has an area of 21,087 sq.km. and a 630 km. long international boundary. Mizoram is situated between 21.580 north to 24.350 north latitude and 92.150 east to 93.290 east latitude. The length of the state stretching north to south is 277 km. while the width from east to west is 121 km. The line of Tropic of Cancer runs through the heart of Mizoram. It became the 23rd state of the Indian Union in 1986. The state is divided into eight districts namely, Aizawl, Champhai, Mamit, Lunglei, Saiha, Lawngtlai, Serchhip and Kolasib.

According to 2001 census, the population of Mizoram is 8,91,058 (4,59,783 males and 4,31,275 females), the density of population is 33 per sq.km. The total rural area of the state covers approximately 20,761.63 sq.kms while the remaining 325.37 sq.kms is of the urban area. About 94 percent of the population comprises scheduled tribes like the Mizo, Chakma, Lakher, Pawi and Hmar. "Mizo" is the mother tongue of majority of the population. The Mizos came under the influence of Christian Missionaries in the 19th century and most of the people in Mizoram are now Christians. Mizos are primarily cultivators and their festivals are very much connected with agricultural operations. They are fond of good things of life and have a strong community feeling. Mizo women enjoy a position of honour and freedom in society today although the society is patriarchal and patrilineal in nature.

Formal education in Mizoram was introduced by the Christian Missionaries for the first time in 1894. No script and literature whatsoever in the Mizo language was prevalent before. The first alphabet was composed by the Missionaries by adopting the simple Roman script with a phonetic form of spelling in 1895. The first school in Mizoram was opened on 9.4.1894 and was reopened in 1898 since the first one has been closed down. The opening of schools in the towns and villages changed the attitude and outlook of both men and women who became more responsive to new ideas.

Remarkable educational development has been achieved in the post-independence period partly because of the part played by the Government in the field of education. The numbers of schools as well as the enrolment of students have increased and this has an abiding impact on the rate of literacy. The literacy percentage of Mizoram in 2001 census was 88.49 percent.

The first High School/Secondary School was started in Aizawl in the year 1944 through public donations and collaboration. It was provincialised in January 1950. Within a very short span of time of its existence, the school was able to produce a number of matriculates. This was followed by the opening of more secondary schools in other parts of Mizoram. According to Statistical Abstract of Mizoram (2006), there are 502 secondary schools in Mizoram out of which 261 are in the urban area and 241 in rural area with a total enrolment of students of 44322 in which there are 22437 boys and 21885 girls. The state follows the 10+2+3 national pattern of education since 1996. The first twelve years of schooling comprise of four stages; the primary stage - Classes I-IV; middle school stage - Classes V-VII; secondary stage- Classes VIII-X and the higher secondary stage-Classes XI-XII. The examinations for all the stages of education have been conducted by the Mizoram Board of School Education.

In order to propose improvement in the education system in Mizoram the Education Reform Commission was established in April 2009. The commission began its work by examining the present status of education system from the Pre-school up to Higher and Technical Education in the state. The commission plans to revise the State Education Act and prepares to investigate into the different Education Directorates including MBSE and SCERT. It intents to examine the present syllabus and curriculum and even make suggestions regarding medium of instruction.

For administrative purpose, the state of Mizoram is divided into eight educational districts, each under a District Education Officer (DEO). Each DEO supervises and inspects the High schools/Secondary schools under their jurisdiction.The other functions of the DEO includes maintenance of service of

all teachers, drawing and disbursement of pay and allowances of school staff including recurring and non-recurring, and executing the policies of the Department as well as the Government.

Work Education Programmes have been implemented in the Secondary Schools, and the schools have been given direction to chalk out their own programme which should be practical and suitable to local conditions. The most common activities and programmes of work education for all the schools are craft and carpentry for boys, and knitting and weaving for girls. However, due to lack of available qualified human resource and appropriate equipment, the scheme of work education has not been successful.

National Scheme of Incentive to Girls for Secondary education was launched in the year 2009 in Mizoram and the Rashtriya Madhiyamik Shiksha Abhiyan (RMSA), a new central scheme for universalisation of access to and improvement of quality at the secondary stage with a desire to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years is in its initial stage. Survey and annual plan for the scheme is at present being carried out in Mizoram since the year 2008.

In Mizoram, the secondary school teachers are recruited as General State Service Group 'B' (Non-Gazetted) with a minimum qualification of a Bachelor's degree and a Bachelor of Education (B.Ed) or its equivalent or 4 years integrated Bachelor of Science (B.Sc), Bachelor of Education (B.Ed) or an equivalent Course from Recognized University and a working knowledge of Mizo language up to Middle School Standard. According to Statistical Abstract of Mizoram (2006), a total number of 3768 teachers are teaching in the 502 secondary schools of Mizoram, out of which 2691 are males and 1077 are females.

The status of the teacher reflects the socio-cultural ethos of a society. The Government and the community should endeavour to create conditions at work which will help the teachers to be more satisfied, motivated and inspired.

In the context of Mizoram the secondary school teachers as a whole seem to be quite satisfied with the nature of their job, job security, wages and benefits such as medical care etc. As such, job change among them is not prevalent. However, with regard to certain aspects like adequate facilities, incentives, occupational and social status, longitudinal and horizontal mobility, supervision, guidance and advice from the authority etc., there seem to be much more to do than the present situation in order to enhance job satisfaction among the teachers at the secondary level. On the other hand, the teachers working in the secondary schools of Mizoram which are privately managed are believed to have lower level of job satisfaction. This can be accounted for reasons pertaining to job insecurity, inadequate salary, physical resources, recognition, working conditions, subordinates and bosses etc. The owners of the private schools have to look into the problems faced by their teachers on a more constructive and creative line so as to endow them with more satisfaction in their job.

In spite of the fact that the state of Mizoram has achieved a very high percentage of 90.27% in literacy as per assessment of School Education Department, Mizoram 2007 and the fact that the growth of educational institutions is enormous, it is disappointing to find that there is deterioration in the value system of the youth. It is a well-known fact that teachers play a very important role in building the society, the nation and an orderly world. Looking at the present scenario of secondary schools in the state, we find that the teachers are equipped with appropriate qualifications and adequate professional degrees. We have to realize that education is a comprehensive process involving commitment to pursuit of knowledge, development of character and inculcation of values and is inseparably bound with values. Therefore teachers in the secondary schools of Mizoram should conduct themselves according to the highest ethics so as to set an example for their students in order to avoid further devaluation of values among the Mizo youth.

As mentioned earlier, the teacher's locus of control is found to be a powerful indicator of teacher's job attitudes and organizational perceptions which plays an important role in teacher's perception to his perceived job, in job satisfaction, in student and teacher relationships and even in the ability to teach well and motivate. In the present situation in Mizoram, whether it is due to their Christianity, it is not known; most of the people are more or less are believed to be externally controlled. This does not exclude the teachers in secondary schools of the state. In general, teachers with a belief in internal control tend to have a more positive attitude towards their job and have more positive perceptions of the school organization. Therefore, in this regard, those in authority have to realise and acknowledge that there is much more to do in order to have better quality education in the state.

1.6. RATIONALE OF THE PRESENT STUDY

In the words of Ryans,[30] "if competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings and text books, and although curricula may be appropriately adapted to community requirements, if the teachers are misfits or are indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted." Teachers are arguably the most important group of professionals for our nation's future and hence it is disturbing to find that many of today's teachers are dissatisfied with their jobs. Job satisfaction of the teachers is considered to have a major role in imparting excellent education to the students in today's world of globalization. Indeed globalization which is affecting the economy, culture and information, internationalization of relations and the increasing mobility of individuals, a complete revolution in the communications media and the massive advent of computerization into daily life and into the world of work represent both a challenge and an opportunity to the education system on the whole and to the teaching community. At the same

time, many societies and education systems are experiencing serious problems of social integration, among which should be mentioned inter-ethnic conflicts and violence, increasing unemployment – particularly among young people – a decline in moral values, the weakening of guidelines and changes in the role of family ties in the socialization of children. Hopes on the part of societies, and especially the youth, for a more dignified, democratic and prosperous life are linked to education, which is considered to be the main instrument in the development of humanity. Hence, in this scenario, what the modern globalised societies of the world need is indeed a satisfied teacher in the educational institutions.

Job satisfaction of the teachers at the secondary stage as a motivating factor has been acknowledged time and again. In this regard, the Secondary Education Commission (1952-53)[31] has recommended that "Service conditions of teaching personnel should be improved". The teacher's job satisfaction is a predictor of teacher retention which is a determinant of teacher commitment and this has an effect on school effectiveness. Teacher's job satisfaction also influences his job performance, attrition and ultimately students' performance. A teacher's job life is not absolutely separate from his personal life, but rather these two aspects of life are interrelated to each other. In fact, job satisfaction of a teacher on the one side affects his job behaviour and on the other side, it also has a notable impact on his personal well-being.

It is of utmost importance that good teaching conditions should be provided in the educational institutions. This is expected to result in the reduction of strains and stresses in the teacher's life. A teacher's conduct in the school is the prime determinant of effective pupil's learning and development. In emphasizing the importance of teacher and his teaching conditions, the University Education Commission (1948-49)[32] recommended that liberal grant and better teaching facilities should be given and that the lot of the teachers should be improved. Thus, conditions that will foster a sense of job satisfaction

have to be facilitated to teachers.

Between 1935 and 1976, there were over 3,000 published studies on job satisfaction, an average of one every five days (Locke, 1976)[33]. Between 1989 and 1998, PsychINFO (a computerized abstracting service for psychology-related journals and books, operated by the American Psychological Association) showed 3,191 entries with the phrase "job satisfaction" in the abstract. Interest in the topic seems not to have dimmed and is considered so important because of the costs of dissatisfaction in employee turnover, absenteeism, and work performance. Furthermore, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their teaching performance.

Secondary school-teachers' problems are many and various. These could be professional and academic in nature; personal and interpersonal problems, and problems generally related to administration, management and the general motivation and overall job satisfaction of the teachers.[34] There is no single theoretical literature on the job satisfaction of secondary school teachers in Mizoram which would highlight their problem and deal with it. In response to the report submitted by the Mizoram Education Reforms Commission (MERC), the Chief Minister of Mizoram, Mr. Lal Thanhawla commented that increasing number of inefficient teachers has led to a decline in quality education in the State.[35] Incentives to teachers teaching in the secondary schools of Mizoram in various ways which will satisfy and motivate them towards effective teaching are as essential as those which motivate students to learn and prosper. This necessitates a comprehensive study on the job satisfaction of secondary school teachers of Mizoram. It is in this context that the need of the present study has been established. The investigator has, therefore, studied the job satisfaction among secondary school teachers in

Mizoram in relation to their value system and locus of control.

1.7. STATEMENT OF THE PROBLEM

The problem of the present study has been stated as follows:

"A Study of Job Satisfaction among Secondary School Teachers in Mizoram in relation to their Value System and Locus of Control."

1.8. OBJECTIVES OF THE STUDY

The broad objectives of the study are:-

1. To study the job satisfaction of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management and in general.

2. To find out the relationship between job satisfaction and three dominant controlling factors of Locus of Control of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.

3. To find out the relationship between job satisfaction and value system of secondary school teachers grouped on the basis of gender, locale and type of management.

4. To find out the differences in the job satisfaction of secondary school teachers in Mizoram with reference to their gender, locale and type of management.

5. To find out the difference in the relationship between job satisfaction and three dominant factors of Locus of Control of secondary school teachers in Mizoram in relation to their gender, locale and type of management.

6. To find out the difference in the relationship between job satisfaction and the six dimensions of value system of secondary school teachers in relation to their gender, locale and type of management.

7. To compare the locus of control of high job satisfied and low job satisfied secondary school teachers in Mizoram with reference to their gender, locale and type of management.

8. To compare the value system of high job satisfied and low job satisfied secondary school teachers in Mizoram with reference to their gender, locale and type of management.

9. To make suggestions for improving the job satisfaction, locus of control and value system of secondary school teachers in Mizoram.

1.9. HYPOTHESES

The following hypotheses are formulated corresponding to the objectives 2 – 8 as stated above in null form for their statistical testing:-

1. There is no significant relationship between job satisfaction and three dominant controlling factors of locus of control of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.

2. There is no significant relationship between job satisfaction and value system of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.

3. There is no significant difference in job satisfaction of secondary school teachers in Mizoram with reference to their gender, locale and type of management.

4. There is no significant difference in the relationship between job satisfaction and three dominant factors of locus of control of secondary school teachers in Mizoram in relation to their gender, locale and type of management.

5. There is no significant difference in the relationship between job satisfaction and the six dimensions of value system of secondary school teachers in Mizoram in relation to their gender, locale and type of management.

6. There is no significant difference in locus of control between high job satisfied and low job satisfied secondary school teachers in Mizoram with reference to their gender, locale and type of management.

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7. There is no significant difference in value system between high job satisfied and low job satisfied secondary school teachers in Mizoram with reference to their gender, locale and type of management.

1.10. OPERATIONAL DEFINITIONS OF THE TERMS USED

The terms used in the title of the study carry some specific meaning. The operational definition of these terms is given as follows: -

1.   Job Satisfaction

"Job Satisfaction" has been defined by McCormick & Ilgen[36] as "the attitude one has toward his or her job". In the present study "Job Satisfaction" refers to the satisfaction of teachers on job intrinsic factors (factors lying in the job itself) and job extrinsic factors (factors lying outside the job).Job intrinsic factor area was further conceptualized as job concrete e.g. excursions, working conditions etc., and job-abstract e.g. cooperating, democratic functioning etc. and job extrinsic area as consisting of three components, viz., psycho-social aspects, financial aspects and community/nation growth aspect. The job satisfaction of secondary school teachers in Mizoram will be represented by the score which is obtained from the Job-satisfaction Scale developed by Dr.Amar Singh and Dr. T.R.Sharma.

2.   **Value System**

A "Value System" means how an individual or a group of individuals organize their ethical or ideological values. "Value System" in the present study refers to the classification based on the six values viz., theoretical, economic, aesthetic, social, political and religious. The value system of secondary school teachers in Mizoram will be represented by the score obtained on the Teacher Values Inventory (TVI) developed by Dr. (Mrs) Harbhajan L. Singh and D r. S.P.Ahluwalia.

3.   Locus of Control

"Locus of Control" is a concept in psychology that concerns the attitudes of people about the control they have over their life circumstances. Those who believe they can make choices to affect their life circumstances are

considered to have an internal locus of control, while those who believe their circumstances are controlled by external forces are said to have external locus of control. "Locus of Control" in this study refers to:-

1. **Powerful Control** – belief about control by powerful others

2. **Chance control** – belief about chance and random events control your outcomes.

3. **Individual Control** – belief that the current situations and rewards of a person are outcomes of things that the person himself controls. The locus of control of the present study will be represented by the score obtained by the secondary school teachers in Mizoram on Leveson's Scale of Locus of Control prepared by Sanjayvohra.

4. **Secondary School Teachers:**

"Secondary School Teachers" in the present study refers to all the teachers who are teaching the students of Classes VIII, IX and X in the schools of Mizoram.

1.11. ORGANIZATION OF THE REPORT

The report of the present study has been divided into five (5) chapters to facilitate a systematic presentation.

CHAPTER I : The first chapter is an introductory part outlining the conceptual and theoretical framework of teachers at the secondary stage of education, job satisfaction, value system and locus of control, rationale of the study, important objectives and the hypotheses of the study.

CHAPTER II : The second chapter is devoted to a review of the related research. Studies conducted both in India and abroad are reviewed in this chapter concept wise.

CHAPTER III : The method and procedure of the study has been described in Chapter III. The sample, the tools used, the procedure for data collection, and the statistical techniques used for the analysis of data are presented in detail in this chapter.

CHAPTER IV : Analysis and interpretations of data of the present study has been presented in the fourth chapter.

CHAPTER V : The fifth chapter which is also the last chapter of the present study covers the results of the study, discussions of the results, suggestions for improvement of job satisfaction, value system and locus of control of secondary school teachers in Mizoram, suggestions for further research studies and educational implications.

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CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0　Introduction

It has been rightly said that all human knowledge can be found in books and libraries. Man, unlike other animals that start anew with each generation, builds upon the accumulated and recorded knowledge of the past. The constant adding to the vast store of knowledge makes the progress possible to go on in the various areas of human endeavour.

In order to carry out the kind of study and research which is involved in special field problems, it is not only essential but extremely helpful to have a thorough and extensive investigation of related literature. A careful review of the research journals, books, dissertations, thesis, and other sources of information on the problem to be investigated is one of the most important steps in the planning of any research study.

Many educationists have appreciated an extensive and critical reading. In spite of difficulties in securing the works, even such early investigators like Roger Bacon and Leonardo de Vinci relied on extensive knowledge of writings in their special field of interest. Bacon has experimented inspirations, many of which are found in the works of other schools. The pages of Leonardo's note book disclose his indebtedness to other works and his wide reading. A familiarity with the literature in any problem area helps the investigator to learn and discover what is already known, what others have attempted to discover and find out, what methods and strategies have been found promising or disappointing and what problems still remain to be solved. Thus, it is essential for the researcher to know what sources to use, what sources are available and where and how to find them, this will save many hours of aimless activity.

The following review is confined to a few important studies that have relevance to the study of Job Satisfaction among Secondary School Teachers in

Mizoram in Relation with their Value System and Locus of Control. In the context of the present study the researcher came across certain studies conducted both in India and abroad. The important findings of these studies are presented in this section chronologically under different concepts.

2.1.   Studies Related with Job Satisfaction.

Kakkar (1983)[1] conducted "A Study of Job Satisfaction in relation to Attitudes, Job Values and Vocational Interests of Women" in which four categories of women employees, viz., teaching, clerical, mechanical and medical were included. This study revealed that women employees of the four vocations differed significantly in their job satisfaction, and the job satisfaction and the occupational level of the employees were positively related. Employees of different occupations were influenced differently by the different variables of vocational attitudes in their job satisfaction level. Job satisfaction of the employees was affected both by the type of job held by the employees as well as by the component of work values, and further, the job satisfaction of the employees was significantly influenced by the interactions of different independent variables of the study with other variables of the study, viz., positive relationships were found between job satisfaction and age, educational level, income, vocational attitude, and work-values.

Smilanky (1984)[2] at Hebrew University, Jerusalem carried out a study on the external and internal correlates of teachers' satisfaction and willingness to report stress in order to examine the nature of feelings of work satisfaction and reports of job related stress. Teachers were asked to rate themselves regarding various aspects of their work functioning. Data regarding these teachers were also collected from principals, other teachers, parents and pupils. Teachers' general satisfaction and stress at work were found to relate mostly to their reported feelings about what happened within the class rather than to administrative or policy questions. Satisfaction as a teacher was related to internal factors (satisfaction in life in general and feelings of efficacy) while reported stress was related to external factors (principal and pupil ratings).

Chase (1985)[3] surveyed 2,223 teachers across 29 states of America to assess their attitudes on a number of aspects of their schools by using the NSSE Teacher Opinion Survey. The results showed that on the whole, teachers were pleased with their circumstances. They gave highest ratings to items classified as overall job satisfaction, next highest to student discipline, then curriculum and instruction. Lowest ratings went to school community relations, but even this was above the scale midpoint. Generally, teachers were more positive than negative about their teaching situation.

Mistry (1985)[4] carried out "Need Achievement, Job Satisfaction, Job Involvement as a Function of Role Stress, Locus of Control and Participation in Academic Climate: A Study of College and Secondary Teachers". The major findings of the study were –

1.   No significant relationships were observed between locus of control and various dimensions of job satisfaction.

2.   The climate of academic motivation was found to be significantly associated with such dimensions as job satisfaction, involvement as well as overall satisfaction.

3.   The climate of control was found to be negatively correlated with on-the-job aspects of job satisfaction and with total job satisfaction.

4.   The climate of dependency had no effect on various aspects of job satisfaction and job involvement.

5.   Job involvement was found to be significantly and positively related with different aspects of job satisfaction.

6.   Self-role distance was found to be significantly but negatively correlated with all the dimensions of job satisfaction.

7.   Inter-role distance, role stagnation, role- ambiguity, role-overload, role-inadequacy and overall indices of role-stress had been found to be negatively associated with all but social dimensions of job satisfaction.

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Shobha, (1986)[5] carried out "A Study of Job-satisfaction and Professional Honesty of Primary School Teachers with Necessary Suggestions" in which the findings were:-

1. The primary teachers of the area were found to have high job-satisfaction and professional honesty.

2. Female teachers, as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers, and non-agricultural family occupation background teachers were significantly higher in job-satisfaction and professional honesty.

3. Young teachers as compared to old teachers, junior teachers as cpmpared to senior teachers, and high academic achiever teachers as compared to low achiever teachers were also significantly higher in job-satisfaction.

4. The major factors of job-dissatisfaction among the primary teachers were inadequate salary, lack of physical facilities (space, equipment, etc.), problems in getting arrears, exploitation by officers, etc.

5. Professional honesty was higher than job-satisfaction in the teachers' sample and the coefficient of correlation between these two variables was 0.256.

According to a comparative study of job satisfaction among Primary School Teachers and Secondary School Teachers in Lucknow conducted by. Dixit (1986)[6] it was found that –

1. In Hindi-medium schools, primary school teachers were more satisfied than secondary school teachers.

2. In English-medium schools the level of job satisfaction among primary and secondary school teachers was the same.

3. Female teachers were more satisfied than male teachers both at the primary and the secondary levels.

4. At the primary level, the group seniormost in age was most satisfied and the middle age-group was least satisfied.

5.   Among the secondary school teachers, those with greater length of service were more satisfied.

6.   Among the primary school teachers, those teaching in Hindi-medium schools were more satisfied than those teaching in English-medium schools.

7.   Among the secondary school teachers, those teaching in English-medium schools were more satisfied than those teaching in Hindi-medium schools.

Padmanabhaiah (1986)[7] studied the job satisfaction and teaching effectiveness of secondary school teachers in which it was found that the teachers in general were dissatisfied with their job, male and female teachers were not significantly different in the level of their overall job satisfaction / dissatisfaction and there was no significant difference between the teachers working in rural and urban areas in their level of satisfaction / dissatisfaction with their job as a whole. But the two groups were significantly different in their level of dissatisfaction with policy matters and management policies. Further it was also found that married and unmarried teachers were significantly different in their level of satisfaction with only three job factors, viz., policy matters, suitability and students.

Shanker (1987)[8] studied teacher responsibility and its relationship with school climate and job satisfaction of teachers at the secondary level in Moradabad District and the results of this study reveal that both male and female teachers working in autonomous and controlled school climate were found more responsible and highly satisfied, and as compared to rural teachers, urban teachers were found more satisfied with their job.

Laxmi (1988)[9] found that in Cuttack District 65% and 26% of female and male teachers, respectively, were satisfied with their profession and teachers who were motivated were also highly satisfied in their jobs.

Ramakrishnaiah (1989)[10] in his study on "Job satisfaction of college teachers" found that the teachers, in, general, were satisfied with their job,

considering overall JS, teachers working in junior colleges were less satisfied than those working in degree colleges, the type of management and sex of the teachers did not have any significant influence on the job satisfaction of the teachers, those who had more favourable ATT were more satisfied with their job, and the different variables like qualification, marital status, experience, age, size of family or personality factors did not have any significant influence on job satisfaction of the teachers.

Gonsalves (1989)[11] found that the percentage of teachers who were satisfied with their job was less than 50% with respect to all types of teachers; the teachers were dissatisfied with their job because of their transfer to remote places, and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys etc., and, the teachers were quite satisfied with respect to the Education Policy, the teacher-administrator relationship, teachers' ethical values, time with them, and teachers' service conditions.

S. Mary (1989)[12] in her study reported that role conflict was found to affect negatively all the dimensions of job satisfaction and in toto. Among the dimensions of values, only one dimension, viz. social value was found to affect the total job satisfaction of high school women teachers. Women teachers who were moderate in their social dimension of value expressed significantly more total dissatisfaction than either the low or high groups of social dimension of value but the extreme groups did not differ. The interaction effect was significant in only one stray instance, viz. the role conflict and theoretical dimension of value on the interpersonal component of job satisfaction of high school women teachers.

Sohanvir (1990)[13] in a study of "Teachers' attitude towards school television (STV) and its relationship to mass media behaviour and job satisfaction" found that the custodian teachers were fairly satisfied in their job situation, teachers' attitude toward STV and their job satisfaction were

positively related, and further, job satisfaction was associated with authority-figures responsible for work allocation, work supervision and the role of custodian of STV.

Meenakshi (1991)[14] in a study has revealed that Non-SC, urban and Hindi-speaking teachers were found to be more satisfied, The male teachers had greater job satisfaction than the female teachers; trained postgraduate teachers, single-family teachers and more experienced government school teachers were found to be more satisfied with their jobs; economic and political values were significantly related to job satisfaction; and, caste, place of work and mother tongue influenced job satisfaction whereas age and marital status did not.

Satpal Kaur Basi (1991)[15] carried out a study on the teaching competency of language teachers in relation to their job satisfaction, locus of control and professional burnout where it was found that there was no difference between the teaching competency and job satisfaction of teachers on the basis of their locus of control; female teachers, urban school language teachers, and higher secondary level language teachers were more externally controlled and satisfied with their jobs than the rural and high school language teachers; and, there existed a positive correlation between the measure of job satisfaction and the criterion measures of teaching competency and negative correlation between locus-of-control and teaching competency, professional burnout variables and criterion measures of teaching competency.

Medalin (1992)[16] in her study found that the type of management appeared to be associated with teachers' job satisfaction, the government school teachers showing significantly more satisfaction ; no significant differences were found in job satisfaction between male and female teachers, between teachers from different religious backgrounds and between teachers with different lengths of experience ; educational qualifications appeared to be positively associated to job satisfaction ; and teachers tended to be more satisfied if they perceived the heads of schools as being concerned with

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achievement of group goals and objectives.

Rawat (1992)[17] carried out a study in which it was revealed that the job satisfaction scores of female, C.T.-grade and government school teachers were significantly higher than their male , other-grades and aided school counterparts ; sex, locality, type of organization and grade of teachers very feebly affected their value pattern ; and, further revealed that job expectation, job reality and job satisfaction showed strong positive relationship with humanistic creative knowledge, social and aesthetic values and negative relationship with political and economic values.

Horenstein (1993)[18] conducted a study that examined the job satisfaction of academic librarians in which the finding indicated that librarians with academic rank were more satisfied than non-faculty groups. Predictors of satisfaction included perceptions of participation and salary.

Cathy, Rama Radhakrishna and Robin (1994)[19] at Pennsylvania State University, surveyed Job Satisfaction and Commitment of 4-H Agents in which a study of 208 Extension 4-H agents was conducted to determine agents' commitment and job satisfaction, the relationship between these variables and family structure and work characteristics. The majority of the 160 agents who responded to the mailed survey were white female, middle aged and married. Survey results indicated agents were satisfied with their jobs, and were somewhat committed to their cooperative extension organization. In addition, the agents' job satisfaction and organizational commitment were related to age, marital status, work experience, and gender.

St. Lifer (1994)[20] reported that salaries and benefits are related to job satisfaction.

According to Bishay (1996)[21] job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity. For teachers who work in a school with a selective student body, overall motivation and job satisfaction levels were high. Based upon his findings, it appears that gratification of higher-order needs is most

important for job satisfaction.

Moser (1997)[22] found that absence of job satisfaction often leads to lethargy and reduced organizational commitment.

According to Jamal (1997)[23] lack of job satisfaction is a predictor of quitting a job.

Gandharva Joshi (1999)[24] investigated the interrelationship between job satisfaction, job involvement and work involvement, and the relationship of these three variables with age, job experience, monthly income, and educational level. Results of the study revealed a significant association between job satisfaction and job involvement. Employees' age, job experience, and monthly income were significantly correlated with job as well as work involvement. Job satisfaction was significantly correlated only with monthly income.

Castillo, Conklin and Cano (1999)[25] conducted a descriptive-correlational study to investigate specific factors associated with job satisfaction of female and male teachers of agriculture in Ohio. Their study sought to determine Ohio agriculture teachers' overall level of job satisfaction. Specific job satisfier factors investigated were – achievement, advancement, recognition, responsibility, and the work itself. Job dissatisfier factors investigated were – interpersonal relations, policy and administration, salary, supervision, and working conditions. All of the job satisfier factors except responsibility, were significantly related to the overall level of female agriculture teachers' job satisfaction. None of the job satisfier factors were significantly related to the overall male teachers' job satisfaction. Moreover, all of the job dissatisfier factors were significantly related to the overall level of female agriculture teachers' job satisfaction. Again, none of the job dissatisfier factors were related to male agriculture teachers' job satisfaction. Overall, female and male teachers of agriculture in Ohio are slightly satisfied with their jobs and do not differ significantly.

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Biswajeet (2000)[26] carried out an investigation on the "Effects of shift work and hierarchical position on satisfaction, commitment, stress and HRD climate: A Study on an Integrated Steel Plant". Results of the study indicated significant main effects of job satisfaction in both executives and supervisors irrespective of their type of duty. Both the nature of duty as well as the hierarchical position of employees influenced the degree of organizational commitment. Both executives and supervisors in shift and non-shift areas experienced an almost similar degree of job stress in a number of areas. With regard to the HRD climate, there was as significant difference between shift and non-shift employees irrespective of their job category. Greater emphasis on human resource interventions and improvement of organizational synergy were suggested as strategies for better and healthier organizations.

Koustelios (2001)[27] suggested that Greek teachers were satisfied with the job itself and supervision, whereas they were dissatisfied with pay and promotional opportunities. The results of his study showed that certain personal characteristics (e.g. gender, age etc.,) were significant predictors of different aspects of job satisfaction.

Gursel, Sunbul and Sari (2002)[28] attempted to explore Turkish headteachers' and teachers' burnout and job satisfaction relating to work status, gender and years of work-experience. The study results indicated that headteachers have more job dissatisfaction and dispersonalisation than teachers. More experienced subjects have higher dispersonalistion and less job satisfaction than their less experienced counterparts.

Parvin Abbasi (2003)[29] made a "Comparative Study of Job Satisfaction Among Primary School Teachers in Iran and India" which reveals that:-

(a) In both countries, more than 50% of teachers have medium level of job satisfaction

(b) Iranian teachers have worse conditions than their Indian counterparts. Only 10% of them have high level of job satisfaction.

(c) In both countries, teachers have level of satisfaction in their social

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status aspect of their job.

(d)   In both countries, teachers have less satisfaction about economic sufficiency aspect of their job.

(e)   The level of satisfaction of Iranian teachers is less than Indians in professional growth of their job.

(f)   The level of satisfaction of Indian teachers is less than the Iranians in interpersonal co-operation of their job.

(g)   Female teachers in both countries have more economic sufficiency and interpersonal co-operation than male teachers.

(h)   Male teachers in India have more satisfaction about professional growth of their job than other teachers.

(i)   Male and female teachers in this study do not have the same level of job satisfaction and gender is a factor which affects their job satisfaction.

(j)   There is no significant difference between teachers with varied groups of age and their job satisfaction.

Jean Stockard and Michael Bryan Lehman (2004)[30] made a study on the influences on the satisfaction and retention of 1st –year teachers: the importance of effective school management. Here data from two panel studies, the 1993 to 1995 nationwide Schools and Staffing Survey and the Teacher Follow-Up Survey as well as 1998 – 1999 survey of teachers in one western state are used to examine the influence of variables related to demographic characteristics, work assignment, effectiveness, social support and school management on the satisfaction and retention decisions of 1st – year public school teachers. Minor differences appear between results for the statewide and national samples, but both sets of results indicate that the most important influences on satisfaction involve variables related to social support and school management, and that the most important influence on retention decisions is job satisfaction.

Timothy, Joyce, Amir and Edwin (2005)[31] carried out a study on core

self-evaluations and job and life satisfaction: the role of self-concordance and goal attainment where they tested a model explaining how the core self – evaluations (i.e positive self-regard) concept is linked to job and life situation. The self-concordance model, which focuses on motives underlying goal pursuit, was used as an explanatory framework. Data were collected from 2 (two) samples: (a) 183 University students (longitudinal measures of goal attainment and life satisfaction were used) and (b) 251 employees (longitudinal measures of goal attainment and job satisfaction were utilized). In both studies the core self-evaluations concept was positively related to goal self-concordance, meaning that individuals with positive self-regard were more likely to pursue goals for intrinsic and identified (value-congruent) reasons. Furthermore, in both studies goal self-concordance was related to satisfaction (Job Satisfaction in Study-1 and Life Satisfaction in Study 2).

Wendy, John and Jan (2005)[32] surveyed the relationship between employee job change and job satisfaction – the honeymoon- hangover effect with a result suggesting that the honeymoon- hangover effect exists and that it occurred consistently across a 5-year period. Moreover, the finding that the effect may vary somewhat for multiple job changers suggests the existence of potentially important determinants of the timing and strength of the honeymoon – hangover effect. This effect not only provides a useful context for interpreting cross-sectional or single time-lag attitude and turnover results but also reveals a framework for systematically analyzing longitudinal data, both within and across organizations.

Ayishabi and Amruth (2005)[33] in their study on Job Satisfaction of Primary School Teachers in relation to their Teaching Competence found that the relationship between teaching competence and job satisfaction is positive and significant and this relationship is not influenced by sex, locale, teaching experience and educational qualification.

Tsigilis, Zachopoulou and Grammatikopoulos (2006)[34] found that public sector early educators were more satisfied from the job itself and their

immediate supervisor than their counterparts in the private sector. Job satisfaction facets which contributed to early educators' burnout varied as a function to their workplace. In particular, satisfaction from the nature of the job and working conditions negatively contributed to the prediction of public sector early educators' emotional exhaustion levels. On the other hand, increased levels of satisfaction from the nature of the job and immediate supervisor were associated with reduced private sector early educators' emotional exhaustion levels.

Arti Bakhshi, Kuldeep Kumar, Shallu Sharma and Ambika Sharma (2008)[35] conducted a study on "Job Satisfaction as Predictor of Life Satisfaction: A Study on Lecturers in Government and Private Colleges in Jammu". Results indicated a significant difference in the job satisfaction of government and private college lecturers with government college lecturers having higher job satisfaction. Government and private college lecturers do not differ significantly on life satisfaction scores. A significant positive correlation between job-satisfaction and life-satisfaction of overall sample was found. Positive correlation between these two variables has important implications for managers and supervisors.

Gopalakrishnan (2008)[36] in his study "Job Satisfaction of Employees: A Micro Study" with reference to Medi Best Drugs Ltd. found that the employee satisfaction in Medi Best Drugs Ltd., is really good and about 70% of the employees are satisfied with their job. The findings showed that the management is highly enthusiastic in keeping employees satisfied. The employees are also committed and devoted in nature. However, some employees are found to be displeased with some of the factors, which prevail in any organization and it is common everywhere. On the overall view of the study, employees are certainly happy with the organization and still want to be part of the organization and serve for the good prospect of the company.

Samuel O. Salami (2008)[37] studied on "Impact of Job Satisfaction and Organizational Commitment on Organizational Citizenship Behavior: The

Moderating Role of Group Cohesiveness" .The study investigated the impact of job satisfaction and organizational commitment (OC) on organizational citizenship behaviour (OCB). The moderating role of group cohesiveness on the relationship of job satisfaction and OC with OCB was also examined. The sample consisted of 420 secondary school teachers randomly selected from five states in Southwest Nigeria. Measures of job satisfaction, OC, OCB and work group cohesiveness were administered to the participants. Data obtained were analyzed using hierarchical multiple regression analysis. Results of the study indicated significant relationships of job satisfaction and OC with OCB. Group cohesiveness moderated the relationships of job satisfaction and OC with OCB. Based on the findings of this study, it was recommended that human resource managers and school administrators should provide motivation, improved salaries, and attractive working environments for the teachers. Also, counseling and personnel psychologists should design intervention strategies for improving group cohesiveness among the teachers.

Ahsan, Abdullah, Gun Fie and Alam (2009)[38] investigated into the relationship between job stress and job satisfaction among a public university academicians from Klang valley area in Malaysia and found that thare is significant negative relationship between job stress and job satisfaction.

Ayan and Kocacik (2010)[39] investigated a study to establish the relationship between the level of job satisfaction of high school teachers and types of personality and to evaluate the differences of the levels of job satisfaction in accordance with the personality features among the teachers working in state schools in the central/sub province of Sivas. In the study it was found that teachers were satisfied with their jobs near to an intermediary level. It was also seen that more than half of the teachers have extrovert personalities. When the differences of points that teachers obtained in the job satisfaction scale used to evaluate their personality characteristics were compared, it was found that their job satisfaction showed significant differences in terms of

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characteristics of liking competence, being ambitious in the social area and occupation, getting angry easily and hiding their feelings.

2.2.   Studies Related with Value System

Sr. Stella Anne Lobo (1983)[40] made an inquiry on "A Study of Values Manifested in Principals with reference to Institutional Efficiency". In this study it was found that the values which were found most relevant were faith, goodness and competence. Principals whose value system manifested a coreness achieved a relatively higher degree of institutional efficiency and when the principal's values manifested a coreness, the pupils' observations showed a greater congruency with the principal's self assessment. It was also found that values needed a nurturing atmosphere and effective principals established priorities, classified values and communicated them successfully.

Upadhyay (1984)[41] carried out "A Comparative Study of the Attitude, Value and Motivation of the Pupil Teachers of Sampurnanand Sanskrit Vishwa Vidyalaya and other Universities of Uttar Pradesh (in Hindi) where it was found that the teacher-trainees of Sanskrit University did not differ significantly from the teacher-trainees of other universities in values, except the economic value in which they were significantly lower than the teacher-trainees of other universities in U.P.

According to an investigation conducted by Mehta (1985)[42] it was found that the impact of the teacher training programme was such that theoretical, aesthetic and political values changed negatively as a result of the effect of extraversion, psychoticism and neuroticism.

Arun Kumar (1988)[43] investigated into "Frustration, value system and type of words as determinants of retention" of the children studying in Classes IX and X and found that different value-oriented subjects did differ with regard to their retention of differently valued words, high and low scores on a value differed considerably in respect of retention of words related to the same value and the joint effect of value orientation and induced frustration did not yield

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significant effect, but the effect of the frustration treatment on retention with respect to type and degree of value-orientation was found significant.

Pratima (1988)[44] carried out a study on "Changing values among young women" and found that in the erosion of old values educated women were likely to be the prime movers.

Gaur, Thukral Jain and Sunita (1989)[45] investigated into the value and career maturity of Scheduled Castes and non- scheduled Castes high school boys from the four selected districts - Faridabad, Gurgaon, Karnal and Hissar of Haryana. The investigation revealed that there was no significant difference between the Scheduled and non-Scheduled Castes high school boys on each of the six dimensions of values – theoretical, economic, aesthetic, social, political, religious, and on each of the six dimensions of Career Maturity Scale ; Scheduled Castes and non-Scheduled Castes groups did not differ significantly on values test while considering all the dimensions of the test simultaneously.

Punam (1989)[46] carried out "A Study of the value patterns and some personality variables of the students studying in three institutions – Sri Sathya Sai Higher Secondary School, Missionary School and Central School in Andhra Pradesh". The study revealed that the value-patterns of the three groups were found to be significantly different. The order of values for Sri Sathya Sai School is 'Peace', 'Truth', 'Right conduct', 'Love', and 'Non-violence'. However, for the Missionary school, 'Truth', and 'Right conduct' clustered at the first position followed by 'Peace', 'Love', and 'Non-violence'. The order of values for Central school students was 'Right conduct', 'Truth', 'Peace', 'Non-violence', and 'Love'.

Bhadury (1989)[47] investigated "The effect of feedback in improving personality, desirable behaviours, values and teacher perception among

secondary and senior secondary school students". The investigation has revealed that feedback was effective in helping to improve attitudes of students towards their teachers, pro-social value orientation, and pro-social behaviour, attitude towards teachers, pro-social value orientation and pro-soacial behavioural orientation had a positive relationship with each other and attitude towards teachers,pro-social value orientation and pro-social behavioural orientation had a negative relationship with psychoticism, psychopathic deviation, neuroticism, delinquency anti-social behaviour and jealousy.

Paramjeet (1989)[48] found that high and low creative students of different faculties did not differ significantly on the social value scores and economic value scores; high creative students of different faculties differed significantly on their scores on social value, political value, religious value, theoretical value, economic value and aesthetic value; low creative students of different faculties did not differ significantly regarding social and political value scores, while for other values significant difference was found among different faculties.

Jai Shanker (1989)[49] found that at degree-level, teaching effectiveness was significantly related to values and job satisfaction and the effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

Rajni (1990)[50] in his study revealed that a significant difference was found in personal values among the students of different castes and sex ; a significant difference was found in creativity, values, teaching attitude and achievement among the different groups formed on the basis of sex and subject ; and, caste and sex influenced values.

Ira (1991)[51] in a study reported that the mean scores of values showed improvement from Classes V to VII but deteriorated from Classes VII to Ix ; non-refugee girls showed higher mean scores on values than the refugee girls ;

value learning improved with conscious educational intervention and value scores of Indian girls on the seven stated values showed higher scores than that of the girls in the USA.

Nakum (1991)[52] studied the existing value pattern of secondary school teacher- trainees of Saurashtra in which all the trainees scored a higher mean score on family, hedonistic and health values; medium in democratic, religious, power and social values but lower in economic, aesthetic and knowledge values. On social and democratic values, female trainees scored significantly higher than male trainees. Urban trainees scored significantly higher than rural trainees. The independent effect of Socio-economic status (SES) was found significant on democratic and aesthetic values. Interactive effects of sex, area, and SES were found on democratic and economic values, and these were significant. Science teacher trainees scored a significantly higher mean score on knowledge and health values than non-science teacher trainees but non-science teacher trainees scored significantly higher mean score on power value than science teacher trainees.

Nautiyal (1992)[53] conducted a study on "The efficiency of teachers' performance as related to their values, effectiveness, morale and students' perceived teacher characteristics" The study revealed that:-

1.   There were significant differences between the teacher's performing skills and his effectiveness; between the female teachers of government and private colleges; and there were differences of morale between high performance-skill and low performance-skill teachers of government schools.

2.   Effective differences were found in theoretical values between the teachers of high- performing-skill and of low-performing-skill of government colleges. The same condition was found in private colleges while there was no difference between the theoretical values of female teachers of government colleges and private colleges.

3.	There were effective differences of economic value between teachers in government colleges while these differences were not found in the teachers of private colleges.

4.	There was no effective difference of economic value found between the female teachers of government colleges while there was effective difference between the female teachers of private schools.

5.	There were differences of authentic values in the female teachers of government schools.

6.	Social, political and religious values were the same in the male/female teachers of government and private schools.

7.	There was no difference in the student perceived teacher characteristics of high-performance-skill and low-performance-skill teachers in government colleges which was found in private schools.

Swaranlatha (1992)[54] carried out "A Study of values in *Shathaka* literature with a view to suggeat suitable value-oriented poems for inclusion in textbooks of the first language Telugu" in which it was found that although Shathakas depict as many as ten values namely, moral, cultural, spiritual, ethical, social, educational, personal, community, neighbourly and miscellanous, mostly, moral, ethical, social and educational values are given priority over others in these seven shathakas.

Devindra Pal Agochiya (1992)[55] made "A cross-cultural study of personality, values and altruistic behaviour of youth workers" with a sample consisting of male and female workers, government and non-government workers from Bangladesh, Hong Kong, India, Malaysia, Singapore, Sri Lanka, Australia and New Zealand. The study revealed that youth workers scored higher on altruism and lower on psychoticism, extraversion and neuroticism. Youth workers were lower on theoretical, economic and aesthetic values whereas they were higher on social, political and religious values in comparison with other adults. Countrywise comparisons showed significant

differences in altruism, extraversion, neuroticism, social desirability, economic values, and aesthetic, social, political and religious values, but not in psychoticism and no significant differences emerged on all the six values and other variables between government and non-government groups and between the two sexes.

Pratibha (1992)[56] carried out "A Study of personality, values and religious attitudes of urban and rural males and females in the purview of socio-economic status" to determine the impact of socio-economic status (SES), location and sex upon personality traits, values and religious attitudes, and to determine interaction among socio-economic status (SES), location and sex during their operational impact upon certain traits of personality, values and religious attitudes. The findings of the study state that between rural male and female students the difference was statistically significant in theoretical, aesthetic and religious values; rural male and urban male students did not differ in their personality traits and values; between rural female and urban female students significant difference existed in respect of aesthetic value, economic value and political value; between rural male and rural female students the difference was significant in aesthetic value and urban male and female differed significantly in theoretical, religious and aesthetic values.

Sarita (1992)[57] found that there was a little difference in the values of engineering and medical students and also a little difference in the values of engineering and teacher-training students.

Manisha Mohanty (1996)[58] studied the "Value Pattern and Locus of Control of Postgraduate Female Students and their Family Background" of the Kurukshetra University. The results of the study show that :-
1. The female students emphasize most on the political values whereas they are least aware about aesthetic values. This is perhaps due to the awareness and importance of political phenomena in their surroundings. More of political discussions both in educational institutions and outside have made them more aware in politics and

they have imbibed political values more than any other values.

2. Students of low parental income group, unlike moderate and high income groups, are more concerned with social values. This reveals that the students of low parental income group have a more critical perception of the social phenomena and social interaction skills than students of other groups.

3. Parental income does not influence the locus of control of students. This is perhaps, due to the fact that believing in external power or internal ability of a person is concerned with the growth and development of personality and the power of perception in the course of individuals rather than parental income.

Amy S.HA, Nyit Chin KEH and Ben-li XU (2007)[59] carried out a comparative study on value orientation of physical education teachers among Hong Kong, Taiwan, and Shanghai and revealed that for Taiwan physical educators, the emphasis was on a significantly higher value of disciplinary mastery than those of Hong Kong and Shanghai teachers. Conversely Shanghai physical educators placed considerably higher priority on self-actualisation regardless of gender and school levels. In relative terms they placed a significantly lower priority on social responsibility than that of their counterparts.

Warchal, Masuchi, Ahmed and Schoelmerich (2009)[60] assessed and compared values prevalent among the students and teachers of Universities in Bangladesh, Japan, USA and Germany and found that value preferences among University students and teachers are more similar than different, suggesting a homogenizing effect on human values.

2.3. Studies related with Locus of Control.

Chintamani Mishra (1984)[61] made a study of "Difference in Locus of Control and Educational Achievement among Children across SES Sub-cultures". In the study it was found that educational achievement scores of advantaged children differ significantly between urban and rural samples.

Urban children secured higher scores than their rural counterparts.

Chandrakant (1989)[62] made a quantitative synthesis of locus of control and academic achievement and observed that the mean correlation between locus of control and academic achievement from the sample of the studies was 0.251 which indicated that locus of control measures on an average accounted for 6.30% of variance in achievement.

Renuka (1989)[63] studied creativity of students studying in four different professional fields (management, medicine, engineering and law) in relation to their personality traits, locus of control and alienation and found that all the four groups of students were found to be significantly different on various measures of creativity, personality, locus of control and alienation.

Sujata (1989)[64] found that the range of predictive efficiency of the variables intelligence, personality, n-Ach, internal-external locus of control, Socio-economic status and academic achievement accounted for almost half of whatever determined the choice of urban male, quarter of whatever determined the choice of rural male and three-fourth of whatever determined the choices of urban female.

Madan (1990)[65] in his study reported that the ratios for the main effect of locus of control were found to be non-significant on job satisfaction and internally controlled operators showed a more positive attitude towards their supervisors than externally controlled operators.

Usha Asthana (1990)[66] conducted a study on "Internal and external conditions of control as determinants of performance, in relation to personality characteristics and individuals' locus of control" in which it was revealed that internal, warm-hearted, emotionally stable and assertive individuals performed better if they worked under intrinsic motivation, those who were reserved in nature performed better under the condition of external reinforcement – praise. Those who were relaxed and were external in their locus of control did not perform well under any conditions of control and those who were warm-hearted, assertive, adventurous and tense, performed well, irrespective of

conditions of control.

Mamta (1991)[67] conducted a study on "Development of cognitive style and locus of control as a function of child rearing practices" and found that there was virtually no relationship between cognitive style and locus of control; and, on the locus of control measure, there was no significant difference between children from nuclear and joint families, whereas differences according to socio-economic satatus and locale appeared to be significant.

Sunita (1991)[68] in her study on "Locus of control, achievement-motivation and anxiety as correlates of creativity" found that creativity and locus of control were positively related with each other in the case of general students.

Asha (1992)[69] investigated into "Classroom morale in relation to locus of control, creativity and parental-encouragement of pupils in Hindi-medium and English-medium schools". The findings of the study revealed that the interaction between type of school and locus of control was not significant with respect to classroom morale, locus of control or parental-encouragement independently had no effect on classroom morale but together they had been found to be significant for English medium girls and further, the F-ratio for the combined interaction of type of school, locus of control and creativity had been found to be significant, indicating that all these three variables when taken together influenced classroom morale.

Catherine Wanjiku (1992)[70] studied "Burn-out, locus of control and mental health of teachers in the eastern province of Kenya" in which it was found that male teachers were emotionally overextended, exhausted, internally contolled, anxious, callous towards students and personally accomplished but less capable of establishing constructive relationship; however, they were more capable of coping with stresses than female teachers; urban teachers were less emotionally overextended, less satisfied, more internally controlled, anxious and had a low level of mental health; and, government school teachers, trained,

married and with internal control were more concerned with well-being, were less anxious, less emotionally overextended and more competent than their counterparts.

Meena (1992)[71] examined the scholastic achievement of advantaged and disadvantaged students with respect to different variables, i.e. study of locus of control, self esteem and academic responsibility and observed that advantaged and disadvantaged groups differed significantly with respect to their locus of control, advantaged girls as compared to the disadvantaged had better internal locus of control and at three different levels (high, average and low) of locus of control, self-esteem, academic responsibility and academic motivation, the subjects identified as advantaged and disadvantaged when compared to their scholastic achievement, showed a uniform pattern of results.

Sharanjeet (1992)[72] found that locus of control was a significant predictor in the attitudes towards career maturity for the total sample and for boys, while for girls it was not; locus of control was a significant predictor of competencies of career maturity for boys only, and not for girls and for the total sample; and further, locus of control (internally) was significantly related with attitudes towards career maturity, competencies of career maturity(total) and dimensions of the competence scale of career maturity for the total sample , and for boys and girls separately.

Cheng (1994)[73] investigated how teacher's locus of control is related to multiple aspects of job attitudes and perceptions of a school's organizational characteristics in a sample of 588 teachers in 54 secondary schools in Hong Kong. It was found that locus of control seems to be a powerful indicator of teacher's job attitudes and organizational perceptions. Teachers with a belief in internal locus of control tend to have a more positive job attitude in terms of organizational commitment, intrinsic satisfaction, extrinsic satisfaction, social satisfaction, influence satisfaction, role clarity, and feeling of job challenge.

K.Nair (1997)[74] in a study entitled "Relationship between Locus of control and Job characteristics Model Dimensions" examined the relationship

between locus of control and all the critical variables in the job characteristics model and the moderating effect of locus of control on the relationship between perceived job dimensions and critical psychological states and personal outcomes of the job. Results showed positive, significant relationship between internality of locus of control and all the dimensions of the model except task significance. Locus of control did not show moderating influence on the relationship postulated in the model.

Garson and Stanwyck (1997)[75] reported that internal locus of control is found to be associated with high job satisfaction when the findings in their study showed that participants with internal locus of control were more satisfied with their supervisors than were externals

Malik and Madhulika (1999)[76] analysed the relationship between role stress and locus of control and the correlational analysis revealed significant correlation between locus of control and self-role distance and role ambiguity dimensions of role-based stress. Extreme group analysis indicated that samples with external locus of control perceived greater stress in the case of role expectation conflict, role overload, and role ambiguity.

Tarver, Canada and Lim (1999)[77] examined the relationship between job satisfaction and locus of control among students affairs administrators and academic administrators in Higher Education in which it was reported that significant negative correlations, indicating a positive relationship between job satisfaction and internal locus of control orientation were found to exist in the students affairs administrator sample as a whole. Similar significant relationships were found in the subsamples of – Caucasians, males, females, younger subjects, older subjects, those without doctoral degrees, those with doctoral degrees and University student affairs administrators. Similar significant negative correlation coefficients were also found between job satisfaction and locus of control among the whole group of academic administrators, with the significant correlations also found in the following

subsamples – Caucasians, males, younger subjects, older subjects, those with doctoral degrees and University academic administrators.

Leung, Siu and Spector (2000)[78] carried out a study to identify the sources of stress and investigating their effects on job satisfaction and psychological distress, and to examine the moderating effect of locus of control on stressor- strain relationships among 106 University teachers from four tertiary institutes in Hong Kong. The findings of the study indicated that external locus of control was associated with low job satisfaction and psychological distress. A series of hierarchical moderated regression demonstrated a moderating effect of locus of control on some of the stressor-strain relationships.

Hasan and Dewangan (2005)[79] conducted a study on "Career Maturity of Indian Adolescents as a Function of Locus of Control, Dependence Proneness and Sex" where a sample of 256 students of Class X between the age-range of 14 to 16 years were drawn from different Hindi medium schools of Raipur city by using the stratified random sampling technique. The study reveals that in almost all parts of the Career Maturity Inventory scores the internal locus of control groups is superior in career maturity than the external locus of control groups. Since internals are characterized by their effort to seek out information which enables them to exert greater control over their environment, their desire to self-demonstration is reflected in relatively higher level of career maturity. Internal individuals, in contrast to externals, are independent, achieving and masterful. Because of their characteristics the subjects with internal locus of control are found to be higher on career maturity than the externals. Internals perceive that the reinforcement career is contingent upon his or her own behaviour. So that, they involved in career exploration, sought career related information and developed proper attitudes towards career. They have better self-appraisal, greater magnitude of occupational information; they are competent enough in goal selection, well versed in

planning and problem solving. Internals in fact, more actively seek and acquire and control relevant information than the externals. Because of these cognitive characteristics the internals were found significantly higher on career maturity than the externals.

Cheryl, Marsiglia, Jeffrey, Walter and Diana (2007)[80] carried out a study on the 'Impact of Parenting Styles and Locus of Control on Emerging Adults' Psychosocial Success'. This study examines the impact of Locus of Control (LOC) and perceptions of parenting styles (PS) on the psychosocial success (PSS) of Emerging Adults (EAs). PSS was defined as the successful resolution of the tasks postulated by Erikson's stages of psychosocial development (1975). The Measures of Psychosocial development (based on Erickson's theory; Hawley 1988), the Parental Authority Questionnaire (Buri 1991) and the Internal – External scale of Rotter (1966) were completed by 334 Undergraduates (ages 18-25). Analyses revealed associations between; 1) authoritative parenting and PSS; 2) maternal authoritative parenting and Internal LOC; and 3) external LOC and maternal permissive and authoritarian PS. The relation between parental PS and PSS was also moderated by LOC. Emerging Adults' PSS may be affected both directly by their perceptions of the PS they encountered earlier in life and indirectly through LOC, which may also be influenced by perceived PS.

Ojha (2007)[81] conducted an investigation into locus of control as related to family size and birth order and the ANOVA revealed that both family size and birth –order had significant effects on locus of control. Mean differences showed that small family size and first birth-order are characterized by internal locus of control orientation, while large family and later birth-order are distinguished by external locus of control orientation.

Burbuto Jr. and Story (2008)[82] tested the relationship between locus of control and sources of work motivation for a sample of 382 government employees. Analysis showed a significant positive relationship between

follower's locus of control and self-concept external motivation (r=.11), self-concept internal work motivation (r=.14), and goal internalization (r=.14).

Akca and Yaman (2010)[83] carried out a study to determine whether the teachers are internally controlled or externally controlled and investigated if this variable affects their burnout status in terms of their burnout levels and their style of explaining events. The sample of their study consisted of 291 teachers. Rotter's Internal-External Locus of control scale and Maslach Burnout Inventory were used as data gathering tools. The analysis concluded that the teachers generally have internal locus of control and they perceive themselves more burnout from the point of insensitivity and emotional burnout.

Odunayo (2010)[84] examined the relationship between locus of control and self-esteem as they jointly influence teacher's frustration among 200 teachers randomly selected from private and public secondary schools in Lagos State, South western Nigeria. Analysis of data showed that self-esteem and locus of control predicted ninety nine percent (99%) variance in teachers' frustration. Also, a positive significant relationship was found between teachers' frustration, self-esteem and locus of control.

2.4.   Relevance of the study in the light of Related Literature

A thorough study of various books, journals, research papers and educational reviews has resulted in the accumulation of certain amount of literature with reference to the topic under consideration.

The review reveals that there were several studies conducted on the area concerning teachers' job satisfaction, values and locus of control in India and abroad. However, very few studies were found on the relationship between the three variables. Studies conducted in remote and tribal areas are very few. There had been no study so far conducted to investigate into the relationship between job satisfaction, value system and locus of control of secondary school teachers in the state of Mizoram.

The present research is undertaken while keeping the above considerations in view. The study assumes significance as it is directed towards identifying

the high job satisfied and low job satisfied secondary school teachers in Mizoram in relation to their value system and locus of control. Since the study is based on issues concerning teachers' job, values and locus of control, it is dynamic, complex, broad and ever-changing. The emphasis should be according to the changing needs. It is envisaged that the study will throw light on the attitudes of the secondary school teachers towards their job and also shall examine their value system and locus of control. It is expected that it will arouse interest and motivation that it may lead to numerous studies on job satisfaction, value system and locus of control in tribal and backward regions in India.

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CHAPTER III

METHODOLOGY

This chapter deals with the methodology adopted in the present investigation. The design of the present investigation is systematically presented as follows:

1.   Method of study

2.   Population and sample

3.   Tools used

4.   Collection of data and

5.   Mode of analysis

3.1.   METHOD OF STUDY

The present study belongs to the category of descriptive research with composite characteristics of inter-group comparison as it involves survey and fact finding enquiry relating to the job satisfaction of secondary school teachers in Mizoram in relation to their value system and locus of control. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered. Descriptive studies are more than just a collection of data. These studies involve measurement, classification, analysis, comparison and interpretation. A blend of both the qualitative and quantitative analysis has been employed in the present investigation.

3.2   POPULATION AND SAMPLE

The population of the present study comprises of all the teachers teaching in all the government and non-government secondary schools of both urban and rural areas of Mizoram. There are 502 secondary schools in the state out of which 2 are Central Schools, 194 are Government Schools, 9 are Deficit Schools, 10 are Adhoc Aided Schools, 107 Private Aided and 182 are Private Unaided Schools. Among these 502 secondary schools 273 are in the urban

areas while the rest 229 are in the rural areas. The total number of teachers teaching in such schools is 3768 out of which 2691 are males and 1077 are females.

The state of Mizoram is divided administratively into 8 districts namely Aizawl, Lunglei, Saiha, Champhai, Kolasib, Serchhip, Lawngtlai and Mamit. The sample for the study was selected in a scientific and objective manner following Random Sampling Design from all the eight districts of the state. The sample thus selected for the study consisted of 418 teachers selected from 91 secondary schools of Mizoram. Out of the 418 teachers selected for the study 211 are male teachers and 207 are female teachers, 210 are government teachers, 208 non-government teachers and 211 are from urban areas while 207 are teaching in the rural areas. The sample distribution of schools district wise is given in Table No.-3.01 and sample distribution of teachers is presented in Table No.- 3.02.

Table No – 3.01
District wise schools and sampled schools

Districts	No. of schools available				No.of schools selected for the sample			
	Govt.	Non-govt.	Urban	Rural	Govt.	Non-govt.	Urban	Rural
Aizawl	64	123	133	54	18	17	22	13
Lunglei	33	55	51	37	7	5	8	4
Saiha	13	17	16	14	2	2	4	1
Champhai	29	41	27	43	10	11	12	9
Kolasib	12	15	14	13	4	2	3	3
Serchhip	15	16	15	16	2	3	3	2
Mamit	13	17	5	25	2	2	1	3
Lawngtlai	15	24	12	27	2	2	3	1
Total	**194**	**308**	**273**	**229**	**47**	**44**	**56**	**36**

Table No. – 3.02
Sample of the study

Districts	Urban				Rural			
	Government		Non-government		Government		Non-government	
	Male	Female	Male	Female	Male	Female	Male	Female
Aizawl	18	20	20	20	11	13	12	6
Lunglei	6	10	11	8	7	4	5	4
Saiha	4	2	2	1	5	4	4	5
Champhai	15	11	13	10	3	5	3	7
Kolasib	5	5	4	5	2	9	2	5
Serchhip	2	2	8	7	4	5	9	2
Mamit	2	2	2	2	3	9	3	2
Lawngtlai	1	2	5	3	10	10	10	7
Total	**53**	**54**	**65**	**56**	**45**	**59**	**48**	**38**

3.3. TOOLS USED

The following tools were used for the present study:

1. Job Satisfaction Scale (Dr. Amar Singh and Dr. T.R. Sharma, (2006).

2. Levenson's Locus of Control Scale (SANJAY VOHRA, 1992).

3. Teacher Values Inventory (TVI) (English Version) (Dr.(Mrs.)Harbhajan L. Singh and Dr. S.P. Ahluwalia, (1980).

1. The Job Satisfaction Scale (JSS)

The Job Satisfaction Scale (JSS) constructed by Dr. Amar Singh and Dr. T.R.Sharma (2006) measures the job satisfaction of any category of employees all at one time. The level of job satisfaction is measured in two areas – job intrinsic and job extrinsic. The scale contains 30 statements each of which has

five alternatives from which a respondent has to choose one which candidly expresses his response. The scale in its totality or in parts, depending upon the requirements, can be administered to any category of professionals. It is comprehensive and omnibus in nature. The following chart shows the connection of different items with different areas constituting the scale.

1. **Job-intrinsic statements (factors inherent in the job)**

(a) Job concrete statements such as excursions, place of posting, working conditions : 6, 11, 13, 19, 23, and 25

(b) Job-abstract statements such as cooperation, democratic functioning etc. : 8, 15, 16, 17, 21, and 27

2. **Job-extrinsic statements (factors residing outside the job)**

(a) Psycho-social such as intelligence, social circle : 1, 3, 4, 7, 10, 12, 26, and 30

(b) Economic such as salary, allowance : 2, 5, 9, 18

(c) Community/ National growth such as quality of life, national economy: 14, 22, 24, 28, and 29.

Scoring

The scale has both positive and negative statements. Items at Sl.No. 4, 13, 20, 21, 27, and 28 are negative, others are all positive. The positive statements carry a weightage of 4, 3, 2, 1 and 0 and the negative ones a weightage of 0, 1, 2, 3, and 4. The total score gives back a quick measure of satisfaction/ dissatisfaction of a worker towards his job. By adding the score on particular statements, satisfaction/dissatisfaction can also be found in particular areas say financial or job inherent and so on.

Reliability and Validity

The test-retest reliability is reported to be 0.978 with N=52 and a gap of 25 days. The scale was validated with Muthayya's (1984) job satisfaction questionnaire giving a validity coefficient of .743. Moreover the satisfaction measures obtained from this scale have a close resemblance to the ratings given to the employees on a 3-point scale : fully satisfied, average satisfied,

dissatisfied by the employers. The coefficient of correlation was .812 (N=52) as reported in the test manual.

2.   The Levenson's Locus of Control Scale

The Levenson's Locus of Control Scale prepared by Sanjayvohra (1992) is like Likert Type Scale, with multiple choice responses presented in a continuum. Responses range from Strongly Agree, Agree, Undecided, Disagree to Strongly Disagree. In this five point scale, the responses are given weight from 1 to 5 as shown below:

5 Strongly Agree

4 Agree

3 Undecided

2 Disagree

1 Strongly Disagree.

The scale consists of 24 statements, 8 each for P- powerful others, C- chance control, and I- individual control. The statements are presented in a random order as follows:

statements 3, 8, 11, 13, 15, 17, 20, 22   for P- powerful others

statements 2, 6, 7, 10, 12, 14, 16, 24   for C- chance control

and statements 1, 4, 5, 9, 18, 19, 21, 23   for I- individual control

The meanings of the three factors are as follows:-

P = Belief about control by powerful others. High scores indicate that other people control your outcomes.

C = Belief about chance control. High scores indicate that unordered, chance, or random events control your outcomes.

I = Belief about individual control. High scores indicate you belief that your outcomes are controlled by you – that your current situations and your rewards are direct outcomes of things you control.

The test can be easily administered individually or in group and takes only about 10 – 15 minutes for completion and the instructions are printed clearly on the front page of the test booklet.

Reliability

       The split-half reliability of the scale with N=380, is reported to be 0.72 for P, 0.79 for C, and 0.65 for I.

       The test-retest reliability with N=200, retested after one week's time, is reported to be 0.76.

Validity

       The scale was validated by correlating it with the Rotter's Locus of Control Scale (I-E Scale), and the correlation coefficient is reported to be 0.54 (with N=220) after a very little time interval.

3.   Teacher Values Inventory (TVI) (English Version)

       The Teacher Values Inventory by Dr. (Mrs.) Harbhajan L.Singh and Dr. S.P. Ahluwalia (1980) has been originally constructed for teachers specially and standardized on teachers working in schools. It has been based on the six values, the *theoretical, economic, aesthetic, social, political* and *religious.*

       The values categories are described briefly as follows :

1.   **Theoretical –** characterized by a dominant interest in the discovery of truth and by an empirical, critical, rational, "intellectual" approach.

2.   **Economic –** emphasizing useful and practical values, characterized by a dominant interest in money matters.

3.   **Aesthetic –** placing the highest values on form and harmony, showing an interest in and enjoying fine arts and music etc.

4.   **Social –** love of and service to people, consisting mainly of altruism and philanthropy.

5.   **Political –** primarily interest in personal power, influence and renown.

6.   **Religious –** faith in God and interest in activities and rituals concerned with one's own religion.

       The inventory, in the form of a re-usable booklet consists of 25 questions each followed by six plausible answers, one answer corresponding to one value. It is a forced choice type of instrument. The respondent is required

to arrange all the six alternatives in order of his preference.The inventory also self administering with a separate Answer-sheet provided. It can be administered individually as well as in group. Detailed directions for filling the answers to the inventory have been provided in the booklet and after reading it teachers can fill in the responses themselves.

Reliability

As reported in the manual of the inventory the reliability of the test scores on the six values computed through split-half method with N of 100 are as follows:

Reliability coefficients of the TVI

Values	Coefficient of correlation
Theoretical	.74
Economic	.81
Aesthetic	.87
Social	.79
Political	.77
Religious	.87

The mean reliability coefficients, using a Z transformation is reported to be .81.

Validity

The Inventory was validated against Kulshrestha's (1971) Hindi Version of the study of values. Both the inventories were administered to 65 teachers with a gap of 2-3 days. The following validity coefficients have been reported for the six values which are significant at .01 level:

Theoretical	=	.48
Economic	=	.55
Aesthetic	=	.61
Social	=	.47

Political   = .59 and

Religious   = .36

3.4. COLLECTION OF DATA

The collection of data was done in a systematic manner. The data for the study were collected from 91 schools of Mizoram by the investigator visiting the schools and meeting the teachers personally in all the districts of Mizoram. The teachers were given three to five days to return their responses on the questionnaires. Most of the teachers returned the questionnaires promptly but some of the respondents had to be supplied thrice.

3.5 MODE OF ANALYSIS

The data collected from the 418 secondary school teachers of Mizoram were scrutinized and tabulated after scoring the responses on job satisfaction, value system and locus of control using the standard scoring procedures given in the respective manuals. Each teacher was assigned a serial number and details based on gender, locale and type of management. The scores of the teachers on the different variables were entered in the tabulation sheet and were subjected to statistical treatment by employing the following statistical techniques for the analysis.

1.   Descriptive Statistics Measures

Measures of Central Tendency and Percentages were employed to know the nature of score distribution.

2.   Test of significance for mean difference

The difference between the mean scores of the groups based upon the variables such as job satisfaction, value system, locus of control, gender, locale and type of management were tested for significance by applying the t-test.

3.   Pearson Product Moment Correlation

The Pearson product moment method was applied to compute the correlation between the scores on different variables such as level of job satisfaction, value system and locus of control, taking two variables at a

time. The coefficient of correlation was tested for significance by comparing the value with the table value for corresponding degree of freedom and was interpreted following the critical values suggested by Garrett (1981) in page 201.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The data for the present study were collected by administering the Job Satisfaction Scale, the Teacher Value Inventory (TVI) and the Levenson's Scale of Locus of Control. The responses obtained from the subjects were scored following the standard scoring procedures described in the respective manuals. The scores were classified, tabulated and analysed and the details are given in the present chapter. The analysis of the data was carried out with the help of appropriate statistical techniques, keeping in view the objectives of the study and the findings were meaningfully interpreted. The 9th objective of the study i.e. suggestions for improving the job satisfaction, value system and locus of control of secondary school teachers in Mizoram is presented in Chapter-V. The details are given in the following way : -

4.1.   Objective No. 1 – To study the job satisfaction of secondary school teachers in Mizoram and grouped on the basis of gender, locale and type of management.

The following table shows the number and percentages of the 418 teachers who are teaching in the different secondary schools of Mizoram along with their degree of satisfaction.

Table No - 4.01
Job Satisfaction among the Secondary School Teachers of Mizoram(N=418)

Score	No. and Percentage	Degree of Satisfaction
74 and above	96 (22.97%)	Extremely satisfied
63 – 73	184 (44.02%)	Very satisfied

56 – 62	80 (19.14%)	Moderately satisfied
48 – 55	45 (10.77%)	Not satisfied
47 or below	13 (3.11%)	Extremely dissatisfied

The first objective of the investigation was to study the job satisfaction of secondary school teachers in Mizoram. This was done using the Job Satisfaction Scale developed by Dr. Amar Singh and Dr. T.R.Sharma. Based on the table of degree of satisfaction shown in the manual of the scale, Table No – 4.01 reveals that out of the 418 secondary school teachers in Mizoram, 22.97 % were identified as extremely satisfied with their teaching job while 44.02% of them were found to be very satisfied, 19.14% of the teachers were moderately satisfied, 10.77% were not satisfied and the rest 3.11% of the secondary school teachers in Mizoram were found to be extremely dissatisfied. This implies that majority of the secondary school teachers 44.02% were very satisfied with their job.

4.2. Job Satisfaction of Male and Female Secondary school Teachers in Mizoram.

The following table 4.02 shows the degree of job satisfaction among the male and female teachers teaching in the different secondary schools of Mizoram

Table No – 4. 02
Job Satisfaction of Male and Female Secondary School Teachers in Mizoram

Male Teachers N=211	Female Teachers N=207	Degree of Satisfaction
61 (28.91%)	35 (16.90%)	**Extremely satisfied**
87 (41.23%)	97 (46.86%)	**Very satisfied**
33 (15.64%)	47 (22.71%)	**Moderately satisfied**
23 (10.90%)	22 (10.63%)	**Not satisfied**
7 (3.32%)	6 (2.90%)	**Extremely Dissatisfied**

As shown in Table No 4.02 the study reveals that out of the 211 male secondary school teachers in Mizoram, there were 28.91% of them who were extremely satisfied, 41.23% were very satisfied, 15.64% were moderately satisfied, 10.90% were not satisfied and 3.32% of them were identified as extremely dissatisfied. On the other hand, among their 207 female counterparts 16.90% were found to be extremely satisfied, 46.86% were very satisfied, 22.71% moderately satisfied, 10.63% not satisfied and the rest 2.90% were extremely dissatisfied. The total percentage of the male secondary school teachers in Mizoram falling on the category of extremely satisfied and very satisfied degrees of satisfaction is 70.14% which is higher than that of the female teachers which is 63.76%. This shows that the male secondary school teachers in Mizoram are more satisfied than the female secondary school

teachers in their teaching job. This findings also correspond with the findings conducted by Gakhar & Sachdeva (1987), Crossman and Harris (2006) and Muhammad, Jegak & Balakrishnan (2009).

4.3 Job Satisfaction of Urban and Rural Secondary school Teachers in Mizoram

The following table 4.03 shows the degree of job satisfaction among the urban and rural secondary schools teachers in Mizoram.

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Table No – 4. 03
Job Satisfaction of Urban and Rural Secondary School Teachers in Mizoram

</div>

Urban Teachers N=211	Rural Teachers N=207	Degree of Satisfaction
48 (22.75%)	48 (23.19%)	**Extremely satisfied**
90 (42.65%)	94 (45.41%)	**Very satisfied**
41 (19.43%)	39 (18.84%)	**Moderately satisfied**
25 (11.85%)	20 (9.66%)	**Not satisfied**
7 (3.32%)	6 (2.90%)	**Extremely Dissatisfied**

With regard to their locale, Table No – 4.03 reveals that 22.75% of urban secondary school teachers and the same 22.75% of rural secondary school teachers in Mizoram were extremely satisfied, 42.65% of urban secondary school teachers and 45.41% of rural secondary school teachers were very satisfied, 19.43% of urban secondary school teachers and 18.84% rural

secondary school teachers were moderately satisfied, 11.85% of urban secondary school teachers and 9.66 of rural secondary school teachers were not satisfied, whereas 3.32% urban secondary school teachers and 2.90% of rural secondary school teachers were found to be extremely dissatisfied with their teaching job. The result shows that the rural secondary school teachers in Mizoram with a total 68.6% of them falling on the category of extremely satisfied and very satisfied degree of satisfaction are having higher job satisfaction than the 65.4% of urban secondary school teachers who fall on the same category of degree of satisfaction.

4.1.3. Job Satisfaction of Government and Non-Government Secondary school Teachers in Mizoram

Table 4.04 shows the degree of job satisfaction among government and non-government secondary schools teachers in Mizoram.

Table No – 4. 04
Job satisfaction of Government and Non-Government
Secondary School Teachers in Mizoram

Government Teachers N=210	Non-Government Teachers N=208	Degree of Satisfaction
68 (32.39%)	28 (13.46%)	**Extremely satisfied**
93 (44.29%)	91 (43.75%)	**Very satisfied**
31 (14.76%)	49 (23.56%)	**Moderately satisfied**
14 (6.67%)	31 (14.90%)	**Not satisfied**
4 (1.90%)	9 (4.33%)	**Extremely Dissatisfied**

A look at Table No – 4.04 reveals that among the 210 government secondary school teachers 32.39% teachers were extremely satisfied with their job, 44.29% of them were very satisfied, 14.76% moderately satisfied, 6.67% of them were not satisfied and 1.90% government secondary school teachers were identified as extremely dissatisfied. At the same time, out of the 208 non-government secondary school teachers in Mizoram, 13.46% teachers were extremely satisfied, 43.75 of them very satisfied, 23.56% of them were moderately satisfied, 14.90% were not satisfied and 4.33% of the non-government secondary school teachers were found to be extremely dissatisfied. This implies that 76.78% of the government secondary school teachers who fall on the category of extremely satisfied and very satisfied have higher degree of job satisfaction as compared to the non-government secondary school teachers in Mizoram among whom 57.21% falls on the category of extremely satisfied and very satisfied degree of satisfaction.

4.2.   Objective No. 2 – To find out the relationship between job satisfaction and three dominant factors of Locus of Control of Secondary school Teachers grouped on the basis of gender, locale and type of management.

In order to find out the relationship between job satisfaction and the three dominant factors of locus of control of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management, the Pearson's Product Moment of computing coefficient of correlation was applied. The result is presented in the following way: -

4.2.1.   Relationship between Job Satisfaction and Three Dominant Factors of Locus of Control of Male Secondary School Teachers in Mizoram.

Table No – 4.05 shows the relationship between job satisfaction and the three dominant factors of locus of control in case of male secondary school teachers in Mizoram.

Table No – 4.05
Correlation Coefficients between Job Satisfaction and Three Dominant factors of Locus of Control of Male Secondary School Teachers in Mizoram.

	Job Satisfaction and Powerful Others	Job Satisfaction and Chance Control	Job Satisfaction and Individual control
Male Teachers (N=211)	0.01	0.03	0.03

From Table No – 4.05 it is revealed that in case of male secondary school teachers in Mizoram, there is positive correlation between job satisfaction and the three dominant factors of locus of control i.e. Powerful others, Chance control and Individual control, and their relationship is not significant at any level. Hence the null hypothesis (No.1) that there is no significant relationship between job satisfaction and three dominant factors of locus of control in case of male secondary school teachers in Mizoram is accepted. The analysis of the male secondary school teachers in Mizoram with respect to their job satisfaction and the three factors of locus of control indicates that teachers' satisfaction with their teaching job is not significantly associated with their belief about the amount of control they have over situations in their lives.

4.2.2. Relationship between Job Satisfaction and Three Dominant Factors of Locus of Control of Female Secondary School Teachers in Mizoram.

Table No – 4.06 shows the relationship between job satisfaction and the three dominant factors of locus of control in case of female secondary school teachers in Mizoram.

Table No – 4.06

Correlation Coefficients between Job Satisfaction and Three Dominant factors of Locus of Control of Female Secondary School Teachers in Mizoram

	Job Satisfaction and Powerful Others	Job Satisfaction and Chance Control	Job Satisfaction and Individual control
Female Teachers (N=207)	0.03	0.14*	0.02

* significant at .05 level

From Table No – 4.06 it is revealed that in case of the female secondary school teachers in Mizoram, their job satisfaction and the two factors of locus of control namely Powerful others and Individual control are found to have positive correlation which is not significant at any level. At the same time there is positive relation between job satisfaction and chance control which is found to be significant at 0.05 level. Hence the null hypothesis (No.1) that there is no significant relationship between job satisfaction and three dominant factors of locus of control of female secondary school teachers in Mizoram is rejected in case of job satisfaction and Chance control but not rejected in case of Job satisfaction and Powerful others and Individual control. The analysis revealed that the job satisfaction of female secondary school teachers in Mizoram is not significantly associated with their belief about the control by powerful others, moreover their Job Satisfaction is not significantly related with their believe that their current situations and achievement are outcomes of the things they themselves control. At the same time, the job satisfaction of this group of teachers is related with their views about events like success, achievements etc., being dependent on luck or chance.

4.2.3. Relationship between Job Satisfaction and Three Dominant Factors of Locus of Control of Urban Secondary School Teachers in Mizoram.

Table No – 4.07 shows the relationship between job satisfaction and the three dominant factors of locus of control in case of urban secondary school teachers in Mizoram.

Table No – 4.07
Correlation Coefficients between Job Satisfaction and Three Dominant factors of Locus of Control of Urban Secondary School Teachers in Mizoram

	Job Satisfaction and Powerful Others	Job Satisfaction and Chance Control	Job Satisfaction and Individual control
Urban Teachers (N=211)	0.08	0.07	0.08

From Table No – 4.07 it is revealed that the obtained *r*s of 0.08, 0.07 and 0.08 between job satisfaction and the three dominant factors of locus of control of the urban secondary school teachers in Mizoram, are found to be positive and are not significant at any level. This shows that there is no significant relationship between job satisfaction and the three dominant factors of locus of control of urban secondary school teachers in Mizoram. Hence the null hypothesis (No1) that there is no significant relationship between job satisfaction and the three dominant factors of locus of control in case of urban secondary school teachers in Mizoram is retained. The analysis of the urban secondary school teachers in Mizoram with respect to their job satisfaction and the three factors of locus of control indicates that urban teachers' satisfaction with their teaching job is not significantly associated with any factors of locus of control.

4.2.4. Relationship between Job Satisfaction and Three Dominant Factors of Locus of Control of Rural Secondary School Teachers in Mizoram.

Table No – 4.08 shows the relationship between job satisfaction and the three dominant factors of locus of control in case of rural secondary school teachers in Mizoram.

Table No – 4.08
Correlation Coefficients between Job Satisfaction and Three Dominant factors of Locus of Control of Rural Secondary School Teachers in Mizoram

	Job Satisfaction and Powerful Others	**Job Satisfaction and Chance Control**	**Job Satisfaction and Individual control**
Rural Teachers (N=207)	0.25**	0.35**	0.07

** significant at .01 level

From Table No – 4.08 it is revealed that the obtained **r**s of 0.25, and 0.35 between job satisfaction and the factors of locus of control namely powerful others and chance control respectively in the case of the rural secondary school teachers in Mizoram, are found to be positive and are significant at 0.01 level. Also, the obtained **r** of 0.07 between job satisfaction and individual control of the same group of teachers is found to be positive but not significant at any level. This shows that there is a significant relationship between job satisfaction and powerful others and chance control of rural secondary school teachers in Mizoram while no significant relationship is found between job satisfaction and individual control of the rural secondary school teachers. Hence the null hypothesis (No.1) that there is no significant relationship between job satisfaction and the three dominant factors of locus of control of rural secondary school teachers in Mizoram is rejected in case of job satisfaction and Powerful control and Chance control but not rejected in case of job satisfaction and Individual control.

The above analysis of rural secondary school teachers in Mizoram and their locus of control indicates that the job satisfaction of the rural teachers is significantly related with their belief that their outcomes are outside their control determined by fate and chance. It is also revealed that their satisfaction with their job is not significantly associated with their internal locus of control. With regard to the rural secondary school teachers in Mizoram, it is found that their job satisfaction is related with external locus of control. It can be concluded that in the rural areas of Mizoram, the secondary school teachers are satisfied with their teaching job and this satisfaction is the outcome of external control.

4.2.5. Relationship between Job Satisfaction and Three Dominant Factors of Locus of Control of Government Secondary School Teachers in Mizoram.

Table No – 4.09 shows the relationship between job satisfaction and the three dominant factors of locus of control in case of government secondary school teachers in Mizoram.

Table No – 4.09
Correlation Coefficients between Job Satisfaction and Three Dominant factors of Locus of Control of Government Secondary School Teachers in Mizoram

GROUPS	Job Satisfaction and Powerful Others	Job Satisfaction and Chance Control	Job Satisfaction and Individual control
Government Teachers (N=210)	0.14*	0.23**	0.03

* significant at .05 level

** significant at .01 level

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From Table No – 4.09 it is revealed that the obtained *rs* of 0.14, and 0.23 between job satisfaction and the factors of locus of control namely powerful others and chance control in the case of government secondary school teachers in Mizoram are both positive and are found to be significant at 0.05 and 0.01 levels respectively. It is also further revealed that the obtained *r* of 0.03 between job satisfaction and individual control with regard to government secondary school teachers is positive and not significant at any level indicating that there is no significant relationship between job satisfaction and individual control of government secondary school teachers in Mizoram. Hence the null hypothesis (No.1) that there is no significant relationship between job satisfaction and the three dominant factors of locus of control of government secondary school teachers in Mizoram is rejected in case of job satisfaction and Powerful control and Chance control but not rejected in case of job satisfaction and Individual control. The analysis of government secondary school teachers in Mizoram and locus of control reveals that the satisfaction of the teachers with their job is significantly associated with the belief that external forces like chance and powerful others. At the same time, the satisfaction of these teachers in their job does not have significant relationship with internal forces like individual control. This finding contradicts the finding of Tat-wing Leung, Oi-ling Siu and Paul E. Spector in their study on "Faculty stressors, Job Satisfaction and Psychological Distress Among University teachers in Hongkong : The Role of Locus of Control" which revealed that external locus of control was associated with low job satisfaction

4.2.6. Relationship between Job Satisfaction and Three Dominant Factors of Locus of Control of Non-Government Secondary School Teachers in Mizoram.

Table No – 4.10 shows the relationship between job satisfaction and the three dominant factors of locus of control in case of non-government secondary school teachers in Mizoram.

Table No – 4.10
Correlation Coefficients between Job Satisfaction and Three Dominant factors of
Locus of Control of Non-Government Secondary School Teachers in Mizoram

	Job Satisfaction and Powerful Others	Job Satisfaction and Chance Control	Job Satisfaction and Individual control
Non-Government Teachers (N=208)	0.02	0.09	0.08

From Table No – 4.10 it is revealed that in case of non-government secondary school teachers in Mizoram, their job satisfaction and the three factors of locus of control i.e. Powerful others, Chance control and Individual control have positive correlation and these relations are not significant at any level. Hence the null hypothesis (No.1) that there is no significant relationship between job satisfaction and three dominant factors of locus of control in case of non-government secondary school teachers in Mizoram is accepted. The analysis of the non-government secondary school teachers in Mizoram with respect to their job satisfaction and the three locus of control indicates that teachers' satisfaction with their teaching job is not significantly associated with their attitudes about the control they have over their life circumstances.

4.3. **Objective No.3 – To find out the relationship between job satisfaction and value system of Secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.**

In order to find out the relationship between job satisfaction and the value system of secondary school teachers in Mizoram, coefficient of correlation was calculated by applying the Pearson Product Moment method of computing coefficient of correlation. The result is shown in the following way:

4.3.1. Relationship between Job Satisfaction and six dimensions of Value System with regard to Male Secondary School Teachers in Mizoram.

The following table shows the relationship between job satisfaction and the six dimensions of value system in case of male secondary school teachers in Mizoram.

Table No - 4.11
Correlation Coefficient between Job Satisfaction and six dimensions of Value System of Male Secondary School Teachers in Mizoram.

	JS & Theoretical	JS & Economic	JS & Aesthetic	JS & Social	JS & Political	JS & Religious
Male Teachers (N=211)	-0.02	-0.28**	0.07	0.22**	-0.05	0.06

**** significant at .01 level

From Table No - 4.11 it is revealed that the obtained *rs* of -0.02, 0.07, -0.05 and 0.06 between job satisfaction and that of theoretical, aesthetic, political and religious values respectively in case of male secondary school teachers in Mizoram are negative in the case of theoretical and political and positive in the case of aesthetic and religious. The correlation between job satisfaction and these variables i.e. theoretical, aesthetic, political and religious are all not significant at any level. However, the obtained *r* of -0.28 between job satisfaction and economic value has negative correlation and that *r* of 0.22 between job satisfaction and social value has positive correlation in case of male secondary school teachers and they are both significant at 0.01 level. This indicates that while there is a negative but significant relationship between job satisfaction and economic value of male teachers, there is a positive relationship between job satisfaction and social value of the same group of

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secondary school teachers in Mizoram. This implies that with respect to job satisfaction and economic value, those male secondary school teachers who are satisfied with their job did not place economic factor as very important in their life. While with respect to job satisfaction and social value, these male secondary school teachers who are satisfied with their job also puts society and social life as very significant in their life. The table also reveals that there are no significant relationship between job satisfaction and theoretical, aesthetic, political and religious dimensions of value system with regard to male teachers teaching in the secondary schools of Mizoram. Therefore, the null hypothesis (No.2) that presumes there is no significant relationship between job satisfaction and six dimensions of value system of male secondary school teachers is rejected in case of job satisfaction and theoretical, aesthetic, political and religious values but not rejected in case of job satisfaction and economic and social values.

4.3.2. Relationship between Job Satisfaction and six dimensions of Value System with regard to Female Secondary School Teachers in Mizoram.

The following table shows the relationship between job satisfaction and the six dimensions of value system in case of female secondary school teachers in Mizoram.

Table No - 4.12
Correlation Coefficient between Job Satisfaction and six dimensions of Value System of Female Secondary School Teachers in Mizoram

	JS & Theoretical	JS & Economic	JS & Aesthetic	JS & Social	JS & Political	JS & Religious
Female Teachers (N=207)	0.06	0.16*	0.00	0.58**	0.04	0.13*

*   significant at .05 level

**   significant at .01 level

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Table No - 4.12 reveals that the obtained *rs* of 0.06, 0.00, and 0.04 between job satisfaction and theoretical, aesthetic, and political values respectively in case of female secondary school teachers in Mizoram are all positive and not are significant at any level. However, the obtained *rs* of 0. 16, 0.58 and 0.13 between job satisfaction and economic value, social value and religious value respectively in case of female secondary school teachers are found to be positive in case of economic, religious values and social value and they are found to be significant at 0.05 level in case of economic and religious values and at 0.01 level in case of social value. This indicates that while there are significant relationships between job satisfaction and economic value, social value and religious value of female teachers, there were no significant relationship between job satisfaction and theoretical, aesthetic, and political dimensions of value system with regard to female teachers teaching in the secondary schools of Mizoram. Therefore, the null hypothesis (No.2) that presumes there is no significant relationship between job satisfaction and six dimensions of value system of female secondary school teachers is rejected in case of job satisfaction and theoretical, aesthetic, and political values but not rejected in case of job satisfaction and economic, social, and religious values.

The analysis of female secondary school teachers in respect of their job satisfaction and theoretical value indicates that their satisfaction with the teaching job is not significantly related with their interest in the discovery of truth and their rational outlook towards life. It can also be concluded that the satisfaction of these female secondary school teachers with their teaching job is not significantly related with their values on the form and harmony of life and their attitude towards enjoying the beauty of fine arts, music etc. Further, it may be analysed that although these female secondary school teachers, who are having job satisfaction, are of the intellectual circle, they are not interested in the political relationships, institutions, organizations, views and ideas resulting from the transforming, creative sociopolitical practices of the social forces that meet the requirements of social progress and the development of human

personality on a social scale. The analysis also reveals that with respect to job satisfaction and economic value, the female secondary school teacher who are more satisfied with their job place great importance to economic value. It is also revealed that with respect to job satisfaction and social value, these female teachers who are better satisfied with their job also regard society and social life as very important in their life.

4.3.3. Relationship between Job Satisfaction and six dimensions of Value System with regard to Urban Secondary School Teachers in Mizoram.

The following table shows the relationship between job satisfaction and the six dimensions of value system in case of urban secondary school teachers in Mizoram.

Table No - 4.13
Correlation Coefficient between Job Satisfaction and six dimensions of Value System of Urban Secondary School Teachers in Mizoram

	JS & Theoretical	JS & Economic	JS & Aesthetic	JS & Social	JS & Political	JS & Religious
Urban Teachers (N=211)	-0.07	-0.17*	0.03	0.16*	0.02	0.11

    *   significant at .05 level

    ** significant at .01 level

Table No - 4.13 shows that the obtained *rs* of -0.07, 0.03, 0.02, and 0.11 between job satisfaction and theoretical, aesthetic, political, and religious values respectively in case of urban secondary school teachers in Mizoram are all positive except in the case of theoretical value where the relationship is negative and all them are not significant at any level. The obtained *r* of -0.17 between job satisfaction and economic value is found to be negative and the *r* of 0.16 between job satisfaction and social value is found to be positive in case

of urban secondary school teachers and both are found to be significant at 0.05 level. This indicates that while there are significant relationships between job satisfaction and economic value and social value of urban teachers, there are no significant relationship between job satisfaction and theoretical, aesthetic, political, and religious dimensions of value system with regard to urban teachers teaching in the secondary schools of Mizoram. Therefore, the null hypothesis (No.2) that presumes there is no significant relationship between job satisfaction and six dimensions of value system of urban secondary school teachers is rejected in case of job satisfaction and theoretical, aesthetic, political, and religious values but not rejected in case of job satisfaction and economic and social values. This indicates that with respect to job satisfaction and economic value, the urban secondary school teachers who are more satisfied are not very much concerned about economic value in their life, and these same teachers who have better job satisfaction also place social value as very important in their life.

4.3.4. Relationship between Job Satisfaction and and six dimensions of Value System with regard to Rural Secondary School Teachers in Mizoram.

The following table shows the relationship between job satisfaction and the six dimensions of value system in case of rural secondary school teachers in Mizoram.

Table No - 4.14
Correlation Coefficient between Job Satisfaction and six dimensions of Value System of Rural Secondary School Teachers in Mizoram

	JS & Theoretical	JS & Economic	JS & Aesthetic	JS & Social	JS & Political	JS & Religious
Rural Teachers (N=207)	0.31**	0.06	0.30**	0.41**	0.29**	0.27**

 ** significant at .01 level

Table No - 4.14 shows that the obtained *rs* of 0.31, 0.30, 0.41, 0.29 and 0.27 between job satisfaction and theoretical, aesthetic, social, political, and religious values respectively in case of rural secondary school teachers in Mizoram are all positive and are also significant at 0.01 level. However, the obtained *r* of 0.06 between job satisfaction and economic value in case of rural secondary school teachers is which is positive is found to be not significant at any level. This indicates that while there are significant relationships between job satisfaction and theoretical, aesthetic, social, political and religious values of urban teachers, there is no significant relationship between job satisfaction and economic dimension of value system with regard to rural teachers teaching in the secondary schools of Mizoram. Therefore, the null hypothesis (No.2) that presumes there is no significant relationship between job satisfaction and six dimensions of value system of rural secondary school teachers is rejected in case of job satisfaction and theoretical, aesthetic, social, political, and religious values but not rejected in case of job satisfaction and economic value.

4.3.5. Relationship between Job Satisfaction and six dimensions of Value System with regard to Government Secondary School Teachers in Mizoram.

The following table shows the relationship between job satisfaction and the six dimensions of value system in case of government secondary school teachers in Mizoram.

Table No - 4.15
Correlation Coefficient between Job Satisfaction and six dimensions of Value System of Government Secondary School Teachers in Mizoram

	JS & Theoretical	JS & Economic	JS & Aesthetic	JS & Social	JS & Political	JS & Religious
Govt. Teachers (N=210)	0.20**	-0.00	0.18**	0.27**	0.11	0.08

** significant at .01 level

Table No - 4.15 reveals that the obtained *rs* of 0.20, 0.18, and 0.27, between job satisfaction and theoretical, aesthetic, and social values respectively in case of government secondary school teachers in Mizoram are all positive and these correlations are significant at 0.01 level of significance. However, the obtained *rs* of -0.00, 0.11, and 0.08 between job satisfaction and economic, political and religious values in case of government secondary school teachers are found to be positive except in the case of job satisfaction and economic value where the correlation is negative. These correlations are also not significant at any level. This indicates that while there were significant relationships between job satisfaction and theoretical, aesthetic, and social, values of government teachers, no significant relationships were found between job satisfaction and economic, political and religious dimensions of value system with regard to government teachers teaching in the secondary schools of Mizoram. Therefore, the null hypothesis (No.2) that presumes there is no significant relationship between job satisfaction and six dimensions of value system of government secondary school teachers is rejected in case of job satisfaction and theoretical, aesthetic, and social, values but not rejected in case of job satisfaction and economic, political and religious values.

4.3.6. Relationship between Job Satisfaction and six dimensions of Value System with regard to Non-Government Secondary School Teachers in Mizoram.

The following table shows the relationship between job satisfaction and the six dimensions of value system in case of non-government secondary school teachers in Mizoram.

Table No - 4.16

Correlation Coefficient between Job Satisfaction and six dimensions of Value System of Non-Government Secondary School Teachers in Mizoram.

	JS & Theoretical	JS & Economic	JS & Aesthetic	JS & Social	JS & Political	JS & Religious
Non-Govt. Teachers (N=208)	0.06	-0.23**	0.02	0.18**	0.02	0.06

** significant at .01 level

From Table No - 4.16 it is found that the obtained *r* of -0.23 between job satisfaction and economic value in case of non-government secondary school teachers in Mizoram is found to be negative and the obtained r of 0.18 between job satisfaction and social value is positive and they are both significant at 0.01 level. However, the obtained *rs* of 0.06, 0.02, 0.02 and 0.06 between job satisfaction and theoretical, aesthetic, political and religious values in case of non-government secondary school teachers are found to be all positive and not significant at any level. This indicates that while there are significant relationships between job satisfaction and economic and social, values of non-government teachers, no significant relationships are found between job satisfaction and theoretical, aesthetic, political and religious dimensions of value system with regard to non-government teachers teaching in the secondary schools of Mizoram. Therefore, the null hypothesis (No.2) that presumes there is no significant relationship between job satisfaction and six dimensions of value system of non-government secondary school teachers is rejected in case of job satisfaction and economic and social values but not rejected in case of job satisfaction and theoretical, aesthetic, political and religious values.

4.4.   Objective No. 4 – To find out the difference in the job satisfaction of secondary school teachers in Mizoram with reference to their gender, locale and type of management.

The different groups of secondary school teachers in Mizoram were compared on job satisfaction. For this, the mean and standard deviation of the scores were obtained. The mean differences were tested applying 't' test and the details are presented in the following table.

4.4.1. Difference in Job Satisfaction between Male and Female Secondary School Teachers in Mizoram.

Table No - 4.17 shows a comparison of job satisfaction among the secondary school teachers in Mizoram grouped on the basis of their gender.

Table No - 4.17
Comparative Analysis of Job Satisfaction between Male and Female Secondary School Teachers in Mizoram.

	Male Teachers (N=211)	Female Teachers (N=207)	MD	SE	t
Mean	67.86	65.00	2.86	0.93	3.08**
Standard Deviation	10.25	8.89			

** significant at 0.01 level

The following analysis is derived from the comparative statistic.

A perusal of the result vide Table No - 4.17 reveals that the 't'value for the significance of difference between the mean job satisfaction scores of male secondary school teachers and female secondary school teachers is significant. Since the calculated 't' value is greater than the criterion 't'value, therefore, it can be concluded that there is a significant difference between the male and female secondary school teachers in Mizoram with regard to their job satisfaction. Therefore, the null hypothesis (No.3) that assumes there is no significant difference in job satisfaction of secondary school teachers in Mizoram with reference to their gender is rejected. A comparison of their mean scores shows that this difference is in favour of the male secondary school

teachers, as their mean score is higher than their female counterparts. The result indicates that the male secondary school teachers in Mizoram are found to be more satisfied than their female counterparts. This finding corresponds with the findings of studies conducted by Gakhar & Sachdeva 1987), Crossman & Harris (2006) and Muhammad, Jegak & Balakrishnan (2009).

4.4.2. Difference in Job Satisfaction between Urban and Rural Secondary School Teachers in Mizoram.

Table No - 4.18 illustrates the comparison of job satisfaction among secondary school teachers in Mizoram with regard to their locale.

Table No - 4.18
Comparative Analysis of Job Satisfaction between Urban and Rural Secondary School Teachers in Mizoram.

	Urban School Teachers (N=211)	Rural School Teachers (N=207)	MD	SE	t
Mean	66.21	65.70	0.51	1.04	0.49
Standard Deviation	9.75	11.43			

The following analysis is derived from the comparative statistic.

A perusal of the result vide Table No - 4.18 reveals that the 't' value for the significance of difference between the mean job satisfaction scores of urban and rural secondary school teachers in Mizoram is 0.49, whereas the required 't' value with df=416, to declare the difference as significant is 2.59 at .01 level. Since the calculated't' value is lower than the criterion 't' value, it can be concluded that there is no significant difference between urban and rural secondary school teachers in Mizoram. Therefore, the null hypothesis (No.3) that there is no significant difference in the job satisfaction of secondary school teachers in Mizoram with reference to their locale is accepted. However a

comparison of their mean scores shows that this difference is in favour of urban secondary school teachers in Mizoram. This indicates that although the finding is not significant the teachers teaching in the secondary schools of urban areas in Mizoram find more satisfaction with the different aspects of their teaching job than those teaching in the rural areas of the state.

4.4.3. Difference in Job Satisfaction between Government and Non-Government Secondary School Teachers in Mizoram.

Table No - 4.19 illustrates the comparison of job satisfaction among secondary school teachers in Mizoram with regard to type of management.

Table No - 4.19
Comparative Analysis of Job Satisfaction between Government and Non-Government Secondary School Teachers in Mizoram

	Government School Teachers (N=210)	Non-Government School Teachers (N=208)	MD	SE	t
Mean	68.85	63.97	4.88	0.97	5.03**
Standard Deviation	10.36	9.47			

** significant at 0.01 level

The following analysis is derived from the comparative statistic:

A perusal of the result vide Table No - 4.19 reveals that the 't' value for the significance of difference between the mean job satisfaction scores of government secondary school teachers and the non-government secondary school teachers in Mizoram is 5.03. Since the calculated't' value is greater than the criterion 't' value, it can be concluded that there is a significant difference between government and non-government secondary school teachers with

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regard to their job satisfaction. Therefore, the null hypothesis (No.3) that assumes there is no significant difference in job satisfaction of secondary school teachers in Mizoram with reference to the type of management is rejected. A comparison of their mean scores shows that this difference is in favour of government secondary school teachers in Mizoram. Thus, it is found that the government secondary school teachers are more satisfied than the non-government secondary school teachers in Mizoram. Researchers like Kaur & Kumar (2008) also found similar findings.

4.5.   Objective No. 5 – To find out the difference in the relationship between job satisfaction and three dominant factors of Locus of Control of secondary school teachers in Mizoram in relation to their gender, locale and type of management.

In order to find out the differences in the relationship between job satisfaction and three factors of locus of control of secondary school teachers in Mizoram, the significant correlations were tested by applying the Fisher's 'z' transformation. Significant correlations were found only with regard to the following groups of teachers and the detail is presented in Table No. 4.20.

Table No – 4.20
't' value for significant 'r' between Job Satisfaction and Individual
Control of different groups of secondary school teachers in Mizoram.

Sl. No	Groups Compared	'r'	'z'	't' value
1.	Non-Govt. Urban Female Teachers VS Non-Govt. Rural Female Teachers	.28 .76	.29 1.00	3.38**
2.	Government Rural Female Teachers VS	.35	.37	2.52*

	Non-Govt. Rural Female Teachers	.76	1.00	

* significant at 0.05 level

** significant at 0.01 level

From Table No – 4.20, it is revealed that the obtained 't' ratio of 3.33 in case of non-government urban female secondary school teachers and non-government rural female secondary school teachers in Mizoram is found to be significant at .01 level. Table No – 4.20 further reveals that with regard to the government rural female secondary school teachers and non-government rural female secondary school teachers, the obtained 't' ratio is 2.52 which is found to be significant at .05 level. As such the null hypothesis (No.4) that presumes there is no significant difference in the relationship between job satisfaction and three dominant factors of secondary school teachers in Mizoram grouped on the basis of their gender, locale and type of management is rejected.

4.6. **Objective No. 6 – To find out the difference in the relation between job satisfaction and the Value System of secondary school teachers in Mizoram in relation to gender, locale and type of management.**

In the case of the different groups of secondary school teachers in Mizoram, the difference in the relationship between job satisfaction and economic value was calculated by applying the Fisher's z transformation. Significant correlations were found with regard to the following groups of teachers and the detail is presented in Table No – 4.21

Table No – 4.21
't' value for significant 'r' between Job Satisfaction and
Economic Value of different groups of teachers based on their Gender,
Locale and Type of management.

Sl. No	Groups Compared	'r'	'z'	't' value
1.	Non-Govt. Urban Male Teachers VS Non-Govt. Rural Male Teachers	.34 .27	.35 .28	0.31
2.	Non-Govt. Male Teachers VS Non-Govt. Female Teachers	.27 .24	.28 .26	0.15
3.	Non-Govt. Urban Male Teachers VS Non-Govt. Rural Male Teachers	.34 .27	.35 .28	0.31
4.	Non-Govt. Urban Teachers VS Non-Govt. Rural Teachers	.26 .24	.27 .26	0.07
5.	Male Teachers VS Female Teachers	.28 .16	.29 .26	0.30

From Table No – 4.21 it is revealed that the 't' ratios for all the different groups of secondary school teachers in Mizoram are found to be not significant at any level. This implies that there is no significant difference in the relationship between job satisfaction and economic value of any group of secondary school teachers in Mizoram.

Table No – 4.22
't' value for significant 'r' between Job Satisfaction and Social Value of secondary school teachers in Mizoram based on their Gender, Locale and Type of management.

Sl. No	Groups Compared	'r'	'z'	't' value
1.	Male Teachers VS Female Teachers	.22	.26	8.10**
		.79	1.07	
2.	Government Teachers VS Non-Government Teachers	.27	.28	0.20
		.18	.26	
3.	Urban Teachers VS Rural Teachers	.16	.26	1.80
		.41	.44	

** significant at 0.01 level

Table No – 4.22 reveals that the 't' ratio in case of male secondary school teachers and female secondary school teachers in Mizoram is found to be significant at .01 level. The 't' ratio with respect to the government and non-government secondary school teachers and that of the urban and rural secondary school teachers in Mizoram are not significant. As such, the null hypothesis (No.5) is rejected. This implies that the difference in the relationship between job satisfaction and social value in case of male secondary school teachers in Mizoram is significantly lower than that of the female secondary school teachers in Mizoram.

4.7. Objective No. 7 – To compare the Locus of Control of high job satisfied and low job satisfied secondary school teachers in Mizoram with reference to their gender, locale and type of management.

The secondary school teachers in Mizoram have been classified into High Job Satisfied and Low Job Satisfied teachers based on the table of degree of satisfaction among workers shown in the manual of the Job Satisfaction Scale (JSS). This was done by taking all the secondary school teachers falling on the of Extremely Satisfied and Very Satisfied categories of degree of satisfaction as the High Job Satisfied Secondary School Teachers. A total number of 280 secondary school teachers in Mizoram were classified as having high satisfaction with their teaching job. A total of 58 secondary school teachers who fall on the Not Satisfied and Extremely Dissatisfied categories of degree of satisfaction have been taken as the Low Job Satisfied Secondary School Teachers.

The high job satisfied and low job satisfied secondary school teachers were compared on the three factors of locus of control grouped on the basis of their gender, locale and type of management. For this, the mean and standard deviation of the scores were obtained. The mean differences were tested applying 't' test and the details are presented as follows:

4.7.1. Significance of difference between high job satisfied and low job satisfied male secondary school teachers on the factors of Locus of Control.

Table No - 4.23 shows a comparison high job satisfied and low job satisfied male secondary school teachers in Mizoram with respect to locus of control.

Table No – 4.23
Comparative Analysis of High Job satisfied and Low Job satisfied Male
Secondary School Teachers in Mizoram with respect to Locus of control

	High job satisfied (N= 148)	Low job satisfied (N=30)	MD	SE	t	Level of Significance
POWERFUL OTHERS						
Mean	21.13	21.59				
SD	5.20	4.49	0.46	0.93	0.49	NS
CHANCE CONTROL						
Mean	22.20	23.01				
SD	4.83	4.53	0.81	0.92	0.88	NS
INDIVIDUAL CONTROL						
Mean	27.04	26.56				
SD	6.62	4.70	0.48	1.02	0.47	NS

From Table No – 4.23 it has been found that there are no significant differences between high job satisfied and low job satisfied male secondary school teachers in Mizoram with respect to the three dominant factors of locus of control. As such the null hypothesis (No.6) that presumes there is no significant difference between high job satisfied and low job satisfied male secondary school teachers on the factors of locus of control can be retained. However, a simple comparison of the mean scores of male secondary school teachers in Mizoram on locus of control shows that the low job satisfied male teachers have higher mean scores than the high job satisfied male teachers with regard to the two factors of locus of control namely Powerful others and Chance control. On the other hand, in case of Individual control the mean score of the high job satisfied male teachers is higher than that of the low job satisfied male secondary school teachers in Mizoram. This implies that although the finding is not significant the high job satisfied male secondary school teachers seem to be more internally controlled with a belief that they are in control of their destinies and are able to cause certain events while the low job satisfied male secondary school teachers in Mizoram seem to be externally

controlled and they tend to believe that events are caused by factors beyond their control such as chance, luck, or powerful others.

4.7.2. **Significance of difference between high job satisfied and low job satisfied female secondary school teachers on the factors of Locus of Control.**

Table No - 4.24 shows a comparison of high job satisfied and low job satisfied female secondary school teachers in Mizoram with respect to locus of control.

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Table No – 4.24

Comparative Analysis of High Job satisfied and Low Job satisfied Female Secondary School Teachers in Mizoram with respect to Locus of control.

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	High job satisfied (N= 132)	Low job satisfied (N=28)	MD	SE	t	Level of Significance
POWERFUL OTHERS						
Mean	21.64	22.46				
SD	4.01	4.13	0.82	0.86	0.96	NS
CHANCE CONTROL						
Mean	21.30	22.46				
SD	4.08	4.29	1.16	0.88	1.32	NS
INDIVIDUAL CONTROL						
Mean	27.02	26.71				
SD	6.57	4.41	0.31	1.02	0.30	NS

From Table No – 4.24 it has been found that there are no significant differences between high job satisfied and low job satisfied female secondary school teachers in Mizoram with respect to the three dominant factors of locus of control. As such the null hypothesis (No.6) that presumes there is no significant difference between high job satisfied and low job satisfied female secondary school teachers on the factors of locus of control can be retained. A comparison of the mean scores of female secondary school teachers in Mizoram on locus of control shows that the low job satisfied

teachers have higher mean scores than the high job satisfied female teachers with regard to the two factors of locus of control namely Powerful others and Chance control. However, in the case of Individual control, the mean score of the high job satisfied teachers is higher than the low job satisfied female secondary school teachers in Mizoram. The analysis although not significant given the impression that while the high job satisfied female secondary school teachers in Mizoram are found to be internally controlled, the low job satisfied teachers seem to have more external alienation in their locus of control.

4.7.3. **Difference between High Job Satisfied and Low Job Satisfied Urban Secondary School Teachers in Mizoram on the Factors of Locus of Control.**

Table No - 4.25 shows a comparison of high job satisfied and low job satisfied urban secondary school teachers in Mizoram with respect to locus of control.

Table No – 4.25
Comparative Analysis of High Job satisfied and Low Job satisfied Urban Secondary School Teachers in Mizoram with respect to Locus of control.

	High job satisfied (N= 138)	Low job satisfied (N=32)	MD	SE	t	Level of Significance
POWERFUL OTHERS						
Mean	20.94	21.38				
SD	3.69	4.39	0.44	0.84	0.52	NS
CHANCE CONTROL						
Mean	21.26	21.75				
SD	4.13	4.44	0.49	0.86	0.57	NS
INDIVIDUAL CONTROL						
Mean	26.44	26.09	0.35	1.17	0.30	NS

From Table No – 4.25 it has been found that there are no significant differences between high job satisfied and low job satisfied urban secondary school teachers in Mizoram with respect to the three dominant factors of locus of control. As such the null hypothesis (No.6) that presumes there is no significant difference between high job satisfied and low job satisfied urban secondary school teachers on the factors of locus of control can be retained. A comparison of the mean scores of urban secondary school teachers in Mizoram on locus of control shows that the low job satisfied urban secondary school teachers in Mizoram have higher mean scores than the high job satisfied urban secondary school teachers on the two factors viz., Powerful others and Chance control while it is found that the high job satisfied teachers' mean score is higher than that of the low job satisfied urban school teachers. This indicates that even though the finding is not significant the high job satisfied teachers teaching in the urban areas of Mizoram seem to believe that they can control their own lives while the low job satisfied urban secondary school teachers look like they believe external forces control their lives which are beyond their control.

4.7.4. Difference between High Job Satisfied and Low Job Satisfied Rural Secondary School Teachers in Mizoram on the Factors of Locus of Control.

Table No - 4.26 shows a comparison of high job satisfied and low job satisfied rural secondary school teachers in Mizoram with respect to locus of control.

Table No – 4.26
Comparative Analysis of High Job satisfied and Low Job satisfied Rural Secondary School Teachers in Mizoram with respect to Locus of control.

	High job satisfied (N= 138)	Low job satisfied (N=32)	MD	SE	t	Level of Significance
POWERFUL OTHERS						
Mean	20.94	21.38				
SD	3.69	4.39	0.44	0.84	0.52	NS
CHANCE CONTROL						
Mean	21.26	21.75				
SD	4.13	4.44	0.49	0.86	0.57	NS

INDIVIDUAL CONTROL						
Mean	26.44	26.09	0.35	1.17	0.30	NS

From Table No – 4.26 it has been found that there are no significant differences between high job satisfied and low job satisfied rural secondary school teachers in Mizoram with respect to the three dominant factors of locus of control. As such the null hypothesis (No.6) that presumes there is no significant difference between high job satisfied and low job satisfied rural secondary school teachers on the factors of locus of control can be retained. A comparison of the mean scores of rural secondary school teachers in Mizoram on locus of control shows that the low job satisfied rural teachers have higher mean scores than the high job satisfied rural teachers with regard to the two factors of locus of control namely Powerful others and Chance control. However, in the case of Individual control, the mean score of the high job satisfied teachers is higher than the low job satisfied secondary school teachers teaching in rural areas of Mizoram. Although the findings are not significant the analysis denotes that while the high job satisfied rural secondary school teachers are found to be internally controlled and believe that they can make choices to affect their life circumstances, the low job satisfied teachers seem to believe that their circumstances are controlled by external forces.

4.7.5. **Difference between High Job Satisfied and Low Job Satisfied Government Secondary School Teachers in Mizoram on the Factors of Locus of Control.**

Table No - 4.27 shows a comparison of high job satisfied and low job satisfied government secondary school teachers in Mizoram with respect to locus of control.

Table No – 4.27
Comparative Analysis of High Job satisfied and Low Job satisfied Government Secondary School Teachers in Mizoram with respect to Locus of control.

	High job satisfied (N= 142)	Low job satisfied (N=26)	MD	SE	t	Level of Significance
POWERFUL OTHERS						
Mean	21.68	22.42				
SD	4.69	5.38	0.74	1.12	0.66	NS
CHANCE CONTROL						
Mean	22.05	23.00				
SD	4.21	4.62	0.95	0.97	0.98	NS
INDIVIDUAL CONTROL						
Mean	27.73	26.61				
SD	6.24	4.41	1.12	1.00	1.12	NS

From Table No – 4.27 it has been found that there are no significant differences between high job satisfied and low job satisfied government secondary school teachers in Mizoram with respect to the three dominant factors of locus of control. As such the null hypothesis (No.6) that presumes there is no significant difference between high job satisfied and low job satisfied government secondary school teachers on the factors of locus of control can be retained. However, a simple comparison of the mean scores of government secondary school teachers in Mizoram on locus of control shows that the low job satisfied government school teachers have higher mean scores than the high job satisfied government school teachers with regard to the two factors of locus of control namely Powerful others and Chance control. On the other hand, in case of Individual control the mean score of the high job satisfied government school teachers is higher than that of the low job satisfied teachers. Although not significant this implies that the high job satisfied governmemt school teachers are internally controlled with a belief that they are in control of events concerning their lives and that their internal traits determine what happens in a given situation while the low job satisfied government school teachers are externally controlled and believe that outside forces are affecting the events in their lives.

4.7.6. Difference between High Job Satisfied and Low Job Satisfied Non-Government Secondary School Teachers in Mizoram on the Factors of Locus of Control.

Table No - 4.28 shows a comparison of high job satisfied and low job satisfied non-government secondary school teachers in Mizoram with respect to locus of control.

Table No – 4.28

Comparative Analysis of High Job satisfied and Low Job satisfied Non-Government Secondary School Teachers in Mizoram with respect to Locus of control.

	High job satisfied (N= 161)	Low job satisfied (N=18)	MD	SE	t	Level of Significance
POWERFUL OTHERS						
Mean	21.79	22.50				
SD	4.30	5.50	0.71	1.34	0.52	NS
CHANCE CONTROL						
Mean	21.24	22.83				
SD	4.42	4.62	1.59	1.44	1.39	NS
INDIVIDUAL CONTROL						
Mean	26.25	24.17				
SD	7.09	5.76	2.08	1.42	1.46	NS

From Table No – 4.28 it has been found that there are no significant differences between high job satisfied and low job satisfied non-government secondary school teachers in Mizoram with respect to the three factors of locus of control. As such the null hypothesis (No.6) that presumes there is no significant difference between high job satisfied and low job satisfied non-government secondary school teachers on the factors of locus of control can be retained. A comparison of the mean scores of non-government secondary school teachers in Mizoram on locus of control shows that the low job satisfied non-government school teachers have higher mean scores than the high job satisfied non-government school teachers with regard to the two factors of locus of control namely Powerful others and Chance control. However, in case

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of Individual control the mean score of the high job satisfied non-government school teachers is higher than that of the low job satisfied teachers. This finding, although not significant implies that the high job satisfied non-governmemt school teachers view events like success and achievements are the result of their actions or within their control whereas the low job satisfied government school teachers are externally controlled who feel that they are at the mercy of destiny, chance or other people.

4.8.   Objective No. 8 – To compare the Value System of high job satisfied and low job satisfied secondary school teachers in Mizoram with reference to their gender, locale and type of management.

The high job satisfied and low job satisfied secondary school teachers, grouped on the basis of their gender, locale and type of management were compared on the six dimensions of value system. For this, the mean and standard deviation of the scores were obtained. The mean differences were tested applying 't' test and the details are presented as follows

4.8.1.   Difference between High Job Satisfied and Low Job Satisfied Male Secondary School Teachers with regard to the six dimensions of Value System.

The following table illustrates a comparison of high job satisfied and low job satisfied male secondary school teachers in Mizoram with regard to the six dimensions of value system.

Table No – 4.29
Comparative Analysis of High Job satisfied and Low Job satisfied Male Secondary School Teachers in Mizoram with regard to Value System.

	High Job Satisfied (N= 148)	Low Job Satisfied (N=30)	MD	SE	t	Level of significance
THEORETICAL						
Mean	95.35	96.33	0.98	3.21	0.31	NS
Standard Deviation	15.39	16.17				
ECONOMIC						
Mean	80.00	90.87	10.87	2.74	3.97**	.01
Standard Deviation	15.34	13.35				
AESTHETIC						
Mean	69.52	64.17	5.35	3.12	1.71	NS
Standard Deviation	14.72	15.78				
SOCIAL						
Mean	104.43	98.93	5.50	2.72	2.02*	.05
Standard Deviation	14.49	13.39				
POLITICAL						
Mean	80.91	83.37	2.46	2.70	0.91	NS
Standard Deviation	13.46	13.50				
RELIGIOUS						
Mean	94.82	91.33	3.49	4.05	0.86	NS
Standard Deviation	20.44	20.21				

* significant at 0.05 level
** significant at 0.01 level

From Table No – 4.29, it is revealed that between high job satisfied and low job satisfied male secondary school teachers in Mizoram, there is no significant difference in case of theoretical, aesthetic, political and religious values. However, with regard to economic value and social value significant differences are found between the two groups of teachers at 0.01 level and 0.05

level respectively. The mean score of low satisfied male teachers with regard to economic value is greater than that of the high job satisfied male seconday schools teachers. This shows that the low satisfied group of male teachers is more prone to material pursuit and possessions. Further, with regard to social value the mean score of the high job satisfied male teachers is greater than that of the low satisfied male teachers suggesting that the high job satisfied male teachers are more characterized by love of and service to others and universal brotherhood than the low job satisfied male secondary school teachers in Mizoram.. Hence the null hypothesis (No.7) that there is no significant difference in value system between high job satisfied and low job satisfied male secondary school teachers is rejected in case of economic and social values but not rejected in case of theoretical, aesthetic, political and religious values.

4.8.2. Difference between High Job Satisfied and Low Job Satisfied Female Secondary School Teachers with regard to the six dimensions of Value System.

The following table illustrates a comparison of high job satisfied and low job satisfied female secondary school teachers in Mizoram with regard to the six dimensions of value system.

**Comparative Analysis of High Job satisfied and Low Job satisfied Female
Secondary School Teachers in Mizoram with regard to Value System.**

	High Job Satisfied (N=132)	Low Job Satisfied (N=28)	MD	SE	t	Level of significance
THEORETICAL						
Mean	84.96	86.29	1.33			NS
Standard Deviation	13.62	21.77		\4.28	0.31	
ECONOMIC						
Mean	82.21	89.29	7.08			.05
Standard Deviation	15.16	15.57		3.23	2.19*	
AESTHETIC						
Mean	73.36	71.29	2.07			NS
Standard Deviation	15.49	15.59		3.24	0.64	
SOCIAL						
Mean	105.33	101.04	4.29			NS
Standard Deviation	14.93	13.31		2.83	1.52	
POLITICAL						
Mean	75.77	76.75	0.98			NS
Standard Deviation	14.91	15.60		3.22	0.30	
RELIGIOUS						
Mean	100.02	92.68	7.34			NS
Standard Deviation	20.04	22.42		4.58	1.60	

* significant at 0.05 level

From Table No - 4.30 it is revealed that with regard to the six
dimensions of value system between the high job satisfied and the low job
satisfied female secondary school teachers in Mizoram, no significant
differences are found in the case of theoretical, aesthetic, social, political and
religious values. On the contrary, a significant difference is found between the
two groups of high job satisfied and low job satisfied secondary school teachers

with regard to their economic value at 0.05 level. The mean score of the low job satisfied female teachers is greater than the high job satisfied female secondary school teachers in Mizoram in case of economic value. The result signifies that between the two groups of teachers, the low job satisfied teachers are more emphasized by useful and practical values characterized by dominant interest in money matters than the high job satisfied female secondary school teachers in Mizoram. Hence the null hypothesis (No.7) that there is no significant difference in value system between high job satisfied and low job satisfied female secondary school teachers in Mizoram is rejected in case of economic value but not rejected in case of theoretical, aesthetic, social, political and religious values.

4.8.3. Difference between High Job Satisfied and Low Job Satisfied Urban Secondary School Teachers with regard to the six dimensions of Value System.

The following table illustrates a comparison of high job satisfied and low job satisfied urban secondary school teachers in Mizoram with regard to the six dimensions of value system.

Table No – 4.31
Comparative Analysis of High Job satisfied and Low Job satisfied
Urban Secondary School Teachers in Mizoram with regard to Value System.

	High Job Satisfied (N=138)	Low Job Satisfied (N=32)	MD	SE	t	Level of significance
THEORETICAL						
Mean	89.89	97.06				.01
Standard Deviation	14.09	11.83	7.17	2.41	2.98**	
ECONOMIC						
Mean	81.51	90.34				.01
Standard Deviation	15.14	16.17	8.83	3.14	2.81**	
AESTHETIC						
Mean	71.65	67.94				NS
Standard Deviation	15.49	16.69	3.71	3.23	1.15	
SOCIAL						
Mean	105.48	98.88				.01
Standard Deviation	13.81	12.55	6.6	2.51	2.63**	
POLITICAL						
Mean	78.39	79.99				NS
Standard Deviation	15.25	14.50	1.49	2.87	0.52	
RELIGIOUS						
Mean	97.92	90.91				NS
Standard Deviation	20.99	23.45	7.01	4.51	1.55	

** significant at 0.01 level

Table No - 4.31 reveals that out of the six dimensions of value system, between the high job satisfied and low job satisfied urban secondary school teachers in Mizoram significant differences are found with regard to theoretical value, economic value and social value at 0.01 level. However, no significant difference is found between these two groups of secondary school teachers in the case of aesthetic, political and religious values. The mean scores of the low job satisfied urban secondary school teachers are found to be greater than the high job satisfied urban teachers. This shows that the low job satisfied urban teachers are more characterized by interest in the discovery of truth, and by an

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empirical and intellectual approach to life and by practical nature with interest in the pursuit of material things. Further, with regard to social value, the mean score of the high job satisfied urban teachers is greater than that of the low job satisfied urban secondary school teachers which indicates that between the two groups of teachers the high job satisfied teachers are more social in nature and they are found to have more spirit of altruism than the low satisfied urban secondary school teachers in Mizoram. As such, the null hypothesis (No.7) that there is no significant difference between high job satisfied and low job satisfied urban secondary school teachers in Mizoram with respect to their value system is rejected in case of theoretical, economic and social values, but not rejected in case of aesthetic, political and religious values.

4.8.4. Difference between High Job Satisfied and Low Job Satisfied Rural Secondary School Teachers with regard to the six dimensions of Value System.

The following table illustrates a comparison of high job satisfied and low job satisfied rural secondary school teachers in Mizoram with regard to the six dimensions of value system.

Table No – 4.32
Comparative Analysis of High Job satisfied and Low Job satisfied Rural Secondary School Teachers in Mizoram with regard to Value System.

	High Job Satisfied (N=142)	Low Job Satisfied (N=26)	MD	SE	t	Level of significance
THEORETICAL						
Mean	93.95	93.77				NS
Standard Deviation	14.99	16.47	0.18	3.47	0.05	
ECONOMIC						
Mean	80.42	90.54				.01
Standard Deviation	15.47	11.85	10.12	2.66	3.80**	
AESTHETIC						
Mean	71.06	67.08				NS
Standard Deviation	14.87	15.29	3.98	3.25	1.22	

SOCIAL						
Mean	103.85	101.96	1.89	3.05	0.62	NS
Standard Deviation	14.86	14.17				
POLITICAL						
Mean	78.66	79.85	1.19	3.11	0.38	NS
Standard Deviation	13.42	14.79				
RELIGIOUS						
Mean	97.01	91.81	5.2	4.15	1.25	NS
Standard Deviation	19.79	19.39				

** significant at 0.01 level

Table No - 4.32 reveals that between the high job satisfied and low job satisfied rural secondary school teachers in Mizoram with regard to the six dimensions of value system, a significant difference at 0.01 level is found only in the economic value. At the same time, the difference between the two groups of teachers is found not to be significant at any level with regard to the five dimensions of value system namely, theoretical, aesthetic, social, political and religious values. The mean score of the low job satisfied rural secondary school teachers is found to be greater than that of the high job satisfied rural teachers. This shows that the low job satisfied rural secondary school teachers are more interested in the practical aspect of life and material pursuits than the high job satisfied rural secondary school teachers in Mizoram. Hence the null hypothesis (No.7) that presumes there is no significant difference between high job satisfied and low job satisfied rural secondary school teachers in Mizoram with respect to their value system is rejected in case of economic value, but not rejected in case of theoretical, aesthetic, social, political and religious values.

4.8.5. Difference between High Job Satisfied and Low Job Satisfied Government Secondary School Teachers with regard to the six dimensions of Value System.

The following table illustrates a comparison of high job satisfied and low job satisfied government secondary school teachers in Mizoram with regard to the six dimensions of value system.

Table No – 4.33
Comparative Analysis of High Job satisfied and Low Job satisfied Government Secondary School Teachers in Mizoram with regard to Value System.

	High Job Satisfied (N=161))	Low Job Satisfied (N=18))	MD	SE	t	Level of significance
THEORETICAL						
Mean	91.99	94.67	2.68	4.29	0.62	NS
Standard Deviation	14.99	17.49				
ECONOMIC						
Mean	81.13	86.89	5.76	4.39	1.31	NS
Standard Deviation	15.89	17.86				
AESTHETIC						
Mean	70.27	64.67	5.60	4.20	1.33	NS
Standard Deviation	15.11	17.11				
SOCIAL						
Mean	104.59	103.11	1.48	2.81	0.53	NS
Standard Deviation	14.50	10.91				
POLITICAL						
Mean	79.24	83.94	4.7	3.03	1.55	NS
Standard Deviation	15.12	11.81				
RELIGIOUS						
Mean	97.63	91.72	5.91	5.64	1.05	NS
Standard Deviation	22.23	22.73				

From Table No - 4.33 it is revealed that with regard to the six dimensions of value system, no significant difference is found at any level between high job satisfied and low job satisfied government secondary school teachers in Mizoram. However, a comparison of their mean scores shows that the low job satisfied government school teachers are found to have greater scores on the three dimensions of value system namely theoretical, economic and political than the high job satisfied government school teachers. This finding, although not significant shows that between the two groups of teachers, the low job satisfied government school teachers are more interested in the critical and rational approach to life with a character of being dominant in money matters and have more awareness in political subjects, political relationships, institutions, organizations etc., than the high job satisfied government secondary school teachers. On the other hand, when compared, the mean scores of the high job satisfied group of government teachers are found to be greater than the low job satisfied teachers in case of aesthetic, social and religious dimensions of value system. This finding, although not significant indicates that the high job satisfied government school teachers are having high value for those which provide pleasure and happiness to mankind and the artistic works, are found to be more sociable having interest for social works and activities for the general benefit and further are also more keen on ethical principles founded in religious traditions and beliefs. Hence the null hypothesis (No.7) that presumes there is no significant difference between high job satisfied and low job satisfied government secondary school teachers with respect to their value system is retained.

4.8.6. Difference between High Job Satisfied and Low Job Satisfied Non-government Secondary School Teachers with regard to the six dimensions of Value System.

The following table illustrates a comparison of high job satisfied and low job satisfied non-government secondary school teachers in Mizoram with regard to the six dimensions of value system

Comparative Analysis of High Job satisfied and Low Job satisfied Non-Government Secondary School Teachers in Mizoram with regard to Value System.

	High Job Satisfied (N=119))	Low Job Satisfied (N=40)	MD	SE	t	Level of significance
THEORETICAL						
Mean	92.08	96.00	3.92	2.37	1.65	NS
Standard Deviation	14.49	12.41				
ECONOMIC						
Mean	80.55	92.03	11.48	2.36	5.02**	.01
Standard Deviation	14.92	12.20				
AESTHETIC						
Mean	72.64	68.85	3.79	2.82	1.34	NS
Standard Deviation	15.27	15.45				
SOCIAL						
Mean	105.36	98.98	6.38	2.63	2.43*	.05
Standard Deviation	15.04	14.18				
POLITICAL						
Mean	77.38	78.03	0.65	2.73	0.24	NS
Standard Deviation	13.39	15.39				
RELIGIOUS						
Mean	97.63	91.72	5.91	5.64	1.05	NS
Standard Deviation	22.23	22.73				

* significant at 0.05 level
** significant at 0.01level

From Table No – 4.34, it is revealed that between high job satisfied and low job satisfied non-government secondary school teachers

in Mizoram, there is no significant difference in case of theoretical, aesthetic, political and religious values. However, with regard to economic value and social value significant differences are found between the two groups of teachers at 0.01 level and 0.05 level respectively. The mean score of low satisfied non-government teachers with regard to economic value is greater than that of the high job satisfied non-government seconday schools teachers. This shows that the low satisfied group of non-government teachers are more interested in hankering after material pursuit.. Further, with regard to social value the mean score of the high job satisfied non-government teachers is greater than that of the low satisfied non-governemnt teachers suggesting that the high job satisfied non-government teachers are more characterized by universal brotherhood and rendering service to others than the low job satisfied non-government secondary school teachers in Mizoram.. Hence the null hypothesis (No.7) that there is no significant difference in value system between high job satisfied and low job satisfied non-government secondary school teachers is rejected in case of economic and social values but not rejected in case of theoretical, aesthetic, political and religious values.

CHAPTER V

DISCUSSIONS OF RESULTS

This chapter is divided into five sections. Results of the study and discussions on these results have been presented in section 5.1 Suggestions relating to the improvement of job satisfaction, value system and locus of control of secondary school teachers in Mizoram which is the 9th objective of the study are offered in section 5.2. Educational implications of the study is presented in section 5.3 and lastly suggestions for further research presented in section 5.4.

5.1. RESULTS AND DISCUSSIONS

a. Job satisfaction of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.

Identification of job satisfaction of secondary school teachers in Mizoram was done through the application of the Job Satisfaction Scale(JSS) developed by Dr. Amar Singh and Dr. T.R. Sharma.

1. Among the 418 secondary school teachers in Mizoram, it was identified that 22.97% of them are extremely satisfied, 44.02% are very satisfied, 19.14% satisfied, 10.77% were not satisfied and the rest 3.11% are identified as extremely dissatisfied.

2. Genderwise, 28.91% male and 16.90% female secondary school teachers are identified as extremely satisfied, 41.23% male and 46.86% females are very satisfied, 15.64% males and 22.71% females are satisfied, 10.90% males and 10.63% females were not satisfied and 3.32% males and 2.90% females are extremely dissatisfied.

3. On the basis of their locale, the rural secondary school teachers in Mizoram with a total 68.6% falling on the category of extremely satisfied and very satisfied are having higher level of job satisfaction than the 65.4% of urban secondary school teachers who fall on the

same category of extremely satisfied and very satisfied.

4.   With regard to the type of management, the 76.78% of the government secondary school teachers who fall on the category of extremely satisfied and very satisfied have higher degree of job satisfaction as compared to the non- government secondary school teachers in Mizoram, among whom 57.21% falls on the category of extremely satisfied and very, satisfied.

Discussion of the result

The percentage of teachers identified as extremely satisfied and very satisfied among the 418 secondary school teachers of Mizoram is 66.99%. This indicates that majority of the secondary school teachers in Mizoram finds satisfaction with their teaching job. The teachers working in the secondary schools have been recruited by the Government of Mizoram as General State Service Group 'B' (Non-Gazetted). with a minimum qualification of a Bachelor's degree and a Bachelor of Education (B.Ed). These teachers are found to have positive attitude towards their profession. This result may be explained on the ground that the secondary school teachers in Mizoram with their professional qualification believe that they are not deprived of required facilities, competitive spirit, room for innovation and creativity, job-security and above all appreciation of creditable works done by them. The total psycho-social environment generated in the schools, the organizational climate etc. enhance the satisfaction of the teachers. Besides all these, it may also be said that the secondary school teachers in Mizoram are endowed with appropriate personality traits necessary for aquiring job satisfaction.

b.   Relationship between job satisfaction and three dominant factors of locus of control among secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.

In order to find out the relationship between job satisfaction and the

three dominant factors of locus of control among the secondary school teachers in Mizoram the pearson Product Moment of computing coefficient of correlation was applied.

1. In case of the male secondary school teachers in Mizoram, a positive correlation is found between job satisfaction and the three dominant factors of locua of control i.e. Powerful others, Chance control and Individual control, but this relationship is not significant at any level.

2. With regard to the female secondary school teachers Mizoram, there is positive correlation between job satisfaction and Chance control which is found to be significant at 0.01 level. At the same time, their job satisfaction and the two factors of locus of control namely Powerful others and Individual control are found to have positive correlation which is not significant at any level.

3. Between the job satisfaction and three dominant factors of locus of control of the urban secondary school teachers in Mizoram, a positive correlation is found which is not significant at any level.

4. A positive and significant correlation at 0.01 level between job satisfaction and factors of locus of control namely Powerful others and Chance control of rural secondary school teachers in Mizoram, whereas a positive correlation which is not significant at any level is found between their job satisfaction and Individual control.

5. The correlation between job satisfaction and factors of locus of control viz., Powerful others and Chance control in the case of government secondary school teachers in Mizoram is found to be positive and significant at 0.05 and 0.01 level respectively. At the same time the correlation between job satisfaction and Individual control with regard to government secondary school teachers in Mizoram is positive but not significant at any level.

6. In respect of the non-government secondary school teachers in Mizoram, their job satisfaction and the three dominant factors of locus

of control i.e. Powerful others, Chance control and Individual control have positive correlation and these relations are not significant at any level.

Discussion of the result

Based on the result of the present study that highlights the relationship between the two variables viz., job satisfaction and locus of control in case of female secondary school teachers in Mizoram, it can be concluded that although externally controlled, those female secondary school teachers who have job satisfaction are not necessarily controlled by either powerful others or individual control but rather by the chances they encounter in life. A possible explanation of the finding is that female secondary school teachers in Mizoram with their religious conviction believe that the achievement and success in life is due to their belief in destiny.

With regard to the rural secondary school teachers in Mizoram, it is found that their job satisfaction is related with external locus of control. It can be concluded that in the rural areas of Mizoram, the secondary school teachers are satisfied with their teaching job and this satisfaction is the outcome of external control. This finding can be explained on the ground that the rural secondary school teachers in Mizoram are satisfied with their teaching job when they carry out orders from authority and in situations where they do not have to make decisions by themselves.

On the basis of the extent of association between the variables as reflected through coefficients of correlation, it can be said that the job satisfaction of government school teachers in Mizoram at the secondary level is associated with their being externally controlled. The finding can be explained on the ground that in Mizoram, the government secondary school teachers are working under the control and authority of the Head of the Institution who is again controlled by the State Government, where they carry out the orders of the higher authority without having to exert their own individual control. This indicates that the government secondary school teachers in Mizoram are having

satisfaction as long as they go along with the authority without using much of their imagination in their teaching job.

c.   Relationship between job satisfaction and six dimensions of value system among secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.

1.   The correlation between job satisfaction and these dimensions of value system among male secondary school teachers in Mizoram i.e. theoretical, aesthetic, political and religious are all not significant at any level. However, between job satisfaction and economic value has negative correlation and job satisfaction and social value has positive correlation which are both significant at 0.01 levels in case of male secondary school teachers in Mizoram.

2.   Between the job satisfaction and theoretical, aesthetic, and political values respectively in case of female secondary school teachers in Mizoram, the correlations are all positive but not significant at any level. On the other hand, between job satisfaction and economic value, social value and religious value respectively in case of female secondary school teachers correlations are found to be positive in case of economic, religious values and social value and they are found to be significant at 0.05 level in case of economic and religious values and at 0.01 level in case of social value.

3.   The correlation between job satisfaction and economic value of is found to be negative and between job satisfaction and social value is found to be positive in case of urban secondary school teachers in Mizoram and both are found to be significant at 0.05 level while the correlations between job satisfaction and theoretical, aesthetic, political and religious values of the same group of teachers are all positive except in the case of theoretical value where the relationship is negative and all of them are not significant at any level.

4.   With regard to the rural secondary school teachers in Mizoram, the correlation between job satisfaction and theoretical, aesthetic, social, political and religious values are found to be all positive and are also significant at 0.01 level. But the correlation between job satisfaction and economic value of this group of teachers which is positive is found not to be significant at any level.

5.   In case of government secondary school teachers in Mizoram the correlation between job satisfaction and theoretical, aesthetic and social values are all positive and significant at 0.01 level. At the same time the correlation between their job satisfaction and economic, social and religious values are found to be positive except in the case of job satisfaction and economic value where the correlation is negative. These correlations are also found to be not significant at any level.

6.   The correlation between job satisfaction and economic value of non-government secondary school teachers in Mizoram is found to be negative and the correlation between job satisfaction and social value of is found to be positive and they are both significant at 0.01 level. With regard to the same group of teachers, the correlations between job satisfaction and theoretical, aesthetic, political and religious values are found to be all positive and not significant at any level.

Discussion of the result

On the basis of the extent of association between the variables as reflected through coefficients of correlation in the study, it can be said that the job satisfaction of male secondary school teachers in Mizoram is associated with the two dimensions of value system namely economic value and social value. However, the relationship found between job satisfaction of male secondary school teachers and economic value although significant, is low and negative. This shows that the male secondary school teachers who are satisfied with their teaching job do not give much consideration to money matters. The

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finding indicates that the male secondary school teachers are found to be interested and satisfied enough with their teaching job and they do not think it necessary to indulge themselves in material pursuit illustrating that those teachers who possess high job satisfaction do not hanker after money, power prestige and material possessions. This can be a challenge for those teachers, who find their job unsatisfying and spend their time and energy for the possession of material things. Further, the result of the study also reveals that the teachers who are satisfied with their teaching job are also having high social value system. This indicates that the male secondary school teachers in Mizoram consider their job as a social service and activity where they render help for the general benefit of the students and the school. This makes them enjoy their work and thus they find satisfaction in their teaching job.

With regard to female secondary school teachers in Mizoram, their emphasis on useful and practical values which are characterized by a dominant interest in money matters, their love of others and service to people with a spirit of altruism and philanthropy are associated with their job satisfaction, and that those female teachers who are satisfied with their teaching job are characterized by the ethical principles founded in religious traditions and beliefs or norms. They are having interest in their religious rituals and activities. However, the analysis of female secondary school teachers in respect of their job satisfaction and theoretical value indicates that their satisfaction with the teaching job is not significantly related with their interest in the discovery of truth and their rational outlook towards life. It can also be said that the satisfaction of these female secondary school teachers with their teaching job is not significantly related with their values on the form and harmony of life and their attitude towards enjoying the beauty of fine arts, music etc. Further, it may be seen that although these female secondary school teachers, who are having job satisfaction, are of the intellectual circle, they are not interested in the political relationships, institutions, organizations, views and ideas resulting

from the transforming, creative sociopolitical practices of the social forces that meet the requirements of social progress and the development of human personality on a social scale.

It has been found that the job satisfaction of urban school teachers in Mizoram at the secondary level is associated with the two dimensions of value system namely economic value and social value. However, the relationship found between job satisfaction of urban secondary school teachers and economic value although significant, is negative. This is indicative that those urban teachers who possess high job satisfaction do not have interest and zeal for material and practical side of life which is characterized by a dominant interest in money matters. This shows that the urban secondary school teachers who are satisfied with their teaching job have low regard on material aspects of life but are interested and satisfied with their teaching job. The result of the present study reveals that there is a significant relationship between job satisfaction and social value of urban secondary school teachers in Mizoram. This indicates that the urban secondary school teachers in Mizoram are satisfied with their job when they are involved with social works for the development of others. It can also be said that the satisfaction of the urban secondary school teachers with their teaching job is related with their high value on altruism and philanthropy where they have a tendency to help people and a consideration for others. They are interested in rendering service to their fellow beings and helping the poor and low down- trodden. The result further indicates that the satisfaction of urban secondary school teachers in Mizoram with their teaching job is not significantly associated with their dominant interest in the empirical, critical and intellectual aspects of life, with their high value on the beauty of life and their interest in fine arts, harmony and music etc., with their value on the political and administrative machinery of an organized state and the activities of political parties, the gaining and holding of political office, influencing public opinion and meeting the demands imposed by the institutions of government on the individuals, and with their value on the

belief and faith in God and their interest in the rituals and activities concerned with religion.

The results of the co- relational study indicate that rural secondary school teachers having satisfaction in their job also have interest in the empirical, critical, rational and intellectual approach to things and life, and are also characterized by a dominant interest in the discovery of truth. They also place high values on those aspects which provide pleasure and happiness to the individuals and their interest in fine arts, music etc. We can also say that they have a tendency to help people and are considerate to others. They are also interested in rendering service to their fellow beings and helping the poor and low down- trodden, being a group of intellectual, they are interested in the political relationships, institutions, organizations, views and ideas resulting from the transforming, creative sociopolitical practices of the social forces that meet the requirements of social progress and the development of human personality on a social scale, and they are characterized by the ethical principles founded in religious traditions and beliefs or norms. To sum up it may be said that the rural secondary school teachers in Mizoram with such value system find their job of teaching in school satisfactory.

As found in the present study, those satisfied government secondary school teachers have high regards for the discovery of truth and the intellectual pursuits of life which are rational and critical. They value and show interest in the things which give joy, happiness and pleasure to an individual and enjoy fine arts and music etc. They also put high value on altruism and philanthropy having a tendency to help people and a consideration for others. They are interested in rendering service to their fellow beings and works for general benefit. We can conclude that this group of teachers is found to be more sociable, generally leading satisfying and well adjusted life and more concerned with the teaching task in hand. They take initiatives and wish to see their actions rewarded. It can also be said that although sometimes non

conducive condition may make them frustrated as well, these characteristics help government secondary school teachers in Mizoram to derive job satisfaction from whatever activities they do in their job situation.

It is revealed in the results of the study that the job satisfaction of non-government school teachers in Mizoram at the secondary level is significantly associated with economic value and social value system. However, the relationship found between job satisfaction of non-government secondary school teachers and economic value although significant, is low and negative. This shows that the non-government secondary school teachers who are satisfied with their teaching job do not have high value for money matters. The result indicates that the non-government secondary school teachers are found to be satisfied with their teaching job and they do not find it important to involve themselves in material pursuit. It has also been revealed that since the job satisfaction of non-government secondary school teachers in Mizoram and their social value system are associated with each other. This can be explained on the ground that the teachers who are satisfied with their teaching job are also having high social value system. This indicates that the non-government secondary school teachers in Mizoram regard their job as a social service and activity where they render help for the general benefit of the students and the school which helps them to be satisfied with their teaching job.

d. Difference in job satisfaction of secondary school teachers in Mizoram with reference to their gender, locale and type of management.

The different groups of secondary school teachers in Mizoram were compared on their job satisfaction by obtaining the mean and standard deviation of their scores. The mean differences were tested by applying 't' test and the results are as follows:

1. In respect of their gender, among the secondary school teachers in

Mizoram there is a significant difference in the job satisfaction of male and female teachers. The male secondary teachers teaching in the secondary schools of Mizoram are found to be more satisfied with their teaching job than the female teachers.

2. There is no significant difference found between the urban and rural secondary school teachers in Mizoram.

3. With regard to the type of management, a significant difference is found between the government and non-government secondary school teachers in Mizoram. It is found that the government secondary school teachers are more satisfied than their counterparts in the non-government secondary schools of Mizoram.

Discussion of the result

A result pertaining to the difference in job satisfaction of secondary school teachers in Mizoram with reference to their gender, locale and type of management reveals a distinction between male and female secondary school teachers in Mizoram with regard to their job satisfaction. Gender-wise, the male and female secondary school teachers seem to be quite different with each other on whether they are satisfied with their teaching job or not. As revealed in the present study, the male secondary school teachers are found to be more satisfied with teaching. One possible explanation of the finding is that the male teachers with their agentic role in the family and society, being controlling and dominant, value more the opportunities for self expression which is found in the teaching profession. The finding that female teachers are less satisfied can also be attributed to the patriarchal social system of the Mizos or their cultural ethos especially in the status of women in the family and across occupations where they come to see themselves as second class citizens. It may be said that the patriarchal nature of the Mizo society also manifests itself in the working environment of secondary school teachers in Mizoram where female teachers find themselves dominated which results in their lower degree of job

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satisfaction. This finding corresponds with the findings of studies conducted by Gakhar & Sachdeva 1987), Crossman & Harris (2006) and Muhammad, Jegak & Balakrishnan (2009).

From the result of the present study is it evident that the teachers in government schools are having more satisfaction than the teachers in non-government schools. This result is in correspondence with the findings of researchers like Kaur and Kumar (2008). This observation may be explained on the grounds that the government secondary school teachers have better job security in terms of wages and financial gains, medical care, post retirement benefits like pension, gratuity etc., they get more incentive than those teaching in private secondary schools, their occupational and social status is regarded to be higher, they get better recognition, there are more opportunities for professional development in government secondary schools. On the contrary, teachers working in private secondary schools in Mizoram lack job security, post retirement benefits, opportunity for professional development, etc. Besides, lack of facilities and resources, teachers' exploitation and feeling of insecurity might give a blow to teachers' job satisfaction in these schools.

e.   Difference in the relationship between job satisfaction and three dominant factors of locus of control of secondary school teachers in Mizoram in relation to their gender, locale and type of management.

In order to find out the differences in the relationship between job satisfaction and locus of control of secondary school teachers in Mizoram, the significant correlations were tested by applying the Fisher's 'z' transformation and the results are as follows:

1.   In the case of non- government urban and non government rural female teachers, a significant difference at 0.01 level is found in the relationship between their job satisfaction and locus of control. Further, a significant difference at 0.05 level is also found in the relationship

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between job satisfaction and locus of control of government rural female secondary school teachers and non-government rural female secondary school teachers in Mizoram.

f.   Difference in the relationship between job satisfaction and the Value System of secondary school teachers in Mizoram in relation to their gender, locale and type of management.

In order to find out the differences in the relationship between job satisfaction and value system of secondary school teachers in Mizoram, the significant correlations were tested by applying the Fisher's 'z' transformation and the results are as follows:

1.   There is no significant difference in the relationship between job satisfaction and economic value of any group of secondary school teachers in Mizoram.

2.   There is a significant difference at 0.01 level in the difference between job satisfaction and social value of the male and female secondary school teachers in Mizoram.

3.   No significant difference is found in the relationship between job satisfaction and social value in the case of government and non-government secondary school teachers in Mizoram.

4.   The difference in the relationship between job satisfaction and social value value of urban and rural secondary school teachers in Mizoram is not significant at any level.

g.   Comparison of locus of control of high job satisfied and low job satisfied secondary school teachers in Mizoram with refence to their gender, locale and type of management.

The secondary school teachers in Mizoram have been classified into High Job Satisfied and Low Job Satisfied teachers based on the table of degree of satisfaction among workers shown in the manual of the Job Satisfaction Scale (JSS). This was done by taking all the secondary school teachers falling on the of Extremely Satisfied and Very Satisfied categories of degree of

satisfaction as the High Job Satisfied Secondary School Teachers. A total number of 280 secondary school teachers in Mizoram were classified as having high satisfaction with their teaching job. A total of 58 secondary school teachers who fall on the Not Satisfied and Extremely Dissatisfied categories of degree of satisfaction have been taken as the Low Job Satisfied Secondary School Teachers.

The high job satisfied and low job satisfied secondary school teachers were compared on the three factors of locus of control by obtaining the mean and standard deviation of their scores. Their mean differences were tested by applying 't' test and the results are as follows:

1.   No significant difference is found between the high job satisfied and low job satisfied male secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

2.   No significant difference is found between the high job satisfied and low job satisfied female secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

3.   No significant difference is found between the high job satisfied and low job satisfied urban secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

4.   No significant difference is found between the high job satisfied and low job satisfied rural secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

5.   No significant difference is found between the high job satisfied and low job satisfied government secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

6.   No significant difference is found between the high job satisfied and low job satisfied government secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

Discussion of the result

A comparison of the mean scores of the high job satisfied and low job

satisfied secondary school teachers in Mizoram belonging to all the different groups on locus of control shows that the low job satisfied teachers have higher mean scores than the high job satisfied teachers with regard to the two factors of locus of control namely Powerful others and Chance control. However, in the case of Individual control, the mean score of the high job satisfied teachers is higher than the low job satisfied secondary school teachers in Mizoram. This is indicative of the fact that while the high job satisfied secondary school teachers in Mizoram are found to be internally controlled, the low job satisfied teachers seem to have more external alienation in their locus of control. This result can be explained on the ground that in Mizoram majority of the people is Christians by faith and believe in the omnipotence of God, the high job satisfied secondary school teachers realize that their satisfaction is the outcome of their commitment in their teaching job while the low job satisfied teachers believe in "whatever will be, will be" and everything happens by the will of God.

h.   **Comparison of Value System of high job satisfied and low job satisfied secondary school teachers in Mizoram with refence to their gender, locale and type of management.**

The high job satisfied and low job satisfied secondary school teachers grouped on the basis of their gender, locale and type of management were compared on the six dimensions by obtaining the mean and standard deviation of their scores. Their mean differences were tested by applying 't' test and the results are as follows:

1.   Between high job satisfied and low job satisfied male secondary school teachers in Mizoram, there is found to be no significant difference in case of theoretical, aesthetic, political and religious values but with regard to economic and social values significant differences are found between the two groups of teachers at 0.01 and 0.05 level respectively.

2.   With regard to the six dimensions of value system between high job satisfied and low job satisfied female secondary school teachers in

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Mizoram, no significant difference is found in the case of theoretical, aesthetic, social, political and religious values. On the contrary, a significant difference at 0.05 level is found between the two groups of teachers with regard to their economic value.

3. Out of the six dimensions of value system, between high job satisfied and low job satisfied urban secondary school teachers in Mizoram significant differences are found with regard to theoretical value, economic value and social value at 0.01 level. At the same time, no significant difference is found between these two groups of secondary school teachers in the case of aesthetic, political and religious values.

4. A significant difference at 0.01 level is found in the economic value between the high job and low job satisfied rural secondary school teachers in Mizoram. At the same time, the difference between the two groups of teachers is not dound to be significant at any level in the case of the five dimensions of value system namely theoretical, aesthetic, social, political and religious.

5. No significant difference is found between the high job satisfied and the low job satisfied government secondary school teachers in Mizoram with regard to the six dimensions of value system.

6. In the case of economic and social values, significant differences are found at 0.05 and 0.01 level respectively between the high job satisfied and low job satisfied non-government secondary school teachers in Mizoram. However, no significant difference at any level is found in the case of theoretical, aesthetic, political and religious value between the two groups of non-government secondary school teachers in Mizoram.

Discussion of the result

The result of the present study has revealed a distinction between high job satisfied and low job satisfied male secondary school teachers in Mizoram with regard to the two dimensions of value system namely, economic value

system and social value system. It has been found that the high job satisfied and the low job satisfied teachers seem to be quite different with each other in their economic value system in which the male secondary school teachers in Mizoram who are not satisfied with their teaching job are having high economic value system. This indicates that the low job satisfied male secondary school teachers are characterized by an ambitious nature towards pursuing money matters and they have high regard for useful and practical values. Teaching, being a noble profession is regarded as a job which does not provide opportunities for material possessions. Therefore, it can be said that those male secondary school teachers in Mizoram who are not having satisfaction with their job do not find an opportunity for pursuing material possessions and this gives a blow to their job satisfaction. Finding reported above again throws light on the distinction between the male secondary school teachers in Mizoram who have high satisfaction in their job and those with low satisfaction with regard to their social value system. It is revealed that the male secondary school teachers who are having high job satisfaction are having higher regard for social value system than those secondary school teachers with low satisfaction in their job. This finding may be explained on the ground that on the part of the high job satisfied teachers their satisfaction can be attributed to their high social value system. It may be further said that male secondary school teachers in Mizoram with a spirit of altruism and philanthropy are more satisfied with their teaching job which they regard it as an important social activity.

From the result pertaining to the comparison of high job satisfied and low job satisfied female secondary school teachers with regard to their value system it is evident that the two groups of female teachers are different in their attitude towards economic value. The female secondary school teachers in Mizoram falling on the category of having low job satisfaction are found to be high on the economic value system. This observation may be explained on the ground that most of the low satisfied Mizo female teachers teaching in

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secondary schools, being married have certain family responsibilities, concerning financial matters etc, which are not satisfied by their teaching job.

Theoretically, the two groups of urban secondary school teachers are found to be quite different. As revealed in the present study, the urban teachers in secondary schools of Mizoram with low satisfaction in teaching are found to have high theoretical value system. Teachers who are having high theoretical value system are characterized by a dominant interest in the discovery of truth and by an empirical, critical, rational, intellectual approach in their teaching. The above observation may be explained on the ground that the urban low job satisfied secondary school teachers in Mizoram do not find satisfaction to their theoretical needs in the school environment and this makes them become less satisfied with their teaching job. The result of the comparative study is also indicative of the fact that urban secondary school teachers in Mizoram who are found to have low satisfaction in their teaching profession are having higher economic value system than those teachers with high job satisfaction. One possible explanation of the finding is that those urban secondary school teachers who fall in the category of low satisfaction in their job are having high value on material things with a competitive attitude towards improving their economic condition. Teaching is a profession which is regarded to have dealing with the improvement and development of human behaviour where material possession does not have an important place. Therefore, for those teachers living in an economically competitive atmosphere of urban areas who want satisfaction to their economic needs might not find it in the academic environment of the school. This can result in the low satisfaction of those urban secondary school teachers in Mizoram. The urban teachers in secondary schools of Mizoram with high satisfaction in teaching are also found to have higher social value system than those with low satisfaction. Teachers who have high social value system are usually found to be characterized by love for other human beings, service to people or others, consisting mainly of altruism and philanthropy. The finding of the present study can be explained on the ground

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that urban secondary school teachers in Mizoram who are highly satisfied with their teaching job, consider the teaching profession as a social activity where the important social work of developing, guiding, and helping the students towards a better life is carried out.

The result of the comparative study is indicative of the fact that rural secondary school teachers in Mizoram who are found to have low satisfaction in their teaching profession are having higher economic value system than those teachers with high job satisfaction. One possible explanation of the finding is that those rural secondary school teachers who fall in the category of low satisfaction in their job are having high value on material things. Teaching is a profession where the teacher is in close proximity with the students and the improvement and development of human behaviour where material possession does not have an important place. Therefore, for those rural teachers who want satisfaction to their economic needs might not find it in the academic atmosphere of the school. This can result in the low satisfaction of those rural secondary school teachers in Mizoram.

The non-government secondary school teachers in Mizoram who are found to have low satisfaction in their teaching profession are having higher economic value system than those teachers with high job satisfaction. One possible explanation of the result is that those non-government secondary school teachers who fall in the category of low satisfaction in their job are perhaps having an attitude that their educational qualification is not at par with the salary they receive in the school. Besides, in non-government secondary schools of Mizoram, teachers are not provided with the economic advantages and they have to find some other means other than their teaching for improving their economic condition. Thus it is evident that teachers of non-government secondary schools in Mizoram who have low job satisfaction are keener on pursuing material possession than teaching which results in low satisfaction with their job. Result in the study also reveals distinction between non-government secondary school teachers in Mizoram having high job satisfaction

and those having low job satisfaction with regard to their social value system. Evidently, the two groups of non-government secondary school teachers are found to be quite different in which the high job satisfied group is found to have higher social value system. Teachers who have high social value system are usually found to be characterized by love for other human beings, service to people or others, consisting mainly of altruism and philanthrophy. The teaching profession has been considered to be a social activity in which a very important social work of developing, guiding, and helping the students towards a better life is carried out. The finding of the present study can be explained on the ground that non-government secondary school teachers in Mizoram who are highly satisfied with their job are found to have genuine interest in their profession in which they are able to express themselves fully with a belief that they are rendering great social service.

5.2.   Suggestions for improving Job Satisfaction, Value System and Locus of Control of Secondary School Teachers in Mizoram.

The present study has revealed that out of the 418 secondary school teachers in Mizoram 66.99% of them are categorized as having high level of satisfaction in their job while 13.88% of them fall on the category of having low satisfaction in teaching. It has also been found that there is no significant difference between the high job satisfied and the low job satisfied secondary school teachers in Mizoram with regard to the factors of locus of control. Further, the findings of the present study indicate that with regard to the six dimensions of value system, significant differences are found between the teachers who are highly satisfied and those who have low level of satisfaction on economic and social values. It has also been found that majority of the secondary school teachers in Mizoram are externally controlled. The investigator does not presume that these findings would bring about drastic changes in the field of secondary education in Mizoram, but she believes, in all humility, that the study has revealed valuable information which deserves consideration of educationists, especially those who are responsible for imparting teacher education programmes, administration and management of

schools, and arranging and organizing programmes for professional growth of teachers at the secondary level in Mizoram. Following suggestions have been made for the improvement of job satisfaction, value system and locus of control of teachers teaching in the secondary schools of Mizoram.

a.   Suggestions for Improving Job Satisfaction of Secondary School Teachers in Mizoram.

According to the findings of the present study majority of the teachers teaching in the secondary schools of Mizoram were found to be satisfied with their teaching job. Although these teachers are on the whole found to be satisfied there can be some aspects in their job which may cause dissatisfaction. The following may be mentioned to improve the job satisfaction of secondary school teachers in Mizoram.

(1)   Teacher Education Programme

In Mizoram, the secondary school teachers are recruited as General State Service Group 'B' (Non-Gazetted) with a minimum qualification of a Bachelor's degree and a Bachelor of Education (B.Ed) or its equivalent or 4 years integrated Bachelor of Science (B.Sc), Bachelor of Education (B.Ed) or an equivalent Course from Recognized University and a working knowledge of Mizo language up to Middle School Standard. Apart from this group of teachers, there are teachers employed in the privately managed secondary schools under the rules and regulations framed by their respective employers. Though it is the responsibility of school administrators to eliminate most of the causes of dissatisfaction, it is essential that teacher education programme should acquaint them with such problems and prepare them to deal effectively. Such preparation will reduce the intensity of teachers' dissatisfaction considerably. The programmes of teacher education in Mizoram are, unfortunately, not conducted in realistic situations. For instance, practice teaching is mostly conducted in relatively better schools where they receive full cooperation of the school staff.

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Students in these schools are usually good students and they are provided with better rooms in which they take classes. The student-teachers are not demanded to attend the other activities taking place in these schools and moreover, they are not pressurize to finish a prescribed syllabus within a given time. When these teacher trainees are in service, and face the real situation in their schools they tend to feel helpless and frustrated with the various problems and responsibilities of schools which eventually bring dissatisfaction in their job. Therefore, teacher education programmes should be revitalized to gear teachers to the needs of teaching profession so that their satisfaction to the profession is ensured.

(2) School Administration and Management

A teacher's work does not mean just teaching in the classroom. He is also assigned various other duties which are of non-teaching nature. The school administrators, especially the principal or the headmaster of the school should try to convince that non-teaching duties are also part and parcel of a teacher's work and have their own importance. Teachers should be made interested in these responsibilities. Duties are usually assigned according to a teacher's ability, capacity and willingness. With necessary tact and persuasion and also training, principals should try to make unwilling and incapable teachers perform duties of responsibility which might eventually generate satisfaction in them. Although most of the secondary school teachers in Mizoram are found to have satisfaction with their job, there may be certain specific situations in schools with which some teachers are dissatisfied. The schools are often faced with many difficult problems, some of which are arising from the whole country's problems. For instance, the national economic stringency is reflected in schools where physical facilities are not what they ought to be. However, all efforts must be made to provide within the available resources, good working

conditions so that the teachers are able to put in their best. Unless this satisfactory working condition is maintained, most of the competent and able teachers would not remain in the profession. There should be strict measures taken to forestall and curb indiscipline among the students since students indiscipline may become one of the reasons for causing dissatisfaction among the teachers. The workload of the principal should not be such that keeps him too engrossed with the administrative work, he should have enough time to give academic guidance to the teachers. Parent-teacher associations should be strengthened and revitalized to achieve school's closer contact and rapport with parents. This will make them feel interested in their wards' studies and appreciate teachers's work, which in turn will surely bring satisfaction to the teachers.

(3) **Professional Development of Teachers**

It can be said that teachers over the world do feel that appreciation from the authority and also from the students is an incentive for their good work which brings them satisfaction in their job.Those teachers who have true commitment and dedication to their job may be desirous of attending in-service education programmes meant for their professional growth. In fact, if they attend these programmes they will be able to improve their performances in the classroom to the satisfaction of both the students and the teachers themselves. It is suggested that these programmes be held more frequently. Deputation of teachers should be systematically planned so that more teachers will be able to attend the courses. Moreover, if the impact of the programmes be assessed in the performance of teachers in their schools and rewards are given according to their improvement in their work as a result of participation in the courses; it will bring more satisfaction to the teachers. Thus it is suggested that in order to help the secondary school teachers in Mizoram to have higher level of satisfaction in their

teaching job, authorities should provide more opportunity for their professional development.

As regards the non-government secondary school teachers in Mizoram, development of job satisfaction may be achieved if the respective authorities of the schools give emphasis on the following areas: -

(a) Job security

(b) Longitudinal and horizontal mobility

(c) Wages and financial gains

(d) Incentives

(e) Fringe benefits and perks

(f) Occupational and social status

(g) Responsibility and recognition

(h) Participation and respect for creative suggestion

(i) Safety and medical care

(j) Communication network

(k) Training and experience on the job and for the job

(l) Supervision, guidance and advice

(m) Subordinates and bosses

(n) Organizational climate and structure

(o) Size and site of the school

(p) Working conditions

(q) Attitudes and morale.

b.   **Suggestions for Improving Value System of Secondary School Teachers in Mizoram.**

In order that the secondary school teachers in Mizoram have improvement in their value system, it is very important that they realize the importance of their profession for the development of their pupils and the society eventually. It is suggested that they have awareness on the fact that they are dealing with the future citizens of the country. The progress and prosperity of the students depend upon the teachers much more than anything else. They

are the ones who are expected to guide and teach the youth so that ideal value system is manifested in the family, educational institutions, in the playgrounds, in the neighbourhood, workplace, social gatherings etc. The values that the teachers are supposed to uphold and the values that education in general is supposed to cherish cannot be taken apart. In the long history of mankind, education has always accomplished the following two major tasks. It is suggested that the secondary school teachers in Mizoram should consider them so that their value system will be improved and that they will have higher satisfaction in their teaching job.

(a) To enable the younger generation to wrest from nature and shape according to requirement that which is needed by humanity for its survival and comfort; and

(b) To mould the consciousness of the younger generation in such a manner that they would become useful and by large satisfied members of the society to which they belong.

The six dimensions of value system investigated under the present study are mentioned as follows:-

1. Theoretical Value

Theoretical value is characterized by dominant interest in the discovery of truth and by an empirical, critical, rational and intellectual approach. We prize or get satisfaction from attaining truth in any of its forms. It is said that an object or action has theoretical value if it in some way helps or hinders the finding of truth.

2. Economic Value

Economic value is emphasized by useful and practical values characterized by a dominant interest in money matters. An object has economic value if it commands a money price. It is a commonplace that money and material things are not valued for their own sake, but for the enjoyments they make possible. Economic value is instrumental rather than intrinsic, although the miser may get a genuine and unique

satisfaction from the mere handling of his money.

3. **Aesthetic Value**

   Aesthetic values are those which provide pleasure and happiness to the individuals. Some philosophers delimit these values only to the artistic works. John Dewey opines that an individual can develop a sense of appreciation of geography and shop work just like music and painting. He can enjoy beauty in mathematics as well as in poetry. Aesthetic values can also mean perceived objects to which the adjectives beautiful and ugly are relevant, give rise in the observer the kind of experience we call aesthetic. Hence aesthetic sense or value cannot be delimited only to the fine arts

4. **Social Value**

   Love to humanity, universal brotherhood, sincerity, honesty and integrity of character, firm attitude of rendering help and doing actions and works in general benefit etc., are some of the constituents of social value. The satisfaction one gets from friendship, love, family, and membership in groups can also be included in the social values. Social value is characterized by love of and service to people, consisting mainly of altruism and philanthropy.

5. **Political Value**

   Political values are ideas that have significance for political subjects, awareness of the political relationships, institutions, organizations, views and ideas resulting from the transforming, creative sociopolitical practice of social forces that meet the requirements of social progress and the development of human personality on a social scale. Political value is also characterized primarily by an interest in personal power, influence and renown.

6. **Religious Value**

   If an object by virtue of its relation to the divine can be called holy or sacred, it is said to have a religious value. Religious values are ethical

principles founded in religious traditions, texts and beliefs. They are based on scriptures and a religion's established norms. Religious value is also characterized by faith in God and interest in activities and rituals concerned with one's own religion.

Each of the value area has a subjective and objective aspect. Sometimes values are termed as meaning the individual's experience of satisfaction, and sometimes value refers to some property or quality of the object or of an act. This is so because value is a relation between an organism and an object, although it cannot be made sure just how much each contributes to the transaction. Teachers teaching in the government and non-government secondary schools of Mizoram should realize that their values are influencing the value system of the teenagers they are dealing with in a very powerful way.

c. **Suggestions for Improving Locus of Control of Secondary School Teachers in Mizoram.**

The present study has revealed that there is no significant difference between the high job satisfied and the low job satisfied secondary school teachers in Mizoram with regard to the factors of locus of control. This is in contradiction with the findings of Schafer & McKenna (1991) and Garson & Stanwyck (1997) that internal locus of control is found to be associated with high job satisfaction. In a study carried out by Yin Cheong Cheng (1994) on "Locus of Control as an Indicator of Hong Kong Teachers' Job attitudes and Perceptions of Organisational Structure", it was found that teachers with a belief in internal control tend to have a more positive job attitude in terms of intrinsic and extrinsic satisfaction, social satisfaction etc.

In general, people with an internal locus of control -

— engage themselves in activities that will improve their situation

— emphasize striving for achievement, work hard to develop

— work hard to develop their knowledge, skills and abilities

— are inquisitive, and try to figure out why things turned out the way they did

— take note of information that they can use to create positive outcomes in the future

— have a more participative management style.

From the findings of the present study more teachers teaching in the secondary schools of Mizoram are having external locus of control and thus there is a necessity to improve their locus of control so that they become more satisfied, more motivated and more effective teachers. In order to improve the locus of control of secondary school teachers in Mizoram the following suggestions may be mentioned.

(1)   Goal setting

The secondary school teachers in Mizoram should set goals for themselves with regard to their work situations in schools and note how by working towards these goals and achieving these, they are controlling what happens in their life. This will eventually help them achieve confidence in themselves and they will be more satisfied with their job.

(2)   Development of decision making and problem solving skills

The Mizo people, with Christianity as their religion are influenced by the wrong notion that whatever happens in their life is due to the Will of God and that they can do nothing to achieve certain achievement. It is noteworthy here that, as a tribe they have to realize that a time has come to believe that although God is the Supreme Power, we, human beings are created with many and different potentialities. It is also very important, especially for the secondary school teachers that Christianity does not teach us to leave everything in the hands of God but rather to use our utmost abilities to succeed. In developing their decision making and problem solving skills the secondary school teachers in Mizoram have to learn that the Bible teaches us that "faith without work is dead". It is always the duty of an individual to try his best to be

successful instead of just waiting for something to happen which is beyond his/her control. Thus, the secondary school teachers in Mizoram should, in order to be more satisfied develop their decision making and problem solving skills so that they will feel more confident and in control of what happens.

(3)   Positive self-attitude

The secondary school teachers in Mizoram should focus their attention in order to have better internal locus of control. It is best for them to have positive attitude towards themselves and their abilities. There are times in the life of an individual when it cannot be helped saying "I have no choice" or "there is nothing I can do". It is suggested that for the secondary school teachers in Mizoram facing such situation should step back and remind themselves that they do have choices; they can do and in fact, have some degree of control. They have to remember that it is their choice whether they exercise it or not.

5.3   EDUCATIONAL IMPLICATIONS

No research effort can be said to be worthwhile if it does not emanate some of the important educational implications. As mentioned earlier the present study has been concentrating on exploring teachers' satisfaction with their job and studying the value system and locus of control of secondary school teachers in Mizoram. The findings of the present study may be utilized in various ways. The educational implications of the present piece of research are stated as follows:

1.   The findings of the present study may be utilized by authorities at the levels of educational administration and planning to assess the teachers' job satisfaction and to develop strategies for toning up the educational atmosphere in the schools.

2.   The findings of the study may be beneficial to those teacher training institutions interested in renovating their academic and administrative practices in order to produce satisfied teachers for the institutions of the country.

3. The study may provide certain thoughts and ideas towards improving the organizational climate in the schools.

4. The present study may be beneficial to teachers and principals in getting feedback about their functioning in order to improve performance and practices.

5. The study will give an impetus to research in education and would encourage the future researchers to think in new direction of teachers' job satisfaction in order to contribute significantly to the body of knowledge.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

The present study was confined to the job satisfaction of secondary school teachers in Mizoram in relation to their value system and locus of control. In the light of the present study the following suggestions are offered for further research.

1. This study may be replicated on larger samples taking teachers working in different stages of education and in various types of schools so as to examine the phenomenon in further details.

2. A qualitative study on job satisfaction of teachers and its relationship with work performance in Mizoram may be planned and undertaken.

3. Theoretical value system of teachers in Mizoram and its impact on the achievement of pupils may be studied.

4. An analytical study may be taken up on the role of locus of control on effective teachers and ineffective teachers of Mizoram at any level.

5. Studies may be conducted on values and their impact on students' personality development in Mizoram.

6. A comparative study may be conducted on the locus of control of male and female principals of secondary schools in Mizoram.

7. Impact of the administrative styles of principals / headmasters, organizational climate of the schools and teachers' satisfaction with their job on scholastic and non-scholastic aspects of pupil growth in Mizoram may be studied.

SUMMARY

Education is a force which is very powerful to bring about change in a desirable way. Changes in knowledge, skills, attitudes, appreciations and understanding things around us can be brought about by the process of education. The keystone in the educational process doubtlessly is the teacher, and learning cannot be undertaken in a vacuum, but is a directed action for which teachers are to be endeavoured with satisfaction towards their job. The progress and prosperity of the students depend upon the teachers much more than anything else. The teacher is the pivot of any educational system around which all the educational programmes rotate insofar as their implementation is concerned. According to UNESCO-ILO Document on Status of Teachers (1967) "It should be recognized that advance in education depends largely on the qualifications and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual teachers". Nobody can effectively take the place of the teacher or influence the students in the manner and to the degree, which is possible for the teacher alone to do. The Secondary Education Commission (1953) defined that "we are however convinced that most important factor in the contemplated educational reconstruction is the teacher- his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it". The report of the Education Commission (1964-66) further stresses that "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions at work in which they can be fully effective."

The socio-cultural ethos of a society is reflected in the status of the teacher. It is said that no people can rise above the level of its teachers and that to be a teacher is to be a member of a holy order. Teaching constitutes no less important an area where the question of satisfaction in work situation could be given low priority. Teachers in the educational institutions are the architect of the future is not only a figurative expression, but rather a truthful statement, significant as well as suggestive. Moreover, educational institutions are the seedbeds of culture in which victories are won, progress is achieved, civilization is built up and history is made. The Government and community should, therefore endeavour to create conditions at work which will help satisfy and inspire teachers on constructive and creative lines.

Majority of the candidates getting entry into the teaching profession nowadays are those with superior qualifications and adequate professional degrees. However, it is an alarming dimension that the educational standards both qualitatively and quantitatively are deteriorating. Therefore, there has to be some other important determinants of this phenomenon besides academic and professional qualifications of teachers. Teachers' job satisfaction appears to be one of such determinants. There appears to have taken place a change in the value system of the teachers with the passage of time. In the opinion of eminent Educationist and administrator Sh. V.C.Pandey "The ideal teacher is one who guides his students to the source of knowledge and learning that will substantiate or refute their own beliefs and values". Decline in the academic standards, and growing students' unrest and indiscipline may be taken as an indication that the present day teacher is performing much below the expectations of the society and the nation. It seems to appear that majority of teachers teach mechanically and the subject which they lecture do not involve their intellectual passion.

NEED AND SIGNIFICANCE OF THE STUDY

The attitude of the teacher towards the tasks he is assigned to perform greatly affects the organizational function of the school. This can be said to be

one of the bases for the success or failure of the educational institutions. In any educational institution, if the teacher feels that he can get a set of conditions which will lead him not only to what is called achievement of the aims and objectives of the system but also such a situation where his personal desires are fulfilled in order to get the fullest satisfaction of life, then only his link with the institution can be claimed to be complete. It is there that the true concept of job satisfaction of teachers finds its existence. The teacher, as an individual, possesses certain values and needs that may or may not be fulfilled by his teaching activities. He possesses a value system which refers to how he organizes his ethical or ideological values. Every individual teacher's attitude towards his job situation is also closely linked with the locus of control, which according to Julian Rotter (1966) concerns the attitudes of people about the control they have over their life circumstances. The degree to which these values and needs are met determines the level of satisfaction in the individual teachers. A teacher's job life is not absolutely separate from his personal life, but, rather these two aspects of life are interrelated to each other. Therefore it is quite obvious that the job satisfaction of a teacher plays a very important role for the success of the educational organizations.

A study aimed at locating distinguishing characteristics of satisfied and dissatisfied teachers is greatly needed and if a satisfactory description of the satisfied and dissatisfied teachers could be devised, it will be a valuable contribution to the process of education in Mizoram, as a favourable job satisfaction will result in his positive mental health which will eventually promotes the progress and development of the students in their academic life. Though there are various studies which have looked into the different aspects of job satisfaction, none is there to throw light on the job satisfaction of secondary school teachers in Mizoram in relation to their value system and locus of control. A study on a broad spectrum attempting to examine aspects of teaching conditions pertaining to job satisfaction, value system of teachers and their locus of control is greatly needed, for it may yield some useful data of

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practical utility. Therefore, the problem of the present study has been stated "**A Study of Job Satisfaction among Secondary School Teachers in Mizoram in relation to their Value System and Locus of Control**".

OBJECTIVES OF THE STUDY

1.	To study the job satisfaction of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management and in general.

2.	To find out the relationship between job satisfaction and three dominant controlling factors of Locus of Control of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.

3.	To find out the relationship between job satisfaction and value system of secondary school teachers grouped on the basis of gender, locale and type of management.

4.	To find out the differences in the job satisfaction of secondary school teachers in Mizoram with reference to their gender, locale and type of management.

5.	To find out the difference in the relationship between job satisfaction and three dominant factors of Locus of Control of secondary school teachers in Mizoram in relation to their gender, locale and type of management.

6.	To find out the difference in the relationship between job satisfaction and the six dimensions of value system of secondary school teachers in relation to their gender, locale and type of management.

7.	To compare the locus of control of high job satisfied and low job satisfied secondary school teachers in Mizoram with reference to their gender, locale and type of management.

8.	To compare the value system of high job satisfied and low job satisfied secondary school teachers in Mizoram with reference to their gender, locale and type of management.

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9. To make suggestions for improving the job satisfaction, locus of control and value system of secondary school teachers in Mizoram.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between job satisfaction and three dominant controlling factors of locus of control of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.

2. There is no significant relationship between job satisfaction and value system of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.

3. There is no significant difference in job satisfaction of secondary school teachers in Mizoram with reference to their gender, locale and type of management.

4. There is no significant difference in the relationship between job satisfaction and three dominant factors of locus of control of secondary school teachers in Mizoram in relation to their gender, locale and type of management.

5. There is no significant difference in the relationship between job satisfaction and the six dimensions of value system of secondary school teachers in Mizoram in relation to their gender, locale and type of management.

6. There is no significant difference in locus of control between high job satisfied and low job satisfied secondary school teachers in Mizoram with reference to their gender, locale and type of management.

7. There is no significant difference in value system between high job satisfied and low job satisfied secondary school teachers in Mizoram with reference to their gender, locale and type of management.

SAMPLE

The sample for the study consisted of 418 secondary school teachers selected at random from 91 secondary schools in the 8 districts of Mizoram. Out of the 418 teachers selected for the study 211 are male teachers and 207 are female teachers, 210 are government teachers, 208 non-government teachers and 211 are from urban areas while 207 are teaching in the rural areas.

TOOLS USED

1.   Job Satisfaction Scale (Dr. Amar Singh and Dr. T.R. Sharma, (2006).

2.   Levenson's Locus of Control Scale (SANJAY VOHRA,(1992).

3.   Teacher Values Inventory (TVI) (English Version) (Dr.(Mrs.) Harbhajan L. Singh and Dr. S.P. Ahluwalia, (1980).

COLLECTION OF DATA

For the present study the investigator collected the data from teachers teaching in 91 secondary schools of Mizoram during September 2007 – July 2008. The investigator personally visited the schools selected for the study. The Questionnaires were distributed to the secondary school teachers after establishing rapport with them. The teachers were given three to five days to return their responses on the questionnaires. In all, the data was collected from 418 secondary school teachers from the eight districts of Mizoram.

ANALYSIS OF DATA

The data collected from the 418 secondary school teachers of Mizoram were scrutinized and tabulated after scoring the responses on job satisfaction, value system and locus of control using the standard scoring procedures given in the respective manuals. Each teacher was assigned a serial number and details based on gender, locale and type of management. The scores of the teachers on the different variables were entered in the tabulation sheet.

Classification of secondary school teachers in Mizoram into High Job Satisfied and Low Job Satisfied teachers was done on the basis of the table of

degree of satisfaction among workers shown in the manual of the Job Satisfaction Scale (JSS). This has been done by taking all the secondary school teachers falling on the of Extremely Satisfied and Very Satisfied categories of degree of satisfaction as the High Job Satisfied Secondary School Teachers. Measures of Central Tendency and Percentages were employed to know the nature of score distribution. A 't' test was employed to compare the mean scores of the group based upon the variables such as job satisfaction, value system, locus of control, gender, locale and type of management. The Pearson product moment method was applied to compute the correlation between the scores on different variables such as level of job satisfaction, value system and locus of control. The coefficient of correlation was tested for significance by comparing the value with the table value for corresponding degree of freedom and was interpreted following the scheme suggested by Garrett (1981) in page 201.

FINDINGS OF THE STUDY

The following are the findings of the study.

a. **Findings relating to Job Satisfaction of secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.**

Identification of job satisfaction of secondary school teachers in Mizoram was done through the application of the Job Satisfaction Scale(JSS) developed by Dr. Amar Singh and Dr. T.R. Sharma.

1. Among the 418 secondary school teachers in Mizoram, it was identified that 22.97% of them are extremely satisfied, 44.02% are very satisfied, 19.14% satisfied, 10.77% were not satisfied and the rest 3.11% are identified as extremely dissatisfied.

2. Genderwise, 28.91% male and 16.90% female secondary school teachers are identified as extremely satisfied, 41.23% male and 46.86% females are very satisfied, 15.64% males and 22.71% females are

satisfied, 10.90% males and 10.63% females were not satisfied and 3.32% males and 2.90% females are extremely dissatisfied.

3. On the basis of their locale, the rural secondary school teachers in Mizoram with a total 68.6% falling on the category of extremely satisfied and very satisfied are having higher level of job satisfaction than the 65.4% of urban secondary school teachers who fall on the same category of extremely satisfied and very satisfied.

4. With regard to the type of management, the 76.78% of the government secondary school teachers who fall on the category of extremely satisfied and very satisfied have higher degree of job satisfaction as compared to the non-government secondary school teachers in Mizoram, among whom 57.21% falls on the category of extremely satisfied and very, satisfied.

b. Findings pertaining to the relationship between job satisfaction and three dominant factors of locus of control among secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.

In order to find out the relationship between job satisfaction and the three dominant factors of locus of control among the secondary school teachers in Mizoram the pearson Product Moment of computing coefficient of correlation was applied.

1. In case of the male secondary school teachers in Mizoram, a positive correlation is found between job satisfaction and the three dominant factors of locus of control i.e. Powerful others, Chance control and Individual control, but this relationship is not significant at any level.

2. With regard to the female secondary school teachers Mizoram, there is positive correlation between job satisfaction and Chance control which is found to be significant at 0.01 level. At the same time, their job satisfaction and the two factors of locus of control namely Powerful others and Individual control are found to have positive correlation

which is not significant at any level.

3. Between the job satisfaction and three dominant factors of locus of control of the urban secondary school teachers in Mizoram, a positive correlation is found which is not significant at any level.

4. A positive and significant correlation at 0.01 level between job satisfaction and factors of locus of control namely Powerful others and Chance control of rural secondary school teachers in Mizoram, whereas a positive correlation which is not significant at any level is found between their job satisfaction and Individual control.

5. The correlation between job satisfaction and factors of locus of control viz., Powerful others and Chance control in the case of government secondary school teachers in Mizoram is found to be positive and significant at 0.05 and 0.01 level respectively. At the same time the correlation between job satisfaction and Individual control with regard to government secondary school teachers in Mizoram is positive but not significant at any level.

6. In respect of the non-government secondary school teachers in Mizoram, their job satisfaction and the three dominant factors of locus of control i.e. Powerful others, Chance control and Individual control have positive correlation and these relations are not   significant   at any level.

c. **Findings pertaining to the relationship between job satisfaction and six dimensions of value system among secondary school teachers in Mizoram grouped on the basis of gender, locale and type of management.**

1. The correlation between job satisfaction and these dimensions of value system among male secondary school teachers in Mizoram i.e. theoretical, aesthetic, political and religious are all not significant at any level. However, between job satisfaction and economic value has

negative correlation and job satisfaction and social value has positive correlation which are both significant at 0.01 levels in case of male secondary school teachers in Mizoram.

2. Between the job satisfaction and theoretical, aesthetic, and political values respectively in case of female secondary school teachers in Mizoram, the correlations are all positive but not significant at any level. On the other hand, between job satisfaction and economic value, social value and religious value respectively in case of female secondary school teachers correlations are found to be positive in case of economic, religious values and social value and they are found to be significant at 0.05 level in case of economic and religious values and at 0.01 level in case of social value.

3. The correlation between job satisfaction and economic value of is found to be negative and between job satisfaction and social value is found to be positive in case of urban secondary school teachers in Mizoram and both are found to be significant at 0.05 level while the correlations between job satisfaction and theoretical, aesthetic, political and religious values of the same group of teachers are all positive except in the case of theoretical value where the relationship is negative and all of them are not significant at any level.

4. With regard to the rural secondary school teachers in Mizoram, the correlation between job satisfaction and theoretical, aesthetic, social, political and religious values are found to be all positive and are also significant at 0.01 level. But the correlation between job satisfaction and economic value of this group of teachers which is positive is found not to be significant at any level.

5. In case of government secondary school teachers in Mizoram the correlation between job satisfaction and theoretical, aesthetic and social values are all positive and significant at 0.01 level. At the same time the correlation between their job satisfaction and economic, social and

religious values are found to be positive except in the case of job satisfaction and economic value where the correlation is negative. These correlations are also found to be not significant at any level.

6. The correlation between job satisfaction and economic value of non-government secondary school teachers in Mizoram is found to be negative and the correlation between job satisfaction and social value of is found to be positive and they are both significant at 0.01 level. With regard to the same group of teachers, the correlations between job satisfaction and theoretical, aesthetic, political and religious values are found to be all positive and not significant at any level.

c. Findings relating to the difference in job satisfaction of secondary school teachers in Mizoram with reference to their gender, locale and type of management.

The different groups of secondary school teachers in Mizoram were compared on their job satisfaction by obtaining the mean and standard deviation of their scores. The mean differences were tested by applying 't' test and the results are as follows:

1. In respect of their gender, among the secondary school teachers in Mizoram there is a significant difference in the job satisfaction of male and female teachers. The male secondary teachers teaching in the secondary schools of Mizoram are found to be more satisfied with their teaching job than the female teachers.

2. There is no significant difference found between the urban and rural secondary school teachers in Mizoram.

3. With regard to the type of management, a significant difference is found between the government and non-government secondary school teachers in Mizoram. It is found that the government secondary school teachers are more satisfied than their counterparts in the non-government secondary schools of Mizoram.

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d. **Findings relating to difference in the relationship between job satisfaction and three dominant factors of locus of control of secondary school teachers in Mizoram in relation to their gender, locale and type of management.**

In order to find out the differences in the relationship between job satisfaction and locus of control of secondary school teachers in Mizoram, the significant correlations were tested by applying the Fisher's 'z' transformation and the results are as follows:

1. In the case of non- government urban and non government rural female teachers, a significant difference at 0.01 level is found in the relationship between their job satisfaction and locus of control. Further, a significant difference at 0.05 level is also found in the relationship between job satisfaction and locus of control of government rural female secondary school teachers and non-government rural female secondary school teachers in Mizoram.

e. **Findings relating to difference in the relationship between job satisfaction and the Value System of secondary school teachers in Mizoram in relation to their gender, locale and type of management.**

In order to find out the differences in the relationship between job satisfaction and value system of secondary school teachers in Mizoram, the significant correlations were tested by applying the Fisher's 'z' transformation and the results are as follows:

1. There is no significant difference in the relationship between job satisfaction and economic value of any group of secondary school teachers in Mizoram.

2. There is a significant difference at 0.01 level in the difference between job satisfaction and social value of the male and female secondary school teachers in Mizoram.

3.   No significant difference is found in the relationship between job satisfaction and social value in the case of government and non-government secondary school teachers in Mizoram.

4.   The difference in the relationship between job satisfaction and social value value of urban and rural secondary school teachers in Mizoram is not significant at any level.

f.   **Findings pertaining to comparison of locus of control of high job satisfied and low job satisfied secondary school teachers in Mizoram with refence to their gender, locale and type of management.**

    The secondary school teachers in Mizoram have been classified into High Job Satisfied and Low Job Satisfied teachers based on the table of degree of satisfaction among workers shown in the manual of the Job Satisfaction Scale (JSS). This was done by taking all the secondary school teachers falling on the of Extremely Satisfied and Very Satisfied categories of degree of satisfaction as the High Job Satisfied Secondary School Teachers. A total number of 280 secondary school teachers in Mizoram were classified as having high satisfaction with their teaching job. A total of 58 secondary school teachers who fall on the Not Satisfied and Extremely Dissatisfied categories of degree of satisfaction have been taken as the Low Job Satisfied Secondary School Teachers.

    The high job satisfied and low job satisfied secondary school teachers were compared on the three factors of locus of control by obtaining the mean and standard deviation of their scores. Their mean differences were tested by applying 't' test and the results are as follows:

1.   No significant difference is found between the high job satisfied and low job satisfied male secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

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2.   No significant difference is found between the high job satisfied and low job satisfied female secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

3.   No significant difference is found between the high job satisfied and low job satisfied urban secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

4.   No significant difference is found between the high job satisfied and low job satisfied rural secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

5.   No significant difference is found between the high job satisfied and low job satisfied government secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

6.   No significant difference is found between the high job satisfied and low job satisfied government secondary school teachers in Mizoram with respect to the three dominant factors of locus of control.

g.   Findings pertaining to comparison of Value System of high job satisfied and low job satisfied secondary school teachers in Mizoram with refence to their gender, locale and type of management.

The high job satisfied and low job satisfied secondary school teachers grouped on the basis of their gender, locale and type of management were compared on the six dimensions by obtaining the mean and standard deviation of their scores. Their mean differences were tested by applying 't' test and the results are as follows:

1.   Between high job satisfied and low job satisfied male secondary school teachers in Mizoram, there is found to be no significant difference in case of theoretical, aesthetic, political and religious values but with regard to economic and social values significant differences are found between the two groups of teachers at 0.01 and 0.05 level respectively.

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2. With regard to the six dimensions of value system between high job satisfied and low job satisfied female secondary school teachers in Mizoram, no significant difference is found in the case of theoretical, aesthetic, social, political and religious values. On the contrary, a significant difference at 0.05 level is found between the two groups of teachers with regard to their economic value.

3. Out of the six dimensions of value system, between high job satisfied and low job satisfied urban secondary school teachers in Mizoram significant differences are found with regard to theoretical value, economic value and social value at 0.01 level. At the same time, no significant difference is found between these two groups of secondary school teachers in the case of aesthetic, political and religious values.

4. A significant difference at 0.01 level is found in the economic value between the high job and low job satisfied rural secondary school teachers in Mizoram. At the same time, the difference between the two groups of teachers is not dound to be significant at any level in the case of the five dimensions of value system namely theoretical, aesthetic, social, political and religious.

5. No significant difference is found between the high job satisfied and the low job satisfied government secondary school teachers in Mizoram with regard to the six dimensions of value system.

6. In the case of economic and social values, significant differences are found at 0.05 and 0.01 level respectively between the high job satisfied and low job satisfied non-government secondary school teachers in Mizoram. However, no significant difference at any level is found in the case of theoretical, aesthetic, political and religious value between the two groups of non-government secondary school teachers in Mizoram.

SUGGESTIONS FOR IMPROVING JOB SATISFACTION, LOCUS OF CONTROL AND VALUE SYSTEM OF SECONDARY SCHOOL TEACHERS IN MIZORAM.

In order that the teachers working in the different secondary schools of Mizoram improve their job satisfaction, value system and locus of control the following may be mentioned:

1. Teacher education programmes in the state should be revitalized to gear teachers to the needs of teaching profession so that their satisfaction is ensured.

2. The school administration and management system in Mizoram should be such that it provides within the available resources, good working conditions so that the teachers are able to put in their best.

3. It is also suggested that in order to help the secondary school teachers in Mizoram to have higher level of satisfaction in their teaching job, more opportunities for their professional development be provided.

4. The secondary school teachers of Mizoram should have better awareness on the importance of their profession and that they are the ones to powerfully influence the youth to have desirable behaviour and character. This will help them improve their value system which they unconsciously transmit to their students everyday.

4. In order that the secondary school teachers in Mizoram improve their locus of control it is suggested that they set specific goals for themselves with regard to their work situations, develop their decision making and problem solving skills and have more positive self-attitude.

EDUCATIONAL IMPLICATIONS

No research effort can be said to be worthwhile if it does not emanate some of the important educational implications. As mentioned earlier the present study has been concentrating on exploring teachers' satisfaction with

their job and studying the value system and locus of control of secondary school teachers in Mizoram. The findings of the present study may be utilized in various ways. The educational implications of the present piece of research are stated as follows:

1. The findings of the present study may be utilized by authorities at the levels of educational administration and planning to assess the teachers' job satisfaction and to develop strategies for toning up the educational atmosphere in the schools.

2. The findings of the study may be beneficial to those teacher training institutions interested in renovating their academic and administrative practices in order to produce satisfied teachers for the institutions of the country.

3. The study may provide certain thoughts and ideas towards improving the organizational climate in the schools.

4. The present study may be beneficial to teachers and principals in getting feedback about their functioning in order to improve performance and practices.

5. The study will give an impetus to research in education and would encourage the future researchers to think in new direction of teachers' job satisfaction in order to contribute significantly to the body of knowledge.

SUGGESTIONS FOR FURTHER RESEARCH

The present study was confined to the job satisfaction of secondary school teachers in Mizoram in relation to their value system and locus of control. In the light of the present study the following suggestions are offered for further research.

1. This study may be replicated on larger samples taking teachers working in different stages of education and in various types of schools so as to examine the phenomenon in further details.

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2.	A qualitative study on job satisfaction of teachers and its relationship with work performance in Mizoram may be planned and undertaken.

3.	Theoretical value system of teachers in Mizoram and its impact on the achievement of pupils may be studied.

4.	An analytical study may be taken up on the role of locus of control on effective teachers and ineffective teachers of Mizoram at any level.

5.	Studies may be conducted on values and their impact on students' personality development in Mizoram.

6.	A comparative study may be conducted on the locus of control of male and female principals of secondary schools in Mizoram.

7.	Impact of the administrative styles of principals/headmasters, organizational climate of the schools and teachers' satisfaction with their job on scholastic and non-scholastic aspects of pupil growth in Mizoram may be studied.

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