CHAPTER - 1

INTRODUCTION AND DESIGN OF THE STUDY

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INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

"Job satisfaction is life satisfaction".¹ Job satisfaction is an integral component of the work climate. It is the result of establishing a healthy organizational environment in an organization. It includes a feeling of satisfaction or dissatisfaction with the various segments of one's job. Job satisfaction is believed to be a good indicator of an employee’s feelings on his work.

Job satisfaction may be defined as a general attitude of an individual towards his job. Positive attitudes towards the job are equivalent to job satisfaction whereas negative attitudes towards the job are equivalent to job dissatisfaction. Job satisfaction is one of the key factors in organizational dynamics, and is generally considered to be a primary dependent variable, in terms of which the effectiveness of human resources of an organization is evaluated. Despite the fact that job satisfaction is an attitudinal variable, it has emerged as an important variable for several reasons.

The personal satisfaction of the worker while doing his work depends on fellow workers, management and fulfillment of his psychological and social needs.²

It has been argued that a progressive society should have quantitative concern for the quality aspects of its members. Variables such as

mentally challenging work, equitable rewards, conducive working conditions, supportive colleagues and personality make positive contribution to job satisfaction. An organization consisting of more satisfied employees tends to be more effective and stable than an organization with less satisfied employees. Satisfaction related to job might come out through external or internal sources related to work and to the feelings associated with a particular job. The latter concept is referred to as internal job satisfaction.

Normally, the concept of motivation is linked with reinforcements or rewards. The rewards can come from sources external to the organization as well as from within. The value and impact of variables like autonomy, satisfaction, a feeling of being in control and making meaningful contributions, can all come from within, and may serve as powerful reinforcement or rewards for an individual making him or her to sustain the motivated level of work performance. This phenomenon is termed as the internal or intrinsic work motivation. It is implied here that the individual is primarily motivated to work due to the reward value of reinforcements coming from within and for the sake of rewards coming from any external sources.

Job satisfaction is generally affected by the discrepancy between reward expected and actually realized. Lesser the discrepancy, the greater will be the reward and satisfaction. Job satisfaction includes the favourableness or unfavourableness with the employees' view to their work.

The important information regarding an employee in an organization shall be a validated measure of his or her level of job satisfaction. The foundation for job satisfaction or job motivation with a five stage hierarchy
of human needs now is recognized as the deprivation or gratification proposition. The idea behind the premise of the deprivation or gratification proposition is that when an individual identifies a need, which is not being met, a behaviour results which is directed towards gratifying the need.

The Motivation Hygiene Theory states that jobs have factors which lead to either satisfaction or dissatisfaction. Job satisfaction (Motivator) factors include the work achievement, recognition, responsibilities and advancement. Job satisfaction factors allow individuals to reach their psychological potential and are usually associated with the work itself. Job dissatisfaction (Hygiene) factors are usually associated with the work environment and pay, working conditions, supervisions, company policy and interpersonal relationships such as employee's age, health, temperament, level of aspiration, family relationships, social status etc., also contribute to job satisfaction.3

Higher satisfaction contributes to organizational commitment, job involvement, better physical and mental health and quality of life of employees. On the other hand, job dissatisfaction leads to absenteeism, labour turnover, labour problems and a negative organizational climate. Hence, low job satisfaction is a sign of deteriorating conditions. High job satisfaction, on the other hand, is the hallmark of well-managed efficient organization. Further, the progress of any nation depends upon its education and the standard of its education.

educational institutions. The role of a teacher is very important in imparting the knowledge and implementing the plans and programs of the country.

Among the factors that motivate a teacher to use his abilities and competencies to the maximum growth of the students, his job satisfaction is of vital importance. A teacher's satisfaction with his job influences his own behaviour in the classroom and also changes the behaviour of his students in the desired direction. Understanding the dynamics of job satisfaction, therefore, requires a serious consideration by all those concerned with the welfare of the students and teachers.

Moreover, a study on any profession is determined largely by the quality of the professional services it provides. Teaching has come a long way in establishing itself as a profession. The reason is that it has been taken for granted as the most important factor for bringing change in every aspect of human behaviour. While education develops the total personality of an individual, it contributes also to the growth and development of society.

Education is imparted through various programmes and the teacher is the principal agent for implementing all such programmes in educational institutions. It is incumbent upon the teachers to take the advantages of the programmes to guide, inspire and motivate the students for a disciplined life and to inculcate values among them which are in consonance with India's cultural heritage and social objectives. The most important factor in educational qualification reconstruction is the role of a teacher's personal, professional training and the place they occupy in the institution as
well as in the community. The success of education to a great extent depends on contented and satisfied with the profession they are in. Hence, in educational system, teacher’s satisfaction may have a strong implication on the student’s learning. The traditional model of job satisfaction is that it consists of total body of feelings that an individual has about his job, about the nature of the job, promotion prospects, nature of supervision and so on. If the influence of these factors gives rise to feelings of satisfaction, the individual has job satisfaction. On the other hand, if on the whole they give rise to feelings of dissatisfaction, the individual is dissatisfied. Change, in any one of these factors will lead to job satisfaction or dissatisfaction depending upon the nature of the change. Job satisfaction gives happiness, efficiency and success in teaching.

There is a general feeling that the teachers do not have satisfaction in their job. There seems to be a growing discontent among the teachers towards their job as a result of which the standards of education deteriorate steadily. They are dissatisfied in spite of the different plans and programs which have been implemented to improve their job satisfaction. It is possible to isolate the factors of dissatisfaction and attempts can be made either to change the dissatisfaction conditions or to reduce their intensity so as to increase the outcome in the profession. It is obvious that unless the teacher is satisfied with his occupation, he cannot deliver effective teaching.

In Tamil Nadu the schools are controlled by two types of managements namely Government and private. The private schools may be
either aided or self-financing. Aided schools are controlled by private managements but funded by the Government. Self-financing schools are fully controlled and funded by private managements. It is felt that teachers working in aided schools are more satisfied with their job than teachers working in self-financing schools.

Hence, in this study an attempt is made to study the job satisfaction of higher secondary school teachers.

1.1.2 DIMENSIONS OF JOB SATISFACTION

The concept of job satisfaction is very complex. It has many facets, such as the nature of the work, the supervisor, the company, pay or promotional opportunities. Some efforts have been devoted to discover the dimensions of job satisfaction. The best conclusion from these efforts is that although there are many very specific and diverse job dimensions, there is a set of dimensions which are common. Job dimensions, generally, depend upon the nature of the job and purpose for which job satisfaction is being investigated.

1.1.3 SINGLE OR MULTIPLE JOB DIMENSIONS

If job satisfaction measures are used to diagnose potential problem areas in the job setting, then separate dimensions are more valuable than an overall measure. The individual job facets can be considered in order to learn which one seems to be producing positive feeling and which one seems to be producing negative feeling on the part of the teachers.
1.1.4 COMBINING DIMENSIONS OF JOB SATISFACTION

It seems intuitively obvious that all job dimensions are not equally important to all people in determining over-all satisfaction with their jobs. Some people may consider their pay very important and working conditions less so, for others it may be the reverse. Therefore, when combining measures of job satisfaction with several dimensions by their relative importance to the individual, the job dimensions that have been found to apply to most of the jobs are identified and then simply weighed each dimension score to calculate overall satisfaction.

1.1.5 MASLOW’S THEORY

Maslow has proposed an interesting theory concerning human needs and their effect upon human behaviour. Maslow has stated that "Man is a wanting animal", his needs are never satisfied. The moment his one need is satisfied, the next need appears in its place and there is no end to it. This process is unending still there are some basic needs, which Maslow has postulated as hierarchy of needs which are classified into five categories as given under:

Physiological needs, Safety needs, Social needs, Esteem needs, and Self actualization needs.

A) Physiological Needs

Physiological needs are proponent of all needs. For a starving man matters other than food are of no significance, what so ever, very often the
physiological needs are intervened with the non-physiological needs. If a man who has enough to eat desires to have a cup of coffee which is actually not required to fill up his hunger, it is only a requirement for a feeling to relax or to have a little chat with the friends.

B) Safety Needs

When the physiological needs of a person are satisfied, the next higher level needs begin to dominate and motivate human behaviour. These needs are called safety and security needs which, include such as protection against physical danger, threat, and deprivation, the demand for economic security, job security and condition which ensures reasonable and justified advancement in professional life. It also means the need of a person for a stable environment posing no threats to his existence.

C) Social Needs

When the physiological needs of a person are satisfied and he is no more fearful about his physical welfare, his social needs become an important motivation of his behaviour. These are needs for belonging for association, for acceptance by his fellows, for giving and receiving friendship.

These social needs refer to belongingness. These are the needs for affectionate relations with others and need for having a recognized place as a group member. All individuals want to associate with others to gain acceptance and to give and receive friendship. People do not want to work for one alone but employees find an outlet for their social needs.
A simple index of the satisfaction of social needs in organizational setting is the frequency with which employees spend their fresh time together and away from work situation. However, association with others is also based on like-mindedness. Thus, people become friendly, only with those who feel and believe in the way they do.

D) Esteem Needs

This refers to a desire for firmly based high evaluation from others for self respect and self esteem. They include those needs which indicate self-confidence, achievement, knowledge and independence. Competitiveness and a desire for the approval of ones performance by peers are important esteem needs from the point of view of an organization. They can be utilized by efficient managers to achieve organizational goals.

E) Self-Actualization Needs

Finally, on the top of the hierarchy of human needs are the needs for self actualization or self fulfillment. These needs relate to realizing one's own potentialities for continued self development. For being creative in the broadest sense of the term, this is the need to achieve one's full capacity for doing, to fulfill one-self by maximizing the use of abilities, skills and potential.

The term "Self actualization was coined by Kurt Goldstein and means become actualized in what one is potentially good at". A person may achieve self-actualization for being the ideal supervisor, mother or an eminent
artist. The fulfillment of these needs motivates a person to work and gives job satisfaction to them.  

1.1.6 Chris Argyris’s Theory of Immaturity – Maturity

The Theory of Immaturity-Maturity was propounded by Chris Argyris. He has described the multi-dimensional development process along with an individual in an industrial organization to determine the effect of managerial practices on the behavior of individuals and their personal growth within the organization. He identified seven basic changes that take place in the people over the years. These changes reveal that people have a tendency:

- To develop from a state of being passive as an infant to a state of increased activity as an adult.
- To develop from a state of dependence on others as an infant to a state of relative independence as an adult.
- To develop from being capable of behaving in only a few ways as an infant to being capable of behaving in many different ways as an adult.
- To develop from having erratic, casual and shallow interest as an infant to a deepening of interests as an adult.
- To develop from having a short-term perspective as an infant to a much longer time perspective as a matured adult.

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• To develop from being in a sub-ordinate position in the family and society as an infant to an equal or superior position to others as an adult.

• To develop from the state of lack of self-awareness and control as an infant to a state of having self awareness and control as an adult.

1.1.7 Mc Clelland’s Three Need Model

David C. Mc Clelland an eminent author on motivation has given the shape to “Three Need Model” of motivation. His model is concerned with three motives. They are: The need for achievement, the need for power and the need for affiliation.

His view was that every one possesses these needs in varying degrees. However, one of the needs will tend to be more characteristic of the individual rather than the others. Individuals with a high need for achievement thrive on jobs and projects that tax their skills and abilities. Individuals with high affiliation need to value interpersonal relationship and exhibit sensitivity towards other people’s feelings. He concluded that people with high achievement motivation tend to be interested in the motivators and with low achievement tend to be interested in environment or hygienic factors.

1.1.8 Vroom’s Valence – Expectancy Theory

According to Vroom’s Theory, people are motivated to achieve certain goals which they expect from their actions. People have their own
needs and expectations of what they desire from their work. They use reason to decide on which company to join and how hard to work on the job. This theory assumes that people are decision makers. They have many alternatives, out of which they choose one which seems to be most desirable at that time. Thus, motivation depends upon the situation facing people and how it satisfies their desires. Both the individual and situation differences are considered in Vroom’s Model.

1.1.9 Porter and Lawler – Model of Motivation

The latest contribution to the motivation is Valence - Expectancy Model. Porter and Lawler applied this model to the study of the behaviour of managers and concluded that there exits a complex relationship between job attitudes and job performance. This model encounters some of the simplistic traditional assumptions about the positive relationship between satisfaction and performance. The emphasis in expectancy theory on rationality and expectations describe the best kinds of cognition that influence managerial performance. We assume that managers operate on the basis of some sort of expectancies which although based upon previous experience are forward-oriented in a way that does not seem to be easily handled by the concept of habit strength.

1.1.10 Fredrick Herzberg’s Theory of Motivation

In Herzberg’s Motivation Hygiene Model, a research study was conducted by Fredric Herzberg. This study consisted of an intensive analysis
of the experience and feelings of 200 engineers and accountants in eleven different companies in Pittsburgh area, U.S.A. During the interview, they were asked to describe a few previous job experience in which they felt "exceptionally good" or "exceptionally bad". They were also asked to rate the degree to which their feelings were influenced for better or worse by each experience which they described. In concluding, the information from the interview, Herzberg concluded that there were two categories of needs essentially independent of each other affecting the behavior in different ways. His findings are that there are some job conditions which operate primarily to dissatisfy employees when the conditions are absent, their presence does not motivate them in a strong way. Another set of job conditions operate primarily to build strong motivation and high job satisfaction, but their presence rarely proves strongly dissatisfaction.

1.1.11 Douglas Mc Gregor' Theory X and Theory Y

Douglas Mc Gregor propounded two theories of Human Behavior in management philosophy on the theme of dual nature of human being. They are known as theory 'X' and theory 'Y'. Mc Gregor believes that nearly all management actions flow from these two theories and they reflect their philosophy of controls in practices.5

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1.1.12 Theory ‘X’

Theory ‘X’ is the Traditional Theory of Management philosophy. Power supreme’ is the most important theme of this theory where the people at work level have no authority to suggest or object anything except to carry out the orders of the supervisor. The line of authority of command traditionally goes direct from the top to down through various layers of organization with some delegation of authority but full and detailed accountability is up in the line.

1.1.13 Theory ‘Y’

The Theory ‘y’ represents an alternative management approach which does not involve abdication of management responsibility. Management is still responsible for achieving the organizational objectives, but on different assumption about human behavior and motivation. The workers are fully aware of the organizational objectives, which are directly related to the satisfaction of employee’s needs.

1.1.14 Taylor’s Theory in Job Satisfaction

Scientific Management also has a significant impact on the study of job satisfaction. Frederick Winslow Taylor’s (1911) book, *Principles of Scientific Management*, argues that there is a single best way to perform any given work task. This book contributed to a change in industrial production philosophies, causing a shift from skilled labour and piece work towards the more modern approach of assembly lines and hourly wages. The initial use of scientific management by industries greatly increased productivity.
It should also be noted that the work of W.L Bryan, Walter Dill Scott, and Hugo Munsterberg set the tone for Taylor’s work. Maslow’s Hierarchy of Needs theory, a motivation theory, laid the foundation for job satisfaction. This theory explains that people seek to satisfy five specific needs in life- physiological needs, safety needs, social needs, self- esteem needs, and self- actualization needs.

1.1.15 Theory of Edwin. A

Locke’s Range of Affect Theory (1976) is arguably the most famous job satisfaction model, which emphasizes that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn’t value that facet. Too much of particular facet will produce stronger feelings of dissatisfaction.⁶

1.1.16 FACTORS AFFECTING JOB SATISFACTION

In today’s competitive environment, organizations thrive and survive on their human resources. Values, attitudes, perceptions and behaviour, which form these resources, influence employee’s performance. It is a key factor in realizing organizational and individual goals that in turn

⁶ m.htm:/file:/c:/user/user/documents/levelofjobsatisfactionhrproject.mht.
greatly depend on individual's self-motivation and job satisfaction. Job satisfaction is one's attitude towards his job (positive or negative). Job satisfaction and the work environment are the basic constituents of employee's job satisfaction.

Employee's attitudes and values influence their behaviour. Positive outlook and backup from human resource help to modify the behaviour resulting in higher performance levels. Human resource must ensure pursuance of right assignment by the employee at the recruitment and selection stage itself. Human resource should consider value systems as key credentials along with abilities and experience to be compatible with that of the organization. Organizations, which give due recognition to the perceptions, attitudes, motivation and learning abilities of employees successfully create an efficient work-force. Efficient work-forces identify themselves with the organization's mission and aid in its success. Attitudes influence behaviour and are the indicators of potential problems an organization might encounter. HR must help employees cope with frustrations and sustain job satisfaction. Motivated employees stay on for long to achieve their goals. Job responsibilities, achievements, growth, self-fulfillment and recognition enhance job satisfaction levels. A candid interaction of managers with employees helps develop good relationships. Continuous coaching and genuine appreciation by the managers also enhance job satisfaction. To cultivate an attitude of excellence in employees, managers must provide a certain degree of autonomy. Organizations and managers desirous of excelling must therefore
work toward ensuring 'A happy worker is a productive worker'. The employee morale and satisfaction increase the productivity. Since then, managements pursue the topic of job satisfaction as it is believed to enhance performance, reduce absenteeism, retain qualified workers and establish smooth employment relations. Job satisfaction is a 'pleasurable or emotional state resulting from the appraisal of one's job and experience.' It is important to realize that these attitudes vary according to individual experiences and expectations and hence there is no single unitary concept of job satisfaction. Unlike other psychometric tools, used to test a sample of behaviour, measures of job satisfaction are prone to subjectivity. However, a battery of tests can be conducted to make accurate predictions. One approach is the Global Measure, which measures the overall satisfaction of the job. The second approach is the Facet Measure where satisfaction is measured on each aspect of the job.

Since job satisfaction is subjective to individual experience and expectation, personality often plays an influential role. Stable personality traits could influence satisfaction or dissatisfaction at work. 'Type A' personalities tend to be more aggressive and set high standards for themselves and are therefore more susceptible to job dissatisfaction. In contrast, 'Type B's seem to be more relaxed and, this may reflect on their attitudes toward work. Today, there is an increasing interest in the concept of the 'Person-Job-Fit' theory. The managerial implications are that people who get themselves into the right job that fit their attitudes and personalities seem to be more satisfied. The characteristics of the job may also influence one's attitude towards it. This
could include the physical environment like lighting, temperature and space. Work, when too difficult or easy can lead to dissatisfaction. Reward is viewed as satisfactory only when it is equitable and is in line with expectations. A friendly and supportive group at work is conducive to job satisfaction. Though job satisfaction leads to efficiency, recent findings indicate that other factors are responsible for work performance. Today, technological and market forces play a major role in organizational efficiency. An interesting finding is that absenteeism followed by negative feedback, like loss of pay might lead to dissatisfaction and in turn a high rate of absenteeism.

Organizations today have expressed a lack of loyalty and commitment from employees and hence are unable to retain qualified professionals. There is a growing recognition that external environmental factors play an influential role in job satisfaction. Another concept is that performance depends on the overall effectiveness of the organization. In today’s competitive world, management needs to continuously emulate practices that will attract and retain a highly qualified and skilled workforce. Dissatisfied employees may be forced to work due to unemployment or insecurity, but this is not in the interests of the long-term success of the organization. Dissatisfaction may be expressed in other forms like internal conflicts, poor interpersonal relations, low trust, and stress leading to workplace conflict, violence and low productivity. Though job satisfaction is difficult to measure and is dependent on a number of factors, management may reduce levels of dissatisfaction and control workplace conflicts through common
objectives like career development, training, appropriate rewards and improvements in the quality of working life.

1.1.18 JOB SATISFACTION AND PERFORMANCE

There is very little positive relationship between job satisfaction and job performance of an individual. An individual is satisfied with his job to the extent that effective performance leads to attainment of what he desires. Therefore, an organization should be more concerned about maximizing the positive relationship between performance and reward. It should be ensured that good performers get more rewards and therefore, they will naturally feel more satisfied. Hence, performance leads to rewards which in turn leads to satisfaction. If an individual performs well, he gets good reward and hence feels satisfied.

1.1.19 JOB SATISFACTION AND ABSENTEEISM

It has been found that there is a negative relationship between job satisfaction and absenteeism. When an individual is more satisfied with his work he does not absent himself often, whereas when he is dissatisfied with his work he is likely to absent himself from work. Absenteeism without giving notice is prevalent in many organizations. When the rate of absenteeism increases, machines on which thousands of rupees is spent become idle and it leads to loss in the organization.
1.1.20 JOB SATISFACTION AND TURNOVER

Workers who have relatively lower levels of job satisfaction are indeed the most likely to quit their jobs. In addition, organizational units with the lowest average satisfaction levels tend to have the highest turnover rates. However, while the relationship between job satisfaction and turnover is strong, it is important to note that the availability of other places of employment also influence turnover. If employees do not have a variety of alternative places of employment due to geographical constraints, family responsibilities, bad economic times, or very specialized skills, they will not like to leave their jobs even if they are not highly satisfied.

1.1.21 JOB SATISFACTION AND UNION ACTIVITY

The National Labour Relations Board regulates the organization of union in the private sector. Employers and supervisors, who wish to avoid unionization, approach labour lawyers and management consultants who make a business of it. The evidence is strong that job dissatisfaction is a major cause of unionization.

Employee's interest in unionization is based on dissatisfaction with working conditions and a perceived lack of influence to change those conditions. Employees become frustrated by low wages, arbitrary and capricious discipline and uncorrected hazards. When employers fail to respond to employee's complaints, employees realize that their power is not
sufficient to deal with their employers and are forced to collective action through unionization, which may be the best solution. Satisfied employees are seldom interested in unions and do not perceive that they need them.

It is also not surprising that job dissatisfaction has an impact on other union activities such as, calling strikes or filing union grievances. Work units with low levels of job satisfaction do have more strikes and file more grievances than units with high levels of job satisfaction.7

1.2 STATEMENT OF THE PROBLEM

Education and higher education in particular plays a major role in human development. It is an indicator of the progress and prosperity of any nation. The progress of any nation is reflected by the quality of its citizens. In turn the quality of the citizens depends upon the quality of education available in the country.

The strength and success of any educational system largely depend on teachers irrespective of the institutions where they teach. Hence, from time immemorial, teachers occupy an important position and have great respect in the society. People need job satisfaction in their chosen vocations. In the absence of job satisfaction, the job ceases to be a source of their pleasure and dissatisfaction gradually creeps in.

7. mhtml:/file:/c:/user/user/documents.
The teachers who are not satisfied with their job, do not adjust well with their students and become inefficient. Hence, it is extremely essential that teachers should be satisfied with their profession.

In ancient India, the Gurus enjoyed great respect and regard from their wards. The Gurus of the 'Guru kula' were completely satisfied with their job and had pride in their occupation. But today, in India, there has been a decline in job satisfaction among teachers.

Though the qualification of teachers employed in Government, aided and self-financing schools remain the same, there is a vast difference in their pay structure and facilities.

Moreover, the self-financing status imposes severe constraints on the process of teaching in the absence of Government financial support. Hence, it is necessary to explore the level of teaching and the consequent Job satisfaction of teachers employed in self-financing schools in comparison with their counterparts in aided institutions.

In India, the various committees constituted by the Government have emphasized the fact that persons with high attitude levels for teaching should be appointed. Therefore, the level of attitude of the existing teachers towards teaching is to be analyzed.

Hence, the present study is the first attempt to measure the level of job satisfaction of the teachers in Kanyakumari district, particularly among higher secondary school teachers.
1.3 SCOPE OF THE STUDY

The study is confined to job satisfaction of higher secondary school teachers working in Kanyakumari district.

The study covers the factors determining job satisfaction, the attitude of teachers towards teaching and job satisfaction. Further the study mainly throws light on the relationship between socio-economic factors and job satisfaction of higher secondary school teachers and analyses whether practical and possible changes can be made in the working environment of the schools.

1.4 OBJECTIVES OF THE STUDY

The following are the main objectives of the present study

1. To evaluate the level of job satisfaction among teachers working in higher secondary schools in Kanyakumari district.

2. To identify the factors influencing job satisfaction of higher secondary school teachers in Kanyakumari district.

3. To examine the relationship between the attitude of higher secondary school teachers towards teaching and job satisfaction.

4. To analyze the impact of socio-economic variables on job satisfaction of higher secondary school teachers.

5. To examine the extent of influence of management policies and welfare measures on teaching and job satisfaction of the higher secondary school teachers.
6. To provide suitable suggestions for the improvement of job satisfaction of school teachers.

1.5 HYPOTHESES OF THE STUDY

The following hypotheses are formulated and tested in this study.

- There is no significant difference in job satisfaction among higher secondary school teachers with regard to gender.
- There is no significant difference in job satisfaction among higher secondary school teachers with different age groups.
- There is no significant difference in job satisfaction among higher secondary school teachers with different educational qualification.
- There is no significant difference in job satisfaction among higher secondary school teachers with regard to the localities of the school.
- There is no significant difference in job satisfaction among higher secondary school teachers with difference in marital status.
- There is no significant difference in job satisfaction among higher secondary school teachers with difference in nature of schools.
- There is no significant difference in job satisfaction among higher secondary school teachers with different designations.
- There is no significant difference in job satisfaction among higher secondary school teachers with different nature of employment.
There is no significant difference in job satisfaction among higher secondary school teachers with different experiences.

There is no significant difference in job satisfaction among higher secondary school teachers with different social status.

There is no significant difference in job satisfaction among higher secondary school teachers with different distance from workplaces.

There is no significant difference in job satisfaction among higher secondary school teachers with different monthly salaries.

There is no significant difference in job satisfaction among higher secondary school teachers with different secondary occupations.

There is no significant difference in job satisfaction among higher secondary school teachers with different secondary occupational experiences.

There is no significant difference in job satisfaction among higher secondary school teachers with different secondary occupational income.

There is no significant difference in job satisfaction among higher secondary school teachers with membership in different associations.

There is no significant difference in job satisfaction among higher secondary school teachers with different types of families.
There is no significant difference in job satisfaction among higher secondary school teachers with different family size.

There is no significant difference in job satisfaction among higher secondary school teachers with different number of dependents.

There is no significant difference in job satisfaction among higher secondary school teachers with regard to the status of employment of spouses.

There is no significant difference in job satisfaction among higher secondary school teachers with difference in housing status.

1.6 METHODOLOGY

This study is an empirical study. Both primary and secondary data are used for the study. The primary data are collected with the help of a questionnaire from the higher secondary school teachers working in Kanyakumari district.

The secondary data are also used to evaluate the job satisfaction and its impact on working environments. The secondary data are collected from Journals, Reports, Magazines, District Educational Hand Book, News papers and Manuscripts, which are related to relevant data and information for the study on job satisfaction of higher secondary school teachers in Kanyakumari district.
1.6 SAMPLING DESIGN

Random sampling method has been adopted for choosing the samples from Nagercoil, Kuzhithurai, Thuckalay educational districts in Kanyakumari district. Data are collected from 5% of the population (7500 x 5/100), therefore the total number of the sample size is 375.

The mechanism for sample size analysis is shown in the following table 1.1.

Table - 1.1
MECHANISM FOR SAMPLE SIZE ANALYSIS

<table>
<thead>
<tr>
<th>S. No</th>
<th>Educational districts</th>
<th>Total No. of Teachers</th>
<th>Percentage</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nagercoil</td>
<td>3680</td>
<td>5%</td>
<td>184</td>
</tr>
<tr>
<td>2</td>
<td>Kuzhithurai</td>
<td>1600</td>
<td>5%</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Thuckalay</td>
<td>2220</td>
<td>5%</td>
<td>111</td>
</tr>
<tr>
<td>4</td>
<td>Kanyakumari</td>
<td>7500</td>
<td>5%</td>
<td>375</td>
</tr>
</tbody>
</table>

Source: District Chief Educational Office, Nagercoil.

1.7 COLLECTION OF DATA

The required information was collected through a questionnaire. The questionnaire was administered to the higher secondary school teachers individually after establishing proper rapport with them. They were explained the purpose and importance of the study and the way in which they have to answer different items. Sufficient time was given to the teachers to respond to the items.
1.8 TOOLS FOR ANALYSIS

A master table was prepared for entering the information of each respondent and small cross tables were also made from the master table for analysis. Besides, the collected data were analyzed by using relevant statistical techniques like Mean, Standard Deviation, Correlation Co-efficient, ANOVA, Factor analysis and Regression analysis.

1.10 PERIOD OF THE STUDY

The study is made from the primary data which were collected from the higher secondary school teachers in Kanyakumari district for a period of one year from June 2009 to May 2010.

1.11 LIMITATIONS OF THE STUDY

The study has the following limitations.

This study is made mainly on the basis of primary data. Therefore the results of the analysis are based only on the basis of the different opinion of the respondents in Kanyakumari district.

The study is applicable only to job satisfaction of higher secondary school teachers in Kanyakumari district and not applicable to pre-primary, primary, high schools, Anglo-Indian, matriculation, International schools and also not applicable to other districts in Tamil Nadu.
1.12 CHAPTER SCHEME

The present study is divided into eight chapters.

The First chapter deals with introduction and design of the study.

The Second chapter deals with review of literature and area of study.

The Third chapter deals with the measurement of attitude of teachers towards teaching and job satisfaction.

The Fourth chapter deals with socio-economic conditions and job satisfaction of teachers.

The Fifth chapter deals with attitude of teachers towards job satisfaction.

The Sixth chapter deals with factors affecting job satisfaction of teachers.

The Seventh chapter deals with impact of management policies on job satisfaction

The Eighth Chapter deals with summary of findings, suggestions and conclusion.