CHAPTER I

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

India is one of the few countries to have given birth to ancient human and has also provided a rich soil for the origin and development of different many religions of the world. The Indian civilization has evolved from the Stone Age in a step by step manner through knowledge acquisition and dissemination of the acquired knowledge by small a group of and selected people. The skills they possessed were selectively put into usage based on the efficiency of the individual. This dissemination of knowledge and skills happened with the will and wish of the persons who possessed them.

Later dissemination (Kendall 2004) of knowledge and skills were classified into several capsules / modules and they were taught or imparted to the next generation after verifying the ability and interest of the individual. Some ancestral knowledge had not been handed over to the next generations as they were considered either unnecessary or harmful to the people or tough to learn /teach. Highly knowledgeable and skillful individuals were employed by the superior / king / power centre, for educating the young. These great individuals who understood this science of training and educating the other were known as Gurus.

Gurukulas became the profession for those who wanted to disseminate knowledge and skills. Gurus specialized themselves in Vedas, Mantras, Thanthras,
Fighting Skills, Ethics and the like. Based on the knowledge and skills of the outgoing wards the Gurukulas were also graded by the people. Gurus (Kashalakr, 2003) also had their own preference in choosing / accepting the wards in their Gurukula. There were evidences for both Gurus accepting or rejecting even the wards of rulers.

In those days, Gurus (Gupta, 2007) were the most respectable persons in the world. And, Gurus also followed the needed code of ethics in their life. However, these Gurukulas were mostly accessible by the powerful, rich, and upper class people in the society. Others did not have access to the Gurukulas and there was a strict boundary for each community based on the type of employment. They concentrated on cultivating the positive attitudes, healthy habits, concepts with clarity and all this needed life skills. (Brockington, 2003)

In any civilization, Gurus, presently known as Teachers, played an incredible role in shaping the behavior of their ‘Shisyas’ and thereby laid the foundation for a rich culture. In contrast to the teachers of ancient days, the teachers of present day choose teaching as a profession with a hope of earning money and living a respectable life in the society. Teaching as a profession requires the individuals in the profession on to sacrifice their individual development and be a ladder for the development of the upcoming generations, that is why many a time they are referred to as pillars of the society. On becoming a profession, the individual who choose the teaching profession live with principles as they teach / the students. The students were also obedient as the teacher is the only understandable medium through which they learn things.
1.2 CURRENT SCENARIO OF EDUCATION SYSTEM

Technological development brought changes in every walk of life including teaching – learning process. Earlier, the emphasis had been on passing on knowledge. The demands of the society has changed from viewing education as a means to gain knowledge and to live an ethical and meaningful life to viewing the system as a means through which an individual gets a job with high income and there by live a life of high status and comfort. Furthermore, many parents believe that securing excellent marks in the public examinations alone will ensure a bright future for the child. Also, parents, many-a-time, do not bother about the preferences of the children.

Though the educational system is now accessible to most of the people, the change in the view of the society on education made most of the teachers to consider the teaching as an occupation to earn money to live on par with other rich people in the society.

However, there needs to be a re-evaluation of this method of teaching. The concept of present education in terms of teaching and evaluating process were questioned on its capability to contribute to the country’s overall development. Arguments could be placed against the concept of intelligence quotient and grades as the main tools to evaluate the achievements of students. Equal emphasis should be placed on cognition, skills, and emotions. Thus, teachers’ adaptability and commitment towards society affect the real development of the country. The performance of the teacher depends on the level of satisfaction and the individual’s
attitude to the profession. Thus, understanding the satisfaction of the teacher is highly important to handle the ever changing environment and the interrelated developments of the countries.

Satisfaction of the teaching profession is just not dependent on the compensation they receive. Though it is highly difficult to derive the exact satisfaction level of the teacher, it may be understood from the personal, social, cultural, and economic factors. It is challenging to identify and promote the satisfaction at the individual level.

1.3 STATEMENT OF THE PROBLEM

India, being a developing country, highly relies on human resource as its competitive edge over the developed countries. The efficiency and the effectiveness of the human resource of any country depend on the educational system of the country. The countries that succeed in having a good educational system have a greater possibility of the improving itself to higher levels of economic growth. The effectiveness of the educational system largely depends on the quality of the system and the quality of the stakeholders. The entire system may be made effective if teachers, the highly influential stakeholders of the educational system, contribute to the system in an effective manner. Thus the teachers are the major influential stakeholder of the educational system.

Teaching as a profession demands a lot of sacrifice on the part of teachers only then they could become the pillars of the society. Teachers experience pressures from various fronts namely students, parents, Government, Authorities,
competing schools, and administration of schools. Students put pressure on teachers by not obeying them, not doing the daily activities, and involving in mischievous activities. Every parent expects their child to stand the best in the class by any means. Also they restrict their child from involving in the affairs of the schools and of their friends. The Government authorities, on their part, insist on the implementation of the government policies which sometimes resist the teacher from involving in the students’ personal problems and helping them and to come out. Schools compete with each other in terms of scoring high marks forgetting the basic purpose, principles, and ethics of education. For this the administration of schools are pressurizing both teachers and students to study hard and score high marks. Administration of the school always expects the teacher to act in such a way that the students of their school score high marks in the public examinations. Also, there are instances where the administration forces the teachers as well as the students to indulge in malpractices. Teachers are arguably the most group of professionals for our “Nation’s future.” The relevance of job satisfaction and its performance are very crucial to the long-term growth of any essential system around the world.

In addition to the above problems, teachers of private management schools are not receiving appropriate compensation for their work compared to those working in Government and Government aided schools. Many teachers attempt to earn money through other sources like conducting tuitions. Those teachers do not even turn up for central valuation duties.
Though there are lots of problems in the educational system, still teacher is the kingpin in designing and building a society and thus the nation. The role of teachers in the development of any nation becomes inevitable. The satisfaction of the teachers, as that of the other categories of employees, has also an impact on the performance and the commitment of the teacher towards the development of the country. The satisfaction of the teachers may be affected by salary, working hours, nature of work, opportunity for professional advancement, relationship with coworkers, organizational policy, recognition, freedom, personality – job fit, and other related factors. Demographic variables like age, sex, income, health, level of aspiration, family relationships, and social status; teacher specific variables like interest towards teaching, sacrificing tendency, achievement, abilities, skills, and vision; Job specific variables like pay, pension arrangements, job security, complexity, working hours; and other benefits; school specific variables like infrastructure, management, cooperation from authorities, student strength, student profile, and characteristics of the colleagues; and behavioral characteristics of the teachers may also affect job satisfaction.

Thus, job satisfaction is the outcomes of a multiple inter related dimensions like personal, social, cultural and economic. It is challenging to identify and promote the satisfaction at an individual level. Thus, it becomes very important for the administration to understand the mindset of the teaching fraternity and to carefully prepare the teachers to keep up with the developments in different fields under arts, science, and technology.
Attracting and retaining high quality teachers is a primary necessity as well as challenge for educational institutions. The “Indian Education Commission 1964-66” states that nothing is more important than providing teachers with best professional preparation and creating satisfactory conditions of work in make them effective. Job satisfaction is important to boost up an individual performance and also their quality of life because many people spend so much time on their work. Job satisfaction is considered as a necessary prerequisite for any employee to continue in the same job as well as in same organization and also to put hard efforts to improve their performance. In the absence of the satisfaction the employees tend to put lesser effort that may end up with poor results. There are many psychological key factors which help the people to be satisfied in their work. Now, attracting and retaining high quality teachers is a primary necessity as well as challenge for educational institutions. And there requires a study to know the factors affecting the satisfaction, satisfaction level and the impact of the satisfaction over the performance of the school teachers.

The complex situation necessitates a study to understand the level of job satisfaction of the school teachers and the impact of the satisfaction. This study aims at enumerating the present mindset of the teachers in terms of their satisfaction with various parameters and the effect of their satisfaction on their performance in developing the younger generation. The study was undertaken with a title “A Study on Job Satisfaction of School Teachers and the Effect of the Satisfaction on their Performance in Tirunelveli District”.
1.4 SCOPE OF THE STUDY

The present study includes the current scenario in the field of education with respect to teachers’ performance and the impact of the colleagues, school management, Heads of the schools, students, public and the personal and family environment over the satisfaction and the performance of the teachers.

Theoretical framework of job satisfaction, performance appraisal, and impact of satisfaction on performance has also been studied. An attempt has been made to study the expectation and evaluation on different aspects of school environment. The dynamics in behaviour of the teacher with respect to the changing environment have also been studied.

Teachers working in the middle, secondary, and higher secondary schools of Tirunelveli district during the period from July 2011 to March 2013 were studied. The study did not include the teachers of elementary and primary levels.

1.5 OBJECTIVES OF THE STUDY

The study primarily intends to explore the level of job satisfaction of the school teachers in Tirunelveli District with respect to different aspects of their work and to understand the behavioural response of teachers on performance.

1. To evaluate the level of satisfaction of school teachers,

2. To understand the factors affecting the job satisfaction of the school teachers,

3. To access the preferences and performances of school teachers,
4. To know the relationship between the satisfaction and the performance of the school teachers, and

5. To understand the problems faced by the school teachers.

The study will be relevant to the researchers, students, and academicians in the field of school education. The study will also contribute positively to the theory of education management. The study will be relevant to the educationalists, academicians, as well as policy makers.

1.6 METHODOLOGY

This study is descriptive in nature and it attempts to describe the level of job satisfaction of the school teachers and the factors thereupon and the impact that the job satisfaction had over the performance of the school teachers in Tirunelveli district.

1.6.1 Universe of the study

The universe of the study comprises of all teachers working in schools located in Tirunelveli District and handling classes 6th to 12th std classes during the primary data collection period namely July 2011 to March 2013. Some of these teachers might have been transferred to schools of other districts and some might have joined schools of other districts. Some teachers could have been retired or terminated from the service.

In addition, school education system adopts a different format that requires registration and control mechanism through different administrative bodies. There
are State Board Schools, Matriculation Board Schools, and Central Board Schools. Moreover there are a few schools with international affiliation. The private management schools employ more than required number of teachers for certain subjects and less than required number of teachers for some other subjects and do not have any concrete structural details on the teaching post for their schools. The number of teachers even increases during the seasons like examination times. There are more than 9,000 teachers working in more than 450 schools to teach students from 6th to 12th standard. Therefore a comprehensive detail of the universe was unavailable though the number of total posts in the schools that are controlled by Chief Educational Office is available.

1.6.2 Sampling Design

A wholly comprehensive detail of the universe is unavailable, as the teachers working in government schools are in transferable posts and schools are under different controlling bodies. Educational administration differs from the revenue administration. The research to be more pertinent, the researcher decided to stick on to the educational administrative system and to follow stratified random sampling with three strata for high and higher secondary schools based on the educational districts namely Tirunelveli, Tenkasi, and Cheranmahadevi and eight strata for middle schools based on the educational regions namely Melaneelithanallur, Senkottai, Cheranmahadevi, Palayamkottai, Pappakudi, Kuruvikulam, Keelapavoor, and Kalakad. The sample size was arrived by considering the practical quantitative issues such as economic viability, time frame of the research, qualitative issues such as accessibility to the sample unit, ethical
demands and environmental issues. It was decided to take 20 samples from each of the eight regions of middle school administration and 140 samples from each of the educational districts of high and higher secondary school administration, as the population of teachers in high and higher secondary schools were almost 7 times the population of teachers in middle schools.

The initial plan of the researcher was to collect 580 samples, 160 middle schools teachers and 420 high and higher secondary teachers. However, the researcher could not meet the teachers as planned and the researcher decided to meet the teachers in the training sessions as in the case of Keung-Fai, J. W. (1996). Finally the researcher met six hundred teachers of different cadre from various regions and educational districts for collecting the data. Care was taken to maintain the randomness of the sample. Among the approached six hundred (600) teachers working in different schools, only 436 teachers filled and returned the questionnaire in which 433 were usable.

1.6.3 Data Collection Tool

More than hundred reviews were read relating to the present research and many variables were extracted from the reviews. The variables were arranged suitably for the questionnaire after dividing it into groups. The variables were arranged and a structured questionnaire was formulated. Pilot study was carried out by the researcher in the geographical area of the research to test the data collection instrument with 30 samples. The pilot study enabled the researcher to understand the issues in the data collection instrument as well as the data
collection process in the study environment. The reliability of the instrument was tested using Cranbach’s Alpha measure. Needed corrections were made in with the data collection instrument based on the validity and reliability measures. Data collection instrument and statistical tools for analysis were finalized based on the experience the researcher had from pilot study. The final questionnaire had questions relating to reference, demography, experience, infrastructure of the school, working pattern, state of teaching profession, official relationships, and compensation.

1.6.4 Field Work

Field work for this study was carried out by the researcher during the period of July 2011 to March 2013.

1.6.5 Statistical Tools Used for Analysis

The data collected were classified and tabulated. Statistical tools including chi-square test, analysis of variance, weighted average, correlation, factor analysis, and percentage analysis were deployed for analysing data. SPSS and Microsoft Excel packages were used for analysis.

The statistical tools used in the research are discussed briefly.

PERCENTAGE ANALYSIS

Percentage is a term used in arithmetic (“Percentage”, n.d) to indicate that a whole quantity divided into 100 equal parts is taken as the standard of measure.
**t TEST (INDEPENDENT SAMPLE)**

The t test is the most commonly ("Students", n.d) used method to evaluate the difference in means between two groups.

**t test formula**

\[
t = \frac{(\bar{x}_1 - \bar{x}_2) - (\mu_1 - \mu_2)H_0}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}
\]

Where

\[
\begin{align*}
\mu_1 &= \text{Mean of population 1} \\
\mu_2 &= \text{Mean of population 2} \\
\bar{x}_1 &= \text{Mean of sample drawn from Population 1} \\
\bar{x}_2 &= \text{Mean of sample drawn from Population 2} \\
n_1 &= \text{Size of sample drawn from population 1} \\
n_2 &= \text{Size of sample drawn from population 2} \\
\sigma_1 &= \text{standard deviation of population 1} \\
\sigma_2 &= \text{standard deviation of population 2}
\end{align*}
\]
WEIGHTED AVERAGE METHOD

Weightages are assigned for the values in the rating scales (“Average”, n.d) and ranking scales to calculate weighted average. Higher scores indicate higher agreement of the respondents and vice versa.

\[
\text{Weighted Average} = \frac{x_1 w_1 + x_2 w_2 + \ldots + x_n w_n}{w_1 + w_2 + \ldots + w_n} = \sum_{i=1}^{n} \frac{(x_i w_i)}{\sum_{i=1}^{n} w_i}
\]

Where 'x_i' values of the quantity whose average is being calculated, while 'w_i' are the values of the corresponding weights.

FACTOR ANALYSIS

The factor analysis is used (Aruya, 2001) to reduce data complexity by reducing the number of variables listed to study a specific concept. The higher the Eigen value of a factor, the higher is the amount of variance explained by the factor. Theoretically, it is assumed to have as many factors as there are original variables.

\[
F_i = W_{i1} x_1^* + W_{i2} x_2^* + W_{i3} x_3^* + \ldots + W_{ik} x_k^*
\]

Whereas

\[
F_i = \text{estimate of } i^{th} \text{ factor}
\]

\[
W_i = \text{Weight or factor score co-efficient for } i^{th} \text{ standardized variable}
\]

\[
x_{i^*} = i^{th} \text{ standardized variable}
\]

\[
K = \text{Number of Variable}
\]
ANALYSIS OF VARIANCE (ANOVA):

Analysis of Variance (ANOVA) is a technique for partitioning the total variation of a set of data in such a manner that it identifies the component sources of variation (Gupta, 2007, pp. 1009 – 1038; Levin & Rubin, 2002, pp. 591 - 603). This technique enables the researcher to test the hypothesis concerning the equality of more than two population means.

\[
T_{ss} = \sum_{i=1}^{k} \sum_{j=1}^{n} x^2_{ij} - \frac{1}{kn}.T2.\]

(i=1…k and j=1,2….n)

\[
TrSS=\frac{1}{n} \sum_{i=1}^{k} \tau_i^2 - \frac{1}{kn}.T2
\]

\[
SSE=TSS-TrSS
\]

\[
MSTr=\frac{TrSS}{K-1}
\]

\[
MSE=\frac{SSE}{K(n-1)}
\]

TSS = Total sum of squares

TrSS = Treatment sum of squares

SSE = Error sum of squares

MSTr = Mean Square due to treatment

MSE = Mean Square due to error
\[ X_{ij} = \text{the } j^{th} \text{ observation of the } i^{th} \text{ sample} \]

\[ T... = \text{Grand total of all the data} \]

\[ K = \text{Number of samples} \]

\[ N = \text{number of observations in each sample} \]

**CHI-SQUARE TEST**

\[ \chi^2 \text{ is useful to establish and measure the existence of the association} \]


\[
\chi^2_{(r-1)(c-1)} = \sum \frac{(O_{ij} - E_{ij})^2}{E_{ij}}
\]

\[ O_{ij} - \text{Observed frequency in the (ij)^{th} cell.} \]

\[ E_{ij} - \text{Expected frequency in the (ij)^{th} cell (More than 20 \% cells should not} \]

\[ \text{have a value less than 5 and no cell can have a value zero)} \]

\[ r - \text{Number of rows} \]

\[ c - \text{Number of columns} \]

On the assumption of independence of attributes
\[ E_{i,j} = \frac{(A_i) \cdot (B_j)}{N} \]

Where,

\[ A_i = \text{total of } i^{th} \text{ row} \]

\[ B_j = \text{total of } j^{th} \text{ column} \]

\[ N = \text{total number of observation} \]

If \( \chi^2 \) calculated \(<\ \chi^2\text{ 5\% table value} \) for \((r-1)\ (c-1)\) degrees of freedom, then it is accepted that the two attributes A and B are independent or there is insignificant association between them at 5 percent level and vice versa.

**CORRELATION**

Correlation measures the degree of association between variables (Hair, Anderson, Tatham, & Black, 2003, pp.151 – 152). When two variables move in the same direction, their association is termed as positive correlation. When two variables move in the opposite direction, their association is termed as negative or inverse correlation. The correlation is calculated using the following formula.

\[
r = \frac{N \Sigma X_i Y_i - (\Sigma X_i) (\Sigma Y_i)}{\sqrt{(N \Sigma X_i^2 - (\Sigma X_i)^2) (N \Sigma Y_i^2 - (\Sigma Y_i)^2)}}
\]

Where,

\[ r = \text{Correlation coefficient} \]

\[ X_i = i^{th} \text{ Value of the variable } X \]

\[ Y_i = i^{th} \text{ Value of the variable } Y \]

\[ N = \text{Number of pairs compared} \]
ARITHMETIC MEAN AND STANDARD DEVIATION

Arithmetic mean (M) and standard deviation (σ) of the total score of the respondents were computed. Scores above (M +σ) were considered as having high level of influence scores below (M –σ) were considered as having low level of influence and scores in between (M –σ) and (M +σ) were treated as having medium level of influence.

1.7 LIMITATIONS OF THE STUDY

A sincere attempt was made to study the job satisfaction of the teachers and the impact of their satisfaction on the performance in Tirunelveli district as specified in the objectives. Precautionary steps were taken in every stage of data collection.

The results of the study are applicable only to the teachers of schools in Tirunelveli district. The results are not applicable for the elementary and primary school teachers. The satisfaction and the performance level vary time to time. For example, the performance expected out of a teacher differs during examination, school day function, sports day function, etc and thus satisfaction also. The study does not have taken those variations into account. The field work was done from July 2011 to March 2013 covering all situations of academic calendar. The teacher could have responded to the questionnaire in any of the pressure or relaxed time. According by the response of the teacher might have varied from the actual. However, the researcher made all possible efforts to minimize the margin of error.
1.8 GEOGRAPHICAL COVERAGE

Tirunelveli District, one of the 31 districts of Tamilnadu (southernmost state of India), is located in the world map, between 08° 8’ and 09° 23’ latitude and 77° 09’ and 77° 54’ longitude. The district has a geographical area of 6,823 sq. kms. The district is surrounded by the State of Kerala, the Gulf of Mannar and the districts of Virudhunagar, Thoothukudi and Kanniyakumari. The district has 3 revenue divisions, 11 Taluks, 19 panchayat unions, 1 municipal corporation, 5 municipalities, 425 village panchayats, 38 town panchayats, and 628 villages (“Administrative,” n.d). Tirunelveli district has a population of around 28 lakhs. The literacy rate of the district is 68.44 %. Sex ratio of the district is 1043 female for 1000 male (“General,” n.d). The district contains diversified physical features such as lofty mountains, low plains and sea shores and 18 tourist places.

A unique feature of this district is that it consists of all five geographical traditions of Tamil Literature; Kurinji (Mountains), Mullai (Forest), Marudham (Paddy fields), Neithal (Coastal) and Palai (desert).

The district also has 21 rivers, cascades, thick inland forest, sandy soils and fertile alluvium, a variety of flora, fauna, and protected wild life (“Tourism,” n.d). Economy of the district depends basically on agriculture. 52 per cent of the operational area is held by small and marginal farmers; 31.7 per cent held by medium farmers; and 16.3 per cent by large farmers.

Tirunelveli district has mineral resources namely limestone, sulphide, and illumenite – garnet sands. The district has more than 1000 factories with some big
companies in various industries like cements, paper, minerals, etc. Tirunelveli
district has a rural background and it offers immense scope for development.
Tirunelveli district has population hailing from all demographic characteristics –
income groups of lower, middle and upper; sections of lower, middle and upper
sections of the society; village, town, and city dwellers; government employees,
private employees, professionals and entrepreneurs; and a good segment of retired
personnel. Tirunelveli district has a lot of business houses, government
establishments, educational institutions, and private firms. Tirunelveli district also
has a good number of banks and financial institutions that cater to the financial
requirements of the public. The district has one University, more than 40 colleges
for higher education including medicine, engineering, agriculture, and law, and
around 2500 schools for primary education to higher secondary education
(“Education,” n.d).

The study area namely, Tirunelveli district, possesses all characteristics of
rural India and may be considered as a representative of rural India. So, this district
has been chosen for the study.

1.9 CHAPTER SCHEME

This thesis has been organized and presented in six chapters.

The first chapter, “Introduction and Design of the Study”, covers
introduction, current scenario of education system, statement of the problem, scope
of the study, objectives of the study, methodology (construction of tools and pre-
test, sampling design, field work and data collection, framework of analysis),
limitations of the study, geographical coverage, and the chapter scheme.

The second chapter, “Review of Literature”, discusses the results of the
earlier researches relating to factors affecting job satisfaction, job satisfaction of
teachers, performance of teachers, etc.

The third chapter, “Conceptual Framework”, briefs the evolution of the
concept of satisfaction, performance, impact of job satisfaction, teaching
profession, modern education system, etc.

The fourth Chapter presents the results of the present study on its various
objectives - level of satisfaction of school teachers, the factors affecting the job
satisfaction of the school teachers, preferences and performances of school
teachers, relationship between the satisfaction and the performance of the school
teachers, and problems faced by the school teachers.

The fifth chapter concludes with summation of findings and offers
suggestions for improving the situation and scope for future research.