Chapter - III

STATEMENT OF THE 
PROBLEM
In this chapter the statement of the problem, the need for the study, the objectives of the study, the hypotheses and limitations of the study are presented.

3.1 STATEMENT OF THE PROBLEM

"Job Satisfaction Among Secondary School Teachers of Rural Areas of Andhra Pradesh". The study aims to know the personal and demographic factors, physical facilities and qualities possessed by the teachers in relation to their job satisfaction.

3.2 NEED FOR THE STUDY

Teachers are considered the pillars for any educational system and the efficiency of the teachers is determined by a wide range of factors like teaching inputs, school facilities, work environment, work commitment, training, personal involvement, human relations, job promotion, job description, supervision, motivation (self and others), salary, increments, welfare measures, future possibilities, home conditions, students involvement, community support, transport facilities, etc. It is the level of job satisfaction of teachers that often decides his/her success and efficiency as a teacher. If the teachers are free from all burdens they will be able to devote their time and attention for the benefit of the school. A dissatisfied teacher is not only a burden to himself but also to the school and community at large. If teachers have not job satisfaction it means that there is something wrong in terms of the academic inputs, welfare measures or at personal level and these deficiencies need to be addressed by the administration.
All teachers working at different levels in the educational system basically need job satisfaction. Secondary education provides the basis for further higher education. Teachers have to think basically that the future of the students lies in their hands and that they have to be very careful in doing justice to the profession. A general observation about the teachers working at the secondary level shows that a good majority of the teachers who expected higher positions got ultimately the job of secondary school teachers where the salary is less, where teacher has no recognition in the community or among the co-teachers.

The welfare measures initiated by the government are far from satisfactory and the life of the secondary teachers has became like an unmovable rock in the mountain. The changes in the syllabus compel training especially in subjects like Mathematics, Physical Sciences, Natural Sciences and English and the in-service training facilities are often not up to the mark. The daily work of secondary teachers often ranges from 9 a.m. to 6 p.m. which starts with waiting for the village bus. The system inside the school may be in some cases not congenial where in the teachers are busy in idle talk. The teachers who join the high school with a little skill in English language are often ridiculed if they converse in English. All subjects are equally important whether it be Mathematics, English, Sciences or languages. But the value attached to Mathematics and Science subjects is more and the recognition given by the students to these teachers is also more.
The professionalism among the teachers, the positive attitude, the value system among the teachers, the credibility and accountability among the teachers are all missing to a large extent due to one reason or other. Their job satisfaction is also affected due to these conditions. In general, the schools are not well equipped, the classrooms lack proper facilities, the teaching equipment is not available, and the old teachers are not satisfied about their promotions. When the secondary schools are in this state of affairs naturally the job satisfaction of the teachers will be at different levels. Research effort is required at this stage to enquire into the job satisfaction of secondary school teachers and to suggest some workable strategies towards this end. Hence, the need for the present study.

3.3 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To study the distribution of job satisfaction scores of secondary school teachers;

2. To study the influence of variables namely gender, age, caste, religion, income, experience, educational qualifications, marital status, residence, type of management, mode of travel, subject of teaching, medium of teaching on the job satisfaction of secondary teachers;

3. To study the influence of physical facilities on the job satisfaction of secondary school teachers;
4. To know the effect of qualities possessed by the teachers on job satisfaction;

5. To know the influence of attitude towards the profession on job satisfaction; and

6. To suggest remedial measures.

3.4 HYPOTHESES

For the purpose of the study, the following hypotheses were formulated.

1. Gender does not significantly influence the job satisfaction of secondary school teachers.

2. Age does not significantly influence the job satisfaction of secondary school teachers.

3. Caste does not significantly influence the job satisfaction of secondary school teachers.

4. Religion does not significantly influence the job satisfaction of secondary school teachers.

5. Income does not significantly influence the job satisfaction of secondary school teachers.

6. Experience does not significantly influence the job satisfaction of secondary school teachers.
7. Educational qualifications does not significantly influence the job satisfaction of secondary school teachers.

8. Marital status does not significantly influence the job satisfaction of secondary school teachers.

9. Residence does not significantly influence the job satisfaction of secondary school teachers.

10. Type of management does not significantly influence the job satisfaction of secondary school teachers.

11. Mode of travel does not significantly influence the job satisfaction of secondary school teachers.

12. Subject of teaching does not significantly influence the job satisfaction of secondary school teachers.

13. Medium of teaching studies does not significantly influence the job satisfaction of secondary school teachers.

14. Physical facilities do not significantly influence the different job satisfaction of secondary school teachers.

15. Qualities possessed by the teacher do not significantly influence the different job satisfaction of secondary school teachers.

16. Attitude towards the profession does not significantly influence the different job satisfaction of secondary school teachers.
17. No single variable or a set of variables included in the study do not significantly exert their contribution to job satisfaction of secondary school teachers.

3.5 VARIABLES STUDIED

Dependent Variable

Job satisfaction of secondary school teachers.

Independent Variables

Gender, age, caste, religion, income, experience, educational qualifications, marital status, residence, type of management, mode of travel, subject of teaching, medium of teaching, physical facilities, teacher qualities, attitude towards the profession.

3.6 LIMITATIONS OF THE STUDY

1. The study is limited to teachers working in the secondary schools of Kurnool District.

2. The study is limited to independent variables namely Gender, age, caste, religion, income, experience, educational qualifications, marital status, residence, type of management, mode of travel, subject of teaching, medium of teaching, physical facilities, teacher qualities, attitude towards the profession.