CHAPTER -I

THE PROBLEM
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1.1 Introduction

Satisfaction is an essential factor in any profession. It is an established fact that job satisfaction usually leads to qualitative and quantitative improvement in performance. Satisfaction in job induces motivation and interest in work. When work becomes interesting, the worker gets pleasure from work. More especially, the personal pleasure that the worker gets from a job of his choice gives him tremendous psychological satisfaction.

Job Satisfaction is a must on the part of every profession, especially among the teaching profession. As generally known that, "Teachers are branded as builders of nation, whereas teacher educators, who educate these teachers have much more important role to play". The teachers to be trained by teacher educators is very much important.

A dissatisfied secondary school teacher becomes a nucleus of problems in the whole system of education, unless the secondary school teachers are helped to derive satisfaction in their jobs, the work they do will not be effective both from the point of view of their own personal growth and professional contribution in terms of future preparation of teachers. Understanding the job
satisfaction is undoubtedly a vital phenomenon for secondary schools as it is for any other organisation. Therefore, it becomes very much necessary to study the level of job satisfaction among secondary school teachers in relation to their personality factors and other personal demographic variables.

1.2 Teacher and Secondary Education

Secondary education is strongest link between primary education and college education. According to the modern concept of education teacher has to struggle in proper physical, mental, emotional development of a child. After secondary education some children will enter life, and a few may go to the colleges. Hence, teachers of secondary education should have a right attitude to mould child properly to lead his life fruitfully in society.

The Secondary Education Commission appointed by government of India in October 1952, popularly known as Mudliar Commission (1953) expressed its opinion as:

"We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher. His personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in community".
Further commission opined that "No recommendation for improvement of secondary education can yield the designed results without sufficient improvement in the quality of teachers working in school".

1.3 Role of Teacher in Education

The role of a teacher in the educational process is always challenging and dynamic. The teacher's work is not only transmission of knowledge but it is something more. His /her great task is inspiring and guiding the students towards cherished goals. The teacher in a naturalistic set up is only a setter of the stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place.

Teacher is a corner stone of an arch of education. The success of educational process depends much more upon the character and ability of its teachers. Vital role, which the teacher plays, is the yardstick that measures the aspirations and achievements of any nation. In and through the work of teacher does the worth and potentialities of country get evaluated. The progress, stagnation, or deterioration of a society is directly or indirectly traceable to the strength of its teachers.
1.4 Teaching Profession

Teaching is a profession like medicine, law and engineering. People do not consider the teacher as a professional man, because teachers are low paid and majority of teachers come from poorer section of society. Some teachers take up teaching because there is no alternative for them or it serves as stepping stone for better jobs. Teachers should therefore to impress upon society, their importance and their dignity.

The following characteristics of profession may be worthwhile to mention here.

1. A profession involves essential intelligence.
2. A Profession commands a body of specialized knowledge.
3. A profession requires extended professional preparation.
4. A profession demands continuous in-service growth.
5. A profession affords life career and permanent membership.
6. A profession sets up its own standards.
7. A profession exalts service above personal gain.
8. A profession has strong closely-knit professional organizations.

Every person following a profession should follow a code of ethics. For example, a medical practitioner has a code of professional behaviour, similarly teacher should have a code of ethics. It is necessary that there should be some code of conduct that lays down the behaviour and attitude of teachers towards:
1. Pupils under their charge:
2. Community in which they are living;
3. The management and administration:
4. The members of teaching fraternity and
5. The teachers' organization.

The quality and quantity of performance performed by any individual in any task is mainly determined by the fact that whether the individual is satisfied or dissatisfied by the particular task.

1.5 Job Satisfaction

Job satisfaction is the ultimate function of so many individual attitudes taken together. It is very complex, complicated and personal experience. A number of material and non-material factors contribute to job satisfaction and influence this very personal experience. Some of these variables play important roles while other play secondary roles in giving satisfaction in job. But it is quite difficult to determine the relative importance of the factors influencing job satisfaction as the importance varies with time and individuals.

The term job satisfaction refers to an individual's general attitude towards the job. A person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with the job holds negative attitudes about the job.
Job satisfaction refers to the way one feels about events, people and things. It describes the feelings and the emotional aspects of experience, as distinguished from intellectual and rational aspects, though the two aspects can never be completely separated. "Job satisfaction is the result of various (specific) attitudes the person holds towards his job, towards related factors, and towards life in general". (Mohanty, 1997).

Satisfaction is not permanent, satisfaction once achieved, ordinarily remains satisfaction for a comparatively short time and only under certain conditions.

Satisfaction may be seen to be contingent upon the individual's idiosyncratic internal structure, the specific set of job tasks in the work place; the managerial processes that direct the activities; the organisational policies regarding rewards and so on, including all combinations of the above.

In an organisational surround, two employees report identical levels of satisfaction, yet experience their jobs in radically different ways. One employee may be influenced predominantly by the salary and advancement aspects of the job, while the other may be most influenced by the action and the variation features of the job.
1.6 Sources of Job Satisfaction

Several job elements contribute to job-satisfaction. The most important amongst them are wage structure, nature of work, promotion chances, quality of supervision, work group and working conditions (Figure 1.1)

Wages: Wages play a significant role in influencing job-satisfaction. This is because of two reasons. First money is an important instrument in fulfilling one's needs; and two, employee often see pay as a reflection of management's concern for them.

Employees want a pay system, which is simple, fair, and in line with their expectations. When pay is seen as fair, based on job demands, individual skill level, and community pay standards, satisfaction is likely to result. What needs the emphasis is that it is not the absolute amount paid that matters, rather it is one's perception of fairness.

Fig 1.1 Sources of Job-Satisfaction

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Nature of work: Most employees crave intellectual challenges on jobs. They tend to prefer being given opportunities to use their skills and abilities and being offered a variety of tasks, freedom, and feedback on how well they are doing. These characteristics make job mentally challenging. Jobs that have too little challenge create boredom. But, too much challenge creates frustration and a feeling of failure. Under conditions of moderate challenge, employees experience pleasure and satisfaction.

Promotion: Promotional opportunities affect job-satisfaction considerably. The desire for promotion is generally strong among employees as it involves change in job content, pays, responsibility, independence, status and the like. An average employee in a typical government organization can hope to get two or three promotions in his entire service, though chances of promotion are better in the private sector. It is no surprise that the employee takes promotion as the ultimate achievement in his career and when it is realized, he feels extremely satisfied.

Supervision: There is a positive relationship between the quality of supervision and job-satisfaction. Supervisors who establish a supportive personal relationship with subordinates and take a personal interest in them contribute to their employee satisfaction.
On realizing the role of supervision in creating satisfaction, a number of supervisory roles have been suggested for the purpose. They are as follows:

**Supervisory Actions for Maintaining Satisfaction:**

1) Maintain open lines of communication.
2) Create a good physical environment.
3) Remedy sub-standard conditions.
4) Transfer discontented employees.
5) Change the perception of dissatisfied employees.
6) Display concern for employees.
7) Give ample recognition.
8) Allow for participative management.
9) Practice good management.
10) Conduct morale-building programmes.

**Work Group:** The work group does serve as a source of satisfaction to individual employees. It does so, primarily by providing group members, with opportunities for interaction, with each other. It is well-known that, for many employees work fills the need for social interaction.

The work group is an even stronger source of satisfaction when members have similar attitudes and values. Having people around with similar attitudes causes less friction on a day-to-day basis. Co-workers with similar attitudes and
values can also provide some confirmation of a person's self-concept: "We are ok and you are ok".

**Working conditions:** Working conditions that are compatible with an employee's physical comfort and that facilitate doing a good job contribute to job-satisfaction. Temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of the work place, and adequate tools and equipment are the features which affect job-satisfaction.

The assumption that working conditions and satisfaction are interrelated contradicts the two-factor theory of motivation. According to this theory, working conditions are a part of maintenance factors which, when provided, help remove dissatisfaction. And the opposite of dissatisfaction is no-dissatisfaction but not satisfaction.

Thus, while working conditions constitute a source of job-satisfaction, they are a relatively minor source. Generally, unless working conditions are either extremely good or bad, they are taken for granted by most employees. Only when employees themselves change jobs or when working conditions change dramatically over time (for example: moving into new facilities) do working conditions assume more relevance. In other words, all employees are not satisfied nor dissatisfied by favourable or unfavourable work environment.
1.7 Teachers and Job Satisfaction

The role of teachers is crucial for the transfer of knowledge in schools. At the same time, teacher's remuneration is the biggest cost factor in educational finance. In most countries, developing and industrialized, teachers' salaries account for between half and three fourth of current education expenditure.

It is expected that teacher's job satisfaction will be enhanced by a well equipped school environment, adequate training and contract conditions ensuring, in particular, long term job prospects, security and a decent salary. Moreover, teacher's job satisfaction will probably benefit from a positive exchange with colleagues, the director, students and parents.

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs.

Job satisfaction is a primary requisite for any successful teaching learning process. It is a complex phenomenon involving various personal, institutional and social aspects. If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals.

Job satisfaction related to teacher is that he should be content with his role as a worker, in a society, it is necessary to recognize that teachers are
human beings who basically seek growth and fulfillment of their needs, values and aspirations. The teachers' link with the society is based on the two basic components of his work life: the nature of work he does and the conditions under which he does his work. In other words, the content and the context of his work life give rise to attitudinal relations which significantly affect his work behaviour. The work-related attitudes by common consent are work involvement, intrinsic motivation, and work adjustment, and they are directly related to the work a teacher does and may be designated job attitudes, commitment, identification, and organizational involvement are attitudes more related to organizational conditions which comprise the organizational climate.

Employee satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, frequently the two terms are used synonymously in the educational literature and when the two concepts are analyzed there appears to be considerable conceptual overlap. 'Satisfaction' when applied to the work context of teaching, seems to refer to the extent to which a person can meet individual personal and professional needs as an employee. Morale on the other hand appears to have a group dimension. Here, teacher strikes, teachers' burnout, and stress and assaults on school employees suggested that many teachers are not satisfied. There are some important differences in job satisfaction at various levels of teaching with...
elementary teachers expressing more satisfaction with their job than secondary school teachers.

There are many causes to explain why teachers are not satisfied in their job:

a) The following factors may be listed in order of frequent identification.
   1. Public Attitude towards the schools.
   2. Treatment of education by the media.
   4. Salary and status of teachers in the community and students' behavior in negative effect upon their job satisfaction.

b) Other factors of teachers job dissatisfaction are in order of importance.
   1. Lack of Planning time.
   2. Tedious paper and clerical work.
   3. An out of touch and autocratic administration.
   4. Disruptive and non-motivated students.
   5. Non-teaching activities such as faculty meeting and time wasting workshops.
   6. Un-cooperative parents.
   7. Lack of autonomy to prescribe curriculum.
   8. Feeling of failure and
   9. Low occupational prestige.
c) Schakmuth who studied school teachers in two communities and identified a positive relationship between the professional self image of the elementary school teachers and the level of satisfaction with work.

d) Another possible cause of employee dissatisfaction and low morale stems from the different frames of reference of administrators and teachers. This disparity is frequently conceptualized as a conflict between the bureaucratic orientation of the administration and the professional orientation of the staff.

Research on Teacher Satisfaction

Over the last two decades, many studies have attempted to identify sources of teacher satisfaction and dissatisfaction by elementary and secondary school teachers (Farber, 1991; Friedman and Farber, 1992; Kyriacou and Sutcliffe, 1979; Mukletun, 1984). According to the majority of these studies, teacher satisfaction is clearly related to levels of intrinsic empowerment, that is, motivation. The main factor found to contribute to the job satisfaction of teachers is working with children. Additional factors include developing warm, personal relationships with pupils, the intellectual challenge of teaching and autonomy and independence. In contrast, teachers viewed job dissatisfaction as principally contributed by work overload, poor pay and perceptions of how teachers viewed job dissatisfaction as principally contributed by work overload, poor pay and perceptions in the job satisfaction levels of teachers are viewed job dissatisfaction as principally contributed by work overload, poor pay and
perceptions of how teachers are viewed by society in general, though, studies have found variations in the job satisfaction levels of teachers, depending on certain individual and school characteristics (Spea et al., 2000)

It can be argued that teacher satisfaction refers to a teacher’s affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Lawler, 1973). In general, Morse (1953) views the strength of an individual’s “desires, or his/her level of aspiration in a particular area” to be an important factor in job satisfaction. Those with the strongest desires or highest aspirations are least happy with their job if the environment does not facilitate satisfaction of their needs. Along these lines, Maeroff (1988) described teachers’ “sense of empowerment” as a major way “to make teachers more professional and to improve their performance”. The power Maeroff (1988) referred to is “the power to exercise one’s craft with confidence and to help shape the way that job is to be done”.

Researchers such as Hargraves (1994,1997), Little (1996) and Nias (1989, 1996, 1996) mention a number of factors that subvert a teacher’s sense of empowerment and motivation and are related to feelings of loss, disillusionment, and negative perceptions of self-worth; the monotony of daily routines, a lack of motivation and discipline from the students part, and a lack of motivation and discipline from the

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students' part, and a lack of support and appreciation from colleagues and administration. It is interesting to observe that these factors are associated with some of the reasons that drive teachers to leave the profession. (Zemblyas and Papanastasiou 2004).

Specifically, Norton and Kelly (1997) and Shann (1998) identified the following factors that contribute to increased teacher dissatisfaction and to teachers leaving the profession:

- Problems/frustrations with the variety of administrative routines and accompanying paperwork;
- Concerns about the evaluation of students' performance and school grading practices;
- Problems relating to teacher load and expectations for assuming extracurricular assignments;
- Concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels;
- Low pay;
- Few possibilities for career promotion or growth; and
- The declining respect for the profession.

(Zemblyas and Papanastasiou 2004).
Job Satisfaction and Job Performance

Mayo (1945) and his colleagues proposed that there was a relationship between one aspect of job satisfaction—employee satisfaction with social relationship at work—and work productivity. Moreover, the job design theories of motivation—Herzberg's two-factor theory and the job characteristics model—are as much theories of job satisfaction as they are of motivation. Both theories emphasize that satisfaction with the job is a key to determining motivation. While this idea that the "happy worker is the productive worker" might seem to make sense, research studying the links between job satisfaction and performance has shown inconsistent results.

A model suggested by Porter and Lawler (1968) clarifies how this process might operate. According to them, job satisfaction and performance are not directly linked. Instead effective job performance leads to job-related rewards, such as pay increases, promotions, or a sense of accomplishment. If the process for offering these rewards is perceived as fair, receiving these rewards leads to job satisfaction and also to higher and higher levels of performance. This creates a situation in which job satisfaction and job performance are actually independent of one another, but are linked because both are affected by job-related rewards.
1.9 Relationship between Job Satisfaction, Personal Effectiveness, Teachers Attitude, Role Efficacy, Teachers Involvement, Organizational Culture and Organizational Climate

1.9.1 Job Satisfaction and Personal Effectiveness

Job satisfaction and personal effectiveness are related to each other. Personal effectiveness is better self-awareness. A person who shares his ideas, feelings, experience, impressions with others contributes more to person's effectiveness. Personal effectiveness is essential for teachers also. Teacher effectiveness is the progress made in pupil's learning as a result of teaching by
the teacher. The personal effectivenes in teachers results in greater job satisfaction.

1.9.2 Job Satisfaction and Teacher’s Attitude

Attitude and job satisfaction are very much related to each other. Job satisfaction refers to one’s feeling towards one’s job. An individual having satisfaction is said to possess positive attitude towards the job. Conversely a dissatisfied person will have negative attitude towards his or her job.

Teacher must have right attitude to impart proper education according to ideas and ideologies of community and nation.

The Secondary Education Commission appointed by Government of India in 1952, popularly known as Mudaliar commission expressed its opinion as;

“No recommendation for improvement of secondary education can yield the desired results without sufficient improvement in the quality of teachers working in school”.

To develop the right type of activities, right type of man is to be put in the right place. Attitude of teacher may be analyzed while appointing. To have a fruitful results teachers working in school are to be a moral and rational human being. Therefore, presence of right type of attitudes is essential and important.
Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such as salary, service condition, advancement opportunities, intrinsic aspects, and rapport with students, etc.

### 1.9.3 Job Satisfaction and Role Efficacy

Job satisfaction and role efficacy are related to each other. Persons with high role efficacy seem to rely on their own strengths to cope with problems they are active and interactive and interact with people and the environment, and persist in solving problems mostly by themselves and sometimes by taking help of other people. They show positive and appropriate behavior, and feel satisfied with life and with their jobs and roles in their organizations. If the teacher gets higher job satisfaction it contributes to role efficacy.

### 1.9.4 Job Satisfaction and Teachers' Involvement

Teachers' involvement is related to job satisfaction. Involvement is affected by personal characteristics such as age, high growth need, and such as level of challenge and opportunity for employee participation.

Lodbehl and Kejner (1965) in a study of engineers, found high job involvement to be related to satisfaction with the work itself, and to satisfaction with supervisors, promotion, and interaction with people.
1.9.5 Job satisfaction and Organizational Culture

Organizational culture has become a vehicle for understanding the basic meaning and character of institutional life. In the 1930's and 1940's, Both Barnard (1938) and Mayo (1945) stressed the significance of norms, sentiments, value and emergent interactions in the workplace as they described the nature and function of the informal organization similarly Selznick (1957) emphasized the significance of viewing organizations as institutions rather than merely rational organizational structures. Institutions, observed Selznick (1957) are "infused with value beyond the technical requirements at hand. The infusion of value produces a distinctive identity of the organization that pervades all aspects of organizational life and provides a social integration that goes well beyond formal coordination and command.

This distinctive character binds individual to the organization infuses in its members a sense of loyalty and commitment. Then the individual gets satisfaction with the job.

1.9.6 Job Satisfaction and Organizational Climate

Organizational climate influences motivation, performance and job satisfaction. It is a long run proposition. Just as an asset contributes to production, it is incremental in nature. A sound organizational climate enhances the job satisfaction, morale, participation involvement, team spirit and
contribution of employees. A sound climate is understood as the stability, creativity and effectiveness of an organization.

Then organizational climate of schools is the product of the relationships between the principal and his staff and among his teachers. The relationship engenders interaction between the principal and his teachers and of teachers among themselves. Thus, where there is healthy organizational climate there is more job satisfaction.

Abdul (1986) investigated that teachers in more open climate schools enjoyed more job satisfaction than teachers of less open climate schools and also the teachers in more open climate schools were more satisfied with respect to colleagues than teachers in less open climate schools.

Organizational climate affects satisfaction with personal relationships more than other aspects of satisfaction. Organisational climate should be viewed as a social and interpersonal phenomenon, and satisfaction can be heightened for social environment and management thrust by reducing the number of routine and burdensome tasks.

1.10 Significance of the Study

The quality and quantity of performance performed by any individual in any task is mainly determined by the fact whether an individual is satisfied or dissatisfied by the particular task.
Job satisfaction is positively correlated with high production. The results of a study by Katz and Haiman (1947) indicate that workers satisfied with their job produce more. Some other studies also indicate that not always and in all cases is high production due to job satisfaction. However, it cannot be denied that production is partly a function of job satisfaction.

Work occupies an important place in the life of man. It is a major source for the satisfaction of biological, psychological and social needs of the individuals (Roe, 1956) as best single determinant of social class (Komhauser, 1955) suitability of work therefore, is very important for job satisfaction and the mental health of the individual (Brayfield and Morsh, 1957).

Teachers job satisfaction has been shown to be predictor of teacher retention, a determinant of teacher commitment and in turn a contributor to school effectiveness.

Teaching profession as such has an important, noble place in the society. People (teachers) who are involved in the teaching profession are rather different from the people who are involved in other profession. Wholehearted participation of the teachers in the educational process and organization is primary necessity for the success of educational system. Teachers would extend their maximum, ultimate potentialities to serve their profession, if they are satisfied with their jobs.
This point seeks importance of the study on teacher job satisfaction because this has been of great interest to behavioral science researchers. Indeed a recent estimate (Cranny, Smith, and Stone 1992) suggests that more than 5000 studies of job satisfaction have been published since the 1930s. Many researchers have been conducted on the job satisfaction of elementary and secondary teachers (Kreis and Brookopp 1986). Further more educational researchers have studied the relationships between job satisfaction and gender (Sweeney 1981), length of teaching experience, (AVI-Itzhak, 1988), age (Lowther, Gill and Coppard 1985).

Understanding the job satisfaction is undoubtedly a vital phenomenon for secondary schools as it is for any organization. Hence, There is a great need for the study of teacher job satisfaction working in secondary schools.

1.11 The Problem

The relationship between person and work has always attracted the attention of philosophers, scientist and novelists. A major part a person life is spent in work. Work is a social reality and social expectation to which men seem to confirm. It not only provides status to the individual but also binds him to the society. The nature and significance of work would be important as an area of study, since it occupies so much of a man’s life span.
Theoretical aspects of job satisfaction shows that there are many factors which influence the level of job satisfaction. From the review of related literature it was found that comparatively very less work has been done to find the relationship between job satisfaction and factors like sex, teaching experience and scale of pay.

Every individual has certain needs and motives which he wants to fulfill. Any job which fulfills these needs and motives gives him satisfaction. It is probably the major aim of every worker to get pleasure in job which enhances production and mental satisfaction. The satisfaction which people experience in their jobs is in large part the consequence of the extent to which various aspects of their work situations tend to be relevant to their job related values systems as every individual has special abilities, aptitudes, inherited capacities, interests and aspirations. Those jobs which provide the worker a chance to fulfill his interests and aptitudes give him satisfaction and pleasure. Natural interest in job of his satisfaction motivates him for efficient and qualitative performance.

Teaching profession as such has an important, noble place in the society. Wholehearted participation of the organization is primary necessity for the success of educational system. Teachers job satisfaction is a pivotal link in the chain of education reform. Teachers satisfaction influences job performance, attention and ultimately student performance.
The research studies on job satisfaction in India are very rare and far between. So far no studies, to the knowledge of the investigator, have been carried out in India involving study of variables job satisfaction, personal effectiveness, teacher attitude, role efficacy, teachers involvement, organizational culture and organizational climate of secondary school teachers.

Hence the present investigation is entitled "A Study of Job satisfaction of Secondary School Teachers in Relation to their Personal, Professional and Organizational Variables".

The present study aims at identifying certain variables related to job satisfaction of teachers working in secondary schools.

1.12 Objectives of the Study

1) To study the relationship between job satisfaction of teachers and personal effectiveness (total) and its dimensions
   - Self disclosure.
   - Openness to feedback.
   - Perceptiveness

2) To study the relationship between job satisfaction of teachers and teachers attitude (total) and its dimensions.
   - Teaching profession.
3) To study the relationship between job satisfaction of teachers and role efficacy (total) and its dimensions.

- Centrality.
- Integration.
- Proactivity.
- Creativity.
- Inter role linkage.
- Helping relationship.
- Superordination.
- Influence.
- Growth.
- Confrontation.

4) To study the relationship between job satisfaction of teachers and teachers involvement (total) and its dimensions.

- Planning the social work.
- Decision making.
• Involvement in extra curricular activities.
• Involvement in administration.

5) To study the relationship between job satisfaction of teachers and organisational culture (total) and its dimensions.
   • Openness.
   • Confrontation.
   • Trust.
   • Authenticity.
   • Proaction.
   • Autonomy.
   • Collaboration.
   • Experimentation.

6) To study the relationship between job satisfaction of teachers and organisational climate (total) and its dimensions.
   • Performance standards.
   • Communication flow.
   • Reward system.
   • Responsibility.
   • Conflict resolution.
   • Organisational structure.
   • Motivational level.
• Decision making process.
• Support system.
• Warmth.
• Identify problems.

7) To study the relationship between job satisfaction and sex of teachers.
8) To study the relationship between job satisfaction and age of teachers.
9) To study the relationship between job satisfaction of teachers and types of management.
10) To study the relationship between job satisfaction and teaching experience of teachers.
11) To study the relationship between job satisfaction and teaching subjects of teachers.
12) To study the relationship between job satisfaction and educational qualification of teachers.

1.13 Operational Definitions of the Terms Used

a) Job Satisfaction:

According to Dixit, (1985) "Job Satisfaction is an attitude which results from a balanced summation of many positive and negative experience in connection with job".
b) **Personal Effectiveness:**

Personal effectiveness means optimizing the use of one’s personal resources—talents, energy and time to achieve what is most important.

c) **Teacher Attitude:**

Attitude of the teacher is that which affects in the classroom and also influences the behaviour of his students.

d) **Role Efficacy:**

Role efficacy is the potential effectiveness of an individual occupying a particular role in an organization.

e) **Teachers Involvement:**

The extent to which the teacher identifies with his job is known as teacher involvement.

f) **Organisational Culture:**

According to Wilkins and Patterson (1985) “an organization’s culture consists largely of what people believe about, what works and what does not”.

g) **Organisational Climate:**

Glimer (1996) defined organizational climate as “those characteristics that distinguish the organization from other organizations and that influence the behaviour of people in the organization”.

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i) Types of Schools:

1) Government Schools:

   Government schools are those where the rules, regulations, functions, appointment and finance are the responsibility of government of Karnataka.

2) Private Aided Schools:

   The schools run and owned by private management and the overall finance, rules and regulations are that of government.

3) Private Unaided Schools:

   The schools which are fully owned run and financed by the private management.

j) Gender:

   Both male and female teachers.

1.14 Limitations of the Study

1) The present study is confined to Hubli–Dharwad Corporation area only

2) The study is restricted to secondary school teachers only