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INTRODUCTION
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1.1 Introduction

Some people love their work while others dislike it. But people have to take jobs for their livelihood. Some stay in the same job and organisation for a lifetime, others are always on the move. Modern men and women have to work in organisations so they are not only affected by the content but the context or environment in which they work. They may like some facts of their work and its environment. They may have dislike for some aspects of work or they may be indifferent to others. All these attitudes regarding the job come under the purview of job satisfaction.

Job satisfaction is satisfaction regarding work related dimensions. Bullock (1952) defines job satisfaction as “An attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. This attitude maintains itself in evaluation of the job and of the employing organisation. Job satisfaction is rather an evaluation of one’s job and employing company as contributing suitably to the attainment or one’s personal objectives.”

Fundamentally, an organisation comes into existence exclusively through the efforts of people. And people working in an organisation are
attracted to it because they anticipate that the organisation will offer rewards that will satisfy their needs.

Notwithstanding the controversy, a fact that stands out prominently in this century is the earnest desire of all serious thinkers to make work more agreeable, meaningful and interesting. Sociologists, Psychologists, Managers and Administrators today are pre-occupied with designing strategies for providing job satisfaction to all. And job satisfaction has been a favourite research is both in India and abroad.

Ideas, whether those of art and science, or those embodied in practical appliances are the most ‘real’ of the gifts that each generation receives from its ancestor. The world’s material wealth would quickly be replaced, if it were destroyed, but the ideas by which it was made was more retained. If, however, the ideas were lost, but not the material wealth, then it would dwindle and the world would go back to poverty. And most of our knowledge of mere facts could be quickly recovered if it was lost, but the constructive ideas of through remained, while if the ideas perished, the world would enter again the dark ages.

Education is of supreme importance and has become a critical and absolutely essential component of human life because of its immense contribution to the quality of life of the people. It is the key to nation’s prosperity and welfare and is considered as a powerful tool, an agent, an effect and condition of social change.
Education as a proximate means progress of society. Thus, one of the aims of education is to bring about desirable changes in the learner in respect of knowledge, skills and attitudes, in such a way, that he may electively perform the changing roles in a changing society. Therefore, education has been regarded a matter of Primary national importance, and an indispensable agency in the difficult task of building a nation.

The educational system is an instrument for national development and it is intended to guarantee the effective functioning of the society. Modern societies cannot dream of achieving the objectives of economic growth and higher cultural standards without the utmost utilisation of the talents of their citizens. The recent thinking in the area of Human Resource Development is an effort in this direction. Such an effort has resulted in greater emphasis of relating the process of education with societal development.

Education is a continuous process – commencing from the earliest infancy through adulthood that necessarily entails a variety of means, methods and sources of learning. These methods are grouped as formal, informal and non-formal. All nations agree and accept that formal education has contributed substantially and continues to contribute in future. It has brought about technological, economic, political, cultural, ethical, social and ideological changes in the modern society. It is the responsibility of the society to identify and provide opportunities for the development of the full potential of every individual. In this direction school is a specialised agency for formal education
set-up by the society for the exclusive purpose of educating its children wherein the process of education is carried on through teaching-learning. It is through this process of ‘teaching-learning” that an enlightened society has been successful in “Preserving, promoting and permeating its rich cultural heritage” to its successive generations.

“Teaching”, in essence, means creating an “Environment” for leaning. There are several components of this environment i.e. the learner, the learning situation, the teacher and the interaction goes on between the pupils and the teachers. Teaching is a ‘spiritual process’ in which one mind projects itself into another depending on the personal force of a teacher. The teacher is an instructor, a task master, helper and a guide. Teacher’s business is to suggest and not impose. Teacher does not actually train the pupil’s mind, he only shows pupils how to perfect the instrument of knowledge and teacher encourages the pupil in this process. He does not impart knowledge to him, he shows him how to acquire knowledge for himself”.

Teaching, at the hands of the teachers, fundamentally is meant to facilitate the learning of students. Learning, in contrast with maturation, is an enduring change in a living individual that is not heralded by his genetic inheritance. It may be considered a change in insight, behaviour, perception or maturation or motivation or combination of these.

Generally speaking, learning aims at the moulding of students in a preconceived desired direction. This modification of behaviour is ultimately to
be found in healthy attitudes, good habits, accepted values and fine temperaments and in the sound character development of students.

The teacher has always occupied the highest place in the whole teaching-learning process from the very ancient period. The place of a teacher has been thought of even higher than God. This is reflected in the Secondary Education Commission’s (1953) report. It says, “We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualification, his professional training and the place that he occupies with the school as in the community. Particularly, the future of our nation depends on the continuation and advancement of knowledge from one generation to the other. This process is again based on the educational institutions, with the teacher as the inner core. Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important”. He has always been vital to education as a source of knowledge. In fact the very education system exists because of the tremendous efforts of academic staff members, their expertise and efficiency.

In the National Policy on Education (1986), it has been regarded as “Facilitator” of teaching-learning process. Under the changing circumstances and with the influence of the environment, at least within the school periphery, for the children, the teacher is the recognised organiser of learning environment and stimulant conditions. Teacher is expected to create the ‘set-up’ to enable
the students to ‘pick up’ the goals of learning. It is on his personal qualities and character, his educational qualification, and professional competence that success of all educational endeavour must ultimately depend. Thus, the success of educational process depends, to a large extent, on the character and ability of the teacher, who is very rightly regarded as the “Corner Stone” of the “Arch of Education”.

Studies conducted on job satisfaction suggest that teachers’ status could be enhanced to the highest set up in the educational ladder since he is the “Pioneer” in seizing socialisation of the pre-adolescents of the society and also he transmits a body of knowledge and skills appropriate to the abilities and needs of the child in the complex world of 20th century and that is what every child should possess to enter into 21st century.

Unless teachers are committed to their profession, they may not be able to discharge all the changing roles and functions of their profession. But the very people, who build up the educational system by their skills and professionalism, now find themselves exposed to public criticism and questioning. They find that their ascertains of professional competency to carry out the responsibilities of their autonomy are not automatically accepted, and questions of their ‘accountability’ are being raised, both by the parents and society, on the one hand, and the Government on the other. The status of teachers, on the whole, has diminished during the last few decades. The reasons for this are not very difficult to find: deterioration in their service conditions,
the isolation in which teachers' work phenomenal expansion of the educational systems, lowering standards of teachers' training, change in the value systems and a general impression that is very large number of teachers do not perform their duties properly as expected by the society, etc.

Satisfaction is, primarily, derived from striving for attaining an individually gratifying and socially beneficial end. Earned in the accomplishment of an end, it can be made a vehicle for the achievement of a still higher end. Satisfaction is made dynamic in the quest of one end after the other, multiples as it nurtures itself. Left to itself it becomes static or idle, which breeds dissatisfaction. Dissatisfaction may be the case and effect of apathy or a callous attitude towards any vitreous pursuit. According to Anand (1985), An 'ideal' dwells in and guides the satisfied man. A worker satisfied with his work is characterised by his spirit of devotion and determination of the fulfilment of the set-goal. A dissatisfied worker engages himself in his work without any involvement with the purpose. A tenable satisfaction as a feature of an individual's personality structure is a clear manifestation of his health; similarly, a near permanent disposition to dissatisfaction is to be taken as a reliable symptom of the personal ill-mental health.

Job satisfaction is of great significance for efficient and profitable functioning of any organization. Satisfied workers are the greatest asset of any organization whereas dissatisfied workers the biggest liability. In fact, no organization can successfully achieve its goals unless and until those who
constitute the organization are satisfied in their jobs. It is believed that workers
dissatisfied with their jobs may be militant in their attitudes towards the
management.

Satisfaction refers to the way one feels about events, people and things.
According to latest definition of job satisfaction, “Job satisfaction is the result
of various attitudes the person holds towards his job, towards related factors
and towards life in general”. It means job satisfaction has many inter-related
factors viz. working conditions, job security, group structure, compensation,
and supervision etc. It is also a function of an individual’s level of aspiration.
From this it follows that a worker with a high level of aspiration is likely to be
less happy whereas another with a moderate level of aspiration can derive more
happiness from the same job and that dissatisfaction increases the gap between
aspiration and its attainment increases.

Job motivation occurs when an individual perceives an opportunity to
gratify in active need through job related behaviours. Thus work motivation
creates conditions where people show high zeal, initiative, interest and
enthusiasm at any work, with a sense of responsibility, loyalty, discipline, pride
and confidence to effectively achieve the goal of an organisation. Those jobs,
which provide the worker a chance to fulfil his interest and aptitudes gives him
satisfaction and pleasure. Natural interest in jobs of his satisfaction motivates
him for efficient and qualitative performance. Job satisfaction covers both the
satisfaction derived from being engaged in a piece of row or in any pursuit of
higher order. It is essentially related to human needs and their fulfilments through work. In fact job satisfaction is generated by individuals perception of how will and his job on the whole is satisfying to his various needs.

Locus of control has impact on job satisfaction. The rationale for relationship of locus of control and performance usually follows the arguments that individuals who attribute responsibility for their performance to themselves, tend to assume that they can cause certain changes in their environment, which in turn leads to an increase in their motivation. Anderson et. al. (1976) have demonstrated this relationship in a stress setting. This line of research seems to suggest that the locus of control laid its impact on performance through its action with decision or activity patterns. Anderson (1976) showed the results of his study indicate that internal locus of control orientation is a pre-requisite of success for entrepreneurs and will be an important moderator of success of achievement and other types of professional training.

Satisfaction is an essential factor in any profession. Unless a man is satisfied with job, it is very difficult for him to carry on his duties honestly and efficiently.

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 importance for their role to play.” The teachers are
to be trained by the teacher educators is very much important. The teachers who teach at pre-primary, Secondary school are satisfied in their job, if they cannot teach effectively and they will not be able to give proper training to the individuals, who are to be prepared professionally for teaching profession. A dissatisfied Secondary school teachers become 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, a vital phenomenon for Secondary school 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 Theoretical Background of the Study

Numerous studies have shown that teacher’s personal factors influence his job satisfaction. Vroom (1964), Rohilla (1986), and Anand (1977) have come to the conclusion that any explanation of job satisfaction requires both work role and personality variables. These two sets of variables have been recognized as interacting with each other, thereby influencing and determining one’s job satisfaction.
The determining factors of job satisfaction can be classified into three categories viz., personal factors, inherent factors and factors which in turn is controlled by management. The present investigation was designed to study job satisfaction of Secondary school teachers in teaching profession and to find out whether there is any influence of personal factors such as sex, age, marital status, teaching experience, professional training and salary on the job satisfaction of teachers.

Jobs vary with respect to the nature and pace of work, level and type of skills, interests and abilities required, physical and social environment and rewards yielded; therefore they vary in the type and amount of satisfaction they yield to the work.

Individuals differ in age, sex, family background, marital status, education, abilities, interests, needs and values. They also differ in the amount and type of satisfaction sought at work. Consequently they differ in the degree of vocational adjustment.

As compared to Western countries there have been many empirical investigations in India aimed at studying the perceived importance of job factors. Bose (1976) was probably the first, which paved the way for other investigators to undertake research in this area. Since then a number of investigators' have tried to find out the perceived importance of job factors to the workers. Many investigators used job satisfaction as an independent variable and tried to correlate it with different facets of worker's behaviour
such as production, absenteeism, accidents, and turnover. Also, many investigators used job satisfaction as a dependent variable and tried to establish its relationship with personal variable such as age, sex, education, marital status, number of dependents, caste, etc.

Job design theory is only as valid as the motivational knowledge on which it is based. Essentially, motivation is concerned with three features of behavior:

1. Personal needs or wants,
2. Rewards or outcomes of behavior, and
3. The means by which needs or wants are translated into outcomes, that is how needs become satisfied.

The motivational significance of work lies in its provision of the means by which needs and wants can be converted into desired outcomes. Job performance requires that the employee manipulate the means offered by the job so as to realize the outcomes, which both satisfy his own important needs and meet certain organizational requirements for effective performance. This definition focuses attention on the key role of means both for performance and for need satisfaction. It is clear that performance and satisfaction depend on the appropriate means being available to the employee in the job. It begins with the employees needs, grouped here according to their extrinsic and intrinsic natures. The employee uses the job as a means for realizing a variety of
outcomes, which serve to satisfy his needs. Two aspects of the job affect his ability to realize desired outcomes:

1. The means available in the job, and
2. The role requirements.

Means refer to those features of the job, which support or make possible behaviors required to attain outcomes successfully. Role requirements represent the organizations and the employee’s own expectations of the behavior required in the job. Foremost are expectations of good performance and low absenteeism and turnover. The role requirements are, in effect, the standards by which effective job behavior is judged. The job outcomes or rewards are contingent upon satisfying the role requirements.

Outcomes are of two types: first level and second level outcomes. First-level outcomes are those, which are directly contingent upon job performance—pay, promotion, job accomplishment, etc. In themselves, first-level outcomes have no value but require value through their ability to secure second-level outcomes such as food, clothing and shelter. Outcomes feed back to satisfy personal needs and maintain the probability of occurrence of role- required behaviors.

Extrinsic and intrinsic rewards affect motivation in quite different ways. Extrinsic rewards like money and praise are given to the employee by an external agent (e.g. an employing organization or an individual manager) in exchange for attaining standards of behavior laid down by the latter. Intrinsic
rewards are under the direct control of the employee himself. A major assumption of current motivation theory is that intrinsic motivation contributes more to job behavior and satisfaction than does extrinsic motivation. The reason for this lies in the employee perceiving that, under intrinsic conditions, he is the prime cause of both his performance and rewards depending more on external factors. In practice, this means that rewards in intrinsic motivation are more directly tied to performance and are less subject to temporal lags and organizational meditations than is the case with the performance-extrinsic reward relationship.

The relevance of job design lies in its ability to identify the specific characteristics of jobs that will optimise intrinsic motivation. Terms such as challenge and responsibility are commonly used to describe the motivating qualities of tasks. The problem with such terms is that they do not readily lend themselves to scientific study; they are poorly defined and they lack an underlying theory by which they can be usually related to such dependent variables as performance and satisfaction. Elsewhere a framework of intrinsic job characteristics, which attempts to deal with these deficiencies. The framework outlines four conceptually distinct intrinsic job dimensions: Variety, Discretion, Contribution, and Goal characteristics.

The review of job satisfaction theories lead us to conclude that job satisfaction of elementary school teachers may be determined by four factors:

(i) Their personal considerations,
(ii) How do they look at their working conditions?

(iii) Their perception of social status in the society, and

(iv) The nature of administration they perceive in schools.

Personal Considerations: To be a teacher in elementary schools is a matter of satisfaction for me. Teaching small children is not to my liking. Elementary school teachers should feel proud of their profession. Personally, I feel myself out of place in elementary schools.

Working Conditions: Teachers have very conducive working conditions in elementary schools. There is no worthwhile teaching climate in elementary schools. For their qualifications, elementary school teachers are appropriately paid. In elementary schools, teachers literally have no chances of promotions.

Social Status: Elementary school teachers are considered as builders of the nation. Children in elementary schools do not like to follow the footprints of their teachers. Elementary school teachers have a respectable place in the society. Teaching in elementary schools is the last resort of unemployed people.

Administration: Headmasters in elementary schools take teachers as their honorable colleagues. Hardly any staff meeting is conducted in elementary schools. Inspectors of schools are very friendly to elementary school teachers. In elementary schools required number of teachers are never posted.

Fundamentally, an organization comes into existence exclusively through the efforts of people and people working in an organization are
attracted to it because they anticipate that the organization will offer them rewards that will satisfy their needs. Expectations from work and its environment vary from person to person, depending upon the values and needs, people perceive. As such, a person experience different degrees of pleasures or displeasure on different job and/or with different aspects of the same job. Besides, there are individual differences in the vocational needs of people and in jobs with respect to ‘reinforces’ available for the satisfaction of needs.

Job satisfaction is, therefore receiving increasing attention to understand behavior in organization. Studies and empirical research abounds both in India and abroad on job satisfaction. Research literature on the psychology of work gives a lot of insight into some basic questions, such as, efficiency in one’s professional activity.

A recent report on job satisfaction among American teachers identified “More administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy” as working conditions associated with higher teacher satisfaction (National Center for Education Statistics, 1997). Favourable workplace conditions were positively related to teacher job satisfaction regardless of whether a teacher was employed by a public or private school, an elementary or Secondary school, and regardless of teachers’ background characteristics or school demographics (National Center for Education Statistics, 1997). The study also found that “Teachers in any school setting who receive a great deal of parental support are more satisfied than
teachers who do not”. A weak relationship was found between teacher satisfaction and salary and benefits (National Center for Education Statistics).

Stress also affects job satisfaction. It can result in emotional and physical fatigue and a reduction in work motivation, involvement, and satisfaction. Feeling overly stressed can result in erosion of one’s idealism, sense of purpose and enthusiasm.

Achievement motivation, also, has been broken down in various ways. Perhaps the two most widely used subdivisions are into success seeking versus fear of failure and into intrinsic versus extrinsic motivation (also sometimes called task versus success orientation). Furthermore there is the very potent issue of how achievement motivation should be measured – whether protectively or by self-report questionnaire. There seems to have been developed in recent years a strong suspicion of projective measures by reasons of their characteristic unreliability. This suspicion is so strong and so widespread that it has reached the point of what can only be called derision.

In such circumstances, we again find ourselves in the position where much of the prior work in the field must be regarded with grave suspicion because of defects in the measuring instruments used. McClelland (1971), for instance worked almost entirely with projective tests. His conclusions about the nature of achievement motivation must then be regarded as theoretical proposals only – not as empirically delineated definitions.
In general, then, it seems safest to work with a simple but quite global and orthodox definition of achievement motivation as: “The desire or tendency to reach difficult and socially approved material goals.” Whether such goals include or entail the domination of others in our society is the subject of the present study. Obviously, non-material goals and non-socially approved goals may also be objects for achievement but it seems closest to the general tenor of previous research to exclude them here. It should also be noted that whether the goal is sought for one’s own satisfaction or for public acclaim is not stipulated by this definition.

1.3 Meaning and Definitions of the Variables

1.3.1 Job Satisfaction

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.

Satisfaction is not permanent, a satisfaction once achieved, ordinarily remains a 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 workplace, the managerial processes that direct the activities; the organizational policies regarding rewards and so on, including all combinations of the above.

In an organizational surround, two employees report identical levels of satisfaction, yet experience their jobs in radically different ways. The salary may influence one employee predominantly in advancement aspects of the job, while the other may be most influenced by action and variation features of the job.

Job satisfaction of teachers has been found to have significant relationship with many factors. The sex of the teachers is found to have a significant relationship with their job satisfaction (Lavingia, 1971; Porwal, 1980). But according to Rao (1981), there was no difference between the men and the women teachers in respect of their job satisfaction.

According to Hoppock (1935) "Job satisfaction constitutes a combination of many psychological, physiological and environmental circumstances."

Schaffar (1954), defines "Job satisfaction is a function of the difference between the amount of some outcome provided by a work role and the strength of a related desire or motive on the part of the person."

Blum and Naylor (1968) define job satisfaction as a general attitude, which is the result of many specific attitudes in the three areas: namely;
specific job factors, individual characteristics and group relationships outside the job.

Porwal (1968) found that the teachers working in Government Schools had more job satisfaction than their counterparts working in Private Schools. But Amarnath (1980) could find no significant relationship between the job satisfaction of teachers and the types of schools wherein they happen to work. Thus, the research findings are for and against the relationship between the job satisfaction of teachers and these factors.

Smith, Kendall and Hulin (1969) define: “Job satisfaction is a feeling towards discriminable aspects of job situations.” These feelings are a function of characteristics of the job, judged in relation to a personal standard or frame of reference. Potentially important components of the frame of reference for the evaluation of job features include personal characteristics: namely; skills, expectations, values and aspirations which may be indexed by factors like background and experience of the worker and which may contribute substantially to an adaptation level; and situational variables which may represent social norms as well as reality constraints in terms of alternatives available in a given situation.

According to Sinha (1971) “Job satisfaction is the effect and attitudes produced by individual’s perception of fulfilment of his needs in relation to his work and the situation surrounding it.
According to Tiffin and McCormick (1971), "The satisfaction which people experience in their job is the result of various aspects of their situation found to be relevant to the job related value systems."

Singhal (1973) defines job satisfaction as the "zest" an employee displays in his harmonious relationships on the jobs as a result of his adjustments on three dimensions; namely; personal, social and work.

According to Locke (1976), "Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience."

Gruneberg (1979) defines: "Job satisfaction is the favourableness of unfavourableness an employee views his work."

Gupta (1980) found significant differences among the three levels of teachers, viz., Primary, Secondary and College Teachers, in respect of their job satisfaction.

Job satisfaction depends on many factors. In this study only a few factors have been analysed. Other factors like: personality, intelligence and influences of environmental factors have not been included in the study.

Regarding the level of job satisfaction, half of the teachers were below the average level of satisfaction. They may either tend to reach the average level or tend to decrease satisfaction. This is an unhappy trend. The teachers were unhappy about the working conditions, salary, personnel policies, lack of recognition and appreciation. It is high time that such dissatisfaction was eliminated to enable the teachers to shape the future of our society.
According to Shah (1985) “The teacher has an important, vital role to play in our efforts to relate education to national development and social change. It is the responsibility to the teacher to guide and inspire students, to enrich his discipline, to inculcate values, which are in consonance with our cultural heritage and our social objectives.” This involves the transmission of knowledge through research, investigation and enquiry. In order to do justice to this very challenging task, the teacher has to be actively involved in program of community development, extension education, curricular and extracurricular activities, national and emotional integration and social service. Moreover, the intellectual content of the traditional Indian outlook and the needs of the radically changing world need to be harmonized. These components are intellectually on one hand and the ethical considerations on the other. That is why The National Policy on Education (1986) rightly specified, “The socio-cultural ethos of the society is reflected by status of the teachers and that no people can rise above the level of its teachers”. But due to various reasons, some professions like teaching attract more women than men. Her maladjustment/dissatisfaction with the profession not only has adverse effect on her personality but also produces maladjustment among children who she teaches.

According to Arvey (1995) Job satisfaction is defined, as “The emotional state resulting from the appraisal of one’s job and as such can be negative, positive, or neutral”.
Spector's (1997) widely used Job Satisfaction Survey dissects job satisfaction into these nine parameters representing both affective and cognitive aspects: pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication. Other studies have shown support for these job satisfaction parameters as well (Bassett, 1994; Kline & Boyd, 1991; Smith, 1992).

Government should thoroughly check the financial position of aided institutions before granting permission to start new schools or courses. Instead of quantifying education, it could be better if Government qualitatively improved education by providing basic amenities and facilities to schools.

Teacher's work must be recognized without any favouritism and partiality. Teaching profession must be above any discrimination. Special functions may be arranged in appreciation of the teachers' work.

The teaching profession is one of the low-paid professions in India. Even illiterate in some public sector undertakings and private organizations get much more than the teachers who are highly qualified. The discrepancy in the salary structure of the teachers of different states may be removed by a suitable legislation. A wage policy for the teachers may be worked out at the national level. A Grievance Redressal Committee may be set up by Government to go into the grievances of the teachers.
With the new educational policy at the implementation stage, it is imperative that teachers who are the backbone of any educational system are properly looked after.

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 a nation, whereas teacher educators, who educate these teachers have much more importance for their role to play.” And the teachers are to be trained by the teacher educators is very much important than that of teachers, the teachers who teach at pre-primary, Primary, middle and high schools. Unless the Secondary school teachers are satisfied in their job, they cannot teach effectively and will not be able to give proper training to the individuals, who are to be prepared professionally for teaching profession. Dissatisfied Secondary school teachers become a nuclear of problems in the whole system of education. Therefore, otherwise the Secondary school teachers need to be 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.

In a rapidly developing industrial society, the importance of job satisfaction which “Is the whole matrix of job factors that make a person like his work situation and be willing to head for it without distaste at the beginning of his work day” cannot be over-emphasized. It is important to the employer, the worker, and the community. Investigations have shown that when a man is
satisfied with his work, the employer profits by greater output, fewer quits, and many other tangible and intangible results. Other studies reveal that a person satisfied with his job is likely to profit by having high morale in his general living. And the community profits on the score of individual and industrial well being. That is the reason why understanding of the dynamics of job satisfaction or morale, becomes a serious consideration for the employer.

Since ages, the teachers' role is regarded as an important one not only in moulding the personality of the child but also in shaping the society. At the same time it is important to realize that an incompetent teacher is much more dangerous to the nation.

Education is a social process by which knowledge is transferred to students through the intermediaries of teachers. By being exposed to a variety of knowledge, female students receive valuable information about themselves, their tastes, talents and capabilities. An important function of education is also to assist women in the economic sphere by helping them to locate those jobs in which they can most successfully and productively contribute. The New Educational Policy, therefore, visualizes matching education with employment. "This would require a scientific analysis of the job requirements for various positions, and tailoring appropriate programmes of education and training to impart the knowledge and skills required for the performance of the jobs." Therefore, it is contemporary concern to see interrelationship between job satisfaction and some personal traits of professional women.
The term job satisfaction refers to an individual's general attitude toward his or her job. A person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job. When people speak of employee attitudes, more often than not they mean job satisfaction.

1.3.2 Job Involvement

Closely related to achievement motivation and job satisfaction is job involvement—the intensity of a person's psychological identification with the job. Usually, the higher one's identification or involvement with a job, the greater is the job satisfaction. Job involvement depends on personal characteristics and on the nature of the job tasks.

Social factors on the job can influence job involvement. Teachers who work in groups report stronger job involvement than teachers who work alone. Participation in decision-making is related to job involvement, as is the extent to which employees support organizational goals. Feelings of success and achievement on the job enhance one's level of job involvement.

The relationship between job involvement and job performance is unclear. Teachers with high job involvement are more satisfied with and more successful at their jobs. Their rates of turnover and absenteeism are lower than those of employees with low job involvement. However, we cannot state with certainly that high job involvement correlates with high performance.
Because growth needs are important in job involvement, it follows that the job characteristics most relevant to job involvement are stimulation, autonomy, variety, task identity, feedback, and participation—the characteristics that allow for satisfaction of the growth needs.

Allport (1943) defined job involvement as the degree to which the job meets the need for prestige and self-respect or the level of importance to one's self-esteem. Again, there is reason to assume that a job may very well enhance as well as diminish an individual's overall self-esteem. A worthy, and perhaps ethical, goal of any organization is to increase an employee's self-esteem; whether it improves the productivity of the employee is immaterial. Nevertheless, as pointed out earlier, self-esteem and job-esteem are overlapping, yet distinct concepts.

March and Simon (1958) suggest that job involvement may also be related to the decision to participate and the decision to produce. Among other things, both of these decisions are affected by the individual's perception of a variety of alternatives. The person who is more job involved may perceive fewer available alternatives; he may, therefore, be declined activities of the organization.

Bass (1965) finds that the following conditions lead to the strengthening of job involvement: opportunity to make more of the job decisions, the feeling that one is making an important contribution to company success, recognition, achievement, self-determination, and freedom to set one's own work place.
Lodahl and Kejner (1965) defined job involvement as the degree of importance of one’s work in one’s total self-image. This definition also implies the significance of the job on the individual’s work and non-work life. Again, it is expected for a job to affect one’s total life; but the job does not need to be a major source or central interest in order for job-esteem to be an effective factor in the satisfaction and success of the employee.

Katz and Khan (1966) state that first; job involvement is a necessary condition. If the individual is to accept fully the organizational demands placed upon him by his membership in an organization; second, that the degree of job involvement is related to level of aspiration and to the degree of internalisation of organizational goals; and third, that job involvement is a moderator variable in the relationship between satisfaction and performance become evident. Thus, job involvement can be considered as an important measure of organizational effectiveness that may be, at least in part, influenced by job satisfaction.

Saleh and Hosek (1976) defined job involvement as the degree to which the total job situation is a central life interest or the degree to which it is perceived to be a major source for the satisfaction of important needs. The central life interest implies the importance of the job on factors outside the job itself. Individuals are unique in how they view their employment as the most important function in their life (Ramsey, Lassk, & Marshall, 1995). Job-esteem, although it does have impact on central life issues, has few
implications for how the job is perceived in terms of order of importance relative to other life activities.

Brown (1978) stated “A state of involvement implies a positive and relatively complete state of engagement of core aspects of the self in the job, whereas a state of alienation implies a loss of individuality and separation of the self from the work environment”.

Although job involvement has been related to turnover (Bass, 1965), the determinants of job involvement have not been investigated. It is hypothesized that job satisfaction is one such determinant. The emphasis placed on job-satisfaction variables has resulted in a relative neglect of the job-involvement variable. This is perhaps due to a lack of conceptual differentiation between job satisfaction and job involvement, and to an apparent failure to realize that it is possible for some persons to be highly satisfied, but not involved, and for others to be highly involved, but not satisfied. Moreover, some sources of job satisfaction are probably more likely to be related to job involvement than are others. It was the purpose of this study to investigate the different relationships between various sources of job satisfaction and job involvement.

1.3.3 Locus of Control

Locus of control is an expectancy variable that describes the perception of personal control. It is an important personality component which gives an indication of the degree to which an individual perceives reinforcement
emerging from his own efforts versus the degree to which he believes them to be controlled forced outside himself. The belief that rewards the individual’s efforts is termed as internal control; while the belief that rewards are governed by forces outside himself (luck, chance, faith) is termed as external control.

Rotter (1966), is credited with first introducing studies on locus of control and its importance on theoretical and practical consideration of motivation. He developed this concept out of the “Social Learning Theory”. He was interested in isolating or identifying a variable that might correct or help them to refine their prediction of how reinforcements change expectancies. Rotter stated that when a reinforcement is perceived by a subject as following some action of his own, but not being entirely contingent upon his action, then it is typically perceived as a result of luck, chance, fate or as under the control of powerful others or as unpredictable because of the great complexity of forces surrounding him. When the event is interpreted in this way by an individual we have labelled this belief external control, if the person perceives that the event is contingent upon his own behaviour, his own relatively permanent characteristics, we have termed this a belief in internal control.

A study of the factors of internal Locus of Control for self-responsibility exhibits dual tendencies, I + factor and I – factor. The I + factor is that factor in internal locus of control that deals with one’s own involvement in success in achievement. The I – factor is when an individual perceives intrinsic factors as the causes for the failures of achievement. In the ultimate analysis, locus of
control can best be described as a concept describing freedom of movement and can be used to study properties of personality dimension like internal control of reinforcement.

Locus of control a construct generated with in Rotter’s (1972) social learning theory refers to the perception of a situation as controlled by chance, luck, fate or “Powerful others” versus by one’s own behaviour.

Lotus of control is a generalized expectancy for internal or external control of reinforcement. This definitions is grounded in Rotter’s belief, itself based on social learning theory, that contingency is at the heart of locus of control.

Weiner (1979) who used the term ‘locus of causality’ in place of the original term ‘locus of control’ as he sought to direct attention to the subject’s perception of whether he/she had the ability to alter the factor that causes the outcome.

Levenson (1981) also felt that scales needed to distinguish between two types of external control namely, ‘belief in powerful others and in chance forces – to enhance the predictability of control – related criteria.

Little (1985) reports that the ‘vast majority’ of studies in his review used either Weinter’s earlier or later conceptualisation of attributions.

Individuals so characterized tend to ascribe success to unstable factors and failure to stable factors.
Some consider this trait to be an extreme form of externality – Hausman (1985).

As Hunter and Barker (1987) have stated, “When students attribute success to effort, they perceive that they can do the assignment and can expect success in the future if they continue to try. They may fail, but the outcome presumably is within their influence....”.

The term Locus of control refers to the perceived causality of behavioural outcomes. At one end behavioural outcomes that originate internally within the individual, where he thinks he himself is responsible for his own behaviour. At the other extreme the individual sees others or luck or circumstances beyond his control as responsible for his behaviour, that is to say, factors occurring externally or outside of the individual. It is the effect and importance of various internal and external factors in the learner’s opinion that control, govern or reinforce the behaviour of an aspirant in the pursuit of this goal.

**Internal Locus of Control**

If one person perceives that an event or achievement is contingent on his own behaviour or his own relatively permanent characteristics, he is termed to have ‘Internal control’ (Rotter, 1966).
Here he assumes that he is the master of his fate and the “Captain of his soul”, doing mainly what he wants to do and achieving the results by his own efforts and hence he is said to have an internal locus of control.

- Decharms designates internally controlled individuals as origins.
- Internals are more likely to seek information.
- Internals are more sensitive and alert.
- Internals show more incidental learning.
- Internals pay more attention to relevant cues when there are uncertainties in the situation.
- Internals are more responsive to informational requirements.
- Internals pursue goals by paying careful attention to demands of the taste.

These are the findings of various anatomic researches over locus of control.

**External Locus of Control**

When a reinforcement in perceived by the subject as following some action of his own but not being entirely contingent on his action, then, in our culture, it is typically perceived as the result of luck, chance, fate as under the control of powerful others, or as unpredictable because of the great complexity of the forces surroundings him. When an individual interprets the event in this way – this is a belief in “external control (Rotter, 1966)".
Here if one believes that his ability and his skill won't make much differences because luck and other people will govern the outcome of his efforts, he is said to have external locus of control.

1.3.4 Achievement Motivation

Achievement motivation means a desire and a tendency to accomplish something difficult. The individual seeks pleasure in this accomplishment and pupil regards the difficult situation as a challenge, which he must accept. The achievement-oriented person tries to attain something for which he has to overcome many hurdles. It is the tendency to complete, to accomplish something difficult. His interest is in the process of striving and not so much in the goal of striving. Literature regarding the studies on achievement motivation shows that development of this motive depends on early training of the individual and that a person is not born as a high achiever but becomes one in the course of his growing up.

Achievement motivation can be considered an extended person-intrinsic motivation because its reinforcement is delayed and arises from an introduction within the person. Achievement motivation is also called need for achievement. Educationally, work in need for achievement and achievement has been sparse and only moderately successful. It was demonstrated that under some circumstances high need-for achievement people will pursue longer at a challenging task.
Achievement motivation is a concern for excellence, which involves planning, excitement and a specific set of action strategies. It involves a fundamental assumption that the desire to achieve something of excellence is inherent in all beings. Achievement motivation training encourages each individual to find his own unique way of satisfying his concern for close relationship with others or for having influence as well as for meeting personal standards of excellence.

McClelland et. al. (1953) assume that scores derived from projective tests such as Thematic Apperception Test (TAT) can serve as an index of motivation for success, Mandler Sarason Test-anxiety scores are a measure of the motivate to avoid failure. According to Atkinson’s theory, people low in achievement motivation are much more inclined to adopt changes than persons high on achievement.

Achievement motive is defined by Atkinson (1957) as a disposition to strive for success and/or the capacity to experience pleasure contingent upon success.

McClelland (1961) suggested that achievement motivation may explain economic differences between societies.

Economic growth of a society is dependent on the existence in the that society of a high level of need for achievement among people playing key role in the economy (Vroom, 1964)
Achievement motivation is the acquired tendency and one of the most important social needs (NewComb, 1964)

According to Lindgren (1973) "n- Ach relates to accomplishment, mastering, manipulating and organizing the physical and social environment overcoming obstacles and maintaining high standards of work competing through striving to excel one's previous performance as well as revealing and surpassing others and the like”.

n- Ach is a characteristic, which has to be considered as an integral part of an individuals personality, make (Tiwari 1984)

Singh and Kaur (1987) studied that n- Ach in association with economic interest and preferences for activity tended to promote achievement oriented behaviour. Human motivation derives its origin from the seminal work by Murry (1938), he views that personality is a configuration of some basic psychogenic needs or motives which can be understood basically a lack of something vital to the organism.

According to International Encyclopaedia of Psychology (1996) Achievement motivation can be understood simply as the tendency to strive for success or the attainment of a desirable goal, which implies

a. It involves an inclination on the part of the individual this includes a consideration of the individuals personality and how that personality influences a motivational state given the presence of certain environmental factors
b. It involves a task oriented behaviour that can be evaluated

c. Task orientation involves some standard of excellence that may be either internally (by the person) or externally (by other imposed).

1.4 Need and Importance of the Study

The importance of job satisfaction is a universally known phenomenon. In a rapidly known developing society, its significance need not be over emphasized because it is important to teachers and to the community at large. Number of investigations showed that when a man is satisfied with his work the employer profits and the nation prospers (Arora, 1988: Anand, 1985).

It is 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 from a job of this choice gives teachers tremendous psychological satisfaction.

Work occupies an important place in the life of man. It is a major source for the satisfaction of the biological, psychological and social needs of the individual, as well as the best single determinant of social class, suitability of work, therefore, is very important for job satisfaction and the general mental health of the individual.
Hoppock (1935) points out that two-thirds of the studies on job satisfaction have indicated about one-third of the workers to be dissatisfied. Analysing the data available on job satisfaction in India.

Numerous studies have shown that teacher's personal factors influence his job satisfaction. Vroom (1964), Rohilla (1966) and Anand (1977) have come to the conclusion that any explanation of job satisfaction requires both work role and personality variables. These two sets of variables have been recognised as interacting with each other, thereby influencing and determining one's job satisfaction into three categories viz., personal factors, inherent factors and factors controlled by management. The present investigation was designed to study job satisfaction of Secondary school teachers in teaching profession and to find out whether there is any influence of personal factors such as sex, experience, professional training, salary and their religion on the job satisfaction of teachers.

Vroom (1964) surveyed the studies on job satisfaction and listed different dimensions of it. They are:

1. Attitude towards company and management
2. Attitude towards job content
3. Attitude towards supervision
4. Attitude towards working conditions
5. Attitude towards financial reward
6. Attitude towards co-workers.
Why is there so much research on job satisfaction? One supposition is that there is a positive correlation between job satisfaction and productivity. However, the evidence in support of such a relationship is not conclusive. Smith, Kendall, and Hulin (1969) found no correlation between job satisfaction and performance.

Smith, Kendall and Hulin (1969) stated that striving for ways to make workers' jobs more satisfying was of humanitarian value, and job satisfaction was a legitimate goal in itself; it should be of general importance to management. Despite the unclear relationship between job satisfaction and job productivity, job satisfaction is still of general importance for management to consider. From a pragmatic frame of reference that considers the relationship between job satisfaction and performance, or from a purely humanitarian point of view, it is important to study the variables related to the satisfaction levels of assistant principals in order to promote those that produce job satisfaction and diminish those that lead to job dissatisfaction. Prior to considering the job satisfaction of assistant principals, it is important first to discuss the role that assistant principals play in the operation of schools.

Kolasa (1970) says, job satisfaction is based on job attitudes but in a somewhat broader sense job satisfaction relates to how a job fits into the total picture of a person's functioning. Job satisfaction may be defined as the result of various attitudes a person holds towards his job, towards related factors and towards life in general.
According to Tiffin and McCormick (1971), the satisfaction which people experience in their jobs is in large part the consequences of the extent to which the various aspects of their work situations tend to be relevant to their job related value systems. Every individual has special abilities, aptitudes, inherited capacities, interest and aspirations. Those jobs, which provide the worker a chance to fulfill his interests and aptitudes, inherited capacities, interest and aspirations, gives him satisfaction and pleasure, natural interest in jobs of his satisfaction motivates him for sufficient and qualitative performance.

Greenwood and Soars (1973) states that less lecturing by teachers and more classroom discussions relates positively to teacher morale further supports the importance of higher-order needs.

Gruneberg (1979), an individual's feelings about the pay, security, and other benefits and rewards received from a job were of great importance to the individual's well being.

Gruneberg (1979) stated that productivity had a stronger positive influence on job satisfaction than job satisfaction had on productivity.

Barbash (1979) stated that the relationship between job satisfaction and performance-related behavior has yet to be significantly proven.

However, job satisfaction may affect productivity indirectly through burnout, absenteeism, apathy, and turnover, all of which can lead to a lack of work continuity.
Ganguly (1982) has observed that in light engineering industries, about 5 per cent workers were highly dissatisfied and 29 per cent dissatisfied. On the other hand, the figures for the cent dissatisfied. On the other hand, the figures for the satisfied and highly satisfied groups were 19 and 3 per cent respectively, and a total of 44 per cent of the workers occupied the neutral zone of the satisfaction-dissatisfaction continuum.

Spector (1985) wrote: "Attitudes have shown to relate to behavior although correlations are typically modest. Withdrawal behavior, turnover, absenteeism, and withdrawal intentions are expected to correlate with satisfaction...".

Bruce and Blackburn (1992) wrote, "Satisfied employees are more likely to experience high internal work motivation, to give high quality work performance, and to have low absenteeism and turnover". A worker's overall well-being can be affected by how the worker feels about the job.

Among the factors that motivate a teacher to put his abilities and competencies to the maximum for the growth of the pupils, 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 pupils in the desired direction. Understanding of the dynamics of job satisfaction, therefore, requires a serious consideration by all those concerned in the welfare of the pupils and teachers.
Commonly used methods for studying job satisfaction of the workers are: (i) Interview, (ii) Attitude scales and questionnaires; (iii) Direct observation; and (iv) Projective techniques. One of the simplest and widely used techniques in Indian studies for identifying the job satisfaction of workers is the ranking of job factors in order of their relative overall importance by either the interview or questionnaire method. In this procedure the employees are asked to state the relative importance to them of various job aspects with a view to knowing the propetency of specific job-related needs.

Teaching profession as such has an important noble place in the society. 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 education process and organisation is primary necessity for the success of educational system. Teachers would extend their maximum, ultimate potentiality to serve their profession if they are satisfied with their jobs. This points seeks importance of study of teachers job satisfaction because of this it has been of great interest to behavioural science researcher indeed a recent estimate (Cranny, Smith and Stone, 1992) suggest that more than 5,000 studies of job satisfaction have been published since 1930s.

Many researchers have been conducted on the job satisfaction of elementary and Secondary teachers (Kreis and Brokopp, 1986). Furthermore educational researchers have studied the relationships between job satisfaction and gender (Sweeney, 1981) length of teaching experience and age.
The grouping of factors related to job satisfaction into the categories of intrinsic factors and extrinsic factors has become popular ever since Herzberg, Mausner, and Snyderman proposed the two-factor theory of job satisfaction. Briefly, two-factor theory of Herzberg et al., (1959) states that certain factors in the work situation lead to overall job satisfaction, but they play an extremely small part in producing job dissatisfaction, while another set of factors in the work situation leads to dissatisfaction but do not in general lead to job satisfaction. The factors that lead to satisfaction are called satisfiers, motivators, or intrinsic variables whereas the factors which are directly related to the actual performance of the job such as achievement, responsibility, work itself, and recognition, while in the latter category are factors which are related to the environment in which the job is being performed such as company policy and administration, working conditions, and interpersonal relations.

To verify this new theory of job satisfaction and to find out the intrinsic and extrinsic sources of satisfaction, a pilot investigation was conducted by the Ahmedabad Textile Industry’s Research Association (ATIRA), Ahmedabad, on 160 textile workers of 4 mills. In this study the group discussion method based on critical incidents was used. This method was essentially different from the usual ranking method used in the aforesaid Indian studies.
The research evidence about possible differences in job satisfaction between men and women employees is inconsistent and contradictory. Even when differences in work values and job satisfaction have been shown, there is disagreement about the causes. A large-scale questionnaire study of more than 6,000 employees in nine Western European countries found no clear pattern of differences between males and females in job satisfaction.

Other studies have shown that the sources of job satisfaction differ for women who choose a career in the business world and women who are forced to enter the work force to support their families.

It may not be gender, as such, that relates to job satisfaction as much as the group of factors that vary with sex. For example, women are typically paid less than men for the same work, and their opportunities for promotion are fewer. Most women employees believe that they have to work harder and be more outstanding on the job than men employees before they receive comparable rewards. Obviously, these factors influence job satisfaction.

In a rapidly developing society the importance of job satisfaction need not be over-emphasized. It is important to employees, employers and to community at large. Various investigations show that when a man is satisfied with his work the employer profits and the nation prospers. This is the reason why satisfaction in the job becomes a serious consideration for all.

A work situation provides opportunities for the satisfaction of the needs of individuals. It is through work, that an individual finds opportunities for the
satisfaction of many of his social, personal and ego needs. In the long run employees can remain contented only if these three varieties of needs gain satisfaction.

The teaching profession is not an exception to it. The teacher can remain satisfied in his job only when opportunities for the satisfaction of his social and ego needs are provided.

Job satisfaction is said to be a mental attitude of employee towards his job. Further, the term includes the employee’s liking for his work, accepting the aspiration and pressure connected with the work and by performing the piece of work the employees earns his livelihood.

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 maximum satisfaction from his job. Employers feel equally that pleasure in job enhances production and mental satisfaction.

Teachers’ job satisfaction has been shown to be a predictor of teacher retention, a determinant of teacher commitment, and, in turn, a contributor to school effectiveness. Yet studies of teacher satisfaction reveal wide-ranging differences in what contributes to job satisfaction and group differences according to demographic factors, experience, and position. A review of the studies suggests that the measurement of satisfaction may be problematic; discussions with teacher confirm suspicious that they cannot offer a unitary
response to multifaceted, complex issues. In this investigation, the used data from a comprehensive study of school effectiveness to examine how a refined measure of teacher satisfaction might be used to clarify teachers' positions and to suggest how educational administrators can address teacher satisfaction as a strategy for education reform.

Many of the highest teacher attrition rates in the nation are in urban districts (Adams and Dial, 1993). Common reasons cited by teachers for this attrition are lack of administrative, collegial, and parent support and insufficient involvement in decision making.

Researchers have linked a number of aspects of job satisfaction to teacher retention, including satisfaction with principal leadership and support (Betancourt-Smith, Inman, and Marlow, 1994, Chitto and Sistrunk, 1990). In a critical review of the literature on teacher retention and attrition in special and general education, Billingsley (1993) reported that administrative, parental, and collegial support appeared repeatedly as critical retention factors for both general and special education teachers.

Job satisfaction is an employee's affective response to his/her job and its environment. It is a state of mind inferred directly from an employee's response to a question relating to his/her job. "The human side of enterprise" has become the focal point of modern management. The human side of enterprise "is all of a piece" that the theoretical assumptions management hold
about controlling its enterprise. Both the practitioners and theoreticians know the value of meeting human needs in an organizational life.

Recent studies carried out in a number of countries have drawn attention to the degree of job satisfaction among teachers and have shown that teachers' work "intensification" (Hargreaves, 1994) mirrors societal trends toward overwork (Naylor, 2001). Imposed and centralized system accountability, lack of professional autonomy, relentlessly imposed changes, constant media criticism, reduced resources, and moderate pay all relate to low teacher satisfaction in many developed countries around the world (Van den Berg, 2002; Dinham and Scott, 1998b, 2000a; Scott et al., 2001; Scott et al., 2003; Vandenberghe and Huberman, 1999).

The effects of these trends include declining job satisfaction, reduced ability to meet students' needs, significant incidences of psychological disorders leading to increased absenteeism, and high level of claims for stress-related disability (Farber, 1991; Troman and Woods, 2000). Most importantly, though, teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries (Huberman, 1993; Woods et al., 1997). Thus, research into teacher satisfaction is becoming more and more important given not only that a growing number of teachers leave the profession but also that dissatisfaction is associated with decreased productivity (Tshannen-Moran et. al., 1998).
In terms of definitions, there is no generally agreed upon definition of teacher job satisfaction or of what constitutes teacher satisfaction although there might be some international trends such as, the notion that teachers are most satisfied by matters intrinsic to the role of teaching: student achievement, helping students, positive relationships with students and others, self growth and so on (van den Berg, 2002; Dinham and Scott, 2002). In general, though, it is argued that context seems to be the most powerful predictor of overall satisfaction (Dinham and Scott, 1999, 2000a, b). As Cherniss (1995), points out: “People can make their lives better or worse but what they think, how they feel and what they do are strongly shaped by the social contexts in which they live”.

Job satisfaction is, therefore receiving increasing attention to understand behaviour in organisation. Studies and empirical research abounds both in India and abroad on job satisfaction. Research literature on the psychology of work gives a lot of insight into some basic questions, such as, what motivates people to work? What motivates people to work? What are the effects of work? What makes work satisfying?

Understanding the job satisfaction is undoubtedly a vital phenomenon for Secondary schools as it is for any other organisation. Hence, a concerted effort is required to study job-satisfaction in Secondary schools, so as to apply this knowledge for scientific purpose, which our traditional job design principles are based.
One of the notable features of modern life is that for a vast number of people, the work has ceased to give satisfaction. There is a widespread feeling that man and his work have become distant, separated, and alienated, and that he is losing zest for work. Many persons work today not because they derive any pleasure from it, but because there is no other alternative way of earning a living. By and large, it could be said that conditions of work have improved, technical advances have minimized the sheer amount of physical effort that has to be put in accomplishing something, wages have gone up, living conditions have bettered, and in many cases, work has begun to bear something over and above the bare necessities of life. In spite of these brighter aspects of progress, it is quite often the case that dissatisfaction with what one is doing has also has eluded the grasp of many persons.

Importance of satisfaction in work cannot be minimized. Studies have revealed job satisfaction to be of great significance for the functioning of any organization. It has been found to be intimately related to morale, is often a factor in worker productively, grievances and reactions to working life as a whole, influence his attendance and to working life as a whole, influences his attendance and stability, and is vital to his successful functioning in his work situation. Greater job satisfaction is likely to lead eventually to a more effective functioning of the individual and the organization as a whole. In fact, working life is to be evaluated not simply in terms of the amount of goods turned out, the productive efficiency, and the profit it brings, but also in terms of the
satisfaction that the participants derive from it. While the importance of productivity is not to be minimized in any manner, there are other signs of a well-functioning organization.

Before discussing how job satisfaction affects the behaviour of workers, it would be desirable to clarify the concept itself, which seems to have acquired a degree of ambiguity due to frequent use in rather general and loose manner. Clarification of the meanings of the words “work”, “job”, and “job satisfaction” is necessary. Without going into intricate controversies about the nature of work and its distinction from leisure and play, work can be defined as “application of human effort to achieve certain end that often results in monetary benefits”.

Teachers are arguably the most important group of professional for our nation’s future. Therefore, it is disturbing to find that many of today’s teachers are dissatisfied with their jobs. It is crucial that we determine what increases teacher motivation.

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, 1987; Kyriacou and Sutcliffe, 1979; Mykleotun, 1984). According to the majority of these studies, teacher satisfaction is clearly related to levels of intrinsic empowerment, i.e. motivation. The main factor found to contribute to the job satisfaction of teachers is working with children. Additional factors included
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 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 (Spear et al., 2000).

It is reasonable to assume that high job satisfaction is related to positive job behaviour such as high performance, low turnover, and low absenteeism. Management once believed that an increase in job satisfaction would automatically result in an increase in productivity, but the relationship is neither direct nor simple. The interaction of job satisfaction and job performance is complicated by a range of job-related and personal factors.

Productively, Research suggests a positive, although weak, relationship between satisfaction and productivity. However, it has not been demonstrated consistently in the laboratory or in studies conducted on the job. Part of the problem is that some jobs lend themselves more readily than others to objective assessments of performance. In other words, different measures of productivity are appropriate for different jobs.

Understanding the job satisfaction is undoubtedly a vital phenomenon for Secondary schools as it is for any organization. Studies conducted in this area have not yielded conclusive results and the researcher did not find any studies on relationship achievement motivation, locus of control and job
involvement and job satisfaction in the field of education. It appeared that there is a research gap so far as the relationship of these variables are concerned hence a study where in relationship between job satisfaction, and achievement motivation, locus of control and job involvement may yield a meaningful results.

Hence there a great need for a study of teachers job satisfaction working in Secondary schools.

1.5 Genesis of the Study

Teacher constitutes the real dynamic force in the school and in the educational system. The energy and forceful personality of teacher has direct and indirect impact on the coming generations and it is teacher who broadens the outlook of the youth under his charge, thus demolishing the international and geographical barriers. It is said that the progress of the nation and of the mankind depends substantially on the teacher in a system of education. For the effective involvement of teachers in the all round development of pupils, a necessary conditions that teachers have to kept “Job Satisfied”.

Job satisfaction helps to attract and retain the right type of persons into the profession and also helps them function at the highest level of efficiency. A requisite one would assume, for a teacher to be affective, would be the amount of satisfaction he gets from the job. The optimum level of efficiency is attained
by the teachers by virtue of his being satisfied at the job where as on the contrary dissatisfaction hampers his functioning to any usual purpose. A dissatisfaction teacher is lost not only to himself but also to the entire society. He becomes a nucleus of problems in the school. Satisfaction identifies the teacher with his profession and dissatisfaction forces him to get out of it at the earliest available opportunity. Thus job satisfaction of teachers play a very important role in perpetuating good education and in turn job satisfaction of teachers may enhance their profession efficiency and skills which will result in the better quality of education which has emphasized in NPE – 1986.

Whatever research on the job satisfaction of teachers has been done in at the periphery and has not scratched its depth. The studies conducted in this area have not yielded conclusive results and the researcher did not find more studies on relationship between locus of control, job involvement and achievement motivation on job satisfaction. It appeared that there is a wide research gap so far as the relationship of these variables is concerned.

Social conditions and demographic aspects are also important factors, which determines the level of job satisfaction. Therefore the present study has been undertaken to explore this barren but crucial area of manpower management of Secondary school teachers.

Theoretical aspects of job satisfaction show that there are many factors, which influences the level of job satisfaction. From the review of related literature that comparatively very less work has been done to find the
relationship between achievement motivation, job involvement, locus of control and job satisfaction.

Teachers have a key role in the improvement of education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend in part on their involvement in their work and the satisfactions they derive from it. Hence, it was decided to study the job satisfaction of teachers with respect to different work values.

1.6 Statement of the Problem

The problem for the present study may be stated as "Job Involvement, Locus of Control and Achievement Motivation of Secondary School Teachers in Relation to Their Job Satisfaction”

1.7 Objectives of the Study

The present study is undertaken with the following objectives:

(i) To explore the relationships of job involvement, locus of control and achievement motivation in relation to job satisfaction of Secondary school teachers.

(ii) To determine the influence of job involvement on job satisfaction of Secondary school teachers
(iii) To measure the influence of locus of control on job satisfaction of Secondary school teachers

(iv) To ascertain the influence of achievement motivation on job satisfaction of Secondary school teachers

(v) To assess the interaction of
   a. Achievement Motivation and locus of control
   b. Achievement Motivation and job involvement
   c. Locus of control and job involvement
   d. Achievement Motivation, locus of control, job involvement and
   e. Job satisfaction of Secondary school teachers

1.8 Limitations of the Study

i. The present study is limited to Dharwad District of Karnataka State.

ii. The study is restricted to Heads and teachers of Government, Aided and Unaided Secondary schools of Dharwad District.

1.9 An Overall View of the Study

This chapter deals with a brief introduction of the role of education in building up of the society, the process of teaching-learning and its components, the status of teacher in society and importance of teacher in teaching-learning process, problems of dissatisfaction among teachers, causes thereof. It has also discussed the importance and relationship between the dependent variable job
satisfaction of teachers with independent variables viz. job involvement, locus of control and achievement motivation. It also deals with the need for the study, statement of the problem, objective of the study, and meaning and concept of the variables included in the study.

In Chapter II, a brief review of related literature is presented along with the related literature, which helped the researcher to design the present study.

In Chapter III, the methodology adopted for the present study is discussed. This chapter includes scope for the study, design of the study, statement of the problem, justification for selection of variables, classification and discussion of variables, operational definitions of the terms used, hypothesis, tools for the study, sampling design, data collection procedures, statistically analysis for data and the like.

Chapter IV deals with the analysis, presentation and interpretation of the data.

Chapter V presents a brief summary of the study. It also presents findings from the study, overall conclusions in relation to the variables, the limitations of the study and suggestions for further research along with educational implications of the study.