NATURE AND SIGNIFICANCE OF THE STUDY
CHAPTER I

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CHAPTER - I

NATURE AND SIGNIFICANCE OF THE STUDY

1.1. INTRODUCTION:

Man must have been working ever since the time of his arrival on this good earth. His very survival depends upon his work. One's occupation is the watershed down which the rest of his life flows. So if he has to be happy in his life, one must be satisfied and happy in his occupation. To get satisfaction in his job, in turn, he must choose it wisely. Choice of a job emerges as a result of the interplay of several factors. It is mainly the result of an interaction between factors pertaining to the job, and factors that characterise the chooser.

People work for different reasons. Some work just to earn money, and some others work to utilise their talents and get satisfaction, recognition and social status. The first significant study on job satisfaction conducted by Hoppock (1935) reported that work rather than leisure brings more satisfaction. Morse, et al., (1954) made a survey on attitudes towards work and reported that work had a double function: first it enabled people to get money to support themselves and their families, and secondly it gave people a feeling of 'place' or 'role' in the society. In other words, work not only allows a person to exist but also tends to stabilise his place in society.
1.2 CHOOSING AN OCCUPATION:

Prestige, power, salary, leisure and other features of a job are important, only so long as they become meaningful to those who value them. The value of particular features of a job felt by the chooser is in turn determined by his personality, social and psychological background. This is implied in the proposition of Thompson (1947) that jobs differ in their attractiveness from person to person depending upon the need, pattern or value system of the individual. This is one of the important reasons for the dissatisfaction among the people with their work. Even then people continue to work till they get a better alternative. Thus Hoppock (1935) concluded that satisfactory occupational adjustments might be effected by trial and error. Great vocational psychologists, like Burnstein, Hollender, Super and many others consider occupational choice as a developmental process over a period of ten years that ends in a compromise between interests, capacities, values etc., of the individual on the one hand and opportunities on the other. This is true even with the people involved in teaching.
1.3 THE TEACHER, A BUZZ WORD:

The teacher in India, has always been held in high esteem. Tradition has attributed to him certain desirable personal qualities which he will do well to cultivate in order to win and deserve that esteem. Mukarjee (1957) has observed that four terms are used to refer to the teacher, viz., 'Acharya' 'Guru', 'Sikshka' and 'Upadhyaya'. It may be noted that the term 'Acharya' was reserved by Patanjali to refer to the highest type of teacher, an original thinker and master while the other terms were used with reference to the ordinary teachers.

As Gupta (1973) says, "As teachers we tend to forget that our roles are determined to a large extent by the expectations of the pupils". One might ask what ideals or qualities a teacher should develop and possess so as to suit his changing roles. One cannot but recall the dictum laid down in the 13th chapter of the BHAGAVADGITA about the characteristics of a real teacher, namely absence of pride, freedom from hypocrisy, non-violence, forgiving nature, straight forwardness, service to the preceptor, purity of mind and body, steadfastness and self-control.

Saiyidain (1950) made the role of the teacher quite illustrative when he said that the teacher has to patiently cut from a crude unshaped stone, proportion and balance.
Saiyidain further observed that we should take care to do nothing that will undermine the teacher's dignity and self-respect. In this connection, there is a need for not only improving their material prospects, but also proper social recognition which could cost the community nothing except the cultivation of a better sense of values and greater social sensitiveness.

Altekar (1951) while explaining the status enjoyed by teachers in ancient India, said that the teacher was paid the highest reverence by all people including the rulers.

1.3.1 SECONDARY EDUCATION COMMISSION (1954)

The Secondary Education Commission appointed by the Government of India under the chairmanship of Dr. A. Lakshmanaswamy Mudaliar, also stresses the need for improving the general conditions of teachers.

The commission emphasised the reconstruction of the teacher in terms of his professional training, and his economic status viz., his status in the school in particular and in the community in general. It laid great emphasis on
paying adequate salary keeping in view of the price index. It also suggested that benefits such as satisfactory working conditions, service, job security, leave facilities, work load, retirement benefits, etc. should be given to the teacher so that he can do his job more efficiently. It further recommended that amenities like educational facility for children, housing schemes, leave travel concessions, inservice programmes, medical facilities etc., be provided.

1.3.2 THE EDUCATION COMMISSION (1966)

"The future of India is now being shaped in her classroom" was the crucial statement in the report of the commission under the chairmanship of Dr.Kothari. It emphasized that quality, competence, and character of the teachers are the most important factors to make any process of education, a success.

In the opinion of the commission, it is necessary that intensive and continued efforts be made to raise the economic, social and professional status of the teachers in order to attract young men and women of ability to the profession and to retain them in it as dedicated, enthusiastic and contented workers. It also recommended the principle of parity for teachers.
1.4 TEACHING PROFESSION:

Teaching was one of the oldest and noblest professions in the unorganised sectors of societies. The significance of the teaching profession in any society cannot be over emphasised. The fact that our ancestors were interested in the 'teacher' may be seen from the hierarchy of their Gods: 'Matrudevo Bhava, Pitrudevo Bhava, Acharyadevo Bhava', which can mean that the mother, the father and the teacher are treated as gods. Further it is said 'Guru Bhrama, Guru Vishnu, Gurudevo Maheswarah' which implies that the teacher is the creator, the sustainer and the ultimate liberator.

Centuries ago in this land of Vedas, certain principles which had something noble and uplifting about them were held steadfastly. These principles were emphasized in those famous verses in Sanskrit, which the teacher and the taught recited together and considered them the essence of their mutual relationship, "Saha nau bvatu/Saha nau bhunaktu/Saha viryam Karavavahai/Tejasvi nau adhitamastu/ Ma vidvisavahai" : "May He protect us both; may He save us both; may we do together great deeds; may our learning be bright; may we not hate each other". Though the same lines are recited today one does not always find the same zeal and the same enthusiasm issuing therefrom. The teacher's image has unquestionably changed from an 'inner-directed' to that of a 'stereotype'.
Teaching profession was traditionally hereditary as in the case of religious preachers. But with the explosion of population and knowledge, the process of education has become a major sector of public undertaking. Education was a private good in olden days. But from the early years of 20th century, education is being treated as a public good. Therefore every government in the world is raising the expenditure on education. The quality and efficiency of any system of education depend upon the 'quality of teaching'. Hence the recruitment, training and placement of teachers at various stages of education have become a great concern of educationists of every nation today.

1.4.1 TEACHING PROFESSION IN THE PAST AND PRESENT:

Mukerji (1957) has stated that the teacher had no need to worry over the mundane necessities of life in the olden days, and hence he was free to pursue his quest for knowledge. In those days he was a perfect model for the students in every aspect of life. He was given full freedom in planning the curriculum, methods of instruction and evaluation. The student and the society used to look up to the 'Acharya' for guidance and not to 'look down' upon him as it is being done today.
There used to be a very close relationship between the teacher and the taught in the olden days. The relationship was found more on love and affection rather than on authority and to the student stays along with the teacher till he completes his studies.

Today, though along with other professions like medicine, law and engineering, teaching is also considered as a profession, people do not think of the teacher as a professional worker in the same sense of status and reverence in which they consider the doctor, the lawyer or the engineer. A teacher does not enjoy a social status as is enjoyed by lawyers, doctors or engineers.

Anjaneyulu (1971) pointed out that in addition to the loss of special recognition, the profession has been infested with a number of other evils. Enormous rise in the work load, lack of security of service especially under private managements, lack of discipline among the students and too much domination by the non-official politician, bosses are only some of the evils. It is no exaggeration to say that there was a time when ministers had to seek appointments with Vice-Chancellors to meet them. Now Vice-Chancellors queue up to see ministers and officials. (Subrahmanian, 1987).
Gone are the days when the teacher was glorified in the true sense of the word. The situation relating to the teacher's status and the teacher-pupil relationship as seen today is quite contrary to what was obtained in those days.

1.4.2 DISCONTENT IN THE TEACHING PROFESSION:

True enough, it is said that a large number of teachers of the present day have no interest in their profession. They continue in the profession only as mechanical wage earners. The facilities and incentives offered in this profession are so meagre that many of the talented persons do not think of becoming teachers but seek positions elsewhere. Lack of recognition of the teachers in this country is a very sore point. They have not yet been given the same footing as a doctor, a lawyer or an I.A.S. officer in the society. The significance of the role of a teacher is hardly recognized though it has become a fashion to observe 'The Teacher's Day'. We always expect a lot from a teacher who has so little power and alarmingly meagre facilities.

The net result is that there appears to be a widespread dissatisfaction in the teaching profession as a whole. Many seem to repent over their wrong choice and would be too willing to change their job in favour of some other lucrative ones, if only opportunities were available.
In this connection, it is befitting to quote the words of Mr. Henry Van Dyke: 'He (the teacher) lives in obscurity and contents with hardship. For him no trumpets blare, no chariots, no golden decorations are decreed. He is patient and quick in doing his work. He lights many candles which in later years will shine back to cheer him. This is his reward.

Dissatisfaction of the individual, whatever may be the occupation in which he dissatisfied engaged, results in professional stagnation. A dissatisfied teacher, is lost not only to himself but also to the country's future. Dissatisfaction among the workers is undesirable and dangerous in any profession; it is just suicidal, if it occurs in the teaching profession. (The Education Commission, 1966).

Pagel and Price (1980) have listed different causes for the dissatisfaction of teachers. They are: (1) lack of planning time, (2) tedious paper and clerical work, (3) an out-of-touch and autocratic administration, (4) disruptive and unmotivated students, (5) non-teaching activities, such as faculty meetings and time wasting workshops, (6) uncooperative parents, (7) lack of autonomy to prescribe curriculum, (8) feelings of failure, and (9) low occupational prestige. Therefore, a better understanding of the causes for job
satisfaction / dissatisfaction is desirable not because it will enable us to make them completely satisfied, but because it may help the administrators to relieve that intense and painful dissatisfaction which injures both the individual, and the society in which he lives.

1.5 JOB SATISFACTION - A BIRD'S EYE VIEW:

Gilmer (1966) defined job satisfaction as the result of various attitudes the person holds toward his job, toward related factors and toward life in general. Job satisfaction is a complex phenomenon having multiple inter-correlated casual factors such as personal, social, cultural and economic. Job satisfaction is the employee's judgement of how well his job, on the whole, satisfies his various needs.

Porter and Lawler (1965) reveal that an individual's satisfaction was a function of the magnitude and the frequency of rewards he would receive as well as his expected equitable rewards. According to Smith, job satisfaction represents the difference between What is expected and What is experienced. This difference is termed as job discriminal index.
Pestonjee (1973) defined job satisfaction as a sum of employees feelings in four important areas. Two of these, job and management encompass factors directly concerned with the job (intrinsic factors) and the remaining two, social relations and personal adjustment include factors not directly connected with the job (extrinsic factors), but which are presumed to have a bearing on job satisfaction. Sinha and Agarwal (1971) defined job satisfaction as a persistent effected state which has arisen in the individual as a function of the perceived characteristics of his job in relation to his frame of reference.

According to Ketzell (1964) job satisfaction is the verbal expression of an incumbent's evaluation of his job. The verbal evaluation is made operational by some form of attitude, questionnaire, or scale by means of which the incumbent rates his job on a continuum of "like - dislike" or approximate synonyms such as "satisfied - dissatisfied".

Thus job satisfaction is a species of effect or hedonic tone, for which the stimuli are events of conditions experienced in connection with job or occupation. This is of considerable assistance to an understanding of job satisfaction since it permits examination of the subject in the context of the more general and fairly well documented conceptions of affect and motivation.
To conclude, we can quote different operational definitions of job satisfaction given by Wanous and Lawler (1972).

1. Overall job satisfaction is the sum of job facet satisfaction across all facets of a job.

2. Job satisfaction has been conceptualised as a weighted sum of job facet satisfaction.

3. Job satisfaction has been operationalised as the sum of goal attainment or need fulfilment when summed across job facets.

4. Job satisfaction has been operationalised as a discrepancy between "how much is there now" and "how much should there be".

Job satisfaction involves a liking for the work and acceptance of the pressures and aspirations connected with that work (Anjaneyulu, 1970). "It is most adequately conceptualized as a personalistic evaluation of conditions existing on the job (work, supervision) or outcomes that arise as a result of having a job (pay, security). Job satisfaction is the perception of internal
response (i.e., feelings). Perceptions filtered through the individual's systems of norms, values, expectations and so forth". (Scheider and Snyder, 1975).

Job satisfaction results in happiness, success and efficiency in one's professional activity. It indicates individual's ability to strike a balance between the requirements of the job and his own potentialities.

There are many controversies about the very meaning of job satisfaction. As Evans (1969) Locke (1969) and Schwab and Commings (1970) have correctly pointed out, 'there is a serious lack of good theory of job satisfaction, and the tendency among the investigators has been to construct job satisfaction measures without careful attention to what theory of satisfaction might be implied by their measures'.

Lawlar (1967) argued that it was important to consider which people and what kind of needs were satisfied in the organisation rather than how to maximize satisfaction. To attain this, one should concentrate on the personal characteristics of employees, the situational factors like the type of school, the conditions of school, the place of school etc., These are also important factors on which the level of job satisfaction and teaching success depend.
Every profession has got certain factors conducive to job satisfaction. There are also factors that lead to dissatisfaction. Teaching profession is no exception. If it is possible to isolate the factors of dissatisfaction, attempts can be made either to change the dissatisfying condition or to reduce their intensity, so as to increase the holding power of the profession. There is no gainsaying the fact that unless the teacher is satisfied with his occupation, he cannot deliver the goods.

1.6 NEED FOR RESEARCH ON JOB SATISFACTION:

As pointed out earlier thousands of studies have been carried out to determine the correlates of job satisfaction. Undoubtedly some might have studied with a simple desire to learn more about job satisfaction; but much of the interest in job satisfaction seems to have come about because of its presumed relationship to job performance (Lawler and Porter, 1967). Brown (1962) concluded that the repeated use of attitude measurements made it possible for a company or organisations to compare its level of morale with that of other companies and organisations, to observe trends over a longer period of time and to detect problem areas and situations before they become disruptive. Triffin and McCormick (1962) believe that to understand human behaviour, it is always desirable to have some index about "the set of values by which people live, and about the satisfaction associated with the type of work they do".
The research on job satisfaction has gained much importance because with such studies alone it is possible to correct some bad situations and to increase job satisfaction and morale which are very much related to production in general and teaching effectiveness in particular.

1.7 THE IMPORTANCE AND SIGNIFICANCE OF JOB SATISFACTION:

The traditional model of job satisfaction is that it consists of the total body of feelings - about the nature of the job, promotion prospects, nature of supervision and so on - that an individual has about his job. If the sum total influence of these factors gives rise to the feelings of satisfaction, the individual has job satisfaction. On the other hand if on the whole they give rise to feelings of dissatisfaction, the individual is dissatisfied. Changing any of these influences will lead in the direction of job satisfaction or dissatisfaction depending upon the nature of the change.

Locke (1969); however, emphasises the concept of value fulfilment rather than expectation. Satisfaction occurs when the job fulfils what one values. Just like expectations, values vary from group to group and between individuals within a group.
In Tamil Nadu State under the 10+2+3 pattern, the +2 stage has been separated from regular colleges and a separate Unit called Higher Secondary has been evolved in the schools. Though the qualifications of teachers employed in Degree Colleges and Higher Secondary Schools are the same, there is a vast difference in their pay structure. Agitations by teachers were witnessed demanding equalisation of the pay structure and also other fringe benefits of both categories of teachers.

Besides, the schools in Tamil Nadu are controlled by two types of managements - government and private. Very often it is felt that teachers in government schools are more satisfied with their jobs than the teachers working under private managements. But the investigations made by Babjan (1980) and Ramakrishnaiah (1981) showed that teachers in private institutions were more satisfied with their jobs than those in government institutions. Similarly, not much is known about any significant difference between the job satisfaction of men and women teachers.

The progress and standard of any nation cannot be beyond the standard of her system of education and the standard of her educational institutions. The standard of any educational institution, in turn, cannot rise beyond the levels of its teachers. It is, therefore, emphasised by different
Committees and Commissions that high quality personnel who have the necessary aptitude for teaching and favourable attitude towards teaching should be selected for the teaching profession. Further, it is believed that certain personality traits are desirable for the teaching profession. It would be rewarding therefore, to identify the type of attitude and personality characteristics that are conducive to derive satisfaction in the teaching profession.

1.8. THEORIES OF JOB SATISFACTION:

There are various theories of job satisfaction. A brief mention of the prominent ones of these seems appropriate.

1.8.1 BROPHY'S CLASSIFICATION OF THEORIES:

Brophy (1959) classified the theories of job satisfaction into four types viz., need, explanation, role and self.

The need theory was proposed by Morse (1953). According to him a worker's satisfaction depends when the function of two factors-"how much his needs are fulfilled by being in a particular situation" and "how much his needs remain unfulfilled". Thus for calculating the amount of satisfaction the following equation may be used \( S = f(T_1-T_2) \) where \( S \) is satisfaction \( T_1 \) is worker's initial tension level and \( T_2 \) is the tension level after exposure to the vocation.
The second type of theory is based on the hypothesis that an individual's degree of satisfaction with an activity leading towards a goal is an inverse function of the level of his perceived probability of attaining the goal both in a situation when the goal is attained and in a situation when it is not attained. Ketzell's (1964) theory is also based on this model.

The characteristics of the sociological role theory is that it perceives man in a social environment and his interaction with other human beings are of importance.

According to the self theory, vocational satisfaction is a function of agreement among the worker's self concept, both real and ideal, and the occupational roles he perceives or plays in the world of work.

1.8.2 NEED SATISFACTION THEORY:

Maslow (1943) has proposed an interesting theory concerning human needs and their effect upon human behaviours. He suggests that human needs may be classified into five different groups or classes:

(I) PHYSIOLOGICAL NEEDS:

The physiological needs are shown at the top of the hierarchy because they tend to have the highest strength until they are somewhat satisfied. These are the basic human needs to sustain life itself food, clothing, shelter. Until these needs are satisfied to the degree needed for the sufficient operation of the body, the majority of a person's activity will probably be at this level, and the other needs will provide little motivation.

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(2) SAFETY NEEDS:

These needs are essentially the need to be free of the fear of physical danger and deprivation of the basic physiological needs. In other words, this is a need for self-preservation.

(3) SOCIAL NEEDS:

Since people are social beings, they have a need to belong to and be accepted by various groups. When social needs become dominant, a person will strive for meaningful relations with others.

(4) ESTEEM NEEDS:

After individuals begin to satisfy their need to belong, they generally want to be more than just a member of their group. They then feel the need for esteem - both self-esteem and recognition from others.

Satisfaction of these esteem needs produces feelings of self-confidence, prestige, power and control. People begin to feel that they are useful and have some effect on their environment.

(5) SELF-ACTUALISATION NEEDS:

Once esteem needs begin to be adequately satisfied, the self-actualisation needs become more prepotent, Self-actualisation is then need to maximize one's potential, whatever it may be. A musician must play music, a poet must write, a general must win battles, a professor must teach. As maslow
expressed it, "what a man can be, he must be". Thus, self-actualisation is the desire to become what one is capable of becoming.

The important thing about Maslow's theory; however, is not so much his classification system as it is in the fact that he considers these five need classes to form a hierarchy of needs. That is, it proceeds from very basic needs to a cluster of higher social needs.

Scaffer (1953) has proposed a hypothesis that overall satisfaction will vary directly to the extent with which those needs of an individual which can be satisfied in a job are actually satisfied. The stronger the need, the more close the dependence of job satisfaction on its fulfilment. Similarly Pestonjee (1973) observed that the job satisfaction is generated by the individual's perception of how well his job on the whole is satisfying his various needs.

Porter (1961) developed a questionnaire containing 15 items designed to provide information about five different motivational need classes which are derived from Maslow. Porter defined need fulfilment as the difference between "how much there should be" and "how much is now", connected with each of the 15 items. Blai (1982) hypothesised that in the work environment, degrees of self-assessed job satisfaction vary with the strength of psychological needs that are satisfied.
1.8.3 TWO FACTOR THEORY:

Herzberg, Mausner and Snyderman (1959) proposed a model of job satisfaction called Two Factor Theory. This theory is the most popular one and also the most criticized one.

The original study was concerned with an investigation into the causes of job satisfaction and dissatisfaction. Each worker was asked to describe in detail, the time he felt exceptionally 'good' or exceptionally 'bad' about his job. The responses were then content analysed. Thus the theory was derived from research using critical incident interviews. The results of their study did indicate that things which were associated with high satisfaction (satisfiers) were somewhat different from the things which were associated with situation of low satisfaction (dissatisfiers). They found that the descriptions of good work periods included such things as achievement recognition, advancement, responsibility etc., All these things seem to relate to the actual content of the job and therefore, they are called "intrinsic" or "content" factors or "motivators". Descriptions of bad work periods seemed to be filled with items dealing with company policy, supervision, salary and working conditions. These items seem to relate to the content in which a person performed his task and were, therefore, referred to as 'extrinsic' or 'content' or 'hygiene' factors. Because
the model postulates two general classes of variables—one class which can satisfy, but not dissatisfy, and the other class which causes dissatisfaction but not satisfaction, the model has been designated as "Herzberg's" Two Factory Theory.

Studies using this technique consistently yielded results in which motivators were cited primarily as sources of satisfaction, and hygiene primarily as sources of dissatisfaction, and provided the primary evidence in support of this theory.

Holdway (1978) found a substantial positive relationship between overall satisfaction and achievement, career orientation recognition and stimulation. Facets receiving the highest percentages "satisfied" mainly interpersonal relationship, and freedom in the teaching assignment. Facets receiving the highest percentage "dissatisfied" mainly involved societal and parental attitudes, preparation time and decision making procedures. Myers (1964) found that satisfaction was related to intrinsic work factors and dissatisfaction to extrinsic factors. Similar results were obtained by Schwartz, Jenusaitis and Stark (1963) in favour of the two factor theory.

Blum and Naylon (1968) pointed out that the factors involved in feelings of satisfaction and dissatisfaction do not appear to divide as neatly as
assumed by Herzberg's original studies. Ewen et al. (1966) tested a number of hypotheses using the data provided by 793 employees from various jobs. They found that the results supported neither the Herzberg's two factor theory nor the traditional theory. Instead, results indicated that intrinsic factors were more strongly related to both overall satisfaction and overall dissatisfaction than the extrinsic factors. Armstrong (1971) concluded that Herzberg's dichotomy was not supported. Sarveswar Rao (1972) found that both motivation and hygiene contributed to satisfaction and also to dissatisfaction. Locke and Whiting (1974) also tested Herzberg's 2-factor theory and concluded that it was not supported.

1.8.4 VALENCE THEORY:

Vroom (1964) proposed a theory of human motivation which took as its context the individual in the world of work. Vroom suggested that job satisfaction was a reflection of how desirable a person found his job. Thus it was a measure of a person's valence for his work situation. His model predicted the direct relationship between valence of his job and turnover and absenteeism. Vroom equated job satisfaction with the valence of the job or work role. The overall valence of work role is useful in predicting behaviour in relation to the total work role.
THE OTHER THEORIES:

The other theories of job satisfaction are not so popular as the above theories. But a few researches were undertaken applying these theories.

1.8.5 ACTIVATION THEORY:

Scoot (1966) states that the human organism needs stimulation and variety in its environment, without which motivation will suffer and frustration will result. Smith, Kendall and Hulin (1969) defined job satisfaction as feelings of affective responses to the work situation. In addition, they pointed out that these responses are best explained by a discrepancy between the work motivation attitudes and the incentives offered by the organisations. Similar conceptualisations are the Inducement - Contribution Theory (March and Simon 1958), the Cognitive Dissonance Theory (Festinger 1957) and the Inequity Theory (Adams, 1963). The basic postulate of these theories is that job satisfaction levels are related to the perceived differences between what is expected or desired as a fair and reasonable return (individual motivation) and what is actually experienced in the job situation (organisational incentives).
Harrell (1958) reported that 95% of a group of teachers expressed satisfaction with their job, whereas 98% of a group of textile operatives expressed dissatisfaction with their jobs.

Bernard and Kulandaivel (1976) undertook a study to see how far the graduate teachers were satisfied with their job. They found that only 8% were extremely dissatisfied and 32% were extremely satisfied. The middle 60% of the sample of teachers were moderately satisfied.

Rajagopalan and Rajaraman (1977) conducted an enquiry on 200 teachers of post graduate classes in Madras University and found that 60% of teachers were not interested in quitting their job even if they were offered any other job. The percentage was slightly higher among the research degree holders.

Cartner (1981) the author of the report of a survey conducted by National Education Associates, concluded that the dissatisfaction among teachers was increasing. He compared the results of the survey with the results obtained in a similar survey conducted 20 years ago and found that the percentage of teachers who would choose the teaching profession again decreased, from 80% to 46% and the percentage of teachers who would not choose the teaching profession again increased from 11% to 33% within 20 years. Thus the
1.9 LEVEL OF SATISFACTION/DISSATISFACTION:

The level of satisfaction or dissatisfaction among workers in different professions at various cadres, varies due to many reasons. It also varies from job to job. Hoppock's study (1935) reveals that job satisfaction varied from 0 to 100 percent depending on the job. When Hoppock reviewed 32 investigations, it was found that 2/3 of the studies showed less than 1/3 of the workers to be dissatisfied. Again in his study, when the subjects were invited to take their choice of all the jobs in the world, 36% indicated that they got more satisfaction from their jobs than from the things they did in their spare time.

The Fortune Quarterly Survey XI (1938) reported that 60% of factory workers were dissatisfied with their jobs, whereas only 30% of the profession were dissatisfied.

Form (1946) reported that almost half of the group of clerks and manual workers stated that they were very happy with their occupations, but only 17 percent said that they would like to enter their present occupation again. Robinson and Hoppock (1952) collected the data on 191 assorted studies reporting percentages of job dissatisfactions and found that the medium figure of dissatisfied was 18%. Similarly Herzberg, et al., (1957) from their review of 22 studies found that the average figure of job dissatisfaction in different industries was around 13 percent.
dissatisfaction among the teachers increased. Meddux (1982) from a survey of the teachers of the Texas Public School also found that 1/3 of the teachers were considering to leave the profession because they were dissatisfied.

1.10 CAUSES OF DISSATISFACTION OR SATISFACTION:

It is observed from the above review that the percentage of dissatisfied workers in general and teachers in particular is increasing. The reasons for their dissatisfaction or satisfaction may be many. The review of past studies is necessary to identify the most common factors causing either satisfaction or dissatisfaction.

Hoppock (1935) described a dissatisfied person as one who has indicated a distinct and conscious discontent with his job as a whole, according to certain criteria. Herzberg et al., (1957) concluded that 'sustained job-interest' was very important for professional people. Sun (1972) observed that need for motivating workers arose because of the following reasons.

(a) The employee's usual remuneration (pay or salary) might be for his paramount needs;

(b) The remuneration might be commensurate with the work effort required of the employee;

(c) The employee might be expected to perform his tasks in a way which prevented him from deriving adequate satisfaction from other activities.
The National Education Association (1981) found that teachers today have more education and experience than they had five years ago, but they consider themselves underpaid and are less sure that they would take teaching as a profession if they have the chance to choose again. Cartner (1981) the author of the report, further, clarified that teachers were quite dissatisfied with a number of things—salaries, stress, the amount of positive reinforcement they receive from the parents, their self-concept etc. Porter (1962) reported that all the respondents felt that there should be more opportunity for their different needs to be fulfilled than those actually existed. Sheppard and Herrick (1972) reported that the reason for the widespread dissatisfaction among nation-wide sample of workers was the dehumanising aspects of technology.

Costello (1974) found that most subjects were satisfied with their social and security needs and their greatest deficiency was among higher order needs. It was reported that management should provide incentives to satisfy self-esteem, autonomy and self-actualisation needs in order to motivate professional employees. In a study by Marr and Marthus (1973), it was observed that the largest number of teacher educators found their work interesting and hence they were satisfied. Coverdale (1973) reported a high dissatisfaction among teachers due to bad conditions of service, namely, inspectorial and transfer system, promotion structure, status, class size, demands on the teacher and curriculum, rather than material benefits.
Beevar (1969) found that elementary school teachers experienced much satisfaction with the opportunity to be busy in teaching. Kalanidhi (1973) found that those with personal, financial and/or family strain had less job satisfaction or were more dissatisfied than others without any strain. The factors contributing to satisfaction were social service and activity, and the factors contributing to dissatisfaction were university policies and practices, advancement and compensation (Benoit, 1977) Rajagopalan and Rajaraman (1977) concluded that the factors for the post graduate teacher's unhappiness were their school management and unsatisfactory student composition.

1.11 STATEMENT OF THE PROBLEM:

Education is a purposeful and organised activity between the educator and the learner which helps the latter to lead a gracious and harmonious life. From time immemorial, the teacher occupied an important position and enjoyed very great respect in the society and the world at large.

But today, there is considerable dissatisfaction about the educational system in the country. Teachers are not satisfied and happy in their occupation. Dissatisfaction in the job is like a contagious disease and if a teacher is not satisfied with his job, he may produce dissatisfaction and
maladjustment among the students with whom he comes across. Therefore, it is
necessary to see that the teachers are satisfied in their occupation so that they
can shape better citizens for the future society.

Today, those who take up teaching profession seem to do, just
because they could not get entry into other occupations. They will be watching
for the slightest opportunity to leave the teaching profession to take up some
other lucrative profession. This is the reason why every Education Commission
without exception categorically pointed out the need for improving the teacher's
status, salaries, service conditions and for providing adequate facilities for the
pursuit of knowledge and for performing his duties satisfactorily.

As a matter of fact, investigation into job satisfaction of teachers
is not given much importance either by educational or by personnel
psychologists as in the case of industrial workers. When education is being
treated as an industry, why not the research for increasing job satisfaction and its
influence on efficiency is not conducted? Though economic status of the
teacher should be improved and he must be given the highest respect, nothing is
done in favour of teaching profession compared to other professions and
occupations and therefore most of the teachers express dissatisfaction with their
profession in general and their job in particular.
As the teacher being the cornerstone of the arch of education, when the teacher is dissatisfied with his job, how can we expect him to deliver the goods to the best of his ability? The teacher is being criticised by all sections of the society for not having done his duty properly and effectively. No doubt, much research, has been done on the teaching effectiveness, but very little is achieved. As pointed out by Barr (1949), evaluation of teachers was, is and will be carried on endlessly. The search for identifying an effective teacher with his personality characteristics and the situations in which he is more effective has been going on. Even today as never before, we are seized with the distressing phenomenon of the rapid falling of educational standards. There is no doubt about the veracity of this appalling phenomenon which spoils the vitality of the society. To help lower this downward process as effectively as possible the study of job satisfaction of teachers of school and attitude of teachers towards teachers in Coimbatore District is felt to be essential as it is famous for a number of industries and educational institutions.

The present study is captioned as "An Investigation into the Job Satisfaction of Higher Secondary School Teachers of the Coimbatore District of Tamil Nadu State".
1.12 DEFINITIONS OF TERMS:

Investigation:

It means the indepth study made to obtain useful insights concerning the job satisfaction of incumbents in the teaching occupation at the higher secondary level.

Job Satisfaction

Job satisfaction is a procurable or positive emotional state resulting from the appraisal of one's job experiences. It is the effective reaction of the incumbents towards teaching presently engaged in at a given time.

Higher Secondary School Teachers:

Higher Secondary Schools have standards VI to XII.

The teachers handling XI and XII standards are the higher secondary teachers possessing post graduate qualifications in the various disciplines.

Coimbatore District:

Coimbatore District, refers to the Revenue District of Coimbatore wherein the Chief Educational Officer, Coimbatore, exercises control in the administration and the inspection of schools. The present investigation is made
to obtain useful insights concerning the job satisfaction of incumbents in the Teaching occupation in Higher Secondary Schools. The following broad objectives are stated to investigate the job satisfaction of teachers of Higher Secondary Schools and then attitude towards teaching.

1.13 GENERAL OBJECTIVES OF THE STUDY:

The general objectives of the study are:

01. To study the personal characteristics, level of job satisfaction towards the profession, attitude of teachers towards teaching and personality characteristics of Higher Secondary teachers in Coimbatore District.

02. To compare the level of job satisfaction and attitude of teachers towards teaching between different groups of sex, marital status, rural/urban areas, nature of schools and specialization of faculty.

03. To find out the relationship between job satisfaction and attitude of teachers towards the profession and 16 PF personality characteristics and neuroticism.

1.14 SPECIFIC OBJECTIVES OF THE STUDY:

The specific objectives of the study are:

01. To find out the difference in job satisfaction between the following:

   a. male and female teachers
b. teachers of science and humanities

c. government, aided and non-aided schools

d. married and unmarried

e. Post Graduate Teacher and Trained Graduate Teacher

f. Graduates, Post Graduates, Double Post Graduates and Ph.Ds.

02. To find out the difference in attitude towards teaching between the following:

   a. Male and Female teachers

   b. Teachers of science and humanities

   c. Government, Aided and Non-Aided Schools

   d. Married and Unmarried

   e. Post Graduate Teachers and Trained Graduate Teachers

   f. Graduates, Post Graduates, Double Post Graduates and Ph.Ds.

03. To identify the personality factors which influence the Job Satisfaction.

04. To identify the personality factors which influence the attitude of teachers towards teaching.

05. To study the relationship between Job Satisfaction and attitude of teachers towards teaching.
1.15 HYPOTHESES:

Based on the above objectives, the following hypotheses were set up for investigation.

01. There is no difference in the job satisfaction of urban and rural Higher Secondary School Teachers.

02. There is no difference in the job satisfaction of male teachers and female teachers of Higher Secondary Schools.

03. There is no difference in the job satisfaction of Science teachers and Humanities Teachers of Higher Secondary Schools.

04. There is no difference in the job satisfaction of Government School Teachers, Aided School teachers and Non-Aided School Teachers of Higher Secondary Schools.

05. There is no difference in the job satisfaction of married teachers and unmarried teachers of Higher Secondary Schools.
06. There is no difference in the job satisfaction of Higher Secondary School Teachers with different qualifications such as graduate, post graduate, double post graduate and Ph.D. qualifications.

07. There is no difference in the job satisfaction of Higher Secondary Post Graduate Teachers and Inducted Trained Graduate Teachers.

08. There is no relationship in the job satisfaction of young teachers and old teachers of Higher Secondary Schools.

09. There is no relationship in the job satisfaction of Higher Secondary Teachers with less experience and more experience.

10. There is no relationship in the job satisfaction of Higher Secondary Teachers belonging to small family and big family.

11. There is no relationship between job satisfaction of Higher Secondary Teachers towards teaching and the personality factor A (Sizia/Affectia).

12. There is no relationship between job satisfaction of Higher Secondary School Teachers towards teaching and the personality factor B. (Low intelligence / High intelligence).


15. There is no relationship between job satisfaction of Higher Secondary School Teachers towards teaching and the personality factor F. (Desurgency/Surgency).


17. There is no relationship between job satisfaction of Higher Secondary School Teachers towards teaching and the personality factor H. (Threctia/Parmia).
18. There is no relationship between job satisfaction of Higher Secondary School Teachers towards teaching and the personality factor I. (Harria/Premsia).


23. There is no relationship between job satisfaction of Higher Secondary School Teachers towards teaching and the personality factor $Q_1$. (Conservatism of temperament / Radicalism).

24. There is no relationship between job satisfaction of Higher Secondary School Teachers towards teaching and the personality factor $Q_2$. (Group Adherence/Self- Sufficiency).

25. There is no relationship between job satisfaction of Higher Secondary School Teachers towards teaching and the personality factor $Q_3$. (Low Self Sentiment Integration/ High Strength Self-Sentiment).

26. There is no relationship between job satisfaction of Higher Secondary School Teachers towards teaching and the personality factor $Q_4$. (Low ergic tension/High ergic tension.)

27. There is no relationship between job satisfaction and Neurotism.

28. There is no difference between the attitudes of urban Higher Secondary School Teachers and rural Higher Secondary School teachers towards teaching.
29. There is no difference between the attitudes of male Higher Secondary School Teachers and female Higher Secondary School Teachers towards teaching.

30. There is no difference between the attitudes of Science teachers of the Higher Secondary Schools and the teachers of Humanities of the Higher Secondary Schools towards teaching.

31. There is no difference between the attitudes of teachers of government, Aided and Non-Aided Higher Secondary Schools towards teaching.

32. There is no difference between the attitudes of married and unmarried Higher Secondary School Teachers towards teaching.

33. There is no difference in the attitudes of teachers of Higher Secondary Schools with different qualifications such as graduate, post graduate, double post graduate and Ph.D towards teaching.

34. There is no difference between the attitudes of Higher Secondary Post Graduate Teachers and Inducted Trained Graduate teachers towards teaching.
35. There is no relationship between the attitudes of young teachers and old teachers of Higher Secondary Schools towards teaching.

36. There is no relationship between the attitudes of Higher Secondary School Teachers with less experience and more experience towards teaching.

37. There is no relationship between the attitude of Higher Secondary School teachers belonging to small family and big family towards teaching.

38. There is no relationship between attitudes of Higher Secondary School teachers towards teaching and the personality factor A. (Sizia/Affectia).

39. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor B. (Low intelligence/High intelligence).

40. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor C. (Low Ego strength/High Ego strength).
41. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor E. (Submissiveness/Dominance).

42. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor F. (Desurgency/Surgency).

43. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor G. (Weaker super ego/Stronger super ego).

44. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor H. (Threctia/Parmia).

45. There is no relationship between the attitude of Higher Secondary school Teachers towards teaching and the personality factor I. (Harria/Premsia).

46. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor L. (Alaxia/Protension).
47. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor M. (Praxemia/Autia).


49. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor O. (Untroubled Adequacy/Guilt proneness).

50. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor Q₁. (Conservatism of temperament/Radicalism).

51. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor Q₂. (Group adherence/Self-Sufficiency).
52. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor $Q_3$ (Low Self-Sentiment Integration/High Strength self-Sentiment).

53. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and the personality factor $Q_4$ (Low ergic tension/High ergic tension).

54. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and Neurotism.

55. There is no relationship between the attitude of Higher Secondary School Teachers towards teaching and job satisfaction.

1.16 SCOPE AND LIMITATIONS:

01. The study has been conducted on a sample of 300 teachers.

02. The present investigation was made amongst the Higher Secondary School Teachers of 14 Higher Secondary Schools in three Educational Districts under Coimbatore Revenue District.
The three Educational Districts involved in the study are (i) Coimbatore
(ii) Tirupur (iii) Pollachi.

The sample 300 was equally distributed to each Educational district.

The investigation was confined to the teachers who were handling XI and
XII standards.

The Personal Data has been designed very carefully with regards to
locality, sex, designation, faculty, qualification, marital status, age and
experience and size of the family of teachers.

The job satisfaction inventory was used to correlate job satisfaction with
personal data and personality factors.

The Attitude Scale Questionnaire was used to correlate the attitude of
teachers towards teaching with personal data and personality factors.

The 16 PF Questionnaire was used to test the various personality factors
of the teachers and it was correlated with the job satisfaction and attitude
of teachers towards teaching.
10. The Neurotism Questionnaire was used and correlated with Job Satisfaction and Attitude of teachers towards teaching.

11. As a matter of motivating the teachers they were explained the purpose of the Research and importance of the study.

12. The usual level of significant 0.05 was employed to test the significance of the obtained values in the various Tables.

1.17 SCHEME OF CHAPTERS:

The following is the scheme of chapters:

In the First Chapter the significance and theories of the study are discussed in detail. It also includes definitions of terms, scope, objectives and hypotheses.

The Second Chapter deals with research studies conducted in India and abroad.

The Third Chapter deals with variables and tools.
In the Fourth Chapter the measurement of the variables design, the sample, collection of data, method of investigation and analysis of the data are discussed in detail.

Chapter Five deals with results and discussion in which job satisfaction and attitude towards teaching are explicitly explained through proper statistical interpretations.

Chapter Six deals with the summary, observations and the suggestions wherein the findings and scope for further research in job satisfaction areas are discussed.