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In view of previous literature the following variables are selected for the study.

The two dependent variables in the study are job satisfaction and attitude towards teaching. Attitude towards teaching is also treated as an independent variable while analysing job satisfaction in relation with other variables like management, sex, experience, marital status, etc.

The independent variables are broadly grouped under two categories as given below:

a) Personal variables:

i) Sex

ii) Designation

iii) Type of management
iv) Locality  
v) Faculty  
vi) Age  
vii) Experience  
viii) Qualifications  
ix) Marital status  
x) Size of the family  

b) Personality Characteristics:

i) Catell's 16 Personality Factors

Factor A - Reserved Vs Outgoing  
Factor B - Less intelligent Vs More - intelligent  
Factor C - Affected by feeling Vs. Stable  
Factor E - Humble Vs. Assertive  
Factor F - Sober Vs. Happy-go-lucky  
Factor G - Expedient Vs. Conscientious  
Factor H - Shy Vs. Venture some  
Factor I - Tough-minded Vs. Tender-minded  
Factor L - Trusting Vs. Auspicious  
Factor M - Practical Vs. Imaginative.
Factor N - Forthright Vs. Shrewd

Factor O - Placid Vs. Apprehensive.

Factor Q₁ - Conservative Vs. Experimenting.

Factor Q₂ - Group dependent Vs. Self-dependent.


Factor Q₄ - Low ergic Tension/High ergic tension.

ii) Neuroticism

3.1 DEPENDENT VARIABLES

3.1.1. JOB SATISFACTION

According to Blum and Naylor (1968), job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, their attitudes related to the job are concerned with such specific factors as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation, social relations between workers, prompt settlement of grievances, fair treatment by employer and other similar factors.
Other aspects such as employee's age, health, temperament, level of aspiration, his family relationships, social status, etc., also contribute to job satisfaction. 

According to Katzel (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'. Job satisfaction of the school teachers was measured by an inventory developed by the investigator.

3.1.2 ATTITUDE TOWARDS TEACHING

One's attitude towards any occupation is defined by Miller (1934) as a measure of the positive or negative affect he has towards that occupation. According to the Advanced Learner's Dictionary of Current English, attitude means 'way of feeling, thinking or behaving' (Hornby, 1996). The attitude of the teachers towards teaching was measured by an attitude scale developed by the investigator.
3.2 INDEPENDENT VARIABLES:

3.2.1 SEX

Teachers of both sexes were included in the study to find out whether there was any significant difference between men and women teachers in the level of their job satisfaction and attitude towards teaching.

3.2.2 DESIGNATION

There are two kinds of designations.

i. Post graduate teachers and

ii. Inducted teachers.

Post Graduate Teachers:

The teachers have PG degree with minimum degree in education are known as post graduate teachers.

Inducted Teachers:

The Higher Secondary Schools were started in 1978 under 10+2 system in Tamil Nadu. At that time due to the scarcity of post graduate teachers among the teachers working in High schools, experienced senior teachers were inducted, but retentivity in higher cadre is subject to
securing the additional qualification (i.e.,) PG degree or to undergo successful certificate course ear-marked by the department for the fitness to absorb in HSS. Some of them completed their PG degree within a stipulated time and others completed the certificate course for their fitness to work in HSS.

For all purposes both are treated on par with direct PGs. In case of promotion to become head of the institution, the qualification of 'PG' is essential. Hence they may have some difference, in their level of job satisfaction and attitude towards teaching.

3.2.3 TYPE OF MANAGEMENT

In the present set up of educational administration in Tamil Nadu the Higher Secondary schools are managed by two different agencies

i. Government and Municipality,

ii. Private organisations.

Private schools are of two types. They are;

i. Government aided schools and

ii. Non-aided schools.
The type of management under which the school is being controlled may have a significant influence on the level of job satisfaction of teachers and attitude towards teaching.

3.2.4 LOCALITY OR PLACE OF WORK:

According to the place of work, all the teachers are divided into two groups viz., teachers working in the schools situated in the rural areas i.e., in the villages with gram panchayats, and teachers working in the schools situated in the urban areas i.e., in the towns with municipalities. It is assumed that the rural and urban living brings variations in the level of job satisfaction and attitude towards teaching of teachers apart from the variations due to the facilities available in rural and urban schools.

3.2.5. FACULTY:

The sample of teachers participated in the study is divided into two groups on the basis of their faculty.

i) Teachers of Humanities

ii) Science teachers
The job satisfaction scores of teachers are analysed to see whether there exists any difference between the two groups.

3.2.6 AGE:

As there exists contradictory research results in establishing the relationship between age and job satisfaction and age and teaching effectiveness, it is decided to include age as one of the variables in the present investigation. The chronological age reported by the subjects is considered for the purpose.

3.2.7 EXPERIENCE:

It was observed in the review of past research that the relationship between experience and job satisfaction as well as experience and attitude towards teaching was complex and contradictory. Hence, the number of years an individual had been working as teacher is considered as one of the variables in the study to see the effect of it on both the dependent variables viz., job satisfaction and teaching effectiveness of secondary school teachers.
3.2.8 QUALIFICATION:

Teachers working in the same designation or in the same category possess varied general and professional qualifications. The teachers with minimum qualifications required to be a teacher in that designation are being treated as one group, namely, 'suitably qualified' and the teachers possessing more qualifications than what are required by the job are being treated as another group, namely, 'over qualified'. As it is observed from the review of literature, the level of education or achievement of teachers may being variations in the level of job satisfaction and attitude towards teaching. To test the observations made by earlier researchers, this variable is considered in the study.

3.2.9 MARITAL STATUS:

The sample of teachers who participated in the study is divided into two groups on the basis of their marital status, i.e., whether they are married or unmarried. The job satisfaction scores of teachers are analysed to see whether there exists any difference between the two groups.
3.2.10 SIZE OF THE FAMILY:

Family size of the teachers has been taken as another variable to see if it has any influence on the dependent variables. It is believed that those possessing a greater number of dependents or those who are from large families may, more frequently be disturbed than the others having less number of dependents or belonging to small families. Hence, the number of people in the family as reported by the respondent is considered as one of the variables in the study.

3.3 CATELL'S 16 PERSONALITY FACTORS:

3.3.1 FACTOR - A

(Low score) Reserved, detached, critical, aloof and stiff Vs
(High score) Warm heated, outgoing, easy going and participating.

The person who scores low on Factor-A, is in no sense abnormal, but has a temperamental inclination to be cautious in emotional expression, uncompromising and critical in outlook, and awkwardly aloof in manner. He likes things or words (e.g. machinery, logic), working alone, hard headed intellectual approaches and rejection of compromise.
The person who scores high on Factor - A, will have characteristics of easy goingness, accessible emotions, interest in people, attentiveness to people, soft-heartedness, kindliness, adaptability etc. He likes occupations dealing with people and socially impressive situation. He is generally willing to "go along" with expediency. He readily forms active groups. He is generous in personal relations, less afraid of criticism, and better able to remember the names of the people.

3.3.2 FACTOR - B

(Low Score) Low intelligence, concrete thinking Vs. (High Score) more intelligence, abstract thinking.

The person scoring low on Factor - B tends to be slow to learn and grasp, dull, sluggish. His dullness may be simply a reflection of low intelligence.

The person who scores high on Factor-B tends to be quick to grasp ideas, a fast learner, intelligent. There is some correlation with level of culture and some with alertness.
3.3.3 FACTOR - C

(Low score) is affected by feelings, emotionally less stable, easily upset, changeable Vs (High score) Emotionally stable, in nature, faces reality, calm.

The person scoring low on Factor-C, is easily annoyed by things and people, and dissatisfied with the world situation, his family, the restriction of life, and his own health, and he feels unable to cope up with life. He shows generalized neurotic responses in the form of phobias, psychosomatic disturbances, sleep disturbances, and hysterical and obsessional behaviour.

The person who scores high on Factor - C tends to be emotionally mature, stable, calm, realistic about life, unruffled, better be able to maintain high group morale. He is not much moved by emotional needs. Some times he may be a person making a resigned adjustment to unsolved emotional problems.
3.3.4 FACTOR-E

Persons with FACTOR-E are (Low score) obedient, mild, easily led, docile, accommodating, i.e., submissive, Vs (High score) Assertive, aggressive, competitive, stubborn, i.e., dominant or ascendant. The person who scores low on Factor - E tends to be submissive, dependent, considerate, diplomatic, expressive, conventional, conforming, easily upset by authority and humble. This passivity is a part of many neurotic syndromes.

An individual scoring high on Factor-E tends to be assertive, independent-minded, stern, hostile, unconventional, rebellious, tough-minded and authoritarian (managing others).

3.3.5 FACTOR-F

(Low score) Sober, tactiturn, serious Vs (High score) Enthusiastic, needless, happy-go-lucky.
The person who scores low on Factor-F tends to be silent, introspective, full of cares, concerned, reflective, uncommunicative, slow and cautious. He sticks to inner values.

The person who scores high on Factor-F tends to be quick, alert, cheerful, talkative, frank and expressive. He reflects the group.

3.3.6 FACTOR - G

(Low score) Disregards rules, expedient, Vs (High score) Conscientious, persistent, moralistic.

The person who scores low on Factor-G tends to be self-indulgent, slack, indolent and undependable. He disregards obligations to people. He lacks acceptance of groups moral standards.

The person scoring high on Factor-G, tends to be responsible, emotionally disciplined, consistently ordered, determined, perservering, and dominated by a sense of duty. He is concerned about moral standards and rules.
3.3.7 **FACTOR - H**

(Low score) Shy, timid, restrained, threat-sensitive Vs
(High score) Adventurous, "thick-skinned", Socially bold.

The individual, who scores low on Factor-H, reports himself to be intensely shy, tormented by an unreasonable sense of inferiority, slow and impeded in expressing himself, disliking occupations with personal contacts, preferring one or two close friends to large groups, and not able to keep in contact with all that is going on around him.

The person who scores high on Factor-H, tends to be friendly, adventurous and impulsive. He shows little inhibition by environmental threat, feels free to participate, and makes more socio-emotional than task-oriented remarks. He has a history of being more frequently involved in organizing clubs or teams.

3.3.8 **FACTOR - I**

(Low score) Tough-minded, reject illusions Vs (High score) Tender-minded, sensitive, dependent.
The person who scores low on Factor-I, tends to be unsentimental, self-reliant and hard. He will have some sort of tough, masculine, practical, mature, group-solidarity generating and realistic temperamental dimensions. He owns responsibility, is unaffected by "Fancies", acts on logical evidence and does not dwell on physical disabilities.

The person who scores high on factor-I, tends to be kindly, gentle, and imaginative in inner life and in conversation. He seeks sympathy and help from others. He expects affection and attention from others. He acts on sensitive intuition. High score on factor - I is associated primarily with an overprotected or, at least, sheltered from urgent demands of life upbringing.

3.3.9 FACTOR - L

(Low score) Trusting, conciliatory, accepting conditions. Vs (High score) suspecting, jealous, irritable conditions.

The person who scores low on factor-L, is one of easy going nature. He lacks ambition and striving, readily forgets difficulties
and accepts personal unimportance. He tends to be adaptable, cheerful, uncompetitive, concerned about other people and a good team-worker.

The person who scores high on factor-L, tends to be jealous, dogmatic, tyrannical, and easily irritable. He is often involved in his own ego, is self-opinionated, is uninfluenced by the views of prominent people and declines to be generous.

3.3.10 FACTOR - M

(Low score) practical, conventional, careful Vs (High score), Imaginative, absent-minded, unconventional.

The person who scores low of factor-M tends to do the right things, alert to practical needs and is conventional. He is dependable in practical judgement, and earnest in thinking. He is concerned with immediate interests and issues. But sometimes he is unimaginative.

The person who scores high on factor-M, inclines to be disregardful of practical matters. He has higher internal, spasmodic anxiety and he is full of tensions. He walks and talks in his sleep. He
tends to feel in group, unaccepted, but unconcerned. He participates and makes original leadership suggestions which are not immediately ignored, though in the long run his (partly impractical) suggestions turnout to be rejected. He expresses significantly more dissatisfaction with the group unity and the group's regard for rules of procedure.

3.3.11 FACTOR - N

(Low score) Forthright, natural, unpretentious Vs (High score) polished, worldly, shrewed.

The person who scores low on Factor-N tends to be unsophisticated, sentimental and simple. He lacks self-insight. He is contented with what comes. He has blind trust in human nature and has simple tastes. He acts warmly, and is emotionally involved. He has vague and unjudicious mind.

The person who gets high score on Factor-N tends to be polished, experienced worldly and shrewd. He has exact and calculating mind. He is emotionally detached and disciplined, and is ambitious and possibly insecure. He is insightful regarding self and others.
3.3.12 FACTOR - O

(Low score) Self-assured, placid, secure, complacent Vs
(High score) Apprehensive, self-reproaching, insecure, worrying, troubled.

The person who scores low on Factor-O, tends to be self-contented, cheerful, placid and impenitent. He is expedient and insensitive to people's approval or disapproval. He is rudely vigorous and has no fears.

The person who scores high on Factor-O, tends to be depressed, worried, troubled, insecure, anxious and lonely. He is easily touched and overcome by moods. He has a strong sense of obligation. He is sensitive to people's approval and disapproval.

3.3.13 FACTOR - Q

(Low score) Conservative, respecting, established ideas, tolerant of traditional difficulties Vs (High score) Experimenting, liberal, analytical free-thinking.
The person who scores low on Factor-\(Q_1\), tends to be conservative. He is reluctant to any change, inclined to go along with traditions, and tends to be interested in analytical "intellectual" thought. He respects established ideas.

The person who scores high on Factor-\(Q_1\) is much well informed, more inclined to experimenting with problem and get solutions, less inclined to moralizing, less unquestioning about views generally, etc. In group dynamics he contributes significantly to discussion, and has a high percentage being of a critical nature.

3.3.14 FACTOR - \(Q_2\)

(Low score) Sociably group dependent, a "joiner" and sound follower Vs (High score) Self-sufficient, resourceful, prefers own decisions.

The person who scores low on Factor-\(Q_2\) goes with the group, definitely depends on social approval more, and is conventional and fashionable. He is a sound follower of the group.
The person who scores high on Factor-$Q_2$ is significantly more dissatisfied with the group integration, makes remarks which are more frequently independent solutions than questions and tends to be rejected.

3.3.15 FACTOR - $Q_3$

(Low score) Uncontrolled, lax, follows own urges, careless of social rules. Vs (High score) controlled, exacting will power socially precise, compulsive, following self-image.

The person who scores low on Factor-$Q_3$ does not bother about social rules. He follows his own urges. He is negligent. He may feel maladjusted and may show maladjustment.

The person who scores high on Factor-$Q_3$, shows socially approved character responses, self-control, persistence fore-sight, consideration for others, conscientiousness. He makes more remarks in committee than others, especially problem-raising and solution-offering comments, receives fewer votes as hinderers, and fewer rejections at the end of the sessions.
3.3.16 FACTOR - $Q_4$

(Low score) Relaxed, tranquil, torpid, unfrustrated Vs
(High score) Tense, frustrated, driven, overwrought, fretful.

The person who scores low on Factor-$Q_4$ tends to be relaxed, calm and satisfied (not frustrated). In some situations, his over-satisfaction can lead to laziness and low performance.

The person who scores high on Factor-$Q_4$ rarely achieves leadership. Also, he takes a poor view of the degree of group unity, its orderliness, and the quality of the existing leadership. High $Q_4$ is best interpreted as a "id" energy excited in excess of the ego strength capacity to discharge it, and which is therefore misdirected, converted into psychosomatic disturbances, anxiety, etc. and is generally disruptive of steady application and emotional balance.

3.4 NEUROTICISM

Scheier and Cattell (1961) defined neuroticism as those personality characteristics which actually differed significantly between clinically judged neurotics and normals. 1. over-protection, 2. depressiveness, 3. submissiveness and 4. anxiety were the four dimensions of the personality characteristics which measure neuroticism. The neuroticism scale questionnaire developed by Scheier and Cattell was used to assess the neurotic level of the teachers to see its effect on job satisfaction and also on the attitude of the teachers towards teaching.