CHAPTER-I

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Education is the potter's wheel that shapes minds and values. That is education on which the progress of an individual, society and the whole nation depends. But to accomplish this goal of acquiring education, the education should be such as indicated by Swami Vivekanand. He said, “Education should not be confined to merely storage of information in our brain but should be such which develops character, moral, self reliance and wisdom in a man”. The national progress in divers fields ultimately depends upon the quality of its people, which in turn, depends upon how well the youngsters are moulded by their parents and teachers. The Indian Education Commission, popularly known as Kothari Commission (1964-66), has rightly remarked in the opening sentence of the report that, “The destiny of India is now being shaped in her classrooms”. The truth that “No people can rise above the level of its teachers”, as observed by National Policy of Education (NPE) 1986, is something that the planners, managers and administrators of education can ill afford to ignore.

The most powerful ingredient in the educational process is teacher. He is a pivot of the process and even initiator of the act. It is his responsibility to look after the all-round development of human personality: the chief aim of education. In ancient days, he was considered as ‘demi-God’ and ‘spiritual father’ of man. His place was superior to God, as he was tracer to invisible God. The teacher is a committed man, committed to faith towards future of man, to the future of his country and the world. He may be Buddha, who left all his empire to become able to show mankind the right path for getting rid of sufferings and sorrows; he may be Socrates, who did not hesitate even in sipping a bowl of poison for giving awakening knowledge to his country men or he may even be Rousseau, widely criticized and blamed for ‘French Revolution’. He is the person, always busy in laying the real foundation of a country by preparing and
equipping the youth, giving them awakening knowledge and building their character, inculcates values, provokes and develops capabilities of men to their fullest and best, so that they may be of use to themselves, to the society, to the nation and to the mankind as a whole.

Every teacher and educationist by their experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right kind of teachers and right method of teaching. Therefore, all the factors, which influence the quality of education and its contribution to national development, are the quality, competence and characters of teachers, apart from the infrastructure and resources. So, nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating such conditions of work or job in which they can be fully effective and satisfied.

1.1 JOB SATISFACTION

Job satisfaction is very difficult to define because the very concept of satisfaction is highly subjective. Similarly the phenomenon of ‘job satisfaction’ varies from subject to subject and individual to individual.

In Weber’s dictionary, ‘job’ has been given the meaning as-“a piece of work, as in one’s trade, or done by agreement for pay, a portion of employment” and ‘satisfaction’ as-“any thing that brings gratification, pleasure or contentment”.

As per Good’s (1973) ‘Dictionary of Education’ job satisfaction means-“a quality, level or state of satisfaction which is the result of various interests and attitudes of a person towards his job”. Summarizing above both, ‘job satisfaction’ etymologically means-“feeling of gratification, pleasure or contentment as a result of one’s job, whether it may be a paid job or a part of one’s own trade”.

According to Blum (1949), Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes may be related to job factors, such as wage, job security, job environment, nature of work, opportunities of
factors, such as wage, job security, job environment, nature of work, opportunities of participation in decision-making and other fringe benefits. Job satisfaction may, thus, be defined as an attitude which results from a balancing and summation of any specific likes and dislikes experienced by an employee in the performance of his job (Bullock, 1952), or an employee's judgment of how well his job on the whole, provides opportunities to satisfy his needs (Smith, 1961). It refers to one's job, his general adjustment and social relationship in and outside his job (Sinha and Sharma, 1962). This satisfaction or dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realization of personal goals and perceived contribution of the job to it.

Job Satisfaction is broadly defined as an individual's general attitude towards his or her job. Since Hoppock's monograph on job satisfaction in 1935, a substantial amount of research has been conducted on this topic. He in his definition writes, “Job Satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want”.

Super (1939) has presented a clear view about job satisfaction. According to him, “work satisfaction and life satisfaction depends upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate”. Varoom (1964) states “Job Satisfaction is the positive orientation of an individual towards the work role which he is presently occupying”.

Job satisfaction is a positive emotional state that occurs when a person's job seems to fulfill important job values provided; these values are compatible with one's needs. It is an individual's emotional reaction to the job itself. It is a person's attitude towards the job. People spend a sizeable amount of their time in work environment.
Job satisfaction is related to but distinguishable from morale and job involvement. Since job is not an entity or physical thing but a complex of inter-relationships of likes, roles, responsibilities, interactions, incentives and rewards, job satisfaction has to be intimately related to all of them. Mumford (1970) states, “Job satisfaction can be defined in terms of the degree of ‘fit’ between organizational demands and individual needs, and that the employee’s satisfaction with his job and the employer’s satisfaction with work performance will only be high when his fit is a good one”.

Job satisfaction refers to the satisfaction of a worker in his work. Lavingia (1974) revealed that the efficient performance at a job is positively correlated with the degree of satisfaction in the job. Some researches have been conducted to find out the relationship between job satisfaction of the teachers and teacher effectiveness and it has been established that the teachers having satisfaction towards their profession were found more effective. Therefore it is clear that if a teacher is not getting any satisfaction with his job, it could not be possible for him to develop desirable attitudes, habits, values, interests and other qualities either in himself or among his students. Moreover in this situation, it will be very difficult for him to carry out his professional responsibilities properly. In this way job satisfaction is sine qua non for teacher’s mental health, which in turn is conditioned with his efficiency (Gupta, 1986).

In the field of education, job satisfaction is a crucial factor in improving the quality of instruction, educational and research output and student teacher relationship. In fact the level of job satisfaction of its teachers can to a considerable extent assess the success of an educational institution. Satisfaction has been set forth as one of the goals of human adjustment and as one of the factors to be reckoned within an acceptable concept of efficiency. A glow of satisfaction may prevail the day’s work and make events seem to run smoothly and a cloud of dissatisfaction may descend and envelop the individual in a fog of discontent. The educational institutions are considered as social system and teachers are most significant actors in that. The
quality of education depends on quality and competence of teachers. Whatever means
are adopted for improving education, nothing can be achieved if the concerned
teachers do not possess the necessary intellectual and professional abilities. It is
truism to say that teacher is the heart of every educational institution and the success
of an institution in the attainment of educational goals depends largely on the quality
of its teachers. In fact, the teacher is the most significant feature in the learning
environment provided by the institution.

Russel (1975) observed, “Job satisfaction is a function of the importance
attached by the workers to the extent to which needs are generally met in the work
situation relative to the way in which those workers have ordered their wants and
expectations”. Locke (1976), produces a comprehensive definition of job satisfaction
as, “Job satisfaction results from the appraisal of one’s job as attaining or allowing the
attainment of one’s important job values, providing these values are congruent with or
help to fulfill one’s basic needs. These needs are of two separable but interdependent
types: bodily or physical needs and psychological needs”. Kallberg (1977), in his
definition states, “Job satisfaction refers to an overall affective orientation on the part
of individuals towards work roles which they are presently occupying”.

Hackman (1977) defines job satisfaction more precisely “Job satisfaction refers
to a person’s affective attitudes or orientation toward a job. It is one measure of the
quality of life in organizations. There is an increasing acceptance of the view that
material possessions and economic growth do not necessarily produce a high quality
of life. Recognition is now being given to the importance of the kinds of affective
reactions that people experience on the job”.

High academic and professional qualifications of the teachers no doubt can rise
the standard of education as well as of nation, but dissatisfied teachers in spite having
a good and sound academic careers and professional training, will do much harm than
good because they will neither work whole heartedly nor will try to contribute
anything to education. Dissatisfied teachers will only produce frustrated students who
may destroy the whole nation. Unless a teacher is satisfied, he cannot be able to develop desirable attitudes, values, work habits and adequate personal adjustment in his pupils. Therefore it seems reasonable to assure that the teacher who is satisfied with his work is proved as a better teacher.

Job satisfaction is indeed a complex, cumbersome and many-sided concept. One very serious problem seems to lie in lack of clear and widely accepted definition of just what is meant by the concept of job satisfaction. In an extensive investigation of the measurement of satisfaction, Smith and his associates took the position that job satisfaction is a feeling or affective response towards discriminable aspect of job satisfaction.

Brown defined job satisfaction as the favourable feeling or psychological conditions of a person towards his situation. According to Bullock, job satisfaction may be defined as an attitude which results from a balancing summation of many specific likes and dislikes experienced in connection with the job. Glimmer disclosed job satisfaction or dissatisfaction as the result of various attitudes the person holds towards his job, towards related factors and towards life in general.

From the above definitions and discussion it may be concluded that job satisfaction is governed to a large extent by perception and expectations of workers. Employees work to satisfy their needs and they inspire or expect their work life to fulfill their needs. For perfect job satisfaction there should exist a one to one relationship between the perceptions of how well the job fulfills the various needs and expectations or aspirations of the individual regarding the extent to which these needs should have been fulfilled. Any discrepancy between aspirations and perceptions, accounts for dissatisfaction.

1.2 FACTORS AFFECTING JOB SATISFACTION

Job satisfaction is influenced by several factors. Researches in this field of job satisfaction have shown that a variety of factors within the individual and in his work
environment affect the level of job satisfaction. Following are the prominent
determinants of job satisfaction.

1. Supervision
2. The work group
3. Job content
4. Occupational level
5. Specialization
6. Age
7. Race and sex
8. Educational qualification

According to another view, job satisfaction has to be intimately related to the
following job dimensions: -

1. Work - including intensive interest, variety, opportunity for learning, difficulty,
   chances of success etc.
2. Pay - including amount or fairness or equity, method of payments etc.
3. Promotions - including opportunities and fairness of basis for growth in the
   job.
4. Recognition - including praise for accomplishment, credit for work done,
   criticisms etc.
5. Benefits – such as pensions, annual leave, paid vacations etc.
6. Work conditions – such as hours of work, rest pauses, location etc.
7. Supervision – including supervisory style and influence, human relations etc.
8. Co-workers - including competence, helpfulness.
9. Management policy – including concern for employees, human relations etc.
The process theories of job satisfaction consider the above job dimensions not only casually relevant but also how they combine to determine overall job satisfaction. (Campbell, Dunnette, Lawler, Weick 1970)

Herzberg (1966) in his Two Factor Theory has identified one of the factors of job satisfaction as job content (intrinsic) and the other as job context (extrinsic).

1.3 JOB INTRINSIC FACTORS

These are the factors, which are associated with the job itself. They are-

1. **Challenging and interesting:** If the job is interesting and posing more challenge to the worker, higher will be the level of job satisfaction.

2. **Worth of work:** If the workers perceive that the work is useful and worthy, they are more satisfied with their job.

3. **Participation in decision-making or amount of responsibility:** Researches revealed that the workers who participate in decision-making process are more satisfied with the job as compared to others. It is also revealed that moral scores were higher for employees who had more responsibility. In another study it was found that unemployed person rated responsibility as one of the few things that has been a characteristic of job they had preferred.

4. **Security:** It is the belief on the part of the worker that he will continue to work in his present job for a reasonable longer period of time. Security is of less importance to the better educated persons because there is not so much fear lay off in the kind of jobs that the highly educated and are confident of being able to find other jobs, if necessary.

1.4 JOB EXTRINSIC FACTORS

These are the factors which focuses on the context in which a job is done and job features that are determined by external events or other people. The most common factors are underneath:
1. **Pay**: Pay does play a significant role in determining job satisfaction of an individual, as it is instrumental in fulfilling so many needs. Money facilitates the obtaining of food, shelter and clothing and provides the means to enjoy valued leisure interests outside of work. Moreover, pay can ensure the symbol of achievement and a source of recognition. Employees often see pay as a reflection of management reward for their contribution to the organization and also a matter of self-esteem. In 1953, Ganguly did find a significant relationship between pay and job satisfaction.

2. **Work group**: Social or belonging needs are the third in the hierarchy of needs given by Abraham Maslow. Having friendly and cooperative co-workers is a modest source of job satisfaction to individual employees. The work group also seems as a social support system for employees. There are cases when people have left good jobs because of bad co-workers.

3. **The work itself**: Along with pay the content of the work itself plays a very major role in determining how satisfied teachers are with their jobs. It is a major source for the satisfaction of the biological, psychological and social needs of the individual. The idea of the suitability of work for job satisfaction and the general mental health of the individual was supported by various researches like Brayfield & Morsh (1975), Friesen (1952), Heron (1955), Inlow (1951), Mc Murray (1932), Smith (1936), Stapel (1950), Weitz (1952) and Roe (1956).

4. **Supervision**: Favourable attitude of employees towards their supervisors' produces a climate in which attitude of good team spirit is established and workers are more satisfied with their jobs. Democratic and participating leadership style enhances the job satisfaction of the workers.

5. **Promotion**: Opportunity of promotion provides job satisfaction to the employees. It also motivates the employee to work harder and up to their full
capacity. An individual needs to have potential for growth to work successfully when promoted to a higher-level post.

6. **Working conditions:** Working conditions too contribute in a modest way to job satisfaction. Organizational climate and physical amenities affect the job satisfaction. Satisfied workers are productive workers. It seems somehow natural that more positive feeling about work would lead to greater output and higher quality work.

In addition to the above factors, Khan (1995) has identified the following personal factors, which affect the job satisfaction of the individual.

1. **Occupational level:** It is a common observation that employees having less social status and prestige are less satisfied with their jobs.

2. **Educational qualification:** Generally it is found that employees, who are less educated, are more satisfied with their jobs than do the higher educated employees. The researcher has tried to find out the relationship between the job satisfaction of teachers and their educational qualification.

3. **Age:** Studies have shown higher job satisfaction among older employees and lower among younger groups. However conflicting results have been observed as in some groups job satisfaction is higher with increasing age while in other groups job satisfaction is lower and in others there is no difference. The researcher has tried to find out this trend in teaching profession.

4. **Sex:** Surveys have shown that women are more satisfied with their jobs than men, quite possibly the reason is women’s ambitions and financial needs are less as compared to men. The investigator has tried to find out the relationship between job satisfaction of teachers and their gender in teaching profession.

Qualitative and quantitative production, elimination of waste, reduction in cost, improvement in operations, higher efficiency and cordial relations between the management and the employees are the results of job satisfaction. It is employee's job
satisfaction, which provides society better goods and services despite its limited resources. If the employees are having job satisfaction, it leads to a minimum role of absenteeism, reduction in grievances, labour-turnover, frustration and similar other personal problems. Contrary to this low job satisfaction or job dissatisfaction generates an attitude of apathy, non-involvement and non-cooperation which will lead to low quality and poor quantity of production, increase in wastage, increase in cost, work breakage, low efficiency and strained relation of the employee with the management, with the supervisor and with the fellow workers. Thus we can say as physical health is an important aspect for an organism, similarly job satisfaction is important aspect for cooperative system.

1.5 PERSONALITY PATTERNS/TYPES

Psychologists have developed several theories of personality such as Type theory, Trait theory, Psychoanalytical theory, Phenomenological theories, Social behavior theory etc. Among the Type theories, again there are several theories and construct propounded by several psychologists. The investigator is interested in the work of Friedman and Rosenman who propounded the Type A, Type B and Type AB construct. The researcher is interested in studying the relationships between the job satisfaction of teachers of different personality types i.e. Type A, Type B and Type AB.

1.6 TYPE A PERSONALITY PATTERN

Friedman and Rosenman first propounded the Type A construct in 1974. The Type A persons were illustrated as people with a highly competitive desire for achievement and recognition, together with a tendency towards hostility and aggression and sense of immense time urgency and impatience. The Type A individuals want to win every 'game' in life, speak fast, act fast, see goals and challenges everywhere, manifest impatient gestures and interrupt when faced with slower events. These persons cannot wait in queues, are superficially interested in the
aesthetic aspects of life and they have tendency to measure success in terms of material gains and number rather than quality of goals achieved.

In the Type A pattern, emotions like hostility and anger play an important role. Type A persons experience strong stress reactions in environments where pressure is high, but they also search for these environments; it can be said that they are addicted to such environments. As every coin has two sides, similarly Type A pattern also has both negative and positive aspects in their personality. It has been found that the incidence of coronary heart disease is twice as great among Type ‘A’s than among Type ‘B’s. When employed on university faculties, Type A people are also likely to be effective and productive researchers. The superior performance of Type A people appears to be due to their devotion to their work (Byrne and Rinehart, 1989).

There are two major components bound together within the Type A behaviour pattern. One is an achievement striving cum hard driving behaviours; this component is associated with improved performance but is not related to health. Some of the Type A behaviour patterns like competitiveness and a drive for career success appear to be consistent with society’s values. At the same time, the hostility and aggression exhibited by these people may make it difficult for many persons to work with them.

An overdeveloped need to control events is the core of the Type A behaviour pattern. This is the theory associated with Glass (1977), who suggests that in situations where control is lacking or not clear, the Type A persons exhibits relentless striving which leads to frustration and exhaustion despite the fact that situation is challenging. In this situation, Type A will feel more ‘helpless’ than Type B. Thus, he predicts that Type A will suffer from cycles of hyper-responsiveness and hypo-responsiveness, which are both associated with a pattern of physiological response.

Competitive striving of Type A persons, their hostile emotions and so forth, originate from a belief that self-esteem is to be measured exclusively by accomplishments (Price, 1982). Recognition by others is seen as a rare and fluctuating resource for which a person must constantly struggle. Below the
superficial achievement striving, there is more intense sense of inadequacy and perhaps low self esteem, although predictions with regard to such measures have to encounter with the fact that Type A persons may be highly motivated not to reveal such weaknesses to others.

Pittner and Houston investigated in 1980 that Type A subjects show more denial responses than Type B subjects. According to Furnham and Linfoot (1987), the Type ‘A’s reveal a stronger need than Type ‘B’s to prove themselves. Henley and Furnham in 1989 demonstrated that Type A persons show higher actual-ideal self-discrepancy scores than Type B persons when asked to rate themselves and their ideal selves on a list of forty trait-like adjectives. It was found that Type A subjects were more likely than Type B subjects to rate their ideal selves as ‘demanding’ and ‘conceited’.

The above discussion revealed that the main characteristics of the Type A personality pattern people are as follows:

a) Tenseness
b) Impatience
c) Restlessness
d) Achievement Orientation
e) Domineering and
f) Workaholic

1.7 TYPE B PERSONALITY PATTERN

The Type B personality pattern lacks Type A personality’s characteristics. Type B people may work hard and have considerable drive but they feel no conflict with people or time. People of Type B personality pattern are more relaxed and easy going. They accept situations and work within those situations rather than fight them competitively. These persons are especially relaxed of time pressure and so are less prone to have problems related with stress. Type B people play for fun and not to win.
They are gentle or wild mannered having no arrogant behaviour. Following are the main characteristics of Type B people, which differentiate them from Type A people.

(a) Complacent
(b) Easy going
(c) Non-assertive
(d) Relaxed and
(e) Patient

1.8 TYPE AB PERSONALITY PATTERN

No person has all the characteristics of Type A or Type B personality pattern. It is always a mixture of the two types. One may be oriented more towards a particular type, but may have some characteristics of other type too. If a person scores high on Type A, it does not mean that he is not having any characteristic of Type B personality. There is a possibility that along with Type A characteristics he has some of the characteristics of Type B personality because most of the personalities have some of the characteristics of both the personality types. In other words, their personalities are mixture of Type A and Type B personalities and are called as Type AB personality pattern. Statistically if an individual scores within normal on both Type A and Type B scale or scores above normal on both Type A and Type B scale or below normal on both Type A and Type B scale—he is considered to have Type AB personality pattern.

1.9 RATIONALE OF THE STUDY

Teaching is not merely imparting of knowledge and skills but it is an attempt to modify the behaviour of the child and to bring out the overall development of their personality. The student’s character and conduct, their attitude and values are to a great extent, influenced by the teacher’s own personality their values and attitude. Government and the society should ensure whether the teachers are taking full interest in their work and discharging their responsibilities to the maximum of their abilities.
Therefore such conditions are need to be created and an environment to be provided in educational institutions that permits a teacher to enjoy at least a moderate degree of job satisfaction. It is therefore most essential of educational institutions to find the degree of job satisfaction experienced by the teachers.

The whole system of school education in India, comprised of three types of teachers working in three types of schools:
(a) Government schools  
(b) Government-aided schools  
(c) Unaided schools or private schools

Within the limited time period, and on the basis of available literature, the investigator could not find a single study that compares the job satisfaction of the teachers of the three types of schools mentioned above. So it becomes very essential to know whether there exists any difference in the level of job satisfaction enjoyed by these three groups of teachers. And if it exists, what are the bases on which they differ in the level of their respective job satisfaction.

The presents investigation is in this specific context which is undertaken to specifically provided empirical answers to the following questions:

i. What is the difference in the level of job satisfaction enjoyed by the teachers working in the three types of schools i.e. Government schools, Government-aided schools and Non-aided or private schools?

ii. What is the difference in the level of job satisfaction enjoyed by the teachers of the three types of schools in relation to some demographic variables like sex, age, marital status and educational qualification?

Considering the charms of the jobs provided by the Government sectors like job security, good salary, provision of leaves, workload, social status, social recognition
and other facilities, it is expected that Govt. school teachers enjoy a high degree of job satisfaction. On the other hand private schools do not provide good salary and other such benefits. Exploitation of teachers, no involvement of teachers in framing policy matters and no job security etc is evident, so it is expected that private school teachers do not enjoy a good degree of job satisfaction. Hence the Government, Govt.-aided and Non-aided school teachers do not enjoy an equal degree of job satisfaction.

With regard to job satisfaction in relation to sex is concerned, it is expected that female teachers of all the three groups enjoy greater degree of job satisfaction than the male teachers. As far as age is concerned, it is expected that the teachers who are above 40 years of age enjoy a greater degree of job satisfaction than do the teachers who are below 40 years of age. The reason for it may be that the young teachers who have energy and ambition regard their jobs as inferior and try to be settled in other jobs. Similarly the Govt. school teachers above 40 or below 40 are expected to be more satisfied with their jobs than do their counterparts in aided and non-aided schools.

As far as marital status is concerned, it is expected that unmarried teachers are less satisfied with their jobs than do the teachers who are married. It is also expected that unmarried teachers of Govt. schools are more satisfied with their jobs than do the unmarried teachers of aided and unaided school teachers. Similarly married teachers Govt. schools are expected to be more satisfied with their jobs than do the married teachers of aided and unaided school teachers.

As far as educational qualification of teachers is concerned it is expected that postgraduate teachers i.e. PGTs are more satisfied with their jobs than do the Trained graduate teachers i.e. TGTs in all the three types of schools.

The above discussion provides satisfactory rationale to justify the problem under investigation.
1.10 TITLE OF THE STUDY

A Comparative Study of Job Satisfaction Among the Teachers Working in Government, Government-aided and Private Schools in Relation to Their Personality Patterns and Certain Demographic Variables.

1.11 OPERATIONAL DEFINITION OF KEY TERMS

The terms used in the title of the study have been defined to carry following operational meaning in the study:

(a) **Job satisfaction:** Drawing insight from the above discussion, for the present study, job satisfaction has been operationally defined as:

"Job satisfaction is an attitude which results from a balancing of many specific likes and dislikes experienced by an employee. This attitude may be related to job factors such as: wage, job security, job environment, nature of work, opportunities for promotion, prompt removal of grievances, opportunities of participation in decision-making and other fringe benefits". It has been measured by 'Job Satisfaction Questionnaire' (Kumar and Mutha, 1985), which takes the following dimensions of job satisfaction into consideration.

1. Satisfaction with work and work condition,
2. Satisfaction with salary, security and promotion policies,
3. Satisfaction with institutional plans and policies, and
4. Satisfaction with authority, its competence and functioning.

In this present study, job satisfaction mainly refers to the degree of satisfaction enjoyed by the teachers of secondary schools in teaching as a profession.

(b) **Government schools:** Schools, which are financed and managed by the Government and open to all for education. In this study Govt. schools mainly refers to the Govt. schools located in the five districts of eastern U.P. namely Azamgarh, Ballia, Mau, Jaunpur, and Ghazipur.
Government-aided schools: Schools, which are financed by the Government and managed by the private bodies. In this study Govt.-aided schools mainly refers to the Govt.-aided schools located in the five districts of eastern U.P. namely Azamgarh, Ballia, Mau, Jaunpur and Ghazipur.

Unaided or Private schools: Schools, which are both financed and managed by private bodies. In this study private schools mainly refers to private schools located in the five districts of U.P. namely Azamgarh, Ballia, Mau, Jaunpur and Ghazipur.

Personality patterns: In this study personality pattern refers to Type A, Type B and Type AB personality pattern propounded by Friedman and Rosenman.

Demographic variables: Variables related to personal or population like sex, age, marital status, educational qualification etc.

1.12 OBJECTIVES OF THE STUDY

(i) To investigate the difference in the levels of job satisfaction enjoyed by the Government, Government-aided and Unaided or Private school teachers.

(ii) To investigate the difference in the levels of job satisfaction of teachers of different personality patterns.

(iii) To compare the levels of job satisfaction of teachers working in the three types of schools in relation to sex.

(iv) To investigate the difference in the levels of job satisfaction of teachers in relation to educational qualification.

(v) To find out the difference in the levels of job satisfaction enjoyed by the three groups of teachers in relation to age.

(vi) To compare the difference in the levels of job satisfaction of teachers in relation to marital status.
1.13 NULL HYPOTHESIS

The Null hypothesis states that no difference will be found between the descriptive statistics compared in one's research study (Brog and Gall, pg 422, 1978). In the present study also the researcher has formulated certain ‘Null hypothesis’. After stating the Null hypothesis the researcher has carried out a test of statistical significance to determine whether the null hypothesis can be accepted or rejected. The following Null hypotheses were formulated for empirical verification.

1. There would be no significant difference in the mean level of job satisfaction enjoyed by the Government and Government-aided school teachers.

1.1 There would be no significant difference in the mean level of job satisfaction enjoyed by the Government and unaided or private school teachers.

1.2 There would be no significant difference in the mean level of job satisfaction enjoyed by the Government-aided and unaided or private school teachers.

2. There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘A’ and Personality Type ‘B’.

2.1 There would be no significant difference in the overall level of job satisfaction of teachers of Personality Type ‘A’ and Personality Type ‘AB’.

2.2 There would be no significant difference in the overall level of job satisfaction of teachers of Personality Type ‘B’ and Personality Type ‘AB’.

2.3 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘A’, Personality Type ‘B’ and Personality Type ‘AB’ working in Government schools.

2.4 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘A’, Personality Type ‘B’ and Personality Type ‘AB’ working in Government-aided schools.
2.5 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘A’, Personality Type ‘B’ and Personality Type ‘AB’ working in Unaided or Private schools.

2.6 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘A’ working in Government, Government-aided and Unaided or Private schools.

2.7 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘B’ working in Government, Government-aided and Unaided or Private schools.

2.8 There would be no significant difference in the mean level of job satisfaction of teachers of Personality Type ‘AB’ working in Government, Government-aided and Unaided or Private schools.

3. There would be no significant difference in the mean level of job satisfaction of male teachers of Government, Government-aided and unaided or private schools.

3.1 There would be no significant difference in the mean level of job satisfaction of female teachers of Government, Government-aided and unaided or private schools.

3.2 There would be no significant difference in the mean level of job satisfaction of male and female teachers of Government schools.

3.3 There would be no significant difference in the mean level of job satisfaction of male and female teachers of Government-aided schools.

3.4 There would be no significant difference in the mean level of job satisfaction of male and female teachers of unaided or private schools.

4. There exists no significant difference in the mean level of job satisfaction enjoyed by TGTs of Government, Govt.-aided and Unaided or Private schools.
4.1 There exists no significant difference in the mean level of job satisfaction enjoyed by PGTs of Government, Govt.-aided and Unaided or Private schools.

4.2 There exists no significant difference in the mean level of job satisfaction of TGTs and PGTs working in Government schools.

4.3 There exists no significant difference in the mean level of job satisfaction of TGTs and PGTs working in Government-aided schools.

4.4 There exists no significant difference in the mean level of job satisfaction of TGTs and PGTs working in Unaided or Private schools.

5. There would be no significant difference in the mean level of job satisfaction enjoyed by the three groups of teachers who are below 40 years of age.

5.1 There would be no significant difference in the mean level of job satisfaction enjoyed by the three groups of teachers who are above 40 years of age.

5.2 There would be no significant difference in the mean level of job satisfaction enjoyed by Government school teachers who are below and above 40 years of age.

5.3 There would be no significant difference in the mean level of job satisfaction enjoyed by Government-aided school teachers who are below and above 40 years of age.

5.4 There would be no significant difference in the mean level of job satisfaction enjoyed by Unaided or private school teachers who are below and above 40 years of age.

6. There would be no difference in the mean level of job satisfaction enjoyed by the unmarried teachers of Govt., Govt.-aided and Unaided or private schools.

6.1 There would be no difference in the mean level of job satisfaction enjoyed by the married teachers of Govt., Govt.-aided and Unaided or private schools.

6.2 There would be no significant difference in the mean level of job satisfaction enjoyed by the unmarried and married teachers of Govt. schools.
6.3 There would be no significant difference in the mean level of job satisfaction enjoyed by the unmarried and married teachers of Govt.-aided schools.

6.4 There would be no significant difference in the mean level of job satisfaction enjoyed by the unmarried and married teachers of Unaided or Private schools.

1.14 DELIMITATIONS OF THE STUDY

Due to the paucity of time, energy and resources, the study was confined to:

(i) The five districts of eastern U.P. namely Azamgarh, Ballia, Mau, Jaunpur and Ghazipur.

(ii) Senior secondary school teachers.

(iii) Sample of 450 teachers: 150 from Government schools, 150 from Govt.-aided schools and 150 from Private schools.

(iv) Fifteen teachers selected randomly from each of the three types of schools (15x2x3x5=450 teachers).