CHAPTER 1

INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

In the past three decades or so, there had been numerous changes in the education system that had greatly influenced the way teachers conduct themselves in the workplace. The past three decades had witnessed numerous innovations introduced into the education system in order to enhance the quality of education. The period had among others seen the adoption of the Job Evaluation for Teachers in 1988, the Revised National Education Policy in 1994 with the resultant adoption of levels of operation, the Secondary Schools Management Development Project of 1993, Parallel Progression Policy of 1994 with its legal entanglements, the decentralization of the Ministry of Education, Performance appraisal System, and most recently the introduction of double shift in the schools in 2006\(^1\). All these had some effects and impact on the way teachers in the schools feel about their jobs.

It is also pertinent to gain understanding of the level of satisfaction of the teachers as employees as an indication of the health of the education system as a whole in meeting its mandate of providing educated and informed future citizens in line with the national vision, which one of its pillars says: A prosperous, productive and innovative. Due to many changes that have taken place in the education system of the country and internationally, there is a need to find out how these have affected the satisfaction of those tasked to lead secondary schools\(^2\). Teachers have been said to be the most crucial part of a countries resource as they build the base for all professions in a country. Therefore it has been found to be very important to measure their satisfaction as dissatisfaction can produce negative results.


In order to play a key role in the educational process, the teachers need to be satisfied with their teaching job; otherwise the government policy and effort will fail. Teachers, who receive great satisfaction from their job, will largely contribute towards effective program of education and finally helping the country to achieve the vision 2020. In other words, the teachers should be satisfied with their work in order to function efficiently and also effectively. By doing so, the schools can achieve their goals and missions and can contribute to the nation success. Many schools - leavers and university graduates, especially male shy away from the teaching professions. This has created a serious problem of teachers’ shortage throughout the country. The general perception is that teachers in our country are dissatisfied with their profession and their morale is low. The report made by the NUTP claims that the teachers’ morale was low and teachers are frustrated not just over poor salary schemes but also poor working conditions especially in rural areas and over - burdened with unnecessary workload which eventually force them to leave and find other jobs. It is believed that, people generally have high morale, and is committed toward achieving organizational goals when their personal resources and talents are being fully used.

By increasing the level of morale and satisfaction, motivation and also commitment of members, organization’s performance can be improved. In view of the teachers’ problems depicted above, therefore, it is important for the government to look into this matter very seriously and urgently. Although it is the responsibility of Education Ministry to continue its efforts to create a harmonious and conducive teaching and learning environment for teachers as well as pupils in schools, it is timely that a study is carried out to investigate the disgruntled teachers who are dissatisfied with their jobs, uncommitted and unproductive.

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Employee satisfaction has taken centre stage especially in the corporate world in recent years as it has been realized that organizations (schools) cannot reach competitive levels of quality; either at a product level (students) or a customer service level if their human resources do not feel satisfied or do not identify with the company. Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups.

Job satisfaction is a very important attribute which is frequently measured by organizations. Job personality has been defined as a pleasurable emotional state resulting from the appraisal of one’s job; an effective reaction to one’s job and an attitude towards one’s job. Weiss (2002) have argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which affect (emotion), beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors. In order for the teachers to function effectively in a school system, it is important that teachers need to seek satisfaction and happiness not only in the intrinsic aspects of teaching job but also in other dimensions related to the teacher work experience in the wider social environment.

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Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in such related disciplines as industrial-organizational psychology, organizational behaviour, personnel and human resource management and organizational management. It is a generalized effective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job. Job satisfaction is in regard to one’s feelings or state of mind regarding to the nature of their work. The source of job satisfaction is not only the job, it also creates from working environment, supervision style, interpersonal relationship, and organizational culture also. At present job satisfaction has been an important issue. People are interested to work in the organization where they get more satisfaction. It is human behaviour. But in reality how far such job satisfaction is ensured in different jobs.

1.2 STATEMENT OF THE PROBLEM

Job satisfaction is good not only for employees but employers too. It increases productivity and decreases staff turnover (Family Practice Management 1999). These two aspects are important in education. The government of Tamilnadu is highly concerned to combat girls drop out in primary schools. The female teachers are given preference in primary education to encourage girls to continue their education. But if the teachers are not satisfied with their profession they cannot increase their performance and thus to contribute to female education. Gender inequality is deeply rooted, Society is both hierarchical and patriarchal and women’s status within it subordinate. Women’s position is theoretically protected under the constitution but traditional norms and behaviors restrict women’s access to resources and services.

The Women are an inseparable part of the development of a country. Nearly half of the populations of a country are women. Fact has now been realized with predominant importance that without ensuring women’s development the national development cannot be achieved. Education is a media through which women’s development can be achieved where the female teachers have significant role to play. The female teachers are the active participants of improving quality of school education. In the social context it is a strong belief that female teacher play the role of “substitute mother” in schools, and women have an “innate” ability to teach younger children especially. The government of Tamilnadu has some significant programmes to overcome those problems. The scholarship / stipend to girls’ students, food for education programmes etc can be mentioned. In this context as “substitute mother” the female teachers would stimulate girl’s enrolment and retention in the school.

The fact is that, in the education sector focus on girls and women not only as students but also as members of the educational profession. Teachers are the important role models to boys and girls and to their communities. Significant numbers of women in the teaching profession, particularly at the higher levels and in decision-making positions, can raise the aspirations of girls and young women and positively influence social attitudes toward women. It is important for the female teachers in school to be satisfied with their profession. The satisfaction can make them devoted and committed to their responsibilities. But such satisfaction is hindered by some organizational as well as cultural phenomena. The financial benefits, the rewards or punishment system, in-group relationship, the culture of the organization and society etc. contribute for affecting their satisfaction.
1.3 SIGNIFICANCE OF THE STUDY

Teachers have a very vital role in moulding and refining the intellectual capacity of children during the phase of student hood or the formative period in the school. The values and the knowledge that the teacher impart and instills to the students determine the future of the child and future of the nation as they are the citizens of tomorrow. Be it in a kindergarten or primary school or middle school or high school or higher secondary school, name it. The teachers are the tools and provider of tools and the world for the children to develop into responsible citizens.

The doctrine of modern management laid its emphasis on effective human resource management. The modern school of management laid its stress on the need for human resource management and human resource development as it is the fulcrum of management. Job satisfaction is in a way of feeling of fulfillment that one gets on performing or doing one’s job. Some of the factors, which influence job satisfaction, are like. Specific work environment, Specific individual targets, Capacity of an individual, Targets or other types of yardstick to measure one’s performance, Compensation package etc. This also has relevant to the cultural economical, ecological environment. It won’t be extravagant to state that a sound and successful management is the result of job satisfaction of the cross section of its employees.

Eventually education teaching policy should be in consonance with deriving maximum job satisfaction. Significant numbers of female teachers in education are considered to be the result of gender development.
1.4 NEED OF THE STUDY

Teacher job satisfaction was an area of concern for a number of school personnel. Many teachers dropped out of the profession for a plethora of reasons. Teachers felt that the profession was not valued by society, the demands and accountability are increased, and an overabundance of stress all played significant roles in how teachers viewed their jobs and the satisfaction they received from it. Many teachers chose teaching as a profession because they valued the intrinsic rewards that they received and because they enjoyed the emotional and personal benefits of the job itself, such as personal growth and a sense of accomplishment. In fact, many teachers selected this profession because they desired helping others and were afforded the opportunity for personal development and public service (Jones, 2002). So, why so many teachers were leaving the profession? The literature on teacher attrition consistently showed a bimodal curve: most of those who left the profession were either beginners with five years of experience or less in the classroom or 30 year veterans who were ready to retire. Teachers are important in their role in shaping students’ intellectual, emotional, and social development.

Many teachers entered the field of education and the teaching profession because they had a passion for helping others and enjoyed the personal growth and sense of accomplishment. The number one reason for the passion that teachers shared was their ability to make positive differences in the lives of young people. In addition, the majority of professionals who taught felt that their ability to contribute to society, while helping others, made teaching a rewarding profession. The teaching profession was vital to American society because federal law required that all school-age children attend school. Nonetheless, teachers have stated that their job was not easy, because teachers were required to do much more than teach.
In the Commonwealth of Kentucky, teachers are required to obtain a four-year college degree, plus they are required to complete a Master’s or post baccalaureate program. Once their education was completed and they were actually in the classroom, they were expected to handle a variety of duties such as: manage classroom discipline; complete extensive paperwork; serve as bus, cafeteria, or hall monitors; attend professional development trainings; consult with parent and colleagues; and teach at a level where students will achieve at a proficient level on high stakes and state mandated tests. Teachers also found themselves teaching more toward tests than from an actual curriculum. Many teachers complained about not having the opportunity to use their creativity when planning instructional lessons; instead, they found themselves using state and district mandated materials.

1.5 SCOPE OF THE STUDY

This project aims on eliciting the job satisfaction of the female teachers working in higher secondary schools in Tirunelveli District; this study will provide an idea about the job satisfaction level and the motivating factors of the teachers. Further addition or deletion of such motivational factors can be adopted by the corporation for its further betterment. The results of this study can also be utilised as future reference.

1.6 OBJECTIVES OF THE STUDY

The general objective of the study is to examine teachers’ job satisfaction in Higher Secondary schools and the specific objectives of the present study are as follows:

- To assess job satisfaction among Higher Secondary school female teachers in Tirunelveli District.
- To identify the factor that influences the job satisfaction, dimensions of work that affect job satisfaction, factors that indicates job satisfaction, factors contributing job satisfaction of female teachers working in the study area.
To find out the perception towards job satisfaction of female school teachers in the study area.

To analyse and evaluate the criteria of job satisfaction

To offer valuable suggestions and recommendations to improve the satisfaction level of female Teachers.

1.7 METHODOLOGY

The methodology part of the study consist of

✓ Selection of the Sample

✓ Formation of the Questionnaire

✓ Collection of Data

✓ Consolidation of Data

✓ Analysis of Data

1.7a Selection of the Sample

Out of the total schools in the Tirunelveli district the top best 15 higher secondary schools were selected as sample units. This selection was done with the help on secondary data collected from DEO,s office in Tirunelveli. Selection of sample was done with the help of adopting stratified random sampling. To be clearer past 10 years results of 10th and 12th Std of all the higher secondary schools of Government, Aided and Matriculation schools were collected with the help of stratified sampling. All the schools were ranked educational district wise, out of which the best schools were selected as sample unit.

1.7b Formation of the Questionnaire

The second stage of methodology is related to the formation of Questionnaire to obtain necessary particulars pertaining to the study. The data had been collected through questionnaire and analysed by constructing tables and diagrams. Interview schedule had been-framed to collect information from the respondents (Teachers). The interview schedule
was carefully prepared to evaluate the job satisfaction. One set of Questionnaire was also framed to collect information’s from Head master or Correspondents to collect the profile of each sample unit. The sample unit is 15 and the number of respondents is 300, ie 20 female teachers from each school.

1.7c Collection of Data (methods of data collection)

With the aid of interview Schedule and structured Questionnaire both Primary and Secondary data are collected in the respective Schools, related offices and respondents, the researcher also collected necessary particulars from various documents and records which are maintained in various schools and education offices.

1.7d Consolidation of Data

The collected data has been consolidated in the form of schedules for the purpose of interpretation; tabulation and formation of master table for analysis purpose was the work done in this step. After the classification, the data have been processed (analysis) by using various statistical tools and diagrammatic illustration are given for easy understanding.

1.7e Analysis of Data

Observational designs and Ex-post-facto research design was followed in the study. The Following Tools were applied for analysis of the data

a. **Simple percentage Analysis**: Helps to simplify the collected data, All the data collected through the Questionnaire and interview schedule was converted to percentage, one main reason is many of the tool in the statistics rely upon percentage and next when data is converted to percentage it is easy to understand and draw inference.

b. **Likert-type Scale**: has helped to evaluate how well a particular item discriminates between those particulars whose total score is high and those whose score is low.
c. **Simple Ranking**: was adopted to find out the top ranked and least ranked variable out of the list of variables and this helps to find out which variable is responsible for a particular activity.

d. **Mean Score**: was used to find out the score for the factors and that score was helpful to calculate Chi-Square and other techniques.

e. **Measures of central tendency (Mean)**: was calculated to support for the calculation of Chi-Square, Spearman’s ranking correlation and person’s ranking technique.

f. **Measures of Dispersion (Standard Deviation)**: this is similar to Mean was calculated to support for the calculation of Chi-Square, Spearman’s ranking correlation and person’s ranking technique.

g. **Chi-Square**: was employed to know whether the attributes are associated with each other. All the Five services in the study were associated with the results to know the relationship.

h. **Spearman’s and Pearson’s Rank Correlation**: This tool is a measure of correlation that exists between the two sets of ranks, it is a measure based on the observation and not on the numerical values of the data.

i. **Factor Analysis**: Correlation Matrix was used to find out the degree of relationship of variables on one and each other. Principal Component Analysis and Varimax of Orthogonal Rotations Method were used to find out the Eigen values and loadings of development factors respectively. Eigen value is 1. Before using the Factor Analysis, Kaiser-Meyer-Olkin and Bartlett’s Test were used to find out the sampling adequacy.

j. **ANOVA**: Analysis of variance- t test and f test are performed here; it is another statistical technique that it is used to make multiple comparisons. This is common throughout statistics, as there is many times where we want to compare more than just two groups. Typically an overall test suggests that there is some sort of difference
between the parameters that are studied, and an analysis to decide which parameter differs.

k. **Simple Average:** In order to have an appropriate analysis the simple average was calculated for the results of school for the past ten years.

l. **Statistical Diagrams:** For diagrammatical representation of Data this tool was adopted, even a layman can understand the data if it is presented diagrammatically.

1.8 FRAMED HYPOTHESES

- **Ho:** There is significant relationship between Demographic profile of respondents and job satisfaction of female teachers.
- **Ho:** There is significant relationship between Factors of job satisfaction and job satisfaction of female teachers.
- **Ho:** There is significant relationship between factors of job satisfaction and demographic profile of respondents.
- **Ho:** There is significant relationship between Overall factors of job satisfaction and demographic profile of respondents.

1.9 LIMITATIONS OF THE STUDY

- The main theme of the thesis is to assess the level of job satisfaction of female teachers of schools in Tirunelveli District. According to the project proposal it was tried to visit some schools from towns and some from villages, guided to select those schools in which the numbers of male and female teachers are more or less equal or at least the male female ratio is 60% and 40%. Such plan is to know the female teachers job satisfaction in comparison to the male teachers. As the ratio of male and female teachers is imbalanced in each school, to get the impacts of gender role (interpersonal relationship of male and female teachers) on job satisfaction was little bit tough.
• The primary data were collected through interview schedule method which is subjected to recall bias. However, sufficient care was taken at every stage to reduce the error through cross checks.

• The schools selected for the study was limited to Government, Aided and Matriculation schools. The other schools of CBSE and ICSE schools were not taken as they are minimum and the student population is very low compared to other schools.

• While the researcher has been doing the study exams like TET were introduced and thus this qualification was not covered in the study.

1.10 CHAPTER SCHEME

• CHAPTER I: INTRODUCTION AND DESIGN OF THE STUDY: The First chapter deals with, Introduction, Statement of the Problem, Significance of the Study, Scope of the Study, Objectives of the Study, Methodology, Pilot Study, Framed Hypotheses, Final Study and Limitations of the Study followed by Chapter Scheme and Conclusion.

• CHAPTER II: REVIEW OF LITERATURE: The Second chapter encompasses a brief summary of previous research and the writings of recognised experts which provide evidence that the researcher is familiar with what are already known and with what are still unknown and untested. It has been divided into three parts such as Review of researchers, Research Gap identified and Conclusion.

• CHAPTER III: JOB SATISFACTION - AN OVERVIEW: This chapter presents all the concepts of job satisfaction which include the following: Introduction, Models of Job Satisfaction, Theories of Job Satisfaction, Factors Contribute to the Higher Level of Job Satisfaction, Components of Job Satisfaction, The Effect of Job Satisfaction on Employee Measuring Job Satisfaction, Dimensions Of Job Satisfaction, Teacher’s Job Satisfaction, Importance Of Job Satisfaction and Conclusion.
• **CHAPTER IV: PROFILE OF THE STUDY AREA, SAMPLE UNITS AND RESPONDENTS:**
  The Fourth chapter presents the Profile of Study area (Tirunelveli district), Sample units (Fifteen schools) and the Profile of Respondents (Female Teachers).

• **CHAPTER V: ANALYSIS AND INTERPRETATION OF DATA:** The primary and secondary data collected for the study is analysed through the application of various tools and the interpretation for which was drawn of framing valuable recommendations and suggestions.

• **CHAPTER VI: SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION:** The final chapter encompasses the summary of Findings, Suggestions and the Recommendations drawn.

1.11 CONCLUSION

Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision etc. That an individual has about his job. If the sum total of influence of these factors gives the feelings of satisfaction, the individual has job satisfaction. Under such circumstances it is essential that the proper understanding concerning satisfaction emanating from the job life be obtained. Indian Education Commission (1966) describes teacher as one of the most important factors contributing to the national development. He or She is the pivot around which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. Nowadays, there is, however, a general feeling that the teachers do not have satisfaction in their job. There seems to be growing discontentment towards their job as a result of which standard of education are falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job.

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A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils, a dis-satisfied teacher can become irritable and may create tensions which can have negative influence on the students’ learning process and it consequently affects their academic growth. Job satisfaction at the reference desk is an important consideration. It not only affects quality of life and the overall level of life; it also affects reference work. Satisfied employees maintain attitudes and engage in activities conducive to reference service effectiveness. Life satisfaction and job satisfaction are related in a reciprocal manner, with life satisfaction having the stronger effect. A moderate negative relationship is found between life satisfaction and the desire to find a comparable job.

A satisfied employee is the key factor, who acts as the organization’s ladder for success. Satisfaction may relate to two aspects i.e. Job Related and facilities oriented. Any organization must see to it that both these aspects are provided by it so that its employees are fully satisfied and that they join hands with management, so that they whole heartedly march forward in achieving the organization’s objective.

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