5.1 INTRODUCTION

The study has revealed that there are many factors which cause dissatisfaction to the teachers while very few causes remain which brings satisfaction. These factors vary from person to person. Sometimes these factors linked to socio-economic condition. There are differences between the male and female teachers' perception while perception differentiation is also found among the same gender group teachers. Likewise, the factors which are the causes of satisfaction or dissatisfaction have gathered from different opinion. But the factors identified more or less have acknowledged by the respondents. The analytic generalization have found linked with the independent variables and the theoretical framework.

The factors causing satisfaction and dissatisfaction differ from context of urban and rural schools. Infrastructures of urban schools are more developed than those of rural schools. Even in urban schools most of the teachers are female. It is found that the better infrastructure of urban schools cause the female teachers satisfied. While in the female dominated schools the female teachers feel free from the colleagues having masculine culture. Irrespective of male and female teachers, should have a very satisfactory atmosphere in and around of the schools. This can contribute positively in primary education in Tenkasi.
5.2 SUMMARY OF FINDINGS

Profile of the sample unit

- Out of the 15 schools 60% of the schools are located in Village Panchayat, 20% of the schools are located in Municipal area and 20% of the schools are located in Municipal Corporation. It is found from this inference that majority of the schools are located in Village Panchayat and only a limited schools are located in Municipal corporation area and municipal area, the reason is that in the whole Tirunelveli district rural area is more as the major occupation of people is depended on agriculture.

- Out of 15 schools, 47% of the schools are found in Cheranmahadevi educational district, 20% in Tenkasi educational district and 33% in Tirunelveli district, it is clear that Cheranmahadevi educational district is the largest district and that most of the school are found in this district followed by Tenkasi and then Tirunelveli.

- From the sample unit 53% are Co-education schools, 7% Boys schools and 40% Girls school. It is clearly evident that in the District people are aware of Girls education and that Girls school is found in majority next to Co-education compared with Boys school and overall majority of the schools are Co-education as all the Matriculation schools 5 are Co-education.

- Out of the total schools, 33% of the schools are Government schools, 33% are Aided schools and 33% Matriculation schools, in the study it was found that there are lot of government schools followed by Aided school where fees are not collected from students and only few matriculation schools, where the medium is English and fees are collected which is unaffordable for majority of the people living in Tirunelveli district, but the
Summary of findings, suggestions and conclusion

researcher to make the study convenient and to get clear findings all the schools were taken equally.

Profile of the respondents

- it is referred that out of 300 respondents, 80 respondents (27%) belong to the age group of below 25 years, 62 respondents (21%) belong to the age group of 25-35 years, 71 respondents (24%) belong to the age group of 35-45 years, 60 respondents (20%) belong to the age group of 45-55 years and 27 respondents (9%) belong to the age group of above 55 years and above, thus it is found that majority of the respondents belong to the age group below 25 years.

- Out of 300 respondents, 50 respondents (17%) have completed Secondary grade, 73 respondents (24%) have studied upto Bachelors degree followed by 140 respondents (47%) Post Graduate, and 37 respondents (12%) have qualified M.Phil/Ph.D, thus it is found that majority of the respondents are under the category Secondary grade.

- Out of 300 respondents, 212 respondents (71%) are married and 88 respondents (29%) are unmarried, thus it is found that majority of the respondents belong to unmarried category.

- It is found that 28 respondents (9%) of the schools have made appointment through TRB, 87 respondents (29%) through employment exchange and 137 respondents (46%) through direct appointment and 48 respondents (16%) through Comp. ground. It is clear that government and aided school teachers are appointed through either TRB or Employment exchange and matriculation through direct interview after publishing vacancy advertisement in newspaper.
Summary of findings, suggestions and conclusion

- It is found that 15 respondents that is (5%) each belong to Principal/Head master and Vice principal/ Assistant Head master. out of the 15 schools all the head masters and assistant headmasters were given interview schedule(2 out of 20). And then 90 respondents (30%) belong to PG teachers, BTT teacher and Secondary Grade teacher (18 out of 20) that is 18 respondents each from one school was equally divided for four specialisations.

- Out of the 300 respondents taken for the study It is found that 147 respondents (41%) of the teachers are Permanent workers and 153 respondents (59%) of the teachers are temporary workers, thus it is found that majority of the respondents are temporary teachers but the variation is not high.

- It is evident that considering the year of experience 107 respondents (36%) belong to the category of below 5 years, 163 respondents (54%) of the teachers have year of experience 5-10 years and 10 respondents (30%) of the teachers above 10 years.

- It is evident that 140 respondents (47%) belong to the category below 10000, 40 respondents (13%) belong to the category 10000 – 15000, 33 respondents (11%) belong to 15000-20000 and finally 87 respondents (29%) above 20000. Thus it is evident that majority of the respondents belong to the category of below 10000.

- It is found that, out of the 300 respondents 78 respondents (26%) have science as specialisation 79 teachers (27%) Arts followed by 75 respondents (25%) vocational and 68 respondents (22%) language (Tamil and English).
Related informations on Job Satisfaction

- **Reason for choosing this profession:** Reason for choosing profession showed ambition as majority respondents 111(37%) out of 300 respondents, followed by good salary 66(22%), status 54(18%), family burden 42(14%) and less stress is just 27(9%) out of the total respondents. Thus it is clear that majority of the respondents have chosen this profession as it was their ambition.

- **Working hour in the school:** Majority of the respondents 276(92%) working hour is 6hrs -8hrs, and only 24 (8%) of respondents working hour is 4hrs – 6hrs, this was found in colleges that has shift classes. It was found that teachers who had the capacity to do work fast due to their experience or their hard work had leisure hours and on the other hand teachers who were new or who do their work slowly had to work beyond their working hour to finish their accomplished work. There are even teachers who take up the work of others as over duty for some pay for that work.

- **Leisure hours per day:** It is found that75% of the respondents avail below 2hrs leisure hour and only 25% avail above 2hrs as leisure hours. Thus it can be said that in 8hrs of working time all most majority of the respondents get minimum of 2hrs as leisure hour. It was found that teachers who had finished their work well in advance get above 2 hrs leisure time but teachers who were slow in finishing their work get no leisure time or below 2hrs. This leisure hour is not constant for teachers, it varies according to the teachers working capacity, physical health, experience on the work they do, willingness.

- **Ways of relaxing under pressure or leisure time:** majority of the respondents 195(65%) relax by having a cup of tea/coffee/ juice etc, followed by 75(25%) relax themselves by sitting back, 27(9%) chatting with peers, 3(1%) listing to music. Thus it is
clear that many a people relax themselves by intaking some food that can gain back their energy level and reduce stress or tension. These ways of relaxing were not found in all the schools, teachers of many schools suggested that they should be given tea/coffee from the school administration twice a day- morning and evening and they also suggested that apart from staff room separate room for male and female teachers should be provided in case of any emergency illness to sleep and take rest.

- **Is the job challenging:** Majority 147(49%) say that the job is averagely challenging, 108(36%) say it is challenging and only 45(15%) say it is highly challenging. It was found that the fresher who have entered the schools feel it as highly challenging. Challenging for teachers is their work load, the knowledge they have on the subject given to them, the movement in class room with students and their feedback.

- **Level of affairs the job provides to the family:** The level of affairs the job provide to the family, level of affairs include job satisfaction of the individual, the time spend by the individual with their family apart from the work, the benefits monetary and non-monetary etc. from the above table it is evident that majority of the respondents 204(68%) feel average followed by 45(15%) fair, 33(11%) good and only 18(6%) feel excellent which means they are highly satisfied.
Findings on analysis of data

Likert scaling/Garret ranking technique

- Factors influencing job satisfaction, among eighteen factors taken for the study recognition (e.g., receiving praise from administrators, parents, students, or others) shows first rank (4.29) followed by salary (e.g., financial compensation) second rank (4.12), job security (e.g., tenure) third rank (4.00), status (e.g., professional status of teaching) fourth rank (3.90) and sense of achievement (e.g., experiencing success) fifth rank (3.83), these are the variables occupying the first five rank. Sense of accountability (e.g., being held directly responsible for student learning) is found to be ranked last 17th rank (3.13). Thus it can be concluded from this study that recognition a part of motivation, identity and respect for inner feeling stands first rather than any monetary based factors.

- Factors affecting job satisfaction, among the 30 factors taken for the study, My superiors deal with difficult students very effectively holds first rank (4.6) followed by There is much growth potential in the education field second rank (4.5), Classroom discipline was addressed in very few of my classes third rank (4.3), The stress on my job reduces my confidence as a teacher fourth rank (4.2) and I feel confident that I have the skills necessary to perform my duties fifth rank(4.1) and finally I feel challenged in my job as a teacher stands the last rank 17th rank (2.3). Thus it can be concluded that handling students is very important as it is a sensitive aspect in school environment.

- Indicators of job satisfaction, among the 10 factors taken for the study, If being selected as "Teacher of the Year" in the district holds first rank (3.71) followed by having students thank a teacher for aiding in the understanding of a difficult concept and being awarded a plaque by students second rank (3.68), one-time monetary award (supplemental to the
step increase), an instructional workshop offered by the DEO for a fee and being given the opportunity to participate in teacher projects (e.g., research, curriculum development) all the three third rank (3.63). Out of the 10 variables early retirement/contract buy-out stands 6th rank (3.50), thus it can be concluded that recognition, thanking, appreciation play a vital role in job satisfaction of female teachers.

- For factors considered as job satisfaction, 22 statements taken for job satisfaction Comparing with the other schools this school treats well and Do you need leisure hour in the school both are ranked first (2.00) followed by Do you think that you are overburdened with classes second rank (1.98), Is the existing communication system in the school satisfactory third rank (1.94), Is there any motivation activities offered in the school fourth rank (1.84) and Are you having cordial relationship with your colleagues fifth rank (1.82), first five factors are the most important out of the 22 statements and Will you refer your friend to work in this school is ranked 20th (1.27) that is least important and the highest respondents for ‘No’ option.

- First three ranks is found under the criteria ‘Working Condition’, they are Positive work atmosphere (4.87), Proper ration of staff to work with (4.69) and the third rank are you capable of performing well (4.22). Fourth rank is found in the criteria Self Esteem that is your work are duly acknowledged by your supervisor (4.08) and the fifth rank is found in the criteria intrinsic rewards that is You have opportunities to be promoted in accordance with your competence (3.97). On the whole out of the 46 variables for the seven criteria - The school has enough resources is ranked 38 (1.77) under the criteria working condition.

- Getting a secured job is job satisfaction ranks first (3.700), followed by Job satisfaction is having dignity and social status (3.697) and finally to get a favorable physical
environment is job satisfaction ranked eighth (3.143). Thus it is evident that security, social status, salary are the most important aspects for job satisfaction.

- Job security and working condition ranks first (4.29) followed by Pay and fringe benefits (4.13), Job security & stability (4.00), Work itself and Recognition by others (3.91), the fifth rank is Promotion and Training opportunity (3.84). On the whole out of 15 variables the 14th rank (3.18) is being creative and taking new challenges. Thus it is clear that job satisfaction is job security, pay and benefits, the work and other promotion and training activities also their working environment and not taking up challenges.

**ANOVA test for Socio-Economic Factors and Job Satisfaction**

- The ‘F’ value for job satisfaction of female teachers with age group of respondents is 5.97 which is significant at the ‘p’ value of 0.000. Since the ‘p’ value is less than 0.05, the null hypothesis is rejected. Therefore it may be concluded that there is a significant difference in job satisfaction with age group of respondents, thus it is evident that age is a significant variable in influencing the job satisfaction of female school teachers in the study area.

- The ‘F’ value for job satisfaction of female teachers with educational qualification of respondents is 2.017 which is significant at the ‘p’ value of 0.004. Since the ‘p’ value is less than 0.05, the null hypothesis is rejected. Therefore it may be concluded that there is a significant difference in job satisfaction with educational qualification of respondents, thus it is evident that educational qualification is a significant variable in influencing the job satisfaction of female school teachers in the study area.
Summary of findings, suggestions and conclusion

- The ‘F’ value for job satisfaction of female teachers with marital status of respondents is -1.545 which is significant at the ‘p’ value of 0.123. Since the ‘p’ value is less than 0.05, the null hypothesis is rejected. Therefore it may be concluded that there is a significant difference in job satisfaction with marital status of respondents, thus it is evident that marital status is a significant variable in influencing the job satisfaction of female school teachers in the study area.

- The ‘F’ value for job satisfaction of female teachers with mode of appointment of respondents is 1.931 which is significant at the ‘p’ value of 0.007. Since the ‘p’ value is less than 0.05, the null hypothesis is rejected. Therefore it may be concluded that there is a significant difference in job satisfaction with mode of appointment of respondents, thus it is evident that mode of appointment is a significant variable in influencing the job satisfaction of female school teachers in the study area.

- The ‘F’ value for job satisfaction of female teachers with present position of respondents is 4.999 which is significant at the ‘p’ value of 0.000. Since the ‘p’ value is less than 0.05, the null hypothesis is rejected. Therefore it may be concluded that there is a significant difference in job satisfaction with present position of respondents, thus it is evident that present position is a significant variable in influencing the job satisfaction of female school teachers in the study area.

- The ‘F’ value for job satisfaction of female teachers with nature of work of respondents is 2.622 which is significant at the ‘p’ value of 0.009. Since the ‘p’ value is less than 0.05, the null hypothesis is rejected. Therefore it may be concluded that there is a significant difference in job satisfaction with nature of work of respondents, thus it is evident that
Summary of findings, suggestions and conclusion

nature of work is a significant variable in influencing the job satisfaction of female school teachers in the study area.

- The ‘F’ value for job satisfaction of female teachers with year of experience of respondents is 0.89 which is significant at the ‘p’ value of 0.005. Since the ‘p’ value is less than 0.05, the null hypothesis is rejected. Therefore it may be concluded that there is a significant difference in job satisfaction with year of experience of respondents, thus it is evident that year of experience is a significant variable in influencing the job satisfaction of female school teachers in the study area.

- The ‘F’ value for job satisfaction of female teachers with monthly income of respondents is 1.923 which is significant at the ‘p’ value of 0.008. Since the ‘p’ value is less than 0.05, the null hypothesis is rejected. Therefore it may be concluded that there is a significant difference in job satisfaction with monthly income of respondents, thus it is evident that monthly income is a significant variable in influencing the job satisfaction of female school teachers in the study area.

- The ‘F’ value for job satisfaction of female teachers with specialisation of respondents is 1.215 which is significant at the ‘p’ value of 0.003. Since the ‘p’ value is less than 0.05, the null hypothesis is rejected. Therefore it may be concluded that there is a significant difference in job satisfaction with specialisation of respondents, thus it is evident that specialisation is a significant variable in influencing the job satisfaction of female school teachers.
• **Influencing factors and Job Satisfaction:** All the 13 variables out of 18 show the result as ‘Rejected’ which means Ha: There is a significant difference in job satisfaction and the factors influencing job satisfaction is accepted. All the 13 variables have significant relationship with job satisfaction, from which the most significant are recognition (e.g., receiving praise from administrators, parents, students and others) (95.41), salary (e.g., financial compensation) (78.70), job security (e.g., tenure) (63.02), status (e.g., professional status of teaching) (62.42) and sense of achievement (e.g., experiencing success) (62.19).

• **Affecting Factors and Job Satisfaction:** All the 13 variables out of 30 show the result as ‘Rejected’ which means Ha: There is a significant difference in job satisfaction and the factors affecting job satisfaction is accepted. All the 13 variables have significant relationship with job satisfaction, from which the most significant are my superiors deal with difficult students very effectively (15.67) there is much growth potential in the education field (12.69), Classroom discipline was addressed in very few of my classes (12.40), The stress on my job reduces my confidence as a teacher (11.84) and I feel confident that I have the skills necessary to perform my duties (9.96).

• **Indicating Factors and Job Satisfaction:** all the 10 variables show the result as ‘Rejected’ which means Ha: There is a significant difference in job satisfaction and the factors indicating job satisfaction is accepted. All the 10 variables have significant relationship with job satisfaction, from which the most significant are If being selected as "Teacher of the Year" in the institute (26.72), being awarded a plaque by students (23.14), having students thank a teacher for aiding in the understanding of a difficult
concept (21.56), one-time monetary award (supplemental to the step increase) (19.75) and instructional workshop offered by the DEO for a fee (17.92).

- **Considering Factor and Job Satisfaction**: all the 13 variables out of 22 show the result as ‘Rejected’ which means H₀: There is a significant difference in job satisfaction and the factors influencing job satisfaction is accepted. All the 13 variables have significant relationship with job satisfaction, from which the most significant are comparing with the other schools, this school treats well (95.41), do you need leisure hour in the school (78.70), do you think that you are overburdened with classes (63.02) is the existing communication system in the school satisfactory (62.42) and Is there any motivation activities offered in the school (62.19).

- **Kruskal Wallis non-parametric test**: The chi-square test is non significant and the null hypothesis is accepted and there is no significant difference in the overall mean rank between the two groups of respondents namely permanent and temporary in the statements on Job satisfaction. The above table exhibits The Kruskal Wallis non-parametric test for Job satisfaction and Nature of work. The sum ranks for these variables are 128 and 82 and the mean rank is 12.80 and 8.20, chi square value is 3.023 at degrees of freedom 1% level and the table value is 3.84. Since the chi square value is less than the table value the null hypothesis is accepted and there is no significant difference in the overall mean rank between the two groups of respondents namely permanent and temporary in the statements on Job satisfaction. Thus it can be concluded that there is significant relationship between permanent job and temporary job with that of job satisfaction.
• **Friedman’s non-parametric test**: the null hypothesis is rejected and it is concluded that there is significant difference in the overall mean ranks in the statements on perception toward job satisfaction and educational qualification of the respondents. The above table infers the Friedman’s non-parametric test perception towards job satisfaction and Educational qualification. The sums of ranks of the variables are 12, 33, 23 and 352 for educational qualification with perception towards job satisfaction, the mean rank is 1.20, 3.30, 2.30 and 3.20, calculated value 17.160 and the table value 11.34 at 1% significant level. Since the calculated value is greater than the table value the null hypothesis is rejected and it is concluded that there is significant difference in the overall mean ranks in the statements on perception and educational qualification of the respondents.

• **The Kolmogor-Smirnov Test**: Chi-square calculated is not significant (critical value at 5 % level), the null hypothesis is accepted and there is no significant difference in the overall mean ranks in the statements on criteria for job satisfaction and income. The above table shows the Kolmogor-Smirnov Test to find the significance level and to know whether to accept or reject the hypotheses, the sum of ranks for the income – below 10, 10-15, 15-20 and above 20 with the criteria for job satisfaction was compared and the values are as follows 146, 290, 150 and 24, the mean rank is 14.60, 29.05, 14.90 and 23.45, chi-square value 2.077, df 3, table value 7.82 at 5% significance level. Since Chi-square calculated value is less than the table value the null hypothesis is accepted and there is no significant difference in the overall mean ranks in the statements on criteria for job satisfaction with the income of respondents.
Factor Analysis Correlation Matrix

- **Factors Influencing Job Satisfaction:** the most reliable 10 factors have been taken for factor analysis, these 10 factors were identified with the help of reliability test and garret ranking techniques. The following are the factors that have been selected after reliability test for factor analysis (loading) F1: potential for professional growth (e.g., possibility of improving one's own professional skills), F2: supervision by superiors (e.g., overall competence of superiors), F3: interpersonal relationships with colleagues (e.g., interaction with other teachers), F4: salary (e.g., financial compensation), F5: job security (e.g., tenure), F6: status (e.g., professional status of teaching), F7: interpersonal relationships with administrators (e.g., interaction with administer), F8: sense of achievement (e.g., experiencing success), F9: Institution policies (e.g., overall effects of the school as an organization) and F10: recognition (e.g., receiving praise from administrators, parents, students, others). It is clear in the table that that is both positive and negative loading with each other, 1.000 value stands for same factor and the Positive loading are found between F1 with F2,F3,F6,F7,F9 and F10, F2 with F1,F3,F6,F7,F9 and F10, F3 with F1, F2,F6,F7 and F10, F4 with F5,F6 and F8, F5 with F4,F6 and F8, F6 with every factor, F7 with F1,F2,F3,F6,F9 and F10, F8 with F5 and F6, F9 with F1,F2,F3,F6,F7 and F10, F10 with F1,F2,F3,F6,F7 and F9. Thus it can be concluded that there is both positive and negative loading at 0.01 and 0.05 level of significance and F6 status alone has positive loading with all other factors.

- **Factors Affecting Job Satisfaction:** the most reliable 10 factors have been taken for factor analysis, these 10 factors were identified with the help of reliability test and garret ranking techniques. The following are the factors that have been selected after reliability
test for factor analysis (loading) F1: My salary adequately meets my needs., F2: My School provides a lucrative retirement package., F3: The parents or guardians of my students rarely return my calls., F4: The entire staff takes part in creating the objectives for the school's yearly plan., F5: There is much growth potential in the education field., F6: My superiors deal with difficult students very effectively., F7: I feel confident that I have the skills necessary to perform my duties., F8: Classroom discipline was addressed in very few of my classes., F9: My job is too frustrating for me., F10: The stress on my job reduces my confidence as a teacher. It is clear that there is only positive loading with each other, 1.000 value stands for same factor and the Positive loading are found between F1 with all other 9 variables, F2 with all other 9 variables, F3 with all other 9 variables, F4 with all other 9 variables, F5 with all other 9 variables, F6 with every factor, F7 with every other factors, F8 with all other factors, F9 with all other factors and F10 with every other factor. Thus it can be concluded that there is only positive loading at 0.01 and 0.05 level of significance.

- **Factors Indicating Job Satisfaction:** the most reliable 10 factors have been taken for factor analysis, these 10 factors were identified with the help of reliability test and garret ranking techniques. The following are the factors that have been selected after reliability test for factor analysis (loading) F1: one-time monetary award (supplemental to the step increase), F2: early retirement/contract buy-out, F3: an instructional workshop offered by the DEO for a fee, F4: having students thank a teacher for aiding in the understanding of a difficult concept, F5: Being permitted to purchase additional equipment and supplies for the classroom, F6: being given the opportunity to participate in teacher projects (e.g., research, curriculum development), F7: If being selected as "Teacher of the Year" in the
institute, F8: observing vast improvement in the achievement levels of one's students since the beginning of the year, F9: being awarded a plaque by students and F10: an instructional workshop offered and paid for by the institution. It is clear from the table that there is both positive and negative loading with each other, 1.000 value stands for same factor and the Positive loading are found between F1 with all factors except F7, F2 with all factors, F3 with all other factors, F4 with all other factors except F7,F5 with all other factors except F7,F6 with all other factors except F7, F7 only with F2,F3,F8 and F9, F8 with all other factors, F9 all other factors, F10 with all other factors except F7. Thus it can be concluded that there is both positive and negative loading at 0.01 and 0.05 level of significance and F7 If being selected as "Teacher of the Year" in the institute has the majority negative loading with other factors.

- **Factors considered for Job Satisfaction**: the most reliable 10 factors have been taken for factor analysis; these 10 factors were identified with the help of reliability test and garret ranking techniques. The following are the factors that have been selected after reliability test for factor analysis (loading). The following are the factors that have been selected after reliability test for factor analysis (loading) F1: Do you think that you are overburdened with classes, F2: Do you need leisure hour in the school, F3: Is this your expected job, F4: Are you having cordial relationship with your colleague, F5: Do you get constant feedback from your students or seniors to improve your performance, F6: Comparing with the other schools this school treats well, F7: Is there any motivation activities offered in the school, F8: Is there any training and development given by the school to the faculties, F9: Is the existing communication system in the school satisfactory and F10: Are you satisfied about the career growth followed inside the school. It is clear
Summary of findings, suggestions and conclusion

in the table there is only positive loading with each other, 1.000 value stands for same factor and the Positive loading are found between F1 with all other 9 variables, F2 with all other 9 variables, F3 with all other 9 variables, F4 with all other 9 variables, F5 with all other 9 variables, F6 with every factor, F7 with every other factors, F8 with all other factors, F9 with all other factors and F10 with every other factor. Thus it can be concluded that there only positive loading at 0.01 and 0.05 level of significance.

- **Factors of Perception of Job Satisfaction**: the most reliable 10 factors have been taken for factor analysis; these 10 factors were identified with the help of reliability test and garret ranking techniques. The following are the factors that have been selected after reliability test for factor analysis (loading). F1: Job security and working condition, F2: Pay and fringe benefits, F3: Work itself, F4: Job security & stability, F5: Achievement and standards for excellence, F6: Recognition by others, F7: Promotion and Training opportunity, F8: Making contribution to educational development. It is clear in the table there is only positive loading with each other, 1.000 value stands for same factor and the Positive loading are found between F1 with all other 9 variables, F2 with all other 9 variables, F3 with all other 9 variables, F4 with all other 9 variables, F5 with all other 9 variables, F6 with every factor, F7 with every other factors, F8 with all other factors. Thus it can be concluded that there only positive loading at 0.01 and 0.05 level of significance.

- **Factors of criteria of job satisfaction**: the most reliable 10 factors have been taken for factor analysis; these 10 factors were identified with the help of reliability test and garret ranking techniques. The following are the factors that have been selected after reliability test for factor analysis (loading). F1: work, F2: monetary benefits, F3: working condition,
F4: self esteem, F5: policy and management, F6: intrinsic rewards and F7: interpersonal relationship. It is clear in the table that there is positive loading with each other, 1.000 value stands for same factor and the Positive loading are found between F1 with all other 9 variables, F2 with all other 9 variables, F3 with all other 9 variables, F4 with all other 9 variables, F5 with all other 9 variables, F6 with every factor and F7 with every other factors. Thus it can be concluded that there only positive loading at 0.01 and 0.05 level of significance.

- **Factors of Job Satisfaction:** the most reliable 8 factors have been taken for factor analysis; these 10 factors were identified with the help of reliability test and garret ranking techniques. The following are the factors that have been selected after reliability test for factor analysis (loading). F1: Job satisfaction is getting a handsome salary, F2: Job satisfaction is having dignity and social status, F3: Getting a secured job is job satisfaction, F4: Having match with academic qualification and job is job satisfaction, F5: To get a favorable social environment is job satisfaction, F6: To get a favorable physical environment is job satisfaction, F7: A job with career prospect can ensured job satisfaction and F8: To work under good supervision is job satisfaction. It is clear in the table that there is only positive loading with each other, 1.000 value stands for same factor and the Positive loading are found between F1 with all other 9 variables, F2 with all other 9 variables, F3 with all other 9 variables, F4 with all other 9 variables, F5 with all other 9 variables, F6 with every factor, F7 with every other factors and F8 with all other factors,. Thus it can be concluded that there only positive loading at 0.01 and 0.05 level of significance.
Factor Analysis - Component Matrix

- **Demographical profile of respondents and factors influencing job satisfaction:**
  Rotated factor analysis categorizes the variables determining the job satisfaction, 5 factors were loaded with the factors influencing job satisfaction (14 variables). In the table F1 (Age) accounts for 34.598 percentage variation in the total variable set, the second factor F2 (Educational qualification) represents 18.181 percentage variation in the total variable set, the third factor F3 (Nature of work) represents 15.906 per cent variation in the total variable set, the fourth factor F4 (Year of experience) accounts for a variation of 10.754 per cent in the total variable set and the fifth factor F5 (Monthly income) accounts for 7.469 percentage variation in the total variable set. The highest loading for F1 is found in the factor salary (e.g., financial compensation) with loading value 9.091E-02 followed by work itself (e.g., aspects associated with the tasks of teaching) with loading 8.662E-02, F2 has the highest loading in recognition (e.g., receiving praise from administrators, parents, students, others) 6.600E-02 and salary (e.g., financial compensation) - 3.578E-02, F3 has the highest loading in salary (e.g., financial compensation) 8.932E-02 and potential for professional growth (e.g., possibility of improving one's own professional skills) 7.226E-02, F4 shows highest loading value in salary (e.g., financial compensation) 9.111E-02 and potential for professional growth (e.g., possibility of improving one's own professional skills) 8.497E-02 and finally F5 shows highest loading in job security (e.g., tenure) 6.649E-02 and salary (e.g., financial compensation) 5.619E-02. It is very clearly found that the factor salary (e.g., financial compensation) has highest loading with the 5 factors - $h^2 0.941$. 
• Demographical profile of respondents and factors Affecting job satisfaction: The Rotated factor analysis categorizes the variables determining the job satisfaction, 5 factors were loaded with the factors affecting job satisfaction (15 variables). In the table F1 (Age) accounts for 15.270 per cent variation in the total variable set, the second factor F2 (Educational qualification) represents 12.689 per cent variation in the total variable set, the third factor F3 (Nature of work) represents 9.177 per cent variation in the total variable set, the fourth factor F4 (Year of experience) accounts for a variation of 8.877 per cent in the total variable set and the fifth factor F5 (Monthly income) accounts for 7.925 percentage variation in the total variable set. The highest loading for F1 is found in the factor My superiors deal with difficult students very effectively (0.809) followed by My School provides a lucrative retirement package with loading (0.780) , F2 has the highest loading in My superiors deal with difficult students very effectively (0.838) followed by There is much growth potential in the education field (0.823) , F3 has the highest loading in The joy of teaching keeps me motivated year after year (0.757) followed by My superiors deal with difficult students very effectively (0.656) , F4 shows highest loading value in I feel that I am making a difference in the lives of children(0.723) followed by My superiors deal with difficult students very effectively (0.656) F5 shows highest loading in My job is too frustrating for me (0.669) followed by My superiors deal with difficult students very effectively (0.512). It is very clearly found that the factor my superiors deal with difficult students very effectively has highest loading with all the 5 factors h² - 1.542.
• **Demographical profile of respondents and factors of perception towards job satisfaction:** The Rotated factor analysis categorizes the variables determining the job satisfaction, 5 factors were loaded with the factors influencing job satisfaction (15 variables). In the table F1 (Age) accounts for 19.525 per cent variation in the total variable set, the second factor F2 (Educational qualification) represents 8.199 per cent variation in the total variable set, the third factor F3 (Nature of work) represents 7.864 per cent variation in the total variable set, the fourth factor F4 (Year of experience) accounts for a variation of 7.207 per cent in the total variable set and the fifth factor F5 (Monthly income) accounts for 7.001 percentage variation in the total variable set. The highest loading for F1 is found in the factor Job security and working condition with loading value 0.655 followed by Pay and fringe benefits with loading 0.574, F2 has the highest loading in Job security and working condition (0.684) followed by Recognition by others and Authority and independence with the same loading (0.650), F3 has the highest loading in Status, important & influential (0.624) followed by Job security and working condition (0.613), F4 shows highest loading value in Educational Policy & Administration (0.762) followed by Job security and working condition (0.677), F5 shows highest loading in Job security & stability (0.760) followed by Job security and working condition (0.581). It is very clearly found that the factor, Job security and working condition has highest loading with the 5 factors $h^2 = 1.499$. 
Chi Square Analysis

- **Age and job satisfaction of female school teachers**: The calculated chi square value of age and job satisfaction is 55.959. The table value at 5% level of significance and 15 as degrees of freedom is 31.400. As the calculated value of chi square is higher than table value, the null hypothesis is rejected. It is concluded that there is a significant relationship between the age of the respondent and the job satisfaction in the working place of the female teachers in the study area.

- **Educational Qualification and job satisfaction of female school teachers**: The calculated chi square value of education qualification and job satisfaction is 80.857. The table value at 5% level of significance and 15 degrees of freedom is 42.541. As the calculated value of chi square is higher than the table value the null hypothesis is rejected. It is concluded that there is a significant relationship between the educational qualification of the respondents and job satisfaction.

- **Marital Status and job satisfaction of female school teachers**: The calculated chi square value of marital status and job satisfaction is 12.251. The table value at 5% level of significance and 5 degrees of freedom is 11.100. As the calculated value of chi square is higher than the table value the null hypothesis is rejected. It is concluded that there is a significant relationship between the marital status of the respondents and job satisfaction.

- **Mode of appointment and job satisfaction of female school teachers**: The calculated chi square value of mode of appointment and job satisfaction is 77.848. The table value at 5% level of significance and 10 degrees of freedom is 25.000. As the calculated value of chi square is higher than the table value the null hypothesis is rejected. It is concluded
that there is a significant relationship between the mode of appointment of the respondents and job satisfaction.

- **Present position in the school and job satisfaction of female school teachers:** The calculated chi square value of present position in the school and job satisfaction is 66.662. The table value at 5% level of significance and 10 degrees of freedom is 35.267. As the calculated value of chi square is higher than the table value the null hypothesis is rejected. It is concluded that there is a significant relationship between the present position of the respondent in the school and job satisfaction.

- **Nature of work and Job satisfaction of female school teachers:** The calculated chi square value of nature of work and job satisfaction is 32.446. The table value at 5% level of significance and 5 degrees of freedom is 11.100. As the calculated value of chi square is higher than the table value the null hypothesis is rejected. It is concluded that there is a significant relationship between the nature of the work of respondents and job satisfaction.

- **Year of Experience and job satisfaction of female school teachers:** The calculated chi square value of year of experience and job satisfaction is 12.039. The table value at 5% level of significance and 15 degrees of freedom is 10.300. As the calculated value of chi square is higher than the table value the null hypothesis is rejected. It is concluded that there is significant relationship between the year of experience of the respondents and job satisfaction.
Summary of findings, suggestions and conclusion

- **Monthly income and job satisfaction of female school teachers:** The calculated chi square value of monthly income and job satisfaction is 85.795. The table value at 5% level of significance and 10 degrees of freedom is 25.000. As the calculated value of chi square is higher than the table value the null hypothesis is rejected. It is concluded that there is a significant relationship between the monthly income of the respondents and job satisfaction.

- **Specialisation and job satisfaction of female school teachers:** The calculated chi square value of specialisation and job satisfaction is 91.116. The table value at 5% level of significance and 10 degrees of freedom is 25.000. As the calculated value of chi square is higher than the table value the null hypothesis is rejected. It is concluded that there is a significant relationship between the specialisation of the respondents and job satisfaction.

- **Job Satisfaction and the factors identified for job satisfaction:** The calculated value and table value of influencing factor is 30.88 and 20.09, for affecting factor is 48.34 and 16.81, for indicating factor is 25.88 and 20.09, for considering factor 63.30 and 20.21, for criteria’s 20.31 and 20.09 for literal meaning 38.08 and 20.09 and for perception 51.68 and 20.09, thus it is evident that the chi square value at 5% and 1% level of significance and the 8 and 6 degree of freedom, the calculated value of chi square is higher than the table value hence the null hypothesis is rejected for all variables. It is concluded that there is a significant relationship between the each factors and job satisfaction of the respondents.

- **Job satisfaction and overall variables of job satisfaction:** The chi square value at 5% and 1% level of significance and 8 and 6 degree of freedom, the calculated value of chi square is higher than the table value hence the null hypothesis is rejected for all variables.
It is concluded that there is a significant relationship between the overall factors of the respondents and job satisfaction.

Findings on Regression analysis

- **Work and independent factors**: regression analysis for work and independent variables, the R value for this model is .309; t value for constant is 7.973 and $R^2$ .095 which implies that the components of job satisfaction contributed 95% variation in job satisfaction while the remaining 5% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .098, education qualification .178, marital status .154, mode of appointment .178, present position .106, nature of work .148, year of experience .008, income .178 and specialisation .109. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other i.e.) there is significant association between work itself and the independent variables.

- **Monetary Benefits and independent factors**: regression analysis for monetary benefits and independent variables, the R value for this model is .313; t value for constant is 19.206 and $R^2$ .097 which implies that the components of job satisfaction contributed 97% variation in job satisfaction while the remaining 3% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .025, education qualification .124, marital status .041, mode of appointment .104, present position .035, nature of work .003, year of experience .149, income .029 and specialisation .195. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other.
• **Working condition and independent factors:** regression analysis for working condition and independent variables, the R value for this model is .305; t value for constant is 20.095 and $R^2$ .093 which implies that the components of job satisfaction contributed 93% variation in job satisfaction while the remaining 7% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .134, education qualification .088, marital status .031, mode of appointment .031, present position .187, nature of work .486, year of experience .066, income .241 and specialisation .220. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other.

• **Self esteem and independent factors:** regression analysis for work and independent variables, the R value for this model is .310; t value for constant is 19.425 and $R^2$ .096 which implies that the components of job satisfaction contributed 96% variation in job satisfaction while the remaining 4% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .007, education qualification .176, marital status .152, mode of appointment .119, present position .114, nature of work .062, year of experience .159, income .021 and specialisation .064. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other.

• **Policy and Management and independent factors:** regression analysis for work and independent variables, the R value for this model is .312; t value for constant is 19.746 and $R^2$ .097 which implies that the components of job satisfaction contributed 97% variation in job satisfaction while the remaining 3% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient
Summary of findings, suggestions and conclusion

.209, education qualification .083, marital status .113, mode of appointment .073, present position .056, nature of work .261, year of experience .076, income .124 and specialisation .242. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other.

- **Intrinsic rewards and independent factors:** regression analysis for intrinsic rewards and independent variables, the R value for this model is .301; t value for constant is 25.461 and R$^2$ .091 which implies that the components of job satisfaction contributed 91% variation in job satisfaction while the remaining 9% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .135, education qualification .024, marital status .180, mode of appointment .230, present position .190, nature of work .153, year of experience .242, income .064 and specialisation .154. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other.

- **Interpersonal relationship and independent factors:** regression analysis for work and independent variables, the R value for this model is .309; t value for constant is 26.499 and R$^2$ .095 which implies that the components of job satisfaction contributed 95% variation in job satisfaction while the remaining 5% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .264, education qualification .139, marital status .232, mode of appointment .090, present position .202, nature of work .015, year of experience .150, income .018 and specialisation .475. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other i.e.) there is significant association between work itself and the independent variables.
• **Involvement and independent factors:** regression analysis for work and independent variables, the R value for this model is .302; t value for constant is 20.482 and $R^2 .091$ which implies that the components of job satisfaction contributed 91% variation in job satisfaction while the remaining 9% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .048, education qualification .059, marital status .122, mode of appointment .188, present position .260, nature of work .343, year of experience .249, income .069 and specialisation .724. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other.

• **Training and independent factors:** regression analysis for training and independent variables, the R value for this model is .307; t value for constant is 16.159 and $R^2 .094$ which implies that the components of job satisfaction contributed 94% variation in job satisfaction while the remaining 6% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .030, education qualification .131, marital status .129, mode of appointment .012, present position .007, nature of work .068, year of experience .037, income .182 and specialisation .306. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other.

• **Communication and independent factors:** communication and independent variables, the R value for this model is .311; t value for constant is 18.548 and $R^2 .096$ which implies that the components of job satisfaction contributed 96% variation in job satisfaction while the remaining 4% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .053,
education qualification .011, marital status .104, mode of appointment .018, present position .179, nature of work .068, year of experience .054, income .042 and specialisation .032. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other.

- **Job security and independent factors:** regression analysis for job security and independent variables, the R value for this model is .300; t value for constant is 9.745 and $R^2$ .090 which implies that the components of job satisfaction contributed 90% variation in job satisfaction while the remaining 10% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .052, education qualification .297, marital status .096, mode of appointment .074, present position .142, nature of work .174, year of experience .092, income .235 and specialisation .216. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other.

- **Responsibility and independent factors:** regression analysis for responsibility and independent variables, the R value for this model is .314; t value for constant is 13.385 and $R^2$ .098 which implies that the components of job satisfaction contributed 98% variation in job satisfaction while the remaining 2% variations in job satisfaction were due to other variables outside the regression model. Age has a standardized coefficient .180, education qualification .062, marital status .109, mode of appointment .108, present position .243, nature of work .239, year of experience .177, income .037 and specialisation .712. Thus from the table it is very clear that the dependent and independent variables are positively associated with each other.
Finding on Correlation

- **Age and Interpersonal Relationship:** the Correlation statistics - Spearman's rho and Pearson Correlation for age and interpersonal relationship. The co-efficient is 1.000 and 0.497 respectively for age and interpersonal relationship and 1.000 and 0.316 for interpersonal relationship and age (Pearson correlation) and 1.000 and 0.429 respectively for age and interpersonal relationship and 1.000 and 0.397 for interpersonal relationship and age (Spearman’s correlation). The result of both Pearson and Spearman shows high positive correlation i.e. a perfect positive linear reliability is found between the factors.

- **Educational qualification and Monetary Benefits:** the Correlation statistics - Spearman's rho and Pearson Correlation for age and interpersonal relationship. The co-efficient is 1.000 and 0.538 respectively for educational qualification and monetary benefits and 1.000 and 0.271 for monetary benefits and educational qualification (Pearson correlation) and 1.000 and 0.803 respectively for educational qualification and monetary benefits and 1.000 and 0.271 for monetary benefits and educational qualification (Spearman’s correlation). The result of both Pearson and Spearman shows high positive correlation i.e. a perfect positive linear reliability is found between the two factors.

- **Marital status and Working Condition:** the Correlation statistics - Spearman's rho and Pearson Correlation for marital status and working condition. The co-efficient is 1.000 and 0.269 respectively for marital status and working condition and 1.000 and 0.662 for working condition and marital status (Pearson correlation) and 1.000 and 0.105 respectively for marital status and working condition and 1.000 and 0.866 for working condition and marital status (Spearman’s correlation). The result of both Pearson and Spearman shows high positive correlation i.e. a perfect positive linear reliability is found
Summary of findings, suggestions and conclusion

between the factors.

- **Nature of work and Self Esteem:** the Correlation statistics - Spearman's rho and Pearson Correlation for nature of work and self esteem. The co-efficient is 1.000 and .072 respectively for nature of work and self esteem and 1.000 and .876 for self esteem and nature of work (Pearson correlation) and 1.000 and .198 respectively for nature of work and self esteem and 1.000 and .670 for self esteem and nature of work (Spearman’s correlation). The result of both Pearson and Spearman shows high positive correlation i.e. a perfect positive linear reliability is found between the two factors.

- **Year of experience and Policy & Management:** the Correlation statistics - Spearman's rho and Pearson Correlation for year of experience and policy & management. The co-efficient is 1.000 and .448 respectively for year of experience and policy & management and 1.000 and .372 for policy & management relationship and year of experience (Pearson correlation) and 1.000 and .371 respectively for year of experience and policy & management and 1.000 and .468 for policy & management and year of experience (Spearman’s correlation). The result of both Pearson and Spearman shows high positive correlation i.e. a perfect positive linear reliability is found between the factors.

- **Monthly income and Intrinsic Rewards:** the Correlation statistics - Spearman's rho and Pearson Correlation for monthly income and intrinsic reward. The co-efficient is 1.000 and .740 respectively for monthly income and intrinsic reward and 1.000 and .036 for intrinsic reward and monthly income (Pearson correlation) and 1.000 and .843 respectively for monthly income and intrinsic reward and 1.000 and .009 for intrinsic reward and monthly income (Spearman’s correlation). The result of both Pearson and Spearman shows high positive correlation i.e. a perfect positive linear reliability is found
between the two factors.

- **Specialisation and Work:** the Correlation statistics - Spearman's rho and Pearson Correlation for specialisation and work. The co-efficient is 1.000 and .371 respectively for specialisation and work and 1.000 and .541 for work and specialisation (Pearson correlation) and 1.000 and .371 respectively for specialisation and work and 1.000 and .468 for work and specialisation (Spearman’s correlation). The result of both Pearson and Spearman shows high positive correlation i.e. a perfect positive linear reliability is found between the two factors.

**Summary:** All the analysis showed that there is significant relationship between the dependent and independent variables taken for the study in the study area. Finally the researcher has found out of 12 factors from the factors that have been studied, They include - Work itself, Monetary benefits, Working condition, Self esteem, Policy & Management, Intrinsic rewards, Interpersonal relationship, Involvement, Training, Communication, Job security and Responsibilities. This means that whatever statement, variable or factor you consider as job satisfaction will surely come under any one of the 12 heads identified. Thus female teachers' job satisfaction in the study area is the above stated 12 factors which have high, positive and significant relationship with the profile of respondents.

**Other findings of the study**

- Irrespective of male and female teachers opined that to them job satisfaction is to get a handsome salary. By the word handsome is attractive salary. In other words salary coping with contemporary economic condition is required. It is found that salary is highly poor in comparison to the existing daily commodity prices.
- Higher the education is, the lower satisfaction was found among the respondents.
irrespective of male and female teachers." If our teaching force is to be recruited from among the brightest and best of our graduates, the money must come first. Then there is every chance that quality will follow. But the graduate in question needs to be attracted by a competitive starting salary, and confident of a career progression that will reward ability and application

✓ The female teachers of government and a few of aided schools are mostly dissatisfied with inconvenient toilet and communication. Some female teachers were found to walk more than 5 kilometers to come to schools. Matriculation school teachers are availed with transport on the way to schools.

✓ Promotion is a phase of career which makes the organization lively, retain creativity of the employees and motivate the employees to better performance. But seniority based promotion of the school teachers is a barrier to the development of performance. The teachers lost their devotion as there is no chance to be promoted.

✓ In transfer as well as placement policy of government is convenient for the both the male and female teachers. It is found that all the teachers are recruited and placed within their resident. In case of female teachers preferences is given to as of their convenient. In general the teachers were found satisfied. But there is high competition to get posting and transfer, Corruption and manipulation take place in this regard thus Teachers are dissatisfied in this regard.

✓ Because of in - service training have become more ceremonial rather than to get learning from. The teachers are mostly in between satisfaction and dissatisfaction. So training as a phase of teachers' career prospect does not affect much to their satisfaction and
dissatisfaction.

✓ The teacher is a "guru" a term derived from the Sanskrit word for "weighty" or "honorable". Teachers are treated with respects; students may have to stand up when teachers enter in a classroom. The education system is teacher oriented; teachers outline the intellectual paths to be followed. Teachers are never publicly contradicted or criticized are treated with deference even outside the school.

✓ The very common and similar reply from female teachers is job security. As this is a government job, it is secured. Secured in the sense that the payment is regular no scope to be fired and financial benefit after retirement is guaranteed. This factor makes maximum teachers satisfied and they have been retaining as a school teachers.

5.3 SUGGESTIONS and RECOMMENDATIONS

Suggestions

✓ It is found that personal core factors affect teachers’ job satisfaction more than work core factors. Therefore, institutions must launch solutions for teachers personal problems.

✓ Encouragement system for rewarding successful teachers in schools should be developed.

✓ In schools individual goal notion is much more important than collective goal, institutions following team works which create collective habits such as “team spirit” and “we concept” is a good step towards eliminating one of the fundamental factors of teachers dissatisfaction.

✓ For increasing employees’ job satisfaction and institutions effectiveness, it will be useful to provide “individual consulting services” to teachers in the schools.

✓ Another tip for increasing teachers’ job satisfaction might be developing projects that create the notion of “social responsibility” instead of “commerce quotient”.

227
Summary of findings, suggestions and conclusion

✓ Formulation of a fair promotion system will increase employees’ motivation and their job satisfaction.

✓ Another way of increasing employees’ job satisfaction might be developing educational activities for personnel improvement.

✓ State Governments must ensure the local policy infrastructure envisaged in the Education Sector for Reforms and District Devolution Plan to become real.

✓ Inclusion of teachers in decision-making is important for bottom up communication of priorities and needs. This can be done through the establishment of an independent professional body of teachers. They should encourage greater teacher involvement in policy-making for schools they manage or support.

✓ NGOs should engage with, and consult government school teachers in developing their strategies and plans so that teachers’ professional and welfare needs are taken into account.

✓ Recruitment of teachers should be merit-based and the politicisation of the teaching profession should be addressed so that teacher management policies are not unduly influenced by people who have little interest in school development.

✓ Policies need to be introduced to empower female teachers through special capacity building programmes and incentives. This was evident from the analysis of teacher competence and impact on student achievement, that female teachers can play an important role in school improvement. But often, teacher policies do not take into account their special needs and circumstances. It is important that greater attention is paid to strategies that can empower all teachers and hold them accountable for their performance.
Summary of findings, suggestions and conclusion

- Informants pointed to the need to improve the working conditions and remuneration for teachers must be taken into consideration.

- Pre and in-service teacher education must focus more attention on the practical aspects of teaching so that when new teachers enter schools they feel better prepared and motivated to handle the challenges that teaching throws up, e.g. teaching large class sizes, teaching with little resources etc.

Recommendations

On the premise that Achievement made by workers on the job best predicted job satisfaction of the workers, it is therefore recommended that the schools should give attention and priority to those variables that contribute to workers achievement on the job since success is measured by one’s achievement in this part of the world. The school and administrative policies should be enriching and robust to accommodate innovation, empowerment of workers, in-service training, promotion of workers as at when due, advancement, loans, medical facilities, training on the job opportunities, pension scheme and security of workers. If all these could be incorporated into school policies and well implemented, a high job satisfaction of the female teachers would be enhanced.

It recommended that the school management need to look into the promotion system and necessary steps for the correction and rectification if any. Any institution needs to have Grievance handling system to reduce discontent or dissatisfaction. Since Grievance handling system play a major role in the performance of teachers in the school. Additional or special attention need to take care by the management so as to have an efficient and effective Grievance handling system.
5.4 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 arises to the feelings of satisfaction, the individual has job satisfaction. There seems to be growing discontentment towards their job as a result of which standard of education is falling. Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. 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.

---

5.5 AGENDA FOR FURTHER RESEARCH

- A comparative study on job satisfaction of teachers teaching in private schools and public school.
- To study on the effect of peer pressure on teaching professionals and how it effects the job satisfaction.
- A study on teachers self esteem and its impact on dispensing quality education.