INFLUENCE OF FAMILY ENVIRONMENT ON JOB SATISFACTION OF SECONDARY SCHOOL HEADS IN BANGALORE CITY

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ABSTRACT:
The purpose of this study is to determine the relationship between job satisfaction of secondary school heads and their family environment. The present study was chosen as descriptive survey method. The population of the study comprised of school heads working in secondary schools of Bangalore South district. A sample of 100 school heads was selected by random sampling technique. The Job Satisfaction Scale for school heads developed by Dr. Haseen Taj (2000) and Family Environment Scale (2014) developed by researcher was used to assess the job satisfaction and family environment of school heads. Analysis was done by using Pearson's Product Moment Coefficient of Correlation and 't'-test as statistical techniques. The correlation analysis of data reveals that there was a significant positive relationship between job satisfaction and family environment school heads. The school heads working in government schools had more satisfaction in their job than aided and unaided schools and female heads had more satisfaction in their jobs than male heads.

Available online at www.lsrj.in
KEYWORD: Job Satisfaction, Influence, family environment, job satisfaction, school heads.

1. INTRODUCTION:

Job satisfaction is regarded as a very important issue within the educational context, especially for school head teachers. This may due to it is connected with different aspects of their role and those which consume most of their time both in and outside of school. Therefore, it is necessary that they feel satisfaction and carry out their duties to ensure effectiveness in delivering their role. The relevance of job satisfaction of school head teachers is very crucial to the long-term growth of any educational system around the world. Alongside professional knowledge and skills, competencies, educational resources and strategies, job satisfaction is a veritable determinant of educational success and performance.

Rowntree Derek (1981) defined job satisfaction as the extent to which each person in each organization obtains satisfaction from the processes and content of his work. According to Paul Specters (1985) “Job Satisfaction is liking of one’s job and finding fulfillment in what one does. It combines an individuals feeling and emotion about their and how their job effect their personal lives.” Job satisfaction is a pleasurable emotional state of the appraisal of one's jobs an effective reaction and an attitude towards one’s job (Weiss, 2002).

Job satisfaction is caused by many interrelated factors and it is very difficult to isolate these factors. Sometimes one and sometimes all these factors work and importance of the various factors appears to change from one situation to another. Family environment, family support and work life balance are some important factors. Harrell (1958) believes that job satisfaction is dependent upon three major categories of factors; personal factors, factors, inherent in the job and factors controlled by the management. The family is the most important primary group in society. The family, as an institution is universal. It is the most permanent and the most pervasive of all social institutions. All societices large and small, primitive and civilized, ancient and modern have some form of family or the other. A family and home environment has strong impact on the overall well-being of an individual. The conditions in a family very much affect the livelihood and working of an individual. A sense of belonging is derived from the strong bond of family. Families shape personality, develop personality, emotional strength, and work as a support system. Individuals are not just moulded within this sociological unit, which prepares an individual for routine experience but also determine how he/she will react to stressful experiences. Dysfunctional families often lead to individuals making poor choices in life causing stress. Therefore the present study is undertaken to know the influence of family environment on job satisfaction of school heads in Bangalore South district.

1.1 Reviews of Related Literature

Crossman and Harris (2006) conducted a study on job satisfaction of secondary school teachers. The results indicated a significant difference in the overall job satisfaction scores of teachers by type of school. Ahmed Mohamed Alzaidi (2008) identified the factors which might affect secondary school head teachers’ job satisfaction in the city of Jeddah Saudi Arabia. The results revealed that factors causing dissatisfaction are: lack of authority to transfer underperforming teachers, lack of finance and manpower for the cleaning of school buildings, lack of financial resources to improve school buildings, salary, poor revenue from school meals as a financial resource, and lack of financial reward. Kaur and Sidana (2011) found that level of job satisfaction of male teachers was greater than their female counterparts. Gupta, Pasrija and Bansal (2012) reported that female teachers were more satisfied than their male counterparts and more experienced teachers, teachers belonging to rural areas had better
job satisfaction than their counterparts. Raj and Lalita (2013) compared job satisfaction among teachers of private and government school. The study concludes that there was no significant difference in the level of satisfaction of male and female teachers and also revealed that there is no significant difference in the level of satisfaction of Govt. and Private school teachers. Srinivasan and Ambedkar (2015) studied job satisfaction towards teaching profession among the higher secondary school teachers. The results found that the majority of the higher secondary school teachers selected as samples are having average level of job satisfaction towards teaching profession. The above studies found the importance of job satisfaction among teachers and school head teachers. Thus, it is assumed that the present study will provide a new information and perspective describing job satisfaction of secondary school heads with the effect of few variables.

1.1.2 Statement of the Problem
The purpose of the study is to know relationship of Job Satisfaction of secondary school heads with their family environment.

1.1.3 Objectives of the Study
1. To find out the job satisfaction of secondary school heads job satisfaction.
2. To find out the relationship of job satisfaction of school heads with their family environment.
3. To find out the difference between the male and female secondary school heads’ job satisfaction.
4. To study the government, aided and unaided secondary school head’s job satisfaction.
5. To study the influence of family environment on job satisfaction of secondary school heads.

1.1.4 Hypotheses
1. There is no significant relationship of Job Satisfaction of secondary school heads with their family environment.
2. There is no significant difference between male and female secondary school heads’ job satisfaction.
3. There is no significant difference between secondary school heads’ job satisfaction working in government, private aided and unaided schools.
4. There is no significant difference between secondary school heads’ job satisfaction working with different family environment levels.

2. METHODOLOGY
2.1 Design of the Study
The study is a survey based descriptive method.

2.2 Operational Definitions
Job Satisfaction: According to Locke (1976) Job Satisfaction as ‘a positive emotional state resulting from the appraisal of one’s job or job experiences’. In the present study, Job Satisfaction is operationally defined as “expressed need satisfaction on monetary & other facilities, working conditions, security and human relations.”

Family Environment: Family environment refers to the climate prevailing in the home. In the present study, family environment developed by the researcher to measure influence of moral support and encouragement, decision making, family support, work-family interference, well being, work satisfaction and family satisfaction.
2.3 Variables of the study
The following variables are considered in the present study
I. Dependent Variable : Job Satisfaction
II. Independent Variable : Family Environment
III. Background Variables : Sex and Type of Management

2.4 Sampling Procedure
A total of 100 secondary school heads working in government, private aided and unaided schools of Bangalore South district in Karnataka state were randomly selected for the present study.

2.5 Tools and Techniques used
In the present study, to collect the data the researcher selected Job Satisfaction Scale (JSS) for School heads developed by Dr. Haseen Taj (2000) and Family Environment Scale (2014) developed by researcher (2014). The reliability is worked out by both the split half and test-retest methods. The collected data was analyzed by using inferential statistical techniques such ‘t’ test and Pearson’s Product Moment Coefficient of Correlation.

3. ANALYSIS AND INTERPRETATION OF DATA
The data is analyzed by computing coefficient of correlation and ‘t’ test analysis as under:

Table-1: Table shows coefficient of correlation and its significance of Job Satisfaction of School heads and their family environment.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>df</th>
<th>Obtained ‘r’ value and sig. level</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction and Family Environment</td>
<td>100</td>
<td>98</td>
<td>0.432**</td>
<td>0.000</td>
</tr>
</tbody>
</table>

** Significant at 0.01 level (0.254); * Significant at 0.05 level (0.195); ”Not Significant

The table-1 revealed that the obtained ‘r’ value 0.432 is greater than the table value 0.195 at 0.05 and 0.254 at 0.01 levels of significance. Therefore the stated null hypothesis is rejected and an alternate hypothesis has been formulated that “there is a positive significant relationship between Job Satisfaction and family environment of school heads” is accepted.
Table-2: Table shows Number, Mean, Standard Deviation, ‘t’ value and its level of significance of the scores of Job Satisfaction of School heads with respect to sex, type of Management and different levels of family environment.

<table>
<thead>
<tr>
<th>Variable and Groups</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>‘t’ value</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>49</td>
<td>108.530</td>
<td>7.892</td>
<td>3.28</td>
<td>**</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>115.941</td>
<td>13.973</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Type of Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>16</td>
<td>121.750</td>
<td>18.226</td>
<td>2.14</td>
<td>*</td>
</tr>
<tr>
<td>Private Aided</td>
<td>30</td>
<td>111.600</td>
<td>7.137</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Aided</td>
<td>30</td>
<td>111.600</td>
<td>7.137</td>
<td>0.55</td>
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<tr>
<td>Private Unaided</td>
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<td>110.500</td>
<td>11.148</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
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<td>121.750</td>
<td>18.226</td>
<td>2.34</td>
<td>NS</td>
</tr>
<tr>
<td>Private Unaided</td>
<td>54</td>
<td>110.500</td>
<td>11.148</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family Environment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>29</td>
<td>107.344</td>
<td>10.247</td>
<td>2.88</td>
<td>**</td>
</tr>
<tr>
<td>Moderate</td>
<td>48</td>
<td>114.000</td>
<td>9.043</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>48</td>
<td>114.000</td>
<td>9.043</td>
<td>0.80</td>
<td>NS</td>
</tr>
<tr>
<td>High</td>
<td>23</td>
<td>117.043</td>
<td>16.945</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>29</td>
<td>107.344</td>
<td>10.247</td>
<td>2.41</td>
<td>*</td>
</tr>
<tr>
<td>High</td>
<td>23</td>
<td>117.043</td>
<td>16.945</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*NS Not Significant **Significant at 0.01 level ‘t’ 0.05 level (1.98); 0.01 level (2.63).

The table-2 shows that the obtained ‘t’ value 3.28 is greater than the table value 2.63 at 0.01 level of significance. Hence the stated null hypothesis-2 is rejected and an alternate hypothesis is accepted that is there is a significant difference in the Job satisfaction of male and female school heads. The female school heads (M=115.941) had more satisfied in their job when compared with male heads (M=108.530). Ali et al., (2004), Newby (1999) stated that females were more satisfied than males. This study was supported to the results of the present study.

The table-2 also shows that the obtained ‘t’ value 2.14 and 2.34 are greater than the table value 1.98 at 0.05 level of significance. Hence the stated null hypothesis-3 is rejected and an alternate hypothesis is accepted that is there is a significant difference in the Job satisfaction school heads working in government & private aided and government & private unaided schools and no difference found between government & private aided school heads job satisfaction and the ‘t’ value 0.55 less than the table value 1.98 at 0.05 level. The school heads working in government schools (M=121.750) had more satisfaction in their job when compared with private aided (M=111.600) and unaided school heads (M=110.500). This research supported with study of Raj & Lalitha (2013).

The table-2 further shows that the obtained ‘t’ value 2.88 and 2.41 are greater than the table value 2.63 at 0.01 and 1.98 at 0.05 level of significance respectively. Hence the stated null hypothesis-4 is rejected and an alternate hypothesis is accepted that is there is significant difference in the Job satisfaction school heads working with low & moderate and low & high levels of family environment and no difference was found between moderate & high levels of family environment and the ‘t’ value 0.80 which is less than the table value 1.98 at 0.05 level. The school heads working in high family environment (M=117.043) had more satisfaction in their job when compared with moderate (M=114.000) and low family environment levels (M=107.344).
Fig-1: Bar graph shows comparison mean scores of Job Satisfaction of school heads in relation to few variables

4. FINDINGS OF THE STUDY
The findings of the present study are as follows:
1. There was a significant relationship between Job Satisfaction of school heads and their Family Environment.
2. There was a significant difference in the Job Satisfaction of secondary school male and female school heads.
3. There was a significant difference in the Job Satisfaction of school heads working with different types of Management. The school heads working in government schools had more satisfaction in their job than aided and unaided schools.
4. There was a significant difference in the Job Satisfaction of school heads working with different levels of family environment. The school heads working supported family environment had more satisfaction in their job.

5. CONCLUSION
From the present study, the school heads had average level of satisfaction and the correlation result shows that there was a positive significant relationship between Job Satisfaction and Family Environment of secondary school heads and also 't' test result shows that school heads whose family have supportive environment had more satisfaction in their jobs. Thus, it is essential to establish a successful balance between work and family areas so that several demands in both domains could be met efficiently, and the required resources could be attained and used easily. This implies that school heads must be supported and motivated by their family members thereby enhancing the job satisfaction of school heads. The family members should provide moral support, encouragement and help in decision making, maintain well-being and balance work-family conflict for better satisfaction.

6. REFERENCES
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A STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL HEADS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

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²Professor, Department of Education, Bangalore University, Bangalore.

ABSTRACT:

The purpose of this study is to determine the relationship between job satisfaction of secondary school heads and their socio-economic status. The present study was chosen as descriptive survey method. The population of the study comprised of school heads working in secondary schools of Bangalore South district. A sample of 100 school heads was selected by random sampling technique. The Job Satisfaction Scale for school heads developed by Dr. Haseen Taj (2000) was used to assess the job satisfaction of school heads and Kuppuswamy’s Socio-Economic Status Scale: A Revision of Economic Parameters for (2012) was used to assess the socio-economic status of the school heads. Analysis was done by using Pearson’s Product Moment Coefficient of Correlation and ‘t’-test as statistical techniques. The correlation analysis of data reveals that there was a significant positive
relationship between job satisfaction and socio-economic status school heads. The study suggests that school heads may be provided with better salary, rapid promotion, active participation in policy formulation and better working conditions of the institutions.

**KEYWORDS:** Job Satisfaction, socio-economic status, school heads.

1. **INTRODUCTION:**

Education is a powerful instrument of social and economic change and it is a process of lighting lakhs of lamps to enlighten the society. It is the aggregate of all the processes by which a person develops his abilities, attitudes and behavior, which may help to attain social competence and optimum individual development. It is believed that the school teacher heads play a vital role in one's life. Teacher heads are one of the important elements in the overall growth and development of secondary educational institutions. Job satisfaction of school heads helps in achieving the objectives of the educational system effectively and efficiently.

Schaffar (1953) defined “Job satisfaction is a function of the difference between the amount of some outcome provided by a work role and the strength of a related desire or motive on the part of the person.” Young (1984) defined job satisfaction as “the affective reaction that employees have about their jobs.”

Job satisfaction is regarded as a very important issue within the educational context, especially for school heads. This is mainly due to the fact that it is connected with different aspects of their role and those which consume most of their time both in and outside of school. Therefore, it is necessary that they feel satisfaction and harmony in carrying out their duties to ensure effectiveness in delivering their role. The importance of job satisfaction among the employees of organisations and institutions goes back to the second half of the 20th century, with the appearance of Maslow’s theory (1956).

In the field of education measuring the job satisfaction has become a prime focus of attention for researchers to make it a dynamic and efficient one. The job satisfaction particularly at secondary level is very vital. A better performance from a teacher can only be expected if they are satisfied with their jobs. Job satisfaction is only possible if the job fulfills the basic needs of teachers in term of salary and better status.

According to Young (2000), job satisfaction has implications for the individual related to physical and mental health for the organization related to the acceptance of and good performance on the job and for society related to quantity and quality of life. Alotabi (2000) showed the weakness of job satisfaction among head teachers in general. Bloch (2009) found that there is a constructive association among promotion and job satisfaction. Shamima Tasnim (2006) concluded that one of the main purposes of job is to get the payment or salary and it is very natural that a handsome salary will bring job satisfaction. The findings of these studies indicate that the level of job satisfaction has not reached an optimal level and salary, promotion and socio-economic status are positively related to job satisfaction. Job satisfaction of school heads are influenced by family, mental health, school environment, salary, promotions, experience, socio-economic status and so on. So the investigator is interested in know the job satisfaction of high school heads in relation to their socio-economic status.

1.1.1 **Statement of the Problem**

The purpose of the study is to know relationship of Job Satisfaction of secondary school heads with their socio-economic status.
1.1.2 Objectives of the Study
1. To find out the job satisfaction of secondary school heads job satisfaction.
2. To find out the relationship of job satisfaction of school heads with their socio-economic status.
3. To find out the difference between the male and female secondary school heads’ job satisfaction.
4. To compare the urban and rural school head's job satisfaction level.
5. To study the influence of socio-economic status on job satisfaction of secondary school heads.

1.1.3 Hypotheses
1. There is no significant relationship of Job Satisfaction of secondary school heads with their socio-economic status.
2. There is no significant difference between male and female secondary school heads' job satisfaction.
3. There is no significant difference between secondary school heads' job satisfaction working in urban and rural schools.
4. There is no significant difference between secondary school heads' job satisfaction having different levels of socio-economic status.

2. Methodology
2.1 Design of the Study
The study is a survey based descriptive method.

2.2 Operational Definitions
Job Satisfaction: Singh and Srivastava (1975) define the concept in simple terms as “job satisfaction is a pleasant and positive attitude possessed by an employed towards the job life.” In the present study, Job Satisfaction is operationally defined as “expressed need satisfaction on monetary & other facilities, working conditions, security and human relations.”

Socio-Economic Status: Socio-economic status is the status of the parents as determined by the three accepted factors - education, occupational and economic status. The total score on these three areas determines the socio-economic status. In the present study socio-economic status of the school heads are defined by the scores gained by the heads according to the family member’s income, education and occupation.

2.3 Variables of the study
The following variables are considered in the present study:
I. Dependent Variable: Job Satisfaction
II. Independent Variable: Socio-Economic Status (SES)
III. Background Variables: Sex and Locality

2.4 Sampling Procedure
A total of 100 secondary school heads working in government, private aided and unaided schools of Bangalore South district in Karnataka state were randomly selected for the present study.

2.5 Tools and Techniques used
In the present study, to collect the data the researcher selected Job Satisfaction Scale (JSS) for School heads developed by Dr. Haseen Taj (2000) and Kuppuswamy’s Socio-Economic Status Scale: A Revised Economic Parameters (2012). The reliability is worked out by both the split half and test-retest
methods. The collected data was analyzed by using inferential statistical techniques such as ‘t’ test and Pearson’s Product Moment Coefficient of Correlation.

3. ANALYSIS AND INTERPRETATION OF DATA

The data is analyzed by computing coefficient of correlation and ‘t’ test analysis as under:

Table-1: Table shows coefficient of correlation and its significance of Job Satisfaction of School heads and their Socio-Economic Status.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>df</th>
<th>‘t’ value and sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction and Socio-Economic Status</td>
<td>100</td>
<td>98</td>
<td>0.364**</td>
</tr>
</tbody>
</table>

** Significant at 0.01 level (0.254); * Significant at 0.05 level (0.195); NS Not Significant

The table-1 revealed that the obtained ‘t’ value 0.364 is greater than the table value 0.195 at 0.05 and 0.254 at 0.01 levels of significance. Therefore the stated null hypothesis is rejected and an alternate hypothesis has been formulated that “there is a positive significant relationship between Job Satisfaction and socio-economic status of school heads” is accepted.

Table-2: Table shows Number, Mean, Standard Deviation, ‘t’ value and its level of significance of the scores of Job Satisfaction of school heads with respect to sex, locality and different levels of socio-economic status.

<table>
<thead>
<tr>
<th>Variable and Groups</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>‘t’ value</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>49</td>
<td>108.530</td>
<td>7.892</td>
<td>3.28</td>
<td>**</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>115.941</td>
<td>13.973</td>
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<td></td>
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<tr>
<td>Locality</td>
<td></td>
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<td>Urban</td>
<td>83</td>
<td>114.156</td>
<td>12.131</td>
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<tr>
<td>Socio-Economic Status</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Low</td>
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<td>10.482</td>
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<tr>
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<td>89</td>
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</tbody>
</table>

NS Not Significant ** Significant at 0.01 level ‘t’ 0.05 level (1.98); 0.01 level (2.63).

The table-2 shows that the obtained ‘t’ value 3.28 is greater than the table value 2.63 at 0.01 level of significance. Hence the stated null hypothesis-2 is rejected and an alternate hypothesis has been accepted that is there is a significant difference in the Job satisfaction of male and female school heads. The female school heads (M=115.941) had more satisfied in their job when compared with male heads (M=108.530). Ali et al, (2004) found females were more satisfied than male teachers. This study was supported to the results of the present study.

The table-2 shows that the obtained ‘t’ value 2.10 is greater than the table value 1.98 at 0.05 level of significance. Hence the stated null hypothesis-3 is rejected and an alternate hypothesis has been accepted that is there is a significant difference in the Job satisfaction of school heads working in urban and rural schools. The urban school heads (M=114.156) had more satisfied in their job when compared with rural school heads (M=108.176).
The table-2 further shows that the obtained 't' value 2.93 is greater than the table value 2.63 at 0.01 level of significance. Hence the stated null hypothesis-4 is rejected and an alternate hypothesis has been accepted that is there is a significant difference in the Job satisfaction of school heads having low and high socio-economic status level. The school heads having higher SES level (M=113.404) had more satisfied in their job when compared with low SES level (M=103.454).

4. FINDINGS OF THE STUDY

The findings of the present study are as follows:

1. There was a significant relationship between Job Satisfaction of school heads and their socio-economic status.
2. There was a significant difference in the Job Satisfaction of secondary school male and female school heads. The female school heads were more satisfied in their job when compared with male heads.
3. There was a significant difference in the Job Satisfaction of secondary school heads working in urban and rural schools. The urban school heads were more satisfied in their job when compared with rural school heads.
4. There was a significant difference in the Job Satisfaction of secondary school heads having low and high socio-economic status levels. The school heads having higher SES level had more satisfied in their job when compared with low SES level.

6. CONCLUSION

From the present study, the school heads had average level of satisfaction and the correlation result shows that there was a positive significant relationship between Job Satisfaction and socio-economic status of secondary school heads and also 't' test result shows that school heads whose family had better socio-economic status had more satisfaction in their jobs. Thus proper environment, good working conditions and better salary will help the heads to have job satisfaction while working in the school. The study also suggested that school heads may be provided with better salary package, rapid promotion, active participation in policy formulation and better working conditions of the institutions. The school authority shall also try to provide training related to technological.
development and try to provide basic welfare measures. This will definitely create more satisfaction in their job.

7. REFERENCES
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