

**A STUDY OF ROLE CONFLICT, JOB SATISFACTION, AND
SELECT PRESAGE VARIABLES DISCRIMINATING
BETWEEN SUCCESSFUL AND LESS SUCCESSFUL
SECONDARY SCHOOL WOMEN TEACHERS
OF KERALA**

USHADEVI V.K.

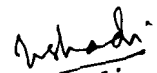
**Thesis submitted for the Degree of
DOCTOR OF PHILOSOPHY
IN EDUCATION**

**DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
KERALA
2005**

DECLARATION

I, USHADEVI, V.K., do hereby declare that this thesis entitled "A STUDY OF ROLE CONFLICT, JOB SATISFACTION, AND SELECT PRESAGE VARIABLES DISCRIMINATING BETWEEN SUCCESSFUL AND LESS SUCCESSFUL SECONDARY SCHOOL WOMEN TEACHERS OF KERALA" submitted to the University of Calicut for the award of the Degree of Doctor of Philosophy in Education has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.

Calicut University Campus,
31.10.2005


USHADEVI. V.K.

Dr. V. SUMANGALA,
Professor & Head,
Department of Education,
University of Calicut.

C E R T I F I C A T E

I, Dr. V. SUMANGALA, do hereby certify that this thesis entitled "A STUDY OF ROLE CONFLICT, JOB SATISFACTION, AND SELECT PRESAGE VARIABLES DISCRIMINATING BETWEEN SUCCESSFUL AND LESS SUCCESSFUL SECONDARY SCHOOL WOMEN TEACHERS OF KERALA" is a record of bonafide study and research carried out by Smt. Ushadevi. V.K, under my supervision and guidance and that it has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.



Dr. V. SUMANGALA

ACKNOWLEDGEMENT

The Investigator takes this opportunity to express her deep sense of gratitude and great indebtedness to her supervising teacher, Dr. V. Sumangala, Professor and Head of the Department of Education, University of Calicut for the inspiration, valuable guidance, constructive criticism, timely help and support, and for providing all the facilities without which the successful completion of the study would not have been materialized. The valuable suggestions rendered throughout the different phases of the work will always be remembered with esteem, gratitude and obligation. The investigator has used the tools developed by her supervising teacher and the same is acknowledged with gratitude.

The investigator is indebted to Dr. Kamala S. Pillai, former Professor and Head of the Department of Education, University of Calicut, who has been a constant source of inspiration and encouragement from the very beginning of the work and for kindly permitting to use the research tools developed by her.

The encouragement and strong support rendered by Dr. P. Kefu, Professor, and Dr. T.C. Ayishabi, Professor, Department of Education, University of Calicut will always be remembered with gratitude. A word of appreciation is extended to the teaching and the non-teaching staff of the Department of Education, University of Calicut.

The investigator wishes to acknowledge Mrs. Mini Mathai, and Mr. Poozhikutu. M, for permitting to use their tools for the present study.

Dr. G. Sarat Chandra Raj, former Principal, N.S.S Training College, Ottapalam has been a constant source of inspiration and encouragement,

help and support throughout the course of the work and same will always be remembered with gratitude.

The investigator is thankful to Dr. Manikandan, Lecturer, Farook College, Feroke for helping in the computer analysis of the data.

The investigator wishes to place on record the sincere help and support rendered by Dr. K.Sajan, Lecturer, N.S.S. Training College, Ottapalam, Dr. Mumthas, N.S, Lecturer, Farook Training College, Feroke and Miss. Sunanda Kumari, C , for the successful completion of the work.

The sincerity and co-operation from the principals, and the teachers of various schools in Kerala is thankfully acknowledged.

The investigator is highly thankful to Dr. K.E.Valsala, Principal, N.S.S Training College, Ottapalam and friends and colleagues who have been directly or indirectly extending timely help and support needed for the work.

*Calicut University Campus,
31-10-2005.*

Ushadevi. V.K

CONTENTS

LIST OF TABLES
LIST OF FIGURES

CHAPTER		PAGE No.
I	INTRODUCTION	1 – 23
II	REVIEW OF RELATED LITERATURE	24 – 91
III	METHODOLOGY	92 – 115
IV	ANALYSIS	116 – 176
V	MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS	177 – 190
	BIBLIOGRAPHY	191 – 226
	APPENDICES	

LIST OF TABLES

Table No.	Title	Page No.
1	Details of the Tools Used	95
2	Break-up of the Initial Sample	105
3	Break-up of the Final Sample	106
4	Basic Statistical Constants of the Distribution of the Variables for the Total Sample (N=300) of Women Teachers	118
5	Percentages of Teachers under the Three levels of Role Conflict in the Total sample and in the Successful and Less Successful Groups	125
6	Percentages of Teachers under the Three Levels of Job Satisfaction in the Total Sample and in the Successful and Less Successful Groups	128
7	Percentages of Teachers under the Three Levels of Attitude towards Teaching Profession in the Total sample and in the Successful and Less Successful Groups	131
8	Percentages of Graduates and Post Graduates among Successful and Less Successful Groups	132
9	Percentages of Teachers based on Length of Service among Successful and Less Successful Groups	135
10	Percentages of Teachers based on Preparation Hours among Successful and Less Successful Groups	136
11	Percentages of Teachers based on Age Among Successful and Less Successful Groups	137
12	Percentages of Married and Unmarried Teachers among Successful and Less Successful Groups	138
13	Data and Results of the Comparison of Mean Scores of Role Conflict, Job Satisfaction and Attitude towards Teaching Profession between Successful and Less Successful groups	139

14	Data and Results of the Comparison of the Mean Scores of Success in Teaching between Graduates and Post-Graduates	142
15	Data and Results of One-way Analysis of Variance Between Teachers classified on the basis of Length of service	143
16	Data and Results of the Mean Comparison of Scores of Success in Teaching between Groups based on Length of Service	144
17	Data and Results of the One - way Analysis of Variance between Groups on the basis of Preparation Hours	146
18	Data and Results of the One-way Analysis of Variance between Groups formed on the basis of Age	147
19	Data and Results of the Comparison of the Mean Scores of Success in Teaching between Married and Unmarried Women Teachers	148
20	Relationship of Role of Conflict, Job Satisfaction and Attitude towards Teaching Profession with Success in Teaching for the Total Sample (N = 300)	149
21	Results of Chi-square Test of Independence between the Predictor Nominal Variables and Success in Teaching	152
22	Details of Correlation Analysis among Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession for the Total Sample (N=300)	154
23	Results of Chi-square Test of Independence between Role Conflict and Nominal Predictor Variables	157
24	Results of Chi-square Test of Independence between the Job Satisfaction and Nominal Predictor Nominal Variables	158
25	Results of Chi-square test of independence between Attitude towards Teaching Profession and the Nominal Predictor Variables	159
26	Input Data for Step-wise Regression Analysis	160
27	Correlation Matrix of the Criterion and Predictor Variables	161

28	Results of Step-I Regression Analysis	162
29	Results of Step-II Regression Analysis	163
30	Summary of the Results of Step-wise Regression Analysis	164
31	Relative Weights of the Predictor Variables	165

LIST OF FIGURES

Figure No.	Title	Page No.
4.1.1	Smoothened frequency curve showing the distribution of scores of Success in Teaching for the Total sample	120
4.1.2	Smoothened frequency curve showing the distribution of Scores of Role Conflict for the Total sample	121
4.1.3	Smoothened frequency curve showing the distribution of scores of Job Satisfaction for the Total sample	122
4.1.4	Smoothened frequency curve showing the distribution of scores of Attitude towards Teaching for the Total sample	123
4.2.1	Bar diagram showing extent of Role Conflict	127
4.2.2	Bar diagram showing extent of Job Satisfaction	130
4.2.3	Bar diagram showing extent of Attitude towards Teaching Profession	133

LIST OF APPENDICES

No.	Appendices
1	Role Conflict Scale for Women Teachers (Draft-English version)
IA	Role Conflict Scale for Women Teachers-Score sheet (Draft-English version)
II	Role Conflict Scale for Women Teachers (Draft-Malayalam version)
IIA	Role Conflict Scale for Women Teachers - Score sheet (Draft-Malayalam version)
III	Role Conflict Scale for Women Teachers (Final-English version)
IIIA	Role Conflict Scale for Women Teachers - Score sheet (Final-English version)
IV	Role Conflict Scale for Women Teachers (Final-Malayalam version)
IVA	Role Conflict Scale for Women Teachers - Score sheet (Final-Malayalam version)
V	Job Satisfaction Inventory
VI	Scale of Attitude towards Teaching Profession
VIA	Scale of Attitude towards Teaching Profession - Response sheet
VII	Professional Involvement Inventory of School Teachers
VIII	Teaching Success Rating Scale (English Version)
VIIIA	Teaching Success Rating Scale - Response sheet (English Version)
IX	Teaching Success Rating Scale (Malayalam Version)
IX	Teaching Success Rating Scale - Response sheet (Malayalam Version)
X	List of Schools
XI	Contingency Tables of Chi-Square test of Independence

INTRODUCTION

-
- *Need and significance of the study*
 - *Statement of the problem*
 - *Definition of key terms*
 - *Variables*
 - *Major Hypothesis and Objectives*
 - *Methodology*
 - *Scope of the study*
 - *Limitations of the study*
 - *Organisation of the report*
-

Recent generations of women have witnessed great social changes and are taking up many roles with different goals and perceptions. As per the Census Report¹, the number of working women in India in 1981 was 19.60 per cent; in 1991, it was 22.20 per cent. The number of working women has increased from 22.20 per cent in 1991 to 25.68 per cent in the year 2001. From decade to decade, the increase is a bare 0.88 per cent. It is highly embarrassing to note that working women in India represent only 12.40 per cent of the total population. This is a sad picture on our social and economic status of women when compared to the more than 50 per cent of the male population being economically independent. With increasing number of girls exposed to education, vocational training and professional degrees, this figure of working women is quite unsatisfactory.

World Conference on Education in the Jomtien City, Thailand² (1990) accepted the rationale of Education for All, and women empowerment was one of the thrust areas highlighted. It is true that education empowers women. By increasing women's ability to earn an independent income, education increases women's status in the community and leads to greater input into family and community decision making. Having knowledge, income, and decision making power can place women on a more equal footing with men.

The rising cost of living has made it essential for a large number of women to undertake employment. In the past two or three decades women have become much more aware of opportunities open to them, and old prejudices and inhibitions have worn away and are diminishing. Attitudinal changes in rural as well as urban society enable women to prove their merit in various vocations as has been evident in their marked role-taking in fields which were unthinkable some three decades ago. The Indian academic women have been establishing their hold in universities, civil services,

politics, journalism, social service, management, business, information technology, research and even in space travels.

Although employment can be an exciting challenge for many women, it can also be a tremendous source of stress. Work demands more and more time and energy, as a result, women are increasingly exposed to negative as well as positive aspects of employment. Many organizational factors contribute to increased stress levels and at personal level, work stressors often result in disorders like depression, anxiety, general mental distress, diseases, and chronic pain (Sauter, Hurrell & Cooper³, 1989). It is also often seen that many capable married women on the threshold of a career, struggle hard to pull on with their professional impulses. It would, therefore, be worthwhile to assess the factors, that lead to the discrepancy in the male-female employment ratios and the reasons for women experiencing more stress at home and at work place than their counterparts.

Teaching is the noblest of the professions which has been attracting and engaging a good number of women from time and ago. Women make good teachers especially at the primary level, and are, in fact, preferred to men because of characteristics of gentleness, patience and nurturing which are natural and peculiar to their motherhood for dealing with children.

The demand for women teachers is also increasing along with the number of women teachers actually employed. As per the first All India Educational Survey⁴ (1957) in the year 1949-50, there were 75339 women teachers in the primary schools, forming 15.30 per cent of the total teaching force. In 1982-83 the number stood at 354362 forming 25.50 per cent of the total and representing more than fourfold increase. In 1949-50 there were 12078 women teachers in middle schools forming 15.31 per cent of the total number. By 1982-83, the number had risen to 267141 representing 31.20 per cent of the total number and registering more than 22 fold increase. For high and higher secondary schools including post-basic education, the total

number of teachers in 1949-50 was 116157 of which 18656 (16.06 per cent) were women. In 1982-83, the number of women teachers stood at 219112 which formed 28.19 per cent of the total number of teachers (777215). The increase is more than 11 fold.

Despite the spectacular increase in the number of women teachers, the Programme of Action⁵ (POA) on education (1992) has suggested that women's representation in teaching should be raised to 50 per cent through better training facilities for them to cope up with the steady increase in girl's education over the past four decades.

The seventh All India Educational Survey⁶ (2002) reported the number of secondary school women teachers in India to be 364386, the total number of teachers being 958104, representing 38.17 per cent of the total indicating less than two fold increase within the past two decades.

Next to Chandigarh, Kerala has the highest per cent of secondary school women teachers in India as per the AIES, 2002. Selected Educational Statistics⁷ (2000-2001), Directorate of Public Instruction Department of Education, Government of Kerala, reveals that the number of secondary school women teachers in Kerala is 37093 representing 60 per cent of the total (total number 61935).

The figures represented above are indicative of quantity alone. The corner stones of a successful educational system is its high quality teachers. At the same time, teaching is a very complex process and the requirements for successful teaching vary greatly under different conditions. The strain involved in teaching is greater than that involved in many other professions. It is clear that competence in teaching is the outcome of professional preparation, many hours of work, more hours of reflection, and a large number of other factors closely associated with teaching. Both competence and confidence comes from planned and purposeful work, teachers'

dedication, and commitment, which are qualities that contribute to success in teaching and to a popular teacher.

1.1 NEED AND SIGNIFICANCE OF THE STUDY

It is true that teachers are accountable to students, management, and society. Teachers are expected to put into practice plans that have been designed by others and often teachers' own ideas find little place. Teachers are supposed to teach according to society's expectations and are forced to follow certain expected behavioural norms and society is likely to make much of the fact if the teacher has made mistakes. Many teachers suffer from over work, and this is especially true in the case of women teachers who are bound to perform additional responsibilities at home without the necessary complementary changes in their role relations with other members of the family or the society. In such a situation, women are the victims of conflicting role expectations from professional and domestic sides. Failure to understand and accept her in the diversified roles may lead to failure in effective co-ordination among new roles and dissatisfaction in job which will ultimately grow to the extent of dissatisfaction in life even. This is evident from the way highly qualified and highly efficient women teachers encounter problems at school, at home or in the society. This situation resulted in studying the different phases of teachers' life and work incorporating different role relations and satisfaction derived in job, along with the teacher characteristics among women teachers.

The investigator's experiences as a teacher educator, and the experiences of several colleagues and familiar lady teachers motivated the investigator to choose the area of role conflict and job satisfaction for the study and to find its relationship with teacher effectiveness and select teacher characteristics. The investigator, therefore, did a preliminary review of studies in the area and found that it is a striking area for research work by educationists and by psychologists for the past three decades.

There is a large body of literature to attest to the fact that women experience higher levels of work and family conflict than do men. In the home domain, women, irrespective of their involvement in paid work, have been found to be significantly more likely than men to bear primary responsibility for home chores and child care (Noek and Kingstone⁸, 1988; Duxbury and Higgins⁹, 1991; Gutek, Searle, and Kelpa¹⁰, 1991; Higgins, Duxbury and Lee¹¹, 1993). Studies on role conflict by Sukhwal¹² (1976), Mehta¹³ (1985), Gopal¹⁴ (1987), and Lathakumar¹⁵ (2000) had led to the conclusion that women teachers have both professional and domestic role conflict. But, theoretical evidences on multiple role demands suggest that the absence of a number of roles is responsible for ineffective role taking and this was established in studies like Nayak¹⁶ (1982) and Uma¹⁷ (1985). Multiple roles may be life-enhancing in that they provide additional sources of social support, increased skills and heightened self-esteem and well-being (Baruch and Barnett¹⁸, 1987; Barnett and Hyde¹⁹, 2001).

Similarly, individuals who score high on work-life conflict have consistently been shown to be highly dissatisfied with their jobs (Bhagat²⁰ *et al.*, 1985; Karasek, Gardell and Lindell²¹, 1987; Bedeian²² *et al.*, 1988; Thomas and Ganster²³, 1995; and Duxbury and Higgins²⁴, 1998). The issue of secondary school teachers' job satisfaction and retention has been the **focus of research across disciplinary boundaries** for several years (Chapman²⁵, 1984; Cole²⁶, 1984; and Chapman and Green²⁷, 1986). These studies have identified personal characteristics, student concerns, workload, recognition received, salary, and policy administration as common turnover and job dissatisfaction factors.

Eventhough, there were studies on job satisfaction (Sing²⁸ 1988; Michaelowa²⁹, 2002; Zembylas and Papanastasiou³⁰, 2004; and Kimbrel³¹, 2005); personality correlates of job satisfaction (Porwal³², 1987; Ramakrishnaiah and Rao³³, 1998); and on causes of satisfaction or dissatisfaction among secondary school teachers (NCES³⁴ 1997), these

studies could not produce agreeing results with regard to what contributes for satisfaction of teachers in their job.

According to majority of studies, teachers viewed job dissatisfaction as principally contributed by work overload, poor pay and perceptions of how teachers are viewed by society. In general, studies have found variations in job satisfaction levels of teachers, depending on certain individual and school characteristics.

Satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness which ultimately affects student achievement (Ashton and Webb³⁵, 1986; Carnegie Task Force on Teaching³⁶, 1986). Teachers' job satisfaction can be translated into learning outcomes and it is actually, the learning outcomes that decide success in teaching. In recent years, researchers and policy makers identified a number of supports that new teachers are in need of in order to be effective, feel successful in their jobs, and, ultimately, stay in teaching (Johnson and Birkeland³⁷, 2003; Smith and Ingersoll³⁸, 2003; Johnson and The Project on the Next Generation of Teachers³⁹, 2004).

Several studies were conducted on personality characteristics of teacher effectiveness (Bhagoliwal⁴⁰, 1982; Malik⁴¹, 1984; Wangoo⁴², 1984; Khanna⁴³, 1985); while studies carried out by Wali⁴⁴ (1985), Singh⁴⁵ (1987), Hill⁴⁶ (1988), Kemp and Hall⁴⁷ (1992), Yeung and Watkins⁴⁸ (2000) and Kagathala⁴⁹ (2002) concentrated on demographic correlates, academic background and success in teaching. Likewise studies are available on the relationship between attitude towards teaching profession, job satisfaction and teacher effectiveness (Khatoon⁵⁰, 1986; Ramakrishnaiah⁵¹, 1989; Krishnareddy⁵², 1995)

The review of studies further suggested that there have been studies on role conflict, role performance and job satisfaction of working women in general, and, women teachers in particular. But, comprehensive studies are

rare either in the Indian or Kerala context concerning the role of variables like role conflict, job satisfaction, attitude towards teaching profession and other teacher characteristics on success in teaching or teacher effectiveness.

The investigator, therefore decided to conduct a study on finding the ability of variables like role conflict, job satisfaction, and select presage variables to discriminate between successful and less successful secondary school women teachers of Kerala.

1.2 STATEMENT OF THE PROBLEM

Eventhough, a large number of studies have been reported regarding the multitudinal aspects of teacher effectiveness and what makes a successful teacher, controversies exist in these findings, because, the criteria for measuring teacher effectiveness does not always recognize broader roles and responsibilities of the teacher.

Further, there are studies on the gender differences in Role Conflict, Job Satisfaction etc. But how do variables like Role Conflict, Job Satisfaction and Attitude towards Teaching Profession, Academic Qualification, Length of Service, Preparation Hours, Age and Marital Status affect Teacher Effectiveness or Success in Teaching? Can these variables be considered as discriminating between Successful and Less Successful women teachers? Will a knowledge of these variables help for the prediction of Success in Teaching? These are some of the questions the investigator wished to get answers.

The problem is thus entitled "A STUDY OF ROLE CONFLICT, JOB SATISFACTION, AND SELECT PRESAGE VARIABLES DISCRIMINATING BETWEEN SUCCESSFUL AND LESS SUCCESSFUL SECONDARY SCHOOL WOMEN TEACHERS OF KERALA".

1.3 DEFINITION OF KEY TERMS

The key terms of the title are defined operationally for better understanding of the study.

1.3.1 Role Conflict

The term 'role' is used to refer to a cluster of related meanings and values that guide and direct an individual's behaviour in a social setting. The meaning of the term 'role' is self explained in the citation of Good⁵³ (1973) viz., "A person is likely to play many roles in the course of a day".

'Conflict' is a borrowed term from the psychoanalytic school of thinkers who mean by it a painful emotional state which results from a tension due to opposed and contradictory wishes or expectations. According to Good (1973), conflict is a painful or unhappy state of consciousness resulting from a clash or contest of incompatible devices, aims, drives etc.

According to Katz and Kahn⁵⁴ (1978), role conflict is the psychological tension that is aroused by conflicting role pressures.

In the present study, the term 'Role Conflict' stands for the stress and strain experienced by women teachers in having several domestic, social and professional responsibilities or roles, as measured by the Role Conflict Scale for Women Teachers developed and standardised for the purpose.

1.3.2 Job Satisfaction

Job satisfaction is the extent to which a person is pleased or satisfied by the content and environment of his or her work or is displeased or frustrated by inadequate working conditions and tedious job content. Job satisfaction does promote happiness, success and efficiency in one's professional activity.

According to Lawler⁵⁵ (1973), 'teacher satisfaction' refers to a teacher's affective relation to his or her teaching role and is a function of the

perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher.

Operationally, Job Satisfaction refers to the scores obtained on the Job Satisfaction Inventory for which the components are Salary, Fringe benefits, Opportunities for Higher studies, Promotion etc.

1.3.3. Presage Variables

According to the Model of Teaching proposed by Cruickshank⁵⁶ (1985), Presages Variables are those teacher characteristics supposed to affect the process and then of course, the process will affect the product. Such characteristics are teachers' academic qualification, grades obtained in the examinations, level of intelligence, attitudes, personality and the like which can be classified into a number of dimensions of variables viz., cognitive, affective, professional and so on.

In the present study, the presage variables, are the following which, an educator may feel that they may have relationship with **S**uccess in Teaching :

1. Attitude towards Teaching Profession
2. Academic Qualification
3. Length of Service
4. Preparation Hours
5. Age
6. Marital Status

Each of these variables are described below for its meaning.

1.3.3.1 Attitude towards Teaching Profession

Attitudes reflect man's behaviour and are, therefore, important in education. Attitudes are formed through experiences which means that they are learned. The teacher who thinks well of his or her profession is sure to contribute much towards the pupils and towards the society.

Guilford⁵⁷ (1978) defined attitude as "personal disposition common to individuals, but possessed to different degrees, which impels them to react to objects, situations, or positions in ways that can be called favourable or unfavourable".

According to Thurstone⁵⁸ (1956), attitude is the sum total of man's inclinations and feelings, prejudices and biases, preconceived notions, ideas, fears, threats and conventions.

Operationally, Attitude towards Teaching Profession is one's positive or negative affect towards teaching as a profession and is the summative score obtained by a teacher on the Scale of Attitude towards Teaching Profession.

1.3.3.2 Academic Qualification

The basic function of any profession is to provide specialized service which society has entrusted to it at the highest possible level of competence.

In the present study, Academic Qualification refers to a Graduate degree in any subject of study and a professional degree in Education, or a Post-Graduate degree in the subject of specialization concerned and a professional degree in Education.

1.3.3.3 Length of Service

Length of service is often a factor which enables teachers to undertake their responsibilities and decision making properly. Length of

Service, in the present study, refers to the total number of years completed by the teachers in the teaching profession.

1.3.3.4 Age

As age increases, experiences gained by a person also increases, which may contribute to change in one's outlook.

In the present study, Age refers to the chronological age of the teachers.

1.3.3.5 Marital Status

According to Ryans⁵⁹ (1960), there are systematic differences between married and unmarried teachers with respect to various classroom behaviour and attitudes.

In the present study, Marital Status indicates whether the teacher is married or unmarried.

1.3.4 Discriminating

In this study, the term 'discriminating' is used to indicate the nature of the study as a comparative survey and to indicate the statistical processes of finding out the variables that are capable of differentiating between Successful and Less Successful secondary school women teachers of Kerala.

1.3.5 Successful and Less Successful Teachers

Studies on teacher effectiveness tend to emphasize qualities such as knowledge, organization of the subject matter, skills in instruction, and personal qualities and attitudes that are useful while working with students; Creemers⁶⁰(1994) argues that students' academic outcomes are more heavily dependent on the procedures and activities carried out in the

classroom; Munro⁶¹(1999) argues that without effective teacher guidance and instruction in the classroom, learning and progress cannot be achieved.

The term 'Success in Teaching' is used analogous to 'effectiveness in teaching', which brings about effective learning outcomes. Success in Teaching can be measured through different ways such as rating by administrators, peer teachers, parents, self-rating by the teacher, and by students ratings. Several studies have reported that students possess more direct knowledge of teacher behaviour than administrators or peer teachers (Larson⁶², 1984; Follman⁶³, 1992).

In the present study, Success in Teaching was measured by means of pupil rating which takes into account the process aspects of teaching as well as teachers' affective characteristics. The term 'Successful Teacher' stands for teachers who obtain scores greater than P_{50} , the median and the term 'Less Successful Teacher' stands for teachers who get scores P_{50} and below in the Teaching Success Rating Scale developed to measure pupils' ratings on teachers' effectiveness.

1.3.6 Secondary School Women Teachers

In the present study, 'Secondary School Women Teachers' stands for those women teachers who work in the Government and Private Aided high schools (Standards VIII, IX, and X) of Kerala.

1.4 VARIABLES

The study is intended to find out the capability of the predictor variables to discriminate between Successful and Less Successful Secondary School women teachers of Kerala. The study is, therefore, designed with Success in Teaching as the Criterion Variable. The associate predictor variables are:

1. Role Conflict
2. Job Satisfaction
3. Presage Variables like;
 - i) Attitude towards Teaching Profession
 - ii) Academic Qualification
 - iii) Length of Service
 - iv) Preparation Hours
 - v) Age, and
 - vi) Marital Status

1.5 MAJOR HYPOTHESIS AND OBJECTIVES OF THE STUDY

The study is designed with the major hypothesis that each predictor variable is capable of discriminating significantly between Successful and Less successful secondary school women teachers of Kerala, the two criterion groups of the study.

It was further hypothesized that the ability of each predictor variable to discriminate significantly between Successful and Less Successful women teachers will be indicated in any one or more of the following ways:

1. Variation in the number of teachers under the different levels of predictor variables between Successful and Less Successful women teachers.
2. Ability of the predictor variables of interval type viz., Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession to discriminate significantly between Successful and Less Successful groups of women teachers.

3. Ability of the nominal predictor variables viz., Academic Qualification, Length of Service, Preparation Hours, Age, and Marital Status having significant effect on Success in Teaching.
4. The existence of significant and reasonably high correlations of predictor variables of interval type with Success in Teaching of women teachers.
5. The existence of significant association of the nominal type predictor variables with Success in Teaching.
6. Efficiency of the predictor variables of interval type to predict significantly Success in Teaching of women teachers.

The hypotheses stated earlier made the investigator to fix the objectives of the study as follows:

1. To estimate the percentage of teachers under the different levels of the predictor variables between Successful and Less Successful women teachers.
2. To test the significance of the difference in the mean scores of the predictor variables between groups of Successful and Less Successful women teachers.
3. To test the significance of the difference in the mean scores of Success in Teaching between groups formed on the basis of the nominal predictor variables.
4. To estimate the extent of relationship of each predictor variable of interval type with Success in Teaching and to test the significance of each.
5. To test the significance of the dependence of Success in Teaching with the nominal predictor variables, and in the case of significant association, to estimate the extent of association.

6. To test the effectiveness of the predictor variables of interval type to predict Success in Teaching.

1.6 METHODOLOGY

The methodology adopted for carrying out the investigation is described as follows.

1.6.1 Sample

Three hundred secondary school women teachers from 53 schools belonging to ten districts of Kerala drawn by proportionate stratified sampling technique formed the sample for the study.

1.6.2 Tools

The data necessary for the conduct of the study were collected using the following tools.

1. Role Conflict Scale for Women Teachers
(Sumangala and Ushadevi, 2000).
2. Job Satisfaction Inventory for Teachers
(Pillai, 1989).
3. Scale of Attitude towards Teaching Profession
(Pillai and Poozhikuth, 1989).
4. Professional Involvement Inventory of School Teachers
(Sumangala, 1991).
5. Teaching Success Rating Scale
(Sumangala and Mathai, 1991).

1.6.3 Statistical Techniques Used

The statistical techniques used in the analysis of the data are the following:

1. Two-tailed Test of Significance of difference between Means for large Independent samples..
2. One-way Analysis of Variance
3. Pearson's Product Moment Coefficient of Correlation 'r'.
4. Test of Significance of 'r'.
5. 0.95 Confidence Interval of 'r'.
6. Percentage Variance ($r^2 \times 100$).
7. Chi-square test of Independence.
8. Regression Analysis.

1.7 SCOPE OF THE STUDY

The major purpose of the study is to find out whether the predictor variables viz., Role Conflict, Job Satisfaction and the select Presage Variables can discriminate significantly between Successful and Less Successful secondary school women teachers. This was studied by using many statistical techniques like Test of significance of difference between means for large independent samples, One-way Analysis of Variance, Pearson's Product Moment Coefficient of Correlation 'r', Chi-square -test of independence, and Regression Analysis. It is therefore expected that, the results of analysis of the present study would be generalizable to a great extent.

The investigator hopes that the findings of the study will be useful to educational administrators, educationists, research scholars, teachers and counsellors concerned. The investigator hopes that these findings will fill the gaps if any, in the studies conducted so far and would trigger more deeper studies by the future researchers in the area. If the hypotheses framed in the present study are found to be acceptable, it is also hoped that this study

will enable administrators and policy makers to adopt suitable measures to help women teachers alleviate their conflicts and strain in their profession, and to make them more satisfied in their jobs so that they can provide better outcomes in teaching. If not, the women teachers can be given humanitarian consideration in fixing separate norms for transfer, promotion, professional improvement, compulsory duties and the like.

The investigator has taken efforts to make the study precise, comprehensive and objective as far as possible by taking a state-wide sample on a proportionate stratified sampling basis. Even then, some limitations have been identified in the present study.

1.8 LIMITATIONS OF THE STUDY

1. Even though the sample selected for the present study is a state-wide sample, it represents nearly one per cent of the total population of women teachers of Kerala. Time cost factors forced the investigator to limit the sample size to 300.
2. It was intended to collect data on Role Conflict, Job Satisfaction, Attitude towards Teaching Profession, and Professional Involvement from the women teachers, and the data on Success in Teaching from the pupils taught by these teachers, therefore, the investigator had to limit the sample size to 300.
3. Success in Teaching is a complex construct which is associated with a large number of variables at the individual, institutional and organizational levels. The present study had to be delimited with some of these variables like Role Conflict, Job Satisfaction and select personality and professional characteristics of women teachers.
4. A comprehensive measure of Success in Teaching is possible through rating by evaluation experts by the heads of the institutions, peer teachers, self-rating by the teacher and pupil-rating. In the

present study, the investigator resorted to rating by the pupils as a concrete measure of Success in Teaching under the assumption that pupils are the best evaluators of their teachers.

5. Role conflict of women teachers was measured through the responses on the Role Conflict Scale for Women Teachers. Due to personal and practical inconveniences, the investigator had not attempted direct interview with the teachers to get their opinion.

1.9 ORGANIZATION OF THE REPORT

The report of the study is organized and presented in five chapters.

Chapter I deals with the need and significance of the study leading to the statement of the problem, definition of key terms, objectives, hypotheses, procedural frame work, and scope and limitations of the study.

Chapter II is concerned with the review of literature which would provide a clear picture of the work done in the area and to draw conclusions at the end.

The methodology adopted for the study which provides a detailed account of the variables, rationale for selection of the variables, sample selected, data collection procedure, tools used, standardization procedures of tools and the statistical techniques employed in the analysis of the data has been presented in Chapter III.

Analysis of the data and interpretation of the results leading to discussion of results and findings thereafter and tenability of hypotheses are included in Chapter IV.

The last chapter, ie., Chapter V summarises the major findings of the present study, their implications and suggestions for further research.

REFERENCES

1. *Census Report, (2001)*. Government of India, New Delhi.
2. *World Conference on Education for All - Meeting Basic Learning Needs*, Jomtien City, Thailand, 5-9 March, (1990) Final Report, Inter-Agency Commission for the World Conference on Education for All, New York, 1990 - UN General Assembly Report Reference.
3. Sauter, S., Hurrell, J. Jr. & Cooper, C. (Eds). (1989) *Job Control and Worker Health*. New York: Wiley.
4. AIES, (1957). *First All India Educational Survey*, Ministry of Education, Government of India.
5. *POA (Programme of Action) on education : National Policy of Education (1992)*. Government of India, Ministry of Human Resources Development, Department of Education, New Delhi.
6. AIES, (2002). *Seventh All India Educational Survey*, Data Process and Educational Survey Unit, NCERT : New Delhi.
7. *Selected Educational Statistics (2000-2001)*. Directorate of Public Instruction, Department of Education, Government of Kerala, Thiruvananthapuram.
8. Noek, S. & Kingston, P. (1988). Time with children: The impact of couples' work time commitments. *Social Forces*, 67, 1, 59-85.
9. Duxbury, L., & Higgins, C. (1991). Gender differences in work-family conflict. *Journal of Applied Psychology*, 76, 60-74.
10. Gutek, B., Searle, S., & Kelpa, L. (1991). Rational versus gender roles explanations for work-family conflict. *Journal of Applied Psychology*, 76, 560-568.
11. Higgins, C; Duxbury, L., & Lee, C. (1993) *Balancing work and family. A study of Canadian private sector employees* London: Western Business School, University of Western Ontario. Retrieved, June 30, 2005, from <http://www.cprn.com>
12. Sukhwai, K.D (1976). Attitudes of married lady teachers towards the teaching profession, in : M.B. Buch (Ed.) (1987). *Third Survey of Research in Education*, NCERT: New Delhi.
13. Mehta, G.L., (1985). Role conflict of women teachers, in : MB Buch (Ed.) (1991). *Fourth Survey of Research in Education*, NCERT : New Delhi.

14. Gopal Ram., (1987). A study of role conflict and its effect on role performance extravert and introvert senior secondary school teachers of Delhi University, in: M.B. Buch (Ed.) (1991). *Fourth Survey of Research in Education*, NCERT : New Delhi.
15. Lathakumar. R. (2000). Relationship of personal and school-based variables of married women teachers to their role conflict. *Experiments in Education* Vol. XXVIII, No. 6 June, 97-101.
16. Nayak, K.D (1982). Adjustment and job satisfaction of married and unmarried lady teachers, in: M.B. Buch (Ed.) (1991). *Fourth Survey of Research in Education*. NCERT : New Delhi.
17. Uma, R. (1985). A social psychological study of women teachers, in : M.B. Buch (Ed.) (1991). *Fourth survey of Research in Education*, NCERT : New Delhi.
18. Baruch, G.K., & Barnett, R.C. (1987). Role quality, multiple role involvement and psychological well-being and middle women. *Journal of personality and social Psychology*, 51, 578-585.
19. Barnett, R.C., & Hyde, J.S. (2001). Women, men, work, and family: An expansionist theory. *American Psychologist*, 56, 781-796.
20. Bhagat, R., Mc Quaid, S., Lindholm, H., & Segovis, J. (1985). Total life stress: A multi method validation of the construct and its effects on organizationally valued outcomes and withdrawal behaviors. *Journal of Applied Psychology*, 70,1, 202-214.
21. Karasek. R., Gardell, B., & Lindell, J. (1987). Work and non-work correlates of illness and behaviour in male and female swedish white collar workers. *Journal of Occupation Behaviour*, 8, 187-207.
22. Bedeian, A., Burke, B., & Moffett, R. (1988). Outcomes of work family conflict among married male and female professionals. *Journal of Management*, 13, 3, 475-491.
23. Thomas, L., & Ganster, D. (1995). Impact of family supportive work variables on work-family conflict and strain: A control perspective *Journal of Applied Psychology*, 80, 6-15.
24. Duxbury, L., & Higgins, C. (1998). Canadian policy research newt work : *Work-life balance in Saskatchewan: Realities and challenges*. Saskatoon: Government of Saskatchewan. Retrieved, June 30, 2005, from <http://www.cprn.com>.
25. Chapman, D.W. (1984). Teacher retention. The test of a model. *American Education Research Journal*, 21(3), 645-658.

26. Cole, L. (1984). Oregon vocational agriculture teacher placement and retention factors. *The Journal of the American Association of Teacher Educators in Agriculture*, 25 (3), 2-12.
27. Chapman, D.W. & Green, M.S. (1986). Teacher retention: A further examination. *Educational Research*, 79(4), 273-279.
28. Sing, Triveni. (1988). A study of teaching efficiency in relation to job satisfaction and socio-economic status of secondary school teachers. Unpublished doctoral dissertation. In M.B. Buch (Ed.) *Fifth Survey of Research in Education*, New Delhi: NCERT, p.1489.
29. Michaelowa, K, (2002). *Teacher job satisfaction, student achievement and the cost of primary education in Franco phone Sub-Saharan Africa*. HWWA DISCUSSION PAPER 188. Hamburg Institute of International Economics.
30. Zembylas, M., and Papanastaziou (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*. Vol 42, No. 3, 357-374.
31. Kimbrel, M.J, (2005). Teacher Induction programmes and beginning teacher job satisfaction. *College of Education and Sciences*, University of Nebraska. Lincoln.
32. Porwal, N.K., (1987). A comparative study of the personality of the Job satisfied and the job dissatisfied teachers as measured by factors A, C, E, H, L and Q₄ of 16 - PF, *Asian Journal of Psychology and Education*, Vol. 19 No. 4, 27-31.
33. Ramakrishnaiah. D., and Rao, D. B., (1998). *Job satisfaction of college teachers*. Discovery publishing house. New Delhi.
34. NCES (1997). *Statistical Analysis Report*, US Department of Education, July.
35. Ashton, & Webb, (1986). Making a difference : teacher sense of efficacy and student achievement, New York, Longman in NCES (1997), *Statistical Analysis Report*, US Department of Education, July.
36. Carnegie Task Force on Teaching as a Profession (1986) *A nation prepared: teachers for 21st century*. New York: Carnegie Forum on Education and the Economy in, NCES July 1997, *Statistical Analysis Report*, US Department of Education.
37. Johnson, S.M. & Birkeland, S.E., (2003). Perusing a sense of success : New teachers explain their career decisions. *American Educational Research Journal*, 40 (3), 581-617.

38. Smith, T. & Ingersoll, R.M. (2003). *Reducing teacher turnover: What are the components of effective induction?* Paper presented at the American Educational Research Association, Chicago, IL.
39. Johnson, S. M., & *The project on the next generation of teachers, (2004). finders and keepers : Helping new teacher survive and thrive in our schools.* San Fransisco: Jossey - Bass.
40. Bhagoliwal, S. (1982). *A study of personality characteristics associated with teaching effectiveness as seen through Rorschach technique.* Unpublished doctoral thesis, Allahabad University.
41. Malik, J.S. (1984). *A comparative study of personality factors and learning environment of successful and less successful teachers in selected schools of Rajasthan.* Doctoral thesis, M. Sukh University.
42. Wangoo, M.L. (1984). *Teacher personality correlates and scholastic competence as related to teacher effectiveness.* Doctoral thesis, Kashmir University.
43. Khanna, P. (1985). *A study of personality patterns of successful (effective) high school teachers of Aligarh district.* Doctoral thesis, Agra University.
44. Wali, M.N. (1985). *Factorial study of teaching effectiveness.* Unpublished doctoral dissertation, BHU. M.B. Buch (Ed.) *Fourth Survey of Educational Research 1983-88*, Vol.11, p.11043.
45. Singh V. (1987). *Study of job satisfaction, family adjustment, occupational and personal problems of women working in different professions*, in M.B. Bunch (Ed.) (1991). *Fourth survey of Research in Education*, NCERT, New Delhi.
46. Hill, V.L., (1988). *Beginning first year teachers' perceptions of characteristics of effective teaching . Dissertation Abstracts International*, 50, 357A.
47. Kemp, L, & Hall, A. H. (1992). *Impact of effective teaching research on student achievement and teacher performance : Equity and access implications for quality education.* MS: Jackson State University (ERIC Document Reproduction Service. ED 348 360).
48. Yeung, K. W & Watkins, D (2000). *Hong Kong student teachers' personal construction of teaching efficacy; Educational Psychology*, Vol. 20, No. 2.
49. Kagathala, A.B. (2002). *A study of effectiveness of teachers of secondary schools in Gujarat. Journal of Education and Psychology.* Vol.LIX, No.4 and Volume LX NO.1 Jan-June 26-33.

50. Khatoon, Tahira (1986). Relationship between teachers' classroom verbal behaviour and their attitude towards teaching. *Journal of the Institute of Educational Research* 3.
51. Ramakrishnaiah, D. (1989). *Job satisfaction of college teachers*, Unpublished Doctoral Thesis, Sreevenkateswara University.
52. Krishnareddy, B., (1995) . A study of students teachers' success in relation to criteria of admission and attitude towards teaching; *The Progress of Education*, Pune, LXX, 12-14.
53. Goode, C.V. (Ed.) (1973). *Dictionary of education* , New York : Mc Graw Hill Book Company.
54. Katz, D. & Kahn, R. (1978). *The social psychology of organizations* (2nd Ed.). New York: John Wiley & Sons.
55. Lawler III, E. E (1973). *Motivation in work organizations*, Brooks/Cole, Monterey, CA.
56. Cruickshank. D. (1985). Profile of an effective teacher, *Educational Horizons*, 90-92
57. Guilford, J.P., & Fruchler, B. (1978). *Fundamental statistics in psychology and education*. New York : Mc Graw Hill.
58. Thurstone, L.M & Chave, E.J (1956). *The measurement of attitude* :Illinois University of Chicago Press.
59. Ryans, D.G. (1960). *Characteristics of teachers*. Wahington D.C. American Council of Education.
60. Creemers, (1994)., In Kyriakidis, *et al.*, (2002), Generating criteria for measuring teacher effectiveness through a self evaluation approach : A complementary way of measuring teacher effectiveness, *School Effectiveness and School Management*, Vol. 13., No. 3, pp. 291-325.
61. Munro, J (1999). Learning more about learning improves teacher effectiveness. *School Effectiveness and School Improvement*, 10, 151-171.
62. Larson, R. (1984). Teacher performance evaluation - What are the key elements? *NASSP Bulletin*, 68 (469). 13-18 (ERIC Identifier ED 399 267).
63. Follman, J., (1992). Secondary school students rating of teacher effectiveness. *The High School Journal*, 75, 163-178 (ERIC Identifier, ED 399 267).

CHAPTER - II

**REVIEW OF
RELATED LITERATURE**

-
- *Studies on Success in Teaching/
Teacher effectiveness*
 - *Studies on Role Conflict of Working Women*
 - *Studies on Job Satisfaction of Teachers*
 - *Studies on Attitude towards Teaching Profession*
 - *Meta Analysis*
-

REVIEW OF RELATED LITERATURE

The major purpose of the present study, as indicated in earlier contexts, is to find out the ability of the predictor variables Viz., Role Conflict, Job Satisfaction and select presage variables to discriminate between Successful and Less Successful secondary school women teachers. The choice of the variables and design of the study were decided on the basis of an extensive survey of research studies in this area. A wide variety of studies which have either direct or indirect bearing on the major theme came to be reviewed. This chapter presents a survey of the major studies reviewed.

The literature examined has been classified under the following headings Viz.,

- 2.1 Studies on Success in Teaching/Teacher Effectiveness
- 2.2 Studies on Role Conflict of Working Women
- 2.3 Studies on Job Satisfaction of Teachers
- 2.4 Studies on Attitude towards Teaching Profession.
- 2.5 Meta Analysis

2.1 STUDIES ON SUCCESS IN TEACHING/ TEACHER EFFECTIVENESS

The pioneer researches on success in teaching or teacher effectiveness was largely dominated by attempts to identify attributes of teachers such as personality traits, gender, age, knowledge and training which might have a bearing on their effectiveness. Evidence from teacher effectiveness studies indicates that student engagement in learning is to be valued above curriculum plans and materials. Research on teacher effectiveness has yielded better understanding about the impact that teacher ability has on student growth.

After reviewing a considerable amount of researches on teacher effectiveness, it was found that the diverse nature teachers' roles had made it impossible to identify a reliable, objective, universal criterion of teacher effectiveness.

Scheur¹ (1971) found a significant gain in academic achievement level in students who saw their teachers as possessing a high degree of unconditional regard for them.

An attempt was made to study teacher characteristics as perceived by pupils and teachers by Raj² (1971). It was found that the students as a group give greater importance to professional qualities and teachers as a whole give greater importance to personal qualities.

Maheswari³ (1976) found that effective and ineffective teachers used different categories in the classroom behaviour.

Arora⁴ (1976) found that effective teachers derive more satisfaction from their work as compared to ineffective and that general satisfaction with the job in terms of working conditions, distance between school and house, time spent on daily travelling, additional non-teaching duties, utilization of free periods, satisfaction with the syllabus and incentives for good work, are the factors differentiating between effective and ineffective teachers.

Grewal's⁵ (1976) investigation showed that the main predictors of teacher effectiveness are home, health, social, emotional and total adjustments, dominance, submission and verbal and non-verbal intelligence.

Singh⁶ (1976) analysed the personality variables related to teacher effectiveness and it was found that the superior teachers are able to solve family problems quickly and inferior teachers are less sensitive to such problems.

Rajagopalan⁷ (1976) conducted a study on the relationship of certain environmental factors to teaching success in English. It was found that teaching experience is contributing to success in teaching English.

Chandra⁸ (1976) in a study of emotive aspects of work (a perception of college teachers) found that efficiency of teachers increased with opportunities for more social service, more intellectual challenge and more independence. The effective, teachers found teaching job as lacking in economic returns.

Widick⁹ (1977) pointed out that teachers with higher cognitive levels may be more flexible in their method of teaching and manner of handling classroom discipline.

Gupta¹⁰ (1977) studied the personality characteristics, adjustment level, academic achievement and professional attitudes of successful teachers and found that teaching success is significantly related to a variety of personality factors and successful and less successful teachers are different in personality characteristics, adjustment and attitude towards teaching.

A study of the National Science Foundation¹¹ (1980) found that classroom teacher is a very significant factor in student achievement. Inadequate salaries of teachers and teachers' personal feelings are found to be two other significant factors in students' science achievement.

Deo¹² (1980) studied the personality and adjustment correlates of teaching effectiveness. The study revealed that high group is emotionally more stable, extrovert, dominant and the low group is emotionally more unstable, introvert and submissive but more sociable.

Mann¹³ (1980) in a study on some correlates of success in teaching of secondary school teachers" found successful teachers are significantly more expressive, ready to co-operate, attentive, generous in personal relations, bright and alert, fast in learning, efficient in abstract thinking, emotionally

mature, realistic about life and effective in adjustment and that the relationship between attitude of teachers towards teaching profession, classroom teaching, child centred practices, educational process and success in teaching are significant.

Mathew¹⁴ (1980) conducted a study on teaching competencies of teachers in physics and the competencies identified were general teaching competency, teachers' concern for students, classroom management, etc.

Balachandran¹⁵ (1981) studied teaching effectiveness and student evaluation of teaching. The factors of teaching effectiveness identified were: subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment of teachers, concern for the students' progress and informal academic help.

Perry¹⁶ (1981) pointed out that teachers' cognitive complexity may affect the way in which they view the classroom and organize their teaching activities.

Passi and Sharma¹⁷ (1982) in a study examined the teacher effectiveness of secondary school teachers and found that there is positive relationship between teaching competency and liking of their pupils in their teaching behaviour.

An investigation of the relationship between teacher effectiveness and direct and indirect teaching of intermediate social science teachers in Riyadh by AL-Babtain¹⁸ (1982) on a sample of 40 intermediate school social science teachers revealed that there is no significant relationship between teacher student interaction and teaching effectiveness.

Nadeem¹⁹ (1984) found a significant positive relationship between occupational adjustment and teaching success. It was revealed that more successful teachers are satisfactory in occupational adjustment as compared to less successful teachers.

Wangoo²⁰ (1984) investigated the teacher personality correlates and scholastic competence as related to teacher effectiveness and found that personality adjustment democratic leadership, a high degree of intelligence and emotional content are the main characteristics of teacher effectiveness.

Malik²¹ (1984), in a comparative study of personality factors and learning environment of successful and unsuccessful science teachers found that some personality factors significantly related to teaching success are intelligence, emotional stability, personality, learning environment, age and experience.

An investigation was carried out by Singh²² (1985) as a comparative study of teachers trained through integrated and traditional methods in terms of attitude towards teaching, teaching competence and role performance. The sample consisted of 120 teachers trained in regional colleges of Education at Bhopal and Ajmeer. The study revealed that, while there is no difference in the attitude of the groups under the two modes, there are differences in teaching competence and role performance, the integrated group scored higher than traditional group.

Subbarayan²³ (1985) conducted a study to find the relationship between teacher effectiveness, research and publication and self concept. The findings showed that there is significant relationship between teacher effectiveness and self concept.

Wali²⁴ (1985) examined the relationship between various demographic correlates, academic background of teachers and teaching effectiveness. Implications for teacher preparation such as inculcating proper values, proper selection and giving due importance to family background have been drawn on the basis of the study of six factors.

Mahapatra²⁵ (1986) studied the comparative role of intelligence, attitude and vocational interest towards success in teaching. It was found

that intelligence, attitude towards teaching and vocational interests are predictor variables of teaching success.

Veera Raghavan and Arunkumar²⁶ (1988) compared the effect of different levels of teacher effectiveness on the academic performance of the students using 40 teachers from Public, Missionary, Government and Municipal schools in the city of Bhubaneswar. It was observed that there exist a significant difference in the academic performance of students taught by high effective teachers and those taught by low effective teachers.

In a study of beginning first year teachers' perceptions of characteristics of effective teaching, Hill²⁷ (1988) reported the following characteristics of effective teaching (1) caring and understanding relationship (2) relates to the kids and works with them at different levels (3) kind of positive interaction, (4) ability to break things down to kids and (5) flexible and willing to try new things.

Mato²⁸ (1988) studied the personality characteristics associated with teacher effectiveness as seen through Cattell's 16 P.F. test and it was revealed that effective teachers have a significant superiority on the 16 PF as compared to ineffective teachers and the factors are outgoing behaviour, intelligence and brightness, emotional stability and higher ego strength, happy-go-lucky and enthusiastic conscientious, persistent and moralistic, venturesome, socially bold, tender-minded and sensitiveness, polished and social awareness, self sufficient, resourcefulness and preferring own decisions and relaxedness.

Sing²⁹ (1988) studied teaching efficiency in relation to job satisfaction and SES of secondary school teachers and it was found that teaching efficiency of rural and urban, trained and untrained teachers do not differ significantly and teaching efficiency of male and female teachers differ significantly.

Steffens³⁰ (1990) investigated the characteristics of teacher efficacy as perceived by teachers on a sample of 70 teachers found the following characteristics 1) Knowledge of subject matter, 2) A caring and compassionate personality, 3) Enthusiasm 4) Organization 5) A sense of humour 6) Love for children.

In a study of selected elements of effective teaching on a sample of 340 public elementary and high school principals Hudgins³¹ (1990) found that classroom climate, questioning, set induction, stimulus variation, reinforcement and closure as a set of elements of effective teaching that principals can use with confidence as they observe teachers.

Research consistently shows that teachers have the greater potential to influence children's education. The major research findings is that student achievement is related to teacher competency in teaching (Kemp & Hall³², 1992). It was also reported that students achieve more when teachers employ systematic teaching procedures, greater academic progress occurs when lessons begin with review, when systematic feedback is being used, check student progress continually by asking question and relate new learning to prior learning. Thus there is no substitute for a highly skilled teacher.

Handerson³³ (1993) investigated the views of Union County College students by subject areas and demographic characteristics of the effectiveness of teaching methods on a sample of 500 Union Country College students and noticed that teachers' quick feed back and a structured, organized class are viewed as effective.

In a study of effectiveness, performance and motivation in a team based environment, Little³⁴ (1993) found significant relationship between effectiveness, performance and motivation.

Bose³⁵ (1993) studied the correlates of teacher effectiveness of 160 student teachers of biology from the teacher training institutions of Kerala. It

was found that positive and significant correlation exists between teacher effectiveness and each of the predictor variables like intelligence, teaching attitude, self confidence, and previous academic achievement. It was also reported that anxiety is having negative influence on teacher effectiveness.

Skariah³⁶ (1994) conducted a study to find out the relationship between success in teaching, attitude towards teaching and creativity and it was found that high success group are more creative than other groups.

Saxena³⁷ (1995) studied teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession of 545 secondary school teachers of Garhwal region. It was found that (i) both effective and ineffective teachers are well adjusted, derive satisfaction from their work and have favourable attitude towards teaching professions (ii) effective more experienced, female science teachers have relatively better adjustment when compared to ineffective teachers. (iii) Effective, more experienced teachers have better attitude towards teaching profession when compared to ineffective, less experienced teachers, (iv) less experienced female teachers are more satisfied in their jobs when compared to male more experienced teachers.

Tom³⁸ (1996) explored the beliefs and ideas that preservice and inservice teachers hold about themselves as teachers, the students they teach, and the setting in which they teach at the university of wisconsin-white water. The study revealed that teacher factors intelligence, personality, background, and preparation programme contribute more to the overall effectiveness of teachers.

Ostrander³⁹ (1996) analysed the multiple judges of teacher effectiveness by comparing teacher self-assessments with the perceptions of principals, students, and parents on a sample of 93 teachers from grade three and above. Findings suggested that the use of multiple judges may provide unique perspectives on teacher performance, resulting in fairer and more comprehensive evaluations.

Mohan⁴⁰ (1998) in a study on teaching effectiveness on a sample of 48 teacher trainees with science as optional subject found that teaching effectiveness may be fairly well characterised by three factors viz., behavioural dimension, attitudinal dimension and entry level competence.

Yeung and Watkins⁴¹ (2000) investigated twenty seven student teachers' personal sense of teaching efficacy in Hongkong. The results indicated that teaching efficacy is viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, teaching commitment and a sense of self confidence. Experiences of teaching practice, electives, pupils, and teaching practice supervisors are found to be the major sources for the development of a sense of teaching efficacy.

Cornelius⁴² (2000) in a study on teacher competency of the B.Ed. trainees found that intelligence attitude towards, teaching profession, and academic achievement are the discriminating factors of different groups of teachers.

Kagathala⁴³ (2002) examined teacher effectiveness, gender, educational qualifications, types of school etc in Gujarat, and it was found that:

- i) the area of schools affects teacher effectiveness, teachers of urban area are superior to the teachers of rural area.
- ii) Post graduate teachers possess more teacher effectiveness than graduate teachers.
- iii) Gender does not affect teacher effectiveness.

Krishnaprasad⁴⁴ (2002) examined the relationship between the temperament variables of secondary school teachers and teacher

effectiveness on a sample of 300 teachers from various secondary schools of Kanyakumari and Thirunelveli districts of Tamil Nadu and found that teacher effectiveness is significantly related to temperament variables.

Paul and Kumarvel⁴⁵ (2003) investigated into teacher effectiveness of 183 elementary school teachers of Dindigul District and it was revealed that primary school teachers of Dindigul district have adequate teacher effectiveness and that they differ in their effectiveness with respect to teaching experience, community, type of management and locale. The rural teachers are found to be more effective than the urban teachers.

Johnson⁴⁶ (2004) in the project on the next generation of teachers identified a number of supports that new teachers need in order to be effective, feel successful in their jobs, and ultimately stay in teaching. They are mentoring, a curriculum that is adaptable and supportive of teacher learning and a professional culture in which there is deep and sustained interaction between novice and veteran teachers.

Campbell⁴⁷ *et al.*, (2004) investigated into a differentiated model of teacher effectiveness using 32 primary schools with 81 teachers of mathematics and Greek language and 1721 sixth grade pupils. It was found that 65 per cent of the teachers were equally effective across the three effectiveness criteria viz., maths, Greek, and affective outcomes, while 35 per cent did not show similar levels of effectiveness across the three criteria.

SUMMARY OF STUDIES ON SUCCESS IN TEACHING / TEACHER EFFECTIVENESS

Sl.No.	Author	Year	Major Findings
1.	Scheur	1971	Significant gain in academic achievement level in students who saw their teachers as possessing a high degree of unconditional regard for them
2.	Kaul	1972	Effective teachers have better personality adjustment.
3.	Arora	1976	Effective teachers derive more satisfaction from work than ineffective teachers
4.	Grewal	1976	The prominent predictors of teacher effectiveness are total adjustments, dominance, submission and verbal and non verbal intelligence
5.	Sharma	1976	Significant relationship with test predictors and teacher effectiveness
6.	Rajagopalan	1976	Experience is found to be contributing to success in teaching
7.	Chandra	1976	Efficiency of teachers increase with chances of social service independence etc.
8.	Widick	1977	Teachers with higher cognitive levels may be more flexible in their method of teaching and manner of handling classroom discipline
9.	Gupta	1977	Teaching success significantly related to personality factors.
10.	National Science Foundation	1980	Classroom teacher very significant factor in student achievement.
11.	Deo	1980	Personality and adjustment related to teaching effectiveness.

12.	Mann	1980	Relationship between success in teaching and attitude towards teaching profession significant.
13.	Padmanabhaiah & Bhagavan	1980	Unmarried female student teachers are more efficient in their teaching than married student teachers
14.	Balachandran	1981	Commitment of teachers, concern for students' progress and informal academic factors help teacher effectiveness.
15.	Perry	1981	Teacher's cognitive complexity may affect the way in which they view the classroom and organize their teaching activities
16.	Passi and Sharma	1982	Male and female language teachers do not differ in their competency; significant positive correlation between age and their teaching competency
17.	AL-Babtain	1982	No significant relationship between teacher student interaction and teaching effectiveness
18.	Nadeem	1984	Significant positive relationship between occupational adjustment and teaching success
19.	Wangoo	1984	Teacher personality correlates related to teacher effectiveness.
20.	Malik	1984	Personality factors related to teaching success.
21.	Singh	1985	There are differences in the teaching competence and role performance of integrated group and traditional group.
22.	Subbarayan	1985	Significant relationship between teacher effectiveness and self concept

23.	Wali	1985	Professional dignity (grade, salary, etc.) altruistic temper, professional involvement, democratic temper and family background as correlates of teaching success.
24.	Mahapatra	1986	Attitude one of the predictors of success in teaching.
25.	Veera Raghavan & Arun Kumar	1988	Teaching efficiency of male and female teachers differ significantly
26.	Hill	1988	Caring and understanding relationship and flexible and willing to try new things are the characteristics of effective teaching
27.	Mato	1988	Effective and ineffective teachers differ in personality factors.
28.	Triveni	1988	Positive relationship exists among teaching efficiency and job satisfaction
29.	Steffens	1990	Knowledge of subject matter, a caring and compassionate personality, enthusiasm, organization, a sense of humour and love of children are the characteristics perceived by the teachers
30.	Hudgins	1990	Classroom climate, questioning, set induction, stimulus variation, reinforcement and closure as the elements of effective teaching
31.	Kemp & Hall	1992	Students achievement is related to teacher competency
32.	Handerson	1993	Teachers' quick feedback and a structured and organized class is viewed as effective.
33.	Little	1993	Significant relationship between effectiveness, performance and motivation

34.	Bose	1993	Intelligence, teaching aptitude, self confidence and previous academic achievement are significantly related to teacher effectiveness
35.	Skariah	1994	High success group are more creative than other groups
36.	Saxena	1995	Both effective and ineffective teachers are well adjusted and derive satisfaction from their work
37.	Tom	1996	Intelligence, personality, background and preparation programme contribute to overall teacher effectiveness
38.	Ostrander	1996	Use of multiple judges may provide unique perspective of teacher performance
39.	Mohan	1998	Teacher effectiveness may be fairly well characterised by three factors viz., behavioural dimension, attitudinal dimension and entry level competence
40.	Yeung & Watkins	2000	Teaching efficiency viewed in terms of learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, teaching success, commitment and self-confidence
41.	Cornelius	2000	Intelligence, attitude towards teaching profession and academic achievement are the discriminating factors of different groups of teachers.
42.	Kagathala	2002	The area of schools affects teacher effectiveness, post graduate teachers possess more teacher effectiveness, gender does not affect teacher effectiveness

43.	Krishnaprasad	2002	Teacher effectiveness is significantly related to temperament variables
44.	Paul & Kumaravel	2003	Teacher effectiveness differs with respect to teaching experience, community, type of management and locality. The rural teachers are more effective than urban teachers.
45.	Johnson & The Project on the next generation of teachers	2004	Mentoring, a curriculum that is adaptable and supportive of teacher learning and a professional culture are the supports that new teachers need in order to be effective
46.	Campbell, <i>et al.</i>	2004	Sixty five per cent of the teachers are effective across three effectiveness criteria viz., Maths, Greek and affective outcomes

2.2 STUDIES ON ROLE CONFLICT OF WORKING WOMEN

An employed woman's life has two main spheres: work and family. Her identity mainly consists of a struggle between family responsibilities and job responsibilities. If a working woman leaves her job to raise children, she is labelled a drop out and uncommitted. If she has children and does not spend time on them which most often requires leaving her job, she is considered negligent mother. If the children turn out to have problems, that too is attributed to the "failure in mothering" as a result of full-time employment outside the home. This is only an example of the conflicts that a working woman faces. On these lines, studies related to role conflicts of working women have been analysed as follows:

Hates⁴⁸ (1969) study of changes in the status of women in India revealed that many working mothers experience role conflict and live with a feeling of guilt.

Bhogle⁴⁹ (1969) reported that:

- i) Older teachers are inclined to have higher role conflict.
- ii) Teachers with higher qualification experience low conflict.
- iii) Teachers with higher salary experience low role conflict.

It was also reported that school teachers have higher domestic role conflict than college teachers have.

But Kapur⁵⁰ (1970) observed that

- i) a wife being employed creates more problems in the family.
- ii) her behaviour becomes complex in terms of expected and actual conduct, and
- iii) she faces the major part of confusion with regard to her status and role.

Poloma⁵¹ (1972) found that those women who successfully managed the role strain inherent in combining family and job, use the following stress management styles.

- i) They focus on the benefits of combining career and family rather than on the draw-backs.
- ii) They decide in advance which role will take precedence in crisis, and usually family is more important.
- iii) They compartmentalize the two roles, leaving job pressures at work and family problems at home and
- iv) When any circumstance of their family-life changed, they compromise to adjust to the family's demands.

Problems of graduate employed women were explored by Paranjpe⁵² (1973) and it was found that working ladies do not get the desired co-

operation from their family members and that employed mothers keep a guilty feeling that they were unable to satisfy the natural curiosities of their growing children.

Bachman⁵³ (1978) found that professional women tend to see children as interfering with work than non-professional women do, and thus they may experience higher role-conflict.

Banuzubeeda⁵⁴ (1979) investigated the interplay of the dual roles in the life of educated working women and found that husbands voluntarily giving the necessary help to their employed wives contribute to marital harmony and because of the husband's co-operative and helping nature, the wives find it easier to carry out their dual duties.

Ramanamma and Bambawale⁵⁵ (1979) found that there is direct relationship between household work and role-conflict for the employed women and the less the work at home, the less would be the problems of adjustment to dual duties.

Makowsky's⁵⁶ (1980) review of stressful life-event inventories revealed that there exists a 'contagion of stress' from husband to wife that has been underestimated and the stress in married woman's life is, in all likelihood, greater than that indicated by these inventories.

According to Cox⁵⁷ *et al.*, (1984), social interaction may buffer married woman against the negative effects of the high demands and constraints associated with their dual roles.

Women who step outside the socially ascribed roles of wife and mother by placing careers before families will experience emotional turmoil and stress as was reported in a study conducted by Light⁵⁸ (1984).

Sharma's⁵⁹ (1985) study on "Frustration among working women" showed that working women with high SES are optimistic of getting over a

frustrating situation whereas those with low SES try to avoid it or deny its presence and resort to blame others.

A study of Verbrugge and Madans⁶⁰ (1985) of Government health statistics suggested that multiple roles improve health.

Mehta's⁶¹ (1985) study on role conflict of teachers revealed that:

- i) Teachers teaching in rural schools have a higher levels of role conflict when compared to teachers in urban schools.
- ii) High school teachers experience a higher level of role conflict than college lecturers.
- iii) Teachers of aided schools are found to experience higher role conflict than teachers of government schools and minority schools.

Prasad's⁶² (1985) investigation regarding aspiration, adjustment and role conflict in primary and secondary school teachers revealed interesting results. Both primary and secondary school teachers experience role conflict and males and females experience almost equal degree of role conflict.

School teachers obtain a higher mean role conflict score especially in home role situations when compared to college teachers as reported by Uma⁶³ (1985) in a social psychological study of women teachers. It was also reported that science teachers obtain a higher mean role conflict than arts and social science teachers. Nuclear or joint family do not have significant bearing on home role conflict and professional role conflict.

According to Singh⁶⁴ (1987), all working women have equal degree of difficulties as far as family adjustment was concerned and they have the same level of difficulty in the personal, social and familial problems.

Sinha⁶⁵ (1987) analyzed the role conflict among working women and concluded that:

- i) the working wives in general are suffering from role conflict
- ii) the working wives suffer more from intra-individual conflicts.
- ii) the working wives and housewives are found to be experiencing role conflict in nearly equal degrees, and
- iv) the working wives are found to be poorly adjusted persons than the housewives.

Role conflict and its effect on role performance of extrovert and introvert senior secondary school teachers were analysed by Gopal⁶⁶ (1987). It was observed that:

- i) The extrovert teachers who have high role conflict demonstrate poor role performance.
- ii) The introvert teachers differ significantly with regard to their role conflict.

Bedeian⁶⁷ *et al.*, (1988) investigated the relationship between role stress and job related interpersonal and organizational climate factors and found that both role ambiguity and role conflict are significantly related to a number of organizational and interpersonal factors.

Yagrecha and Misra⁶⁸ (1990) compared the role stress of female personnel working as clerk and teacher, and it was reported that overall organisational role stress scores are high in the case of female clerks than in the case of female teachers.

Aryee⁶⁹ (1992) examined the impact of five antecedent sets of work and family domain variables on three types of work-family conflict (job - spouse, job-parent, and job-home maker) and the impact of these types of work-family conflicts on well-being and work outcome measures. Data were obtained from 354 married professional women from dual-career families in

Singapore. Results indicated that married professional women experience moderate amounts of each type of work-family conflict.

Stress of the working women was analysed by Kaila⁷⁰ (1993) and the influence of stress factor on psychological and physiological conditions of women working in various establishments and industrial houses has been pointed out. Family relations, number of children, demands of work, sex difference, coping styles, role variety etc., were reported to be the varied aspects of stress.

Shah and Burns⁷¹ (1993) investigated which role conflicts are most salient for parents and which are most guilt-inducing among 55 employed couples with at least one child under the age of five year. It was hypothesized that women would experience greater guilt than men, particularly in the roles of worker/parent and that guilt would be increased by a number of factors related to child-rearing, role conflict and guilt to some extent, although differences between them are observed in relation to the factors associated with guilt, its effects on their lives, and the strategies used to combat it.

Simon⁷² (1995) investigated the mental health and multiple roles of 40 employees who were married parents. The results showed that women receive fewer health advantages of combining multiple roles than men because of the perceived relationships between work and family roles in respect of gender difference and women seem more distressed by the acquisition of multiple roles and that employment is felt to be a negative aspect preventing them from adequately fulfilling their primary roles.

Publiesi⁷³ (1995) used 599 women and 753 men in a study to examine the roles and gender differences and the effects of work on well-being and it was found that men's jobs are seen to be more complex than women's jobs which increases the happiness of both men and women and that both control and substantive complexity enhance well-being.

Moore and Gobi⁷⁴ (1995) compared 40 university professors, all women, and 72 secondary school women teachers regarding their role conflict, perception of home burden, time allotted to domestic roles, work burden, work time, and perceptions of relative importance of gender roles and it was found that, teachers attribute more importance to women's family roles and less importance to their work roles, spending more time on domestic activities and less time at work than professors.

Zvonkovic⁷⁵ (1996) conducted a longitudinal study with 61 married couples from the year 1991 to 44 of the married couples in the year 1993 and analysed the subjects' marital satisfaction, decision satisfaction, satisfaction in gender ideology, and stress, and it was reported that the basis of perceptions of work and family decision depends on their belief about gender in marriage, and that there is much variability in the way couples construct the meaning of men's and women's roles at home and at work.

Workplace stress has been identified as a significant contributor to reduce psychological functioning by Quick⁷⁶ *et al.*, (1997).

Mishra and Bajpai⁷⁷ (1998) studied the spill over effect of inter role conflict experienced by women on their marital relations and interpersonal communication on 220 higher secondary teachers of Lucknow, U.P, between the age range of seven to forty years. Regression analysis revealed that conflict between multiple roles certainly has spill-over effects penetrating into their marital life.

Corbin,⁷⁸ (1998) examined the role perceptions of 177 full-time faculty members at a large mid Atlantic community college, focussing on role conflicts and levels of job satisfaction. It was found that the faculty are generally satisfied with their roles and White women and Black men were more likely to report higher levels of role conflict.

Lathakumar⁷⁹ (2000) investigated the relationship between personal and school-based variables of secondary school married women teachers to their role conflict on a sample of 512 married women teachers in Bangalore

city and found that age, teaching experience, number of children, job involvement of secondary school women teachers are found to be negatively and significantly related to their role conflict.

Howard and Homma⁸⁰ (2001) in a study on job satisfaction of Japanese career women and its influence on turnover on a sample of 177 full -time employed women graduates found that the turnover is mainly affected by the responsibilities of women in the face of work-family conflict.

Loder and Spillane⁸¹ (2005) examined sixteen US women school administrators' experiences with role conflict and role discontinuity within their first one to five years of transitioning from teaching to administration. It was found that this transition triggered role conflicts that emerged from the participants' movement from the relatively private and intimate domain of the classroom.

SUMMARY OF STUDIES ON ROLE CONFLICT OF WORKING WOMEN

Sl. No.	Author	Year	Major findings
1.	Hates	1969	Many working mothers experience role conflict and live with a feeling of guilt.
2.	Bhogle	1969	School teachers have higher domestic role conflict than college teachers have; older teachers have higher role conflict; teachers with higher qualification and higher salary experience low role conflict
3.	Kapur	1970	Wife being employed faces the major part of confusion with regard to her status and role
4.	Poloma	1971	Women who successfully managed the role strain compartmentalized the two roles, leaving job pressures at work and family problem at home
5.	Paranjpe	1973	Working women do not get the desired co-operation from their family members; employed mothers kept a guilty feeling that they cannot satisfy the natural curiosities of their children
6.	Bachman	1978	Professional women experience higher role-conflict and tend to see children as interfering with work than non-professional women do
7.	Banuzubeeda	1979	Because of the husband's co-operative and helping nature, employed wives find it easier to carry out dual duties
8.	Ramanamma & Bambawale	1979	There is direct relationship between household work and role-conflict for the employed women
9.	Makowsky	1980	There exists a 'contagion of stress' from husband to wife; the stress in married woman's life is greater than that indicated by the stressful life-event inventories

10.	Cox <i>et al.</i>	1984	Social support buffer married woman against the negative effects of the high demands and constraints related to dual roles
11.	Light	1984	Women who place career before family experience emotional turmoil and stress
12.	Sharma	1985	Working women with high SES are more optimistic of getting over a frustrating situation than women with low SES who resort to blame others
13.	Verbrugge & Madans	1985	Multiple roles improve health
14.	Mehta	1985	High school teachers have higher role conflict than college teachers; teachers in rural/aided schools have higher role conflict than teachers in urban government and minority schools
15.	Prasad	1985	Both primary and secondary school teachers have role conflict, males and females experience almost equal degree of role conflict
16.	Uma	1985	School teachers have higher role conflict in home role situations than college teachers have; science teachers have higher role conflict than arts and social science teachers
17.	Singh	1987	All working women have equal level of difficulty in the personal, social and familial problems
18.	Sinha	1987	Working wives and housewives experience role conflict in nearly equal degrees, working wives poorly adjusted than the housewives.
19.	Gopal	1987	Extrovert teachers have high role conflict
20.	Bedeian <i>et al</i>	1988	Both role ambiguity and role conflict are significantly related to a number of organizational and interpersonal factors

21.	Yagrecha & Misra	1990	Overall organizational role stress high in female clerks than in female teachers.
22.	Aryee	1992	Married professional women in Singapore experience moderate amounts of different types of work-family conflict
23.	Kaila	1993	Family relations, number of children, demands of work, gender difference, coping styles & role variety are the varied aspects of stress
24.	Shah & Burns	1993	Factors associated with guilt differ for men and women
25.	Simon	1995	Work place stress is a significant contributor to reduced psychological functioning
26.	Publiesi	1995	The basis of perceptions of work and family decision depends on the couples belief about gender in marriage; much variability in the way couples' constructed the meaning of men's and women's roles at home and at work
27.	Moore & Gobi	1995	Secondary school women teachers attribute more importance to family roles than to work roles, spend more time on domestic activities and less time at work than the university women professors
28.	Zvonkovic	1996	Men's jobs more complex than women's jobs which increases the happiness of both men and women
29.	Quick <i>et al</i>	1997	Married women employees' receive fewer health advantages of combining multiple roles than men; employment found to be a negative aspect preventing women from fulfilling primary roles
30.	Mishra & Bajpai	1998	Conflict between multiple roles has spill-over effects penetrating into marital life
31.	Corbin	1998	Full-time community college faculty members are generally satisfied with their roles, White women teachers and Black men teachers have higher role conflict.

32.	Lathakumar	2000	Age, teaching experience, number of children and job involvement of secondary school married women teachers are negatively and significantly related to role conflict
33.	Howard & Homma	2001	Japanese career woman's job satisfaction and influence of turn over affected by work family conflict
34.	Loder & Spillane	2005	Transition from teaching to administration of US women teachers trigger role conflict.

2.3. STUDIES ON JOB SATISFACTION OF TEACHERS

Teachers are faced with several obstacles and when there is individual differences in getting over these obstacles, some teachers may fail to achieve the desired goals. The results is dissatisfaction in their work.

Anand⁸² (1972) in a study on school teachers' job satisfaction found that salary is significantly related to job satisfaction.

Engelhardt⁸³ (1973) observed that job satisfaction of teachers decrease as the size of the class increase. Satisfaction also has a direct relation to the principal's considerations to the teaching staff.

Harini⁸⁴ (1974) conducted a study to find out job satisfaction among women teachers of Mysore, Mandya and Nanjangud city. It was found that:

- i) Younger teachers (below twenty eight years) are more dissatisfied than older teachers
- ii) Teachers having experience of six to ten years are more satisfied than the teachers having more than 16 years of experience and those having less than five years of experience.
- iii) Married teachers are more satisfied than unmarried teachers.

The degree of job satisfaction and the impact of job satisfaction on the ability of a sample of 1600 primary and secondary school teachers of Gujarat

state were found out by Lavingia⁸⁵ (1974) using a self-developed rating scale. The major findings were:

- i) Primary school teachers are more satisfied than secondary teachers.
- ii) Women teachers are more satisfied than men teachers.
- iii) Job efficiency is positively correlated with job satisfaction.
- iv) Younger teachers (twenty-twenty four years) are more satisfied among primary and secondary teachers.
- v) Unmarried teachers are more satisfied than their married counterparts.

Weaver⁸⁶ (1974) found that there is a strong positive relationship between job satisfaction and satisfaction with income.

Dwivedi and Pestonjee⁸⁷ (1975) found that job satisfaction increases with increasing experience for a period of ten years and after that it starts going down.

In a study conducted by Bernad and Kulandaivel⁸⁸ (1976) to find out job satisfaction among 500 graduate men and women teachers from 52 high schools using an attitude scale with 60 items and questionnaire reading factors influencing job satisfaction and personal data, the women teachers are found to be more satisfied than the men teachers and the class obtained in the degree examination has nothing to do with job satisfaction of teachers. Only eight per cent of teachers are found to be extremely dissatisfied and nearly 32 per cent of teachers are very much satisfied with their jobs and 60 per cent are found to be moderately satisfied. Some of the pressing problems mentioned by the teachers are concerned about the over-crowded class rooms heavy correction work, lack of promotion, lack of security and interference by the headmaster.

Schmidt⁸⁹ (1976) pointed out the importance of motivational factors like achievement, recognition, advancement, responsibility and work itself for job satisfaction.

Anand⁹⁰ (1977) investigated the relationship between gender and job satisfaction and found that women teachers are not satisfied when compared to men teachers.

Hodge⁹¹ (1977) observed that the level of job satisfaction increases for both Negro and White professors as years of employment at the institutions increase in number.

In a study on 240 secondary school teachers, Reddy and Reddy⁹² (1978) found that women teachers are more satisfied than men teachers.

The work done by Agarwal⁹³ (1979) on job satisfaction of working women revealed that marital status is not found to be related to job satisfaction.

Muthaiah⁹⁴ (1980) observed that effective teachers are better on job satisfaction as compared to ineffective teachers.

Pagel and Price⁹⁵ (1980) found that the factors contributing most to job dissatisfaction, in order of importance, are

- i. Lack of planning time,
- ii. Tedious paper and clerical work,
- iii. An out-of-touch and autocratic administration,
- iv. Disruptive and unmotivated students,
- v. Non-teaching activities, such as faculty meetings and time wasting workshops,
- vi. Uncooperative parents,

- vii. Lack of autonomy to prescribe curriculum,
- viii. Feeling of failure, and
- ix. Low occupational prestige

According to Bloland and Selly⁹⁶ (1980), an important factor in teacher career change is dissatisfaction with the principals which may stem in part from the principal's role, often unintentional, in reducing or eliminating teacher opportunity for creativity in the classroom.

Ramakrishnaiah⁹⁷ (1980) observed that socio-economic status of the teachers do not have any bearing on their job satisfaction.

Gupta⁹⁸ (1981) while analysing the relationship between job involvement and teacher effectiveness found that job involvement is positively and significantly related to teacher effectiveness in case of rural female and urban male teachers.

In Davis's⁹⁹ (1981) study, the major source of dissatisfaction is in teacher-administration interaction through politics and policies at the local, state, and federal levels, 97 per cent of the teachers report that teaching is not a profession because of the low salary, lack of prestige, and teachers' lack of control.

Daly¹⁰⁰ (1981) reported that teacher satisfaction may also be influenced by the perceived ability of the principal to provide rewards for high quality teaching performance.

Mokry¹⁰¹ (1981) in a study, found that the young female teachers begin their job with enthusiasm, hope and satisfaction and older female teachers end up with feelings of frustration, disappointment and dissatisfaction, where as young male teachers begin their job with low or average feelings of satisfaction and end up with a somewhat better level of satisfaction.

Krishnakumari¹⁰² (1982) investigated into job satisfaction and socio economic status of married and unmarried women teachers. Women teachers are found to be job satisfied and married teachers do not differ from unmarried teachers in job satisfaction.

The level of job satisfaction and adjustment of married and unmarried female teachers were explored by Nayak¹⁰³ (1982) and it was found that:

- i) Differences in the job satisfaction of married and unmarried female teachers of different categories are not significant.
- ii) Job satisfaction does not significantly affect the adjustment of female teachers.

Padmapriya¹⁰⁴ (1982) analysed the relationship between job satisfaction and age, salary, length of service and educational qualification of 302 teachers from 46 schools in Tirupathi selected on a stratified random basis. It was found that job satisfaction is not related to age, salary, length of service and educational qualification.

Smith¹⁰⁵ (1982) indicated that elementary teachers are voluntarily absent more often than secondary teachers.

Smith and Plant¹⁰⁶ (1982) found that either no significant gender differences in job satisfaction exist or that, if found, the differences are not psychologically meaningful among the University Professors.

Kuhn's¹⁰⁷ (1982) study on teacher personality type and job satisfaction, indicated that extroverts tend to be more satisfied with their careers than introvert teachers.

The findings of Gakhar¹⁰⁸ *et al.*, (1984) in a study of the job satisfaction among primary, middle and secondary school teachers on a sample of 200 teachers of Punjab state revealed that no significant differences exists in job satisfaction of male and female teachers. Significant

differences exist in job satisfaction of teachers belonging to primary, middle and secondary levels.

Sharp¹⁰⁹ (1984) found that principals who plan to retire from the system early are less satisfied with their jobs than principals who plan to stay in the system until at least normal retirement age.

One of the objectives of Amar Singh's¹¹⁰ (1985) investigation on correlates of job satisfaction among different professionals was to relate job satisfaction with personality dimensions and traits such as self esteem, extroversion/introversion, neuroticism and emotional stability. Some of the relevant findings are:

- i) Age and job satisfaction are found to be positively correlated in the various cases.
- ii) Experience has no significant relationship with job satisfaction in the case of teachers.
- iii) Size of the family has positive relationship with job satisfaction in the case of teachers.
- iv) Married professionals are found to be more satisfied than the unmarried professionals.

In the study of Kulsum¹¹¹ (1985), regarding secondary school teachers' job satisfaction and job involvement,

- (i) highest degree of job satisfaction was reported to be found in teachers working in corporation schools than that in government and private schools.
- (ii) female teachers have high degree of job satisfaction than male teachers have.
- (iii) permanent teachers have more job satisfaction than temporary teachers have.

- (iv) the interaction effects of gender and marital status, gender and nature of job, age and gender, teacher size and school age, student size and school age upon job satisfaction are significant.
- (v) the significant predictors of teachers' job involvement are teachers' job satisfaction, teacher effectiveness, teachers' attitude towards the teaching profession, student size and teachers' performance.

Effects of the variables gender and marital status on the level of job satisfaction among 500 primary school teachers was explored by Dixit¹¹² (1985) using a job satisfaction scale developed and standardized by the investigator. It was revealed that among male and female teachers, female teachers are more satisfied than their male counterparts and that marital status has no effect on job satisfaction of teachers.

Birmingham¹¹³ (1985) found that teachers are most satisfied with intrinsic reinforcers such as social service, creativity, variety and ability utilization. It was also observed that teachers over 55 years of age and under twenty five are the most satisfied.

The investigation by Srivastava¹¹⁴ (1986) on job satisfaction and professional honesty of primary school teachers showed the following results:

- (i) young teachers compared to old teachers are significantly higher in job satisfaction.
- (ii) junior teachers compared to senior teachers show significantly higher job satisfaction.
- (iii) teachers with high academic achievement have significantly higher job satisfaction than teachers with low academic achievement.

Anand's¹¹⁵ (1986) study showed that the Job satisfaction of teachers bears significant and positive correlation with the attitude of teachers towards students.

Ashton and Webb¹¹⁶ (1986) found that job satisfaction is associated with teacher effectiveness which ultimately affects student achievement.

Porwal¹¹⁷ (1987) conducted a study to analyse the difference between some of the personality traits of the job satisfied and the dissatisfied teachers using Cattell's 16-PF test and Job Satisfaction Questionnaire on 650 secondary school teachers, and it was reported that the satisfaction or dissatisfaction of the teachers is likely to be the function of their personality make-up and that the job satisfied teachers tend to be emotionally mature, stable, realistic about life, unruffled, possessing ego-strength and better able to maintain solid group morale in contrast to the unsatisfied group who tend to be easily emotional and annoyed.

The relationship between personal and professional characteristics and job satisfaction of 245 Home Science teachers was studied by Gakhar and Kaur¹¹⁸ (1988). It was found that age, need satisfaction, experience and salary are the significant correlates of job satisfaction.

Das¹¹⁹ (1988) studied job satisfaction and job motivation in relation to age, gender and qualifications on a sample of 230 secondary school teachers and found that highly motivated teachers are found to be highly satisfied in their jobs.

Sing¹²⁰ (1988) studied teaching efficiency in relation to job satisfaction and socio economic status on a sample of 300 secondary school teachers and found that positive relationship exist between teaching efficiency and job satisfaction.

Wong¹²¹ (1989) investigated the impact of job satisfaction on intention to change jobs among 275 secondary school teachers in Hong Kong. It was found that teachers' job satisfaction is not high and that teachers tend to have low level of commitment to both their profession and schools, with about 40 per cent of respondents prepared to leave teaching if a job alternative of offering a higher salary became available. Dissatisfaction

with the nature of the job and with the social prestige of teachers are found to be significant predictors of teachers' intention to leave the teaching profession, and dissatisfaction with the school principal and promotional opportunities are significantly related to intention to change school.

Hodson¹²² (1989) analysed gender differences in job satisfaction among full time workers and revealed differences between men and women in the determinants of job satisfaction.

Cano and Miller¹²³ (1990) in a gender analysis of job satisfaction, job satisfier factors, and job dissatisfier factors of agriculture education teachers found that agriculture teachers are fairly or moderately satisfied with their job.

Berns¹²⁴ (1990) while studying the relationship between vocational teacher job satisfaction and teacher retention using discriminant analysis have identified teacher effectiveness (in the class room) as a predictor of the level of job satisfaction and that job satisfaction has been linked to teacher retention.

Mark and Richard¹²⁵ (1991) examined teacher stress, job satisfaction absenteeism, career intention, career commitment, and self-image among secondary school teachers in Maltae and concluded that teachers who reported greater stress are less satisfied with teaching, more frequently absent, and more likely to re-enter the field.

Mark¹²⁶ *et al.* (1991) examined the relationship between job satisfaction, career commitment and job stress and identified the factors contributing to teacher stress among elementary school teachers and concluded that stress is most affected by pupil misbehaviour and time/resource difficulties.

Rao¹²⁷ (1992) investigated the job satisfaction of secondary school teachers in Anantapur District of Andhra Pradesh and reported that there is

- i) no significant relationship between job satisfaction and age of teachers.
- ii) no significant relationship between job satisfaction and salary received by the secondary school teachers.
- iii) length of service of teachers not related to job satisfaction.
- iv) significant relationship between job satisfaction and educational qualification of teachers.
- v) no significant relationship between marital status of teachers and their job satisfaction.
- vi) job satisfaction and gender are significantly related.

Choy¹²⁸ *et al.*, (1993) are of the opinion that intrinsic factors may play a role in motivating individuals to enter the teaching profession, since most teachers enter profession because they enjoy teaching and want to work with young people and very few teachers enter the profession because of external rewards.

Asha¹²⁹ (1994) made an attempt to investigate the effect of family social-psychological characteristics on job satisfaction of women on a sample of 146 women employed in banks, higher secondary schools and university centres using Job Descriptive Index (JDI) and Family Environment Scale (FES). It was found that job satisfaction among women employees is related to their perception of family environment. It was also observed that variables like help and support the women get in the family seem to facilitate the job satisfaction of the women.

Gida¹³⁰ (1995) analysed some personal socio-cultural, academic and organizational characteristics of 240 college teachers ranging from twenty five to fifty five years of age in Saurashtra region. It was reported that workload, stress and anxiety have significant impact on job satisfaction and that different age groups differ significantly in their job satisfaction.

Marlow¹³¹ *et al.*, (1996) examined the reasons for leaving teaching ranks in a study of 212, K-12 teachers in the North western United States and found that 44 per cent of the teachers occasionally consider leaving the profession and the reasons cited include student indiscipline, students' lack of motivation, poor attitudes, lack of fulfilment, boredom with the daily routine, stress, and frustration, lack of respect from community, parents, administrators, and students', difficult working conditions, and low salaries. Forty nine per cent of the population surveyed identify the professional prestige to be as they had expected it or better.

Klicker¹³² *et al.*, (1997) explored seven aspects of classroom teachers' job satisfaction across six categories of years of teaching experience on 307 restructured Ohio Public School Teachers Education Graduates and it was reported that these teachers' job satisfaction is positive and there is no significant difference by years of teaching experience in ratings of job satisfaction.

Marianne and David¹³³ (1997) examined factors associated with job satisfaction and it was reported that the working conditions related to satisfaction are administrative support and leadership, student behaviour, and school atmosphere.

Scott¹³⁴ *et al.*, (1998) studied teachers' occupational motivation, satisfaction and health on a sample of 543 English teachers and school executives representing all types of schools and all levels of socio economic status. It was reported that teachers from different schools and teachers holding different promotion positions differ on some measures of satisfaction and that head teachers are no more satisfied than classroom teachers and are similarly stressed.

In a study conducted by Ramakrishnaiah and Rao¹³⁵ (1998) on job satisfaction of college teachers, it was found that all the factors in the 16 PF can predict job satisfaction and teachers who have a more favourable attitude towards teaching are found to be satisfied with their job.

Shann¹³⁶ (1998) identified frustrations with the variety of administrative routine and accompanying paper work, concern's about the evaluation of student's performance, problems related to the student's behaviour and handling of students' discipline, low pay, few possibilities of career promotion and the declining respect for the profession as the factors that contribute to increased teacher dissatisfaction in the profession.

Ramakrishnaiah and Manjuvani¹³⁷ (1999) in a study of personality characteristics and job satisfaction found that emotionally stable teachers are more satisfied in the job than emotionally less stable teachers.

Spear¹³⁸ *et al.*, (2000) while reviewing factors motivating and demotivating prospective and practising teachers reported that job dissatisfaction is principally contributed by work overload, poor pay and perceptions of how teachers are viewed by society.

Troman and Woods¹³⁹ (2000) in an article "careers under stress" discusses the after effects of intensification of the work of teachers and found declining job satisfaction, reduced ability to meet needs of students, incidences of psychological disorders leading to increased absenteeism and high levels of stress as the after effects.

Khatoon & Hasan¹⁴⁰ (2000) investigated the job satisfaction of 169 male and 59 female secondary school teachers of Azamgarh district and it was found that majority of teachers are satisfied with their jobs and that female teachers have a higher degree of job satisfaction than male teachers have. It was also reported that fresher teachers are more satisfied than the more experienced teachers.

Yasmin¹⁴¹ (2000) studied job satisfaction of 37 teachers teaching and visually impaired children from Hardwar and it was found that adjustment do not play any significant role in job satisfaction of teachers.

Natarajan¹⁴² (2002) in a study on school organisational climate and job satisfaction of teachers working in higher secondary schools of

Krishnagiri, Tamilnadu, found that teachers working in the open climate have very high level of Job Satisfaction.

Bennett¹⁴³ *et al.*, (2002) have found that agriculture teachers who continue to teachers and those who leave the profession have varying levels of job satisfaction.

Menon and Christon¹⁴⁴ (2002) in a comparative study on the satisfaction ratings of future and current elementary school teachers with respect to the main aspects of school organisation and administration revealed that future and current teachers differed significantly in their reported job satisfaction levels with respect to school administration.

Berg¹⁴⁵ (2002) in the article Teacher mentoring regarding educational practice identified imposed and centralised system of accountability, lack of professional autonomy, relentlessly imposed changes, constant media criticisms, reduced resources and moderate pay relate to low teacher satisfaction.

Zembylas and Papanastasiou¹⁴⁶ (2004) in a study of job satisfaction among school teachers in Cyprus found that teachers in Cyprus choose the teaching profession for intrinsic reasons since the majority of them indicated that they always want to become teachers and teachers who had a realistic view of the teaching profession before they began their training are more likely to be satisfied with their career.

Liu¹⁴⁷ (2005) in the paper prepared for the annual meeting of the American Educational Research Association, Montreal found that teachers who get good, accurate and comprehensive preview of the job are very satisfied with their jobs whereas those who do not get good preview of their job are very dissatisfied.

Kimbrel¹⁴⁸ (2005) studied the quality of teacher induction programmes and beginning teacher job satisfaction and found that there is positive and significant correlation between teacher induction programme and overall job satisfaction.

SUMMARY OF STUDIES ON JOB SATISFACTION OF TEACHERS

Sl. No	Author	Year	Major Findings
1	Anand	1972	Salary significantly related to job satisfaction among college teachers
2	Engelhardt	1973	Job satisfaction of teachers decreases as the size of the class increases
3	Harini	1974	Younger school teachers more satisfied than older teachers; teachers of six to ten years are more satisfied than the teachers having sixteen years of experience; and married teachers are more satisfied than unmarried teachers
4	Lavingia	1974	Primary school teachers are more satisfied than secondary school teachers; women teachers more satisfied than men teachers and unmarried teachers more satisfied than their married counter parts
5	Weaver	1974	Strong positive relationship between job satisfaction and satisfaction with income
6	Dwivedi & Pestonjee	1975	Job satisfaction increase with increasing experience for a period of ten years and after that it starts going down
7	Bernard and Kulandaivel	1976	Graduate women teachers more satisfied than men teachers. Eight per cent of the teachers extremely dissatisfied; sixty per cent moderately satisfied and thirty two per cent very satisfied
8	Schmidt	1976	Motivational factors like achievement, recognition, advancement, responsibility and work are important for job satisfaction
9	Anand	1977	Women teachers are not satisfied when compared to men teachers
10	Hodge	1977	Level of job satisfaction increase for both Negro and White professors as years of employment increases

11	Reddy and Reddy	1978	Secondary school women teachers more satisfied than men teachers
12	Agarwal	1979	Marital status not related to job satisfaction
13	Muthaiah	1980	Effective teachers have better job satisfaction than ineffective teachers
14	Teacher Opinion Poll (NEA Survey)	1980	Factors like public's attitude towards the schools, treatment of education by the media, student attitude towards learning, salary and status of teachers in the community have negative effect on job satisfaction
15	Pagel and Price	1980	Factors like lack of time for planning, tedious paper and clerical work, autocratic administration, disruptive and unmotivated students, unco-operative parents, lack of autonomy to prescribe curriculum, feeling of failure and low occupational prestige contribute to job dissatisfaction
16	Bloland and Selly	1980	Teacher career change is due to dissatisfaction with the principals which may stem in part from the principal's role in reducing or eliminating teacher opportunity for creativity in the classroom
17	Ramakrishnaiah	1980	Socio economic status of the teachers do not have any bearing on job satisfaction
18	Gupta	1981	Job involvement is positively and significantly related to teacher effectiveness in case of rural female and urban male teachers
19	Davis	1981	Major sources of job dissatisfaction are teacher-administration interaction through politics, low salary, lack of prestige and teacher's lack of control
20	Daly	1981	Positive association found to exist between perceived ability of the principal to provide rewards for high quality teaching

21	Mokry	1981	Young female teachers begin their job with enthusiasm, hope and satisfaction, end up with dissatisfaction, young male teachers begin their job with low or average level of satisfaction in the job, end up with satisfaction.
22	Krishna Kumari	1982	Married women teachers do not differ from unmarried teachers in job satisfaction
23	Padmapriya	1982	Job satisfaction not related to age, salary, length of service, and educational qualification.
24	Nayak	1982	Women teachers have a more favourable attitude towards teaching have higher level of job satisfaction and better teaching behaviour than their male counter parts
25	Smith	1982	Married teachers more satisfied with their teaching position than unmarried teachers
26	Smith and Plant	1982	No gender difference in job satisfaction among university professors
27	Kuhn	1982	Extrovert teachers more satisfied with their career than introvert teachers
28	Gakhar <i>et al</i>	1984	Significant difference exists in job satisfaction of teachers belonging to primary, middle and secondary levels
29	Sharp	1984	Principals who plan to retire from the system early are less satisfied with their jobs than principals who plan to stay in the system
30	Amar Singh	1985	Age and Job satisfaction positively correlated in the case of professionals
31	Kulsum	1985	Female teachers of secondary schools have high degree of job satisfaction than male teachers
32	Dixit	1985	Female teachers more satisfied than male teachers marital status has no effect on job satisfaction.

33	Birmingham	1985	Teachers are most satisfied with intrinsic reinforcers such as social service, creativity, variety and ability utilization; teachers over 55 years of age and under twenty five years are most satisfied.
34	Srivastava	1986	Young primary school teachers compared to old teachers significantly higher in job satisfaction
35	Anand	1986	The attitude of teachers towards students bears a significant and positive correlation with their job satisfaction
36	Ashton & Webb	1986	Job satisfaction is associated with teacher effectiveness which affects student achievement.
37	Porwal	1987	The job satisfied secondary school teachers tend to be emotionally mature, stable, realistic about life, unruffled and possessing ego-strength
38	Gakhar <i>et al.</i> ,	1988	Age, Salary, Teaching experience are the significant correlates of job satisfaction.
39	Das	1988	Highly motivated secondary school teachers highly satisfied in their jobs
40	Sing	1988	Positive relationship exists between teaching efficiency and job satisfaction of secondary school teachers
41	Wong	1989	Dissatisfaction with nature of job and with social prestige are significant predictors of teacher's intention to leave the profession.
42	Hodsun	1989	Difference between men and women in the determinants of job satisfaction; women evidence greater job satisfaction in female typed occupations.
43	Cano and Miller	1990	Agricultural education teachers were fairly or moderately satisfied with their job
44	Berns	1990	Teacher effectiveness is a predictor of the level of job satisfaction and has been linked to teacher retention among vocational teachers.

45	Mark and Richard	1991	Teachers who reported greater stress are less satisfied in teaching
46	Mark <i>et al</i>	1991	Stress most affected by pupil's misbehaviour and time, resource difficulties
47	Rao	1992	Significant relationship between job satisfaction and educational qualification and no significant relationship with marital status among secondary school teachers
48	Choy <i>et al.</i>	1993	Intrinsic factors play a role in motivating the individuals to enter teaching profession
49	Asha	1994	Help and support from family facilitate job satisfaction of women.
50	Gida	1995	Work load, stress and anxiety have significant impact on job satisfaction of college teachers
51	Marlow, <i>et al.</i>	1996	Student indiscipline, student's lack of motivation, poor attitude, lack of fulfilment, boredom with the daily routine, stress, lack of respect from community, parents difficult working conditions and low salary are the causes for leaving the teaching profession.
52	Klicker, <i>et al.</i>	1997	No significant differences by years of teaching experience in ratings of job satisfaction
53	Marianne & David	1997	Administrative support and leadership, student behaviour and school atmosphere are the factors associated with job satisfaction
54	Scott <i>et al.</i>	1998	Teachers from different types of schools and teachers holding different promotion positions are different in their job satisfaction
55	Ramakrishnaiah and Rao	1998	16 PF can predict job satisfaction; teachers with more favourable attitude towards teaching more job satisfied
56	Shann	1998	Student indiscipline, poor pay, few possibilities of career promotion and the declining respect of the profession are

			the factors responsible for job dissatisfaction
57	Ramakrishnaiah & Manjuvani	1999	Emotionally stable teachers more satisfied in the job than emotionally less stable teachers
58	Spear, <i>et al</i>	2000	Work overload, poor salary and perceptions of how teachers are viewed by society are the factors of job dissatisfaction
59	Troman and Woods	2000	Intensification of the work of teachers is responsible for declining job satisfaction and high levels of stress
60	Khatoon and Hasan	2000	Female teachers have a higher degree of job satisfaction than male teachers
61	Yasmin	2000	Adjustment of teachers teaching visually impaired children do not play any significant role in their job satisfaction
62	Natarajan	2002	Higher secondary school teachers working in open organizational climate have very high level of job satisfaction
63	Bennet, <i>et al.</i>	2002	Agriculture teachers who continue to teach and those who leave the profession have varying levels of job satisfaction
64	Menon and Christon	2002	Future and current elementary school teachers differ significantly in their reported job satisfaction levels with respect to school administration
65	Berg	2002	Imposed and centralized system of personal autonomy, relentlessly imposed changes, constant media criticisms, reduced resources and moderate pay relate to low teacher satisfaction
66	Zembylas and Papanastasiou	2004	Teachers who have a realistic view of the teaching profession before they began their training are more likely to be satisfied with their career

67	Liu	2005	Teachers who get good accurate and comprehensive preview of job are very satisfied with the jobs whereas those who do not get good previews are very dissatisfied
68	Kimbrel	2005	Positive and significance correlation between teacher induction programme and overall job satisfaction.

2.4 STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION

Attitudes reflect man's behaviour and the teacher who thinks well of his or her profession is sure to contribute much towards the pupils and towards the society. Attitudes are formed through experience which means that they are learned. Although the attitude of people tend to be relatively stable, they can be modified to some degrees. Individuals will have positive attitudes towards those objects which enable them to achieve the values held and form negative attitudes towards objects which hinder the achievement of values.

Attitude has been the subject of investigation by social science researches for many decades. Studies conducted in India and abroad include psychological and demographic variables related to teachers of various levels and their attitude towards teaching profession. The studies reviewed are presented as follows

Roy¹⁴⁹ (1971) studied the relationship between teacher attitude and teaching efficiency and found a positive relationship between the two variables.

In a study conducted by Sukhwal¹⁵⁰ (1976) on attitudes of married lady teachers towards teaching profession, those teachers who showed favourable attitude towards teaching profession also reveal the highest percentage of problems in actual work situations.

Gupta¹⁵¹ (1984) conducted a study on Attitude of Teachers and found that male and female teachers differ significantly in attitude towards teaching profession.

Ramakrishnaih¹⁵² (1980) revealed that women teachers have a significant and more favourable attitude towards teaching than men teachers.

Bhandarkar¹⁵³ (1980) in a study on polytechnic teachers' attitude towards teaching profession and its correlates, found that attitude towards teaching profession is not significantly related to the qualification of the teachers.

Sunal¹⁵⁴ (1982) studied the effective predictors of preservice science teaching behaviour. The results revealed that attitude towards learning and teaching science and not attitude towards science or nature are associated with more intensive science teaching.

Rawat and Sreevasthava¹⁵⁵ (1984) conducted a study to compare the attitude of male and female teacher trainees towards teaching. significant difference was found between male and female teacher trainees in their attitude towards teaching profession.

Khatoon¹⁵⁶ (1985) in a study on the relationship between teachers' classroom verbal behaviour and attitude towards teaching found that teachers' attitude towards teaching profession has nothing to do with the teacher's influence in classroom.

Austin¹⁵⁷ (1985) found significant differences between the attitudes of teachers and principals concerning various aspects of main-streaming practices: Teachers show a great deal of concern about classroom behaviour and academic progress of students, whereas principals tend to show a greater concern about philosophy of students. Teachers tend to be more influenced by involvement in special educational programmes.

Mahapatra¹⁵⁸ (1987) studied the comparative role of intelligence, attitude and vocational interest towards success in teaching . It was found that intelligence, attitude towards teaching and vocational interests are predictor variables of teaching success.

Ramakrishnaiah¹⁵⁹ (1989) analysed the attitude of college teachers towards teaching profession and it was found that;

- i) Generally College teachers have a favourable attitude towards Teaching.
- ii) Teachers below 35 years of age have a more favourable attitude towards teaching than the middle age group and the high age group.

Poozhikuth¹⁶⁰ (1989) found that female teachers have high attitude towards teaching than male teachers and age is not significantly associated with attitude towards teaching whereas length of service is associated with attitude towards teaching.

Mathai¹⁶¹ (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching.

Skariah¹⁶² (1994) studied creativity of teachers' trainees in relation to their self concept, attitude towards teaching profession and success in teaching. The study revealed that high teaching success group and high attitude towards teaching group are more creative than the other groups.

Reddy¹⁶³ (1995) investigated the attitude of student teachers and success of student teachers and it was reported that attitude of teachers do not significantly influence the success of student teachers.

Kumar¹⁶⁴ (1995) studied the attitude of teacher trainees towards teaching profession. It was found that there is significant difference in the attitude of male and female teacher trainees towards teaching profession. Significant difference in attitude towards teaching profession between graduates and postgraduates was also reported.

Balan¹⁶⁵ (1996) found no significant gender difference in the attitude towards teaching of student teachers of Keraia and reported that there exists significant relationship between attitude towards teaching and self concept of the female student teachers.

Marso & Pigge¹⁶⁶ (1996) investigated the relationship between pre- and post preparation development of attitudes, anxieties and confidence about teaching, and candidates' success or failure in making the transition to teaching on 241 teacher candidates, and it was revealed that teacher preparation itself, has an impact upon teacher candidates' affective characteristics.

Marso and Pigge¹⁶⁷ (1998) also conducted a longitudinal study to find out relationship between attitude towards teaching, anxiety about teaching, self-perceived effectiveness and attrition from teaching on 540 teacher candidates. It was found that candidates teaching 7 years after commencement of teacher preparation possess theoretically more desirable affective traits than do non teaching candidates.

Cornelius¹⁶⁸ (2000) investigated the factors affecting teacher competence of teacher trainees at the secondary teacher education level. It was revealed that intelligence, attitude towards teaching profession, and academic achievement of teacher trainees are the discriminating factors of the different groups of the subjects.

Pushpam¹⁶⁹ (2003) while examining the attitude of women teachers towards teaching profession on a sample of 725 teachers found significant and positive relationship between attitude of women teachers towards teaching profession and job satisfaction.

SUMMARY OF STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION

Sl. No.	Author	Year	Major Findings
1.	Roy	1971	Positive relationship between teaching attitude and teaching efficiency.
2.	Sukhwai	1976	Teachers with favourable attitude towards teaching profession revealed the highest percentage of problems in actual work situations.
3.	Gupta	1977	Teaching success significantly related to personality factors. Successful and less successful teachers differ in attitude towards teaching.
4.	Singh	1997	Positive relationship between Attitude and Job Satisfaction of teachers
5.	Ramakrishnaiah	1980	Women teachers have a significantly more favourable; attitude towards teaching than men teachers unmarried teachers having more favourable attitude than married teachers.
6.	Bhandarkar	1980	Significant positive relationship between age of teachers and their attitude towards teaching profession. Attitude towards teaching profession is not related to qualification.
7.	Sunil	1982	Positive Relationship between Attitude towards teaching science and of science teaching behaviour
8.	Gupta	1984	Male and Female teachers differed significantly in attitude towards teaching profession.

9.	Rawat & Sreevasthava	1984	Significant difference between male and female teacher trainees in their attitude towards teaching profession.
10.	Khatoun	1985	Attitude towards learning and teaching profession has nothing to do with the teachers' classroom behaviour
11.	Austin	1985	Significant difference between attitude of teachers and principals in mainstreaming practices.
12.	Mahapatra	1987	Intelligence, attitude towards teaching, and vocational interests are predictor variables of success in teaching.
13.	Ramakrishniah	1989	Teachers below 35 years have a more favourable attitude towards teaching profession junior and senior teachers do not differ in attitude.
14.	Poozhikuth	1989	Female teachers have high attitude towards teaching than male teachers, age not significantly associated with attitude towards teaching; length of service is associated.
15.	Mathai	1992	Attitude towards teaching profession is a significant predictor variable of success in teaching.
16.	Skariah	1994	High attitude towards teaching group and high teaching success group of trainees are more creative.
17.	Reddy	1995	Attitude of teachers cannot influence the success in teaching.
18.	Kumar	1995	Significant difference in the attitude of male and female teacher trainees.

19.	Marson & Pigge	1996	Teacher preparation itself has an impact upon teacher candidates' affective characteristics.
20.	Balan	1996	No significant gender difference in the attitude of teachers
21.	Singh	1997	Positive and significant relationship between attitude of teachers and job satisfaction.
22.	Marso & Pigge	1998	Teachers teaching seven years after commencement of teacher preparation possess theoretically more desirable affective traits than do non-teaching candidates
23.	Ramakrishnaiah	1998	Teachers with more favourable attitude towards teaching profession are more satisfied in their job.
24.	Cornelius	2000	Attitude towards teaching profession is a discriminating factor of teacher competence of different groups.
25.	Pushpam	2003	Significant positive relationship between attitude towards teaching and job satisfaction of women teachers.

2.5 META ANALYSIS

Teacher effectiveness as seen in the studies reviewed is associated with a number of factors like personality, nature of occupation, experience, age, student achievement, attitude towards teaching profession, training, and teacher's personal and professional qualities. Classroom climate management, job satisfaction, preparation programme etc. have significant effect on success in teaching. Successful and less successful teachers are found to be differing in many of these factors. Most of the studies were

found to be concentrating on general teacher effectiveness and the criteria of teacher effectiveness are yet to be agreed upon by experts in the field of teacher education.

Studies of Role Conflict of working women in general suggest that women experience work and family role conflict to a great extent and that conflict at work is often transferred to conflict at home. It was also understood that there are various factors associated with role conflict of women in general and of women teachers in particular which are due to multiple role demands. All working women have problems in the personal, social and familial areas across countries. Perception of roles by women teachers themselves differ significantly and some studies point out that working wives and housewives experience role conflict in nearly equal degree. Role Conflict is a factor that affect work efficiency seriously in any field.

At the same time working women possess unusual capacity to skillfully manage the various roles than unmarried women. When factors influencing role conflict was studied it was found that factors like age, experience, personality, academic qualification, marital status, work load, job satisfaction and help and support from family are all associated with role conflict of women teachers.

Studies reviewed on job satisfaction indicate that job satisfaction of teachers is related to several factors like academic achievement, recognition, income, class size, status of teachers, age, and experience of the teachers. Significant gender difference in job satisfaction is found in many studies. Married women teachers differ in job satisfaction when compared to unmarried women teachers and younger teachers are more satisfied than those about to retire. School teachers differ from college and University professors in job satisfaction and there is difference among teachers belonging to primary, middle and secondary levels at schools. Personality factors are also found to be associated with job satisfaction and work load, stress and anxiety are found to have significant impact on job

satisfaction. Effective teachers are found to be more satisfied than ineffective teachers and are found to be not dissatisfied in jobs if they are occupied in female typed jobs.

Studies reviewed on attitude towards teaching profession reveal that there is positive relationship between attitude and teaching efficiency. It is also found that successful and less successful teachers differ in attitude towards teaching profession. Some studies reveal that women teachers have more favourable attitude towards teaching profession, and that unmarried women teachers have more favourable attitude than married teachers. Significant relationship of attitude with variables like age, intelligence, vocational, interests, creativity, experience and job satisfaction of teachers are identified in a majority of studies. But some studies show, no significant gender difference in attitude; and no relationship with qualification. Similarly there are studies revealing that attitude of teachers do not influence success in teaching and that teachers who have more favourable attitude report more problems at work.

Thus, studies reviewed in the areas of Success in Teaching, Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession of working women in general and that of women teachers in particular revealed that working women experience conflict in several areas and this conflict often renders dissatisfaction both in their job and in their life. At the same time some studies indicated that the varied role performance enables women to shoulder all the responsibilities with confidence and vigour. The variables associated with Success in Teaching are innumerable, such as, personality of the teacher, adjustment, gender, nature of occupation, job satisfaction, intelligence, professional qualities of teachers, affective characteristics, commitment of the teacher, concern for students' progress, classroom climate, teachers' confidence and the like. The review also suggested that there are no comprehensive studies covering variables of a number of dimensions viz., Success in Teaching, Role Conflict, Job

Satisfaction, and presage personality and professional variables of women teachers of Kerala. The study, in this context, is an attempt to fill gaps if any in the studies conducted so far, and the results of the study may initiate further investigation of this kind.

REFERENCES

1. Scheur (1971), in, CHAN Chui-Chun, CHAN Kai-Yeen - CHEUNG Wing-ming, NGAN Ming-yan and YEUNG Veng-meng (1992); Primary school teacher self concept; its relationship with teacher behaviours and students' educational outcomes. *CUHK Primary Education*, Vol. 3, No. 1, pp. 9-28
2. Raj, S.C (1971). *Teacher characteristics as perceived by pupils and teacher*. Master's dissertation, University of Kerala
3. Maheswari, V. (1976). *A study into the classroom verbal interaction pattern of effective and ineffective teachers*. Doctoral Thesis, Meerut University.
4. Arora, K. (1976). *Difference between effective and ineffective teachers*. Doctoral Thesis. Jamia Millia Islamia, New Delhi.
5. Grewal, S.S. (1976). *Intellectual and personality correlates of teacher effectiveness at the higher secondary stage*. Doctoral Thesis, Punjab University.
6. Singh, S.K. (1976). *A study of some personality variables related to teaching effectiveness*. Doctoral Thesis, Patna University.
7. Rajagopalan, S. (1976). The relationship of certain environmental factors to teaching success in English. *Journal of Educational Research and Extension*, 1.
8. Chandra, D. (1976). *A study of emotive aspects of work (a perception of college teachers)*. Doctoral thesis, Education, Agra University.
9. Widick, C. (1977). The Perry scheme: A foundation for development practice: *Counselling psychologists* 6, 35-38.
10. Gupta, V.P. (1977). *Personality characteristics, adjustment level, academic achievement and professional attitude of successful teachers*. Doctoral thesis, Punjab University.
11. National Science Foundation (1980). *What are the needs in pre-college science, mathematics and social science education? Views from the field*. Washington C.U.S Government Printing office.
12. Deo, Prathibha (1980). Some personality and adjustment correlates of teaching effectiveness. *Journal of the Institute of Educational Research* 2.
13. Mann, S.S. (1980). *Some correlates of success in teaching of secondary school teachers*. Doctoral thesis, Punjab University.

14. Mathew, R. (1980). *A factorial structure of teaching competencies among secondary school teachers*. Unpublished doctoral thesis. Mysore University.
15. Balachandran, E.S. (1981). *Teaching effectiveness and student evaluation of teaching*. Doctoral Thesis, Madras University.
16. Perry, W.G., Jr. (1981). Cognitive and ethical growth., the making of meaning. In. A.W. Chikering (ed.). *The modern American College*. San Francisco : Jossey - Bass.
17. Passi, B.K. & Sharma, S.K. (1982). A study of teaching competency of secondary school teacher education. Indore University in M.B. Buch (Ed.) (1987), *Third Survey of Research in Education*, New Delhi: NCERT.
18. Al-Babtain, A.A.W (1982). An investigation of the relationship between teacher effectiveness and indirect and direct teaching of intermediate social science teachers in Riyadh, Saudi Arabia, Abstract. *Dissertation Abstracts International*, 43, 1882 A.
19. Nadeem, N.A (1984). *Personality, adjustment, level of intelligence, interpersonal perception and teaching success of teachers at secondary level*, Unpublished Doctoral Dissertation, Kashmir University.
20. Wangoo, M.L. (1984). *Teacher personality correlates and scholastic competence as related to teacher effectiveness*. Doctoral thesis, Kashmir University.
21. Malik, J.S. (1984). *A comparative study of personality factors and learning environment of successful and less successful teachers in selected schools of Rajasthan*. Doctoral thesis, M. Sukh University.
22. Singh, N. (1985). *A comparative study of teachers trained through integrated and traditional methods in terms of attitude towards teaching, teaching competence and role performance*. Doctoral dissertation, Bnaras Hindu University.
23. Subbarayan, P. (1985). *A study of relationship between teacher effectiveness, research and publication and self-concept*. Doctoral thesis, Andhra University.
24. Wali, M.N. (1985). Factorial study of teaching effectiveness. Unpublished doctoral dissertation, BHU. M.B. Buch (Ed.) *Fourth Survey of Educational Research 1983-88*, Vol.11, p.11043.
25. Venkatiah, N, and Naidu, K. J (1986). It these relationship factors and teaching success. *Indian Educational Review* 21 (2), 1-10.
26. Veeraraghavan, & Arunkumar, S. (1988). Teacher effectiveness and student academic - performance - A comparative study of four types

- of schools. *Journal of Education and Psychology*, vol. XLVI, No. 1-2, July.
27. Hill, V.L., (1988). Beginning first year teachers' perceptions of characteristics of effective teaching . *Dissertation Abstracts International*, 50, 357A.
 28. Mato, Mohd. Iqbal (1988). Personality characteristic associated with teacher effectiveness as seen through cattell's 16 PF. *Journal of the institute of Educational Research*, 2.
 29. Sing, Triveni. (1988). A study of teaching efficiency in relation to job satisfaction and socio-economic status of secondary school teachers. Unpublished doctoral dissertation. In M.B. Buch (Ed.) Fifth Survey of Research in Education, New Delhi: NCERT, p.1489.
 30. Steffens, P.J (1990). Characteristics of teacher efficacy as perceived by teachers of the year. *Dissertation, Abstracts International*, 51, 12.
 31. Hudgins, J.M. (1990). Selected elements of effective teaching : Testing their practical value with Ohio's principals. Abstract. *Dissertation Abstracts International* 51 37A.
 32. Kemp, L, & Hall, A. H. (1992). *Impact of effective teaching research on student achievement and teacher performance : Equity and access implications for quality education*. MS: Jackson State University (ERIC Document Reproduction Service. ED 348 360).
 33. Handerson, R. N (1993). Views of union country college students by subject areas and demographic characteristics of the effectiveness of teaching methods. Abstract. *Dissertation Abstracts International*, 54, 787 A.
 34. Little, B,L (1993). Effectiveness, performance, and motivation in a team based environment. Abstract. *Dissertation Abstracts International*, 52, 168 A.
 35. Bose. E.V.C (1993). *Correlation of teacher effectiveness of student teachers of Biology*. Unpublished M.Phil thesis, University of Kerala, Thiruvananthapuram.
 36. Skariah, Sunny (1994). *Study of creativity in student teachers in relation to their self concept, attitude towards teaching and success in teaching*; Unpublished Ph.D thesis : Department of Education, University of Kerala.
 37. Saxena, J., S.(1995). A study of teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession. Doctoral Dissertation. Garhwal University in *Indian Educational Abstracts*, Vol. 2, No.1, January.

38. Tom Ganser. (1996). Teacher effectiveness: views of preservice and inservice teachers, Research Reports (143), U.S; Wisconsin, in, Record 34 of 298 - ERIC.
39. Ostrander, L.R. (1996). *Multiple judges of teacher effectiveness: Comparing of teacher self-assessments with the perceptions of principals, students and parents*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, c APRIL 8-12, 1996. ERIC Identifier ED 399267.
40. Mohan R, (1998), Teaching effectiveness. A factorial approach. *Experiments in Education*, Vol. XXVI, No. 6, January, 97-103.
41. Yeung, K. W & Watkins, D (2000). Hong Kong student teachers' personal construction of teaching efficacy; *Educational Psychology*, Vol. 20, No. 2.
42. Cornelius (2000). *Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees*. Unpublished M.Phil thesis. University of Kerala, Thiruvananthapuram.
43. Kagathala, A.B. (2002). A study of effectiveness of teachers of secondary schools in Gujarat. *Journal of Education and Psychology*. Vol.LIX, No.4 and Volume LX NO.1 Jan-June 26-33.
44. Krishnaprasad, B. (2002). Teacher effectiveness and temperament variables of secondary school teachers. *Research and Reflections on Education*, Vol. No.2, July-Sept. 2002.
45. Paul, V.D. and Kumaravel, K. (2003). Teacher effectiveness : an empirical study of elementary school teachers. *Experiments in Education*, Vol. XXXI, No. 10, Oct, 200-201.
46. Johnson, S. M., & *The project on the next generation of teachers, (2004). finders and keepers : Helping new teacher survive and thrive in our schools*. San Fransisco: Jossey - Bass.
47. Campbell, J., Kyriakidis, L., Muijs, D., & Robinson, W (2004). Assessing teacher effectiveness, developing a differentiated model, *School Effectiveness and School improvement*, Vol. 16 No. 2, June 2005, pp. 217-277.
48. Hates, C.A. (1969). The changing status of women. Allied Publishers Pvt. Ltd. Bombay.
49. Bhogle, Shalini (1969). Role Conflict in Teachers: *Indian Journal of Psychology*. vol. 46. No. 4 Dec. 1971.
50. Kapur, Promilla., (1970). *Marriage and the working women in India*, New Delhi : Vikas Publication.

51. Poloma, M.M (1972). Role conflict and the married professional women: in, C. Safillios Rots Child (Ed.); *Towards a sociology of women*. Lexington, M.A., Xerox college publishing.
52. Paranjpe Shreelekha (1973). Problems of graduate employed women - A socio - psychological study and attitude survey, *Indian Dissertation Abstracts* . Vol. 3, No. 2. April-June, 1975.
53. Bachman, L. (1978). "The relative rewards and costs of parenthood and employment for employed women", *Psychology of women, Quarterly*, 2. 215-234.
54. Banuzubeeda (1979). *Housewives in professions. A study of the Interplay of the Rural roles in the life of educated of families of Madras*. Unpublished M.A (Anthropology) Project, Madras University, Madras.
55. Ramanamma, A. and Bambawale, U (1979). Telephone operations: The women without faces, *Social Science Research Journal* pp 93-111.
56. Makowsky, V. (1980). Stress and the mental health of women: A discussion of research and issues, in. M. Guttentag, S. Salasin, and D. Belle (Ed.). *The Mental Health of Women*, England : Academic Press.
57. Cox, T. Thirlaway, M. and Cox S. (1984). "Occupational well being - sex difference and work": *Ergonomics, women at work*, 1984. Vol 27 (5), 499-510.
58. Light, H. (1984). "Difference in employed women's anxiety, depression and hostility levels according to their career and family role commitment", *Psychological Reports*, 55, 290.
59. Sharma, V. (1985). A study of frustration among working women in : M.B. Buch (Ed.) (1991). *Fourth Survey of Research in Education*, NCERT, New Delhi.
60. Verbrugge, L. and Madans, J. (1985). "Social role and health trends of american women", *Health and Society*, 63, 1985.
61. Mehta, G.L., (1985). Role conflict of women teachers, in : MB Buch (Ed.) (1991). *Fourth Survey of Research in Education*, NCERT : New Delhi.
62. Prasad, P. (1985). Aspirations, adjustment and role conflict in primary and secondary school teachers, in M.B. Buch (Ed.), (1991); *Fourth Survey of Research in Education*, NCERT: New Delhi.
63. Uma, R. (1985). A social psychological study of women teachers, in : M.B. Buch (Ed.) (1991). *Fourth survey of Research in Education*, NCERT : New Delhi.

64. Singh V. (1987). Study of job satisfaction, family adjustment, occupational and personal problems of women working in different professions, in M.B. Bunch (Ed.) (1991). *Fourth survey of Research in Education*, NCERT, New Delhi.
65. Sinha Puspha (1987). *Role conflict among the working women*, New Delhi: Janaki Prakasan.
66. Gopal (1987). A study of role conflict and its effect of role performance of extrovert and introvert senior secondary school teachers of Delhi University: in: M.B. Buch (Ed.) (1991). *Fourth Survey of Research in Education*, NCERT: New Delhi.
67. Bedeian, A., Burke, B., & Moffett, R. (1988). Outcomes of work family conflict among married male and female professionals. *Journal of Management*, 13, 3, 475-491.
68. Yagrecha Y.S and Mishra S.P (1990). "A comparative study of organisational role stress between clerical and teaching female personnel", *Personality study and Group Behaviour*, Vol. 10, No. 2, July, 1990, pp. 59-65.
69. Aryee, Samuel; Luk, Vivienne; Leung, Alicia; Lo, Susanna (1999). *Role Stressors, Interrole Conflict, and Well-being : The Moderating Influence of Spousal Support and Coping Behaviors among Employed Parents in Hong Kong*, (ERIC Identifier EJ581 021).
70. Kaila, H.L (1993). "Stress of the working woman", in *Every man's Science*, June - July, 1993, PP. 90-94.
71. Shah, Elisabeth and Burns, Ailsa (1993). "Guilt and the working parent", *Australian Journal of Marriage of Family*, 1993 (March) Vol. 14 (1), 30-43.
72. Simon, R.W (1995). Gender Multiple roles, role meaning and mental health. *Journal of Health of Social Behaviour*, 36, 182-194.
73. Publiesi, K (1995). Work and well-being; Gender differences in the psychological consequences of employment. *Journal of Health & Social Behaviour*, 36, 57-71.
74. Moore, D & Gobi, A. (1995), *Role conflict and perceptions of gender roles: The case of Israel*. *Sex-Role*, 32, 251-270.
75. Zvonkovic, A.M (1996). The marital construction of gender through work and family decisions: A qualitative Analysis. *Journal of Marriage of the Family*, 58, 91-100.
76. Quick, J., Nelson, D., & Hurrell, J . Jr . (1997). Preventive stress Management in organizations, Washington, D.C., *American Psychology Association*.

77. Mishra, P & Bajpai, V (1998). Role & Conflict: the spill over effect, *JIAAP*, 1998 Jan-Jul.; 24 (1-2): 27-31 in ERIC Identifier: N1004895.
78. Corbin, S.K.T (1998). Role perceptions and job satisfaction of community college faculty. Ph.D. Dissertation, Catholic University of America. ERIC Identifier: ED 428806.
79. Lathakumar. R. (2000). Relationship of personal and school-based variables of married women teachers to their role conflict. *Experiments in Education* Vol. XXVIII, No. 6 June, 97-101.
80. Howard, M.H. and Homma, M. (2001). Job satisfaction of Japanese career women and its influence on turnover intention. *Asian Journal of Social Psychology*, 4, 23-38.
81. Loder, Tondra L., spillane, James P. (2005). Is a Principal Still a Teacher? US women Administrators' Accounts of Role Conflict and Role Discontinuity, *School Leadership and Management*, Vol.25 n. 3 p. 263, Aug. 2005. (ERIC Identifier EJ 691 471).
82. Anand, S.P., (1972), School teachers and job satisfaction, *Teacher Education*, 7, 1, 16-23.
83. Englhardt, V., (1973), Teachers' job satisfaction in schools of different levels. *Journal of psychologic in Enziehung and Untirricht*, (In) *Psychologic Abstracts*, 52, 1974.
84. Harini, A. (1974). *A study of job satisfaction of high school women teachers*, M.Ed. Dissertation, University of Mysore.
85. Lavingia, K. (1974). *A study of job satisfaction among school teachers* Ph.D Edn. Gujarat University.
86. Weaver, C.N. (1974). Correlates of job satisfaction: some evidence from the national surveys, *Academy of Management Journal*, 17, 2, 373-375.
87. Dwivedi, N., & Pestonjee, D.M., (1975), Socio-personal correlates of job satisfaction, *Psychological studies*, 20, 2, 30-49.
88. Bernad, N. and Kulandaivel, K. (1976). "A study of job satisfaction among women graduate teachers in Coimbatore". *Journal of Educational . Research and Extension*. Vol. 13. No. 2. Oct. 1976. pg. 120-124.
89. Schmidt, G.L., (1976), Job satisfaction among secondary school administrators, *Educational Administration Quarterly*, 12, 2, 68-86.
90. Anand, S.P. (1977). School teachers : Job Satisfaction Vs. Extraversion and neuroticism, *Indian Educational Review*, 12, 2, 68-78

91. Hodge, C.M., (1977), An analysis of the attitudes regarding job satisfaction held by negro professors and white professors in selected institutions of higher education desegregated since 1954. *Dissertation Abstracts International*, 37, 11, 6976-A.
92. Reddy, V.A. & Reddy, K.N. (1978). Job satisfaction of teachers working under different managements. *The Educational Quarterly*, 30, 28-29.
93. Agarwal, M.C (1979). Job satisfaction of working women, *Indian Psychological Abstract*, Vo. 16. No.4. December.
94. Muthaiah, D. N (1980). An attitudinal and personality study of effective teachers. Unpublished Doctoral Thesis, Jodhpur University.
95. Pagel, S., and Price, J., (1980). Strategies to alleviate teacher stress, *Pointer*, 24, 2, 45-53.
96. Bloland, P.A; and Selby, T. J., (1980), Factors associated with career change among secondary school teachers: A review of the literature, *Educational Research Quarterly*, 5, 3, B-24
97. Ramakrishnaiah, D. (1980). *A study of Job Satisfaction, attitude towards teaching and job involvement of college teachers*. Unpublished M.Phil dissertation, Sri Venkateswara University.
98. Gupta, U. (1981). *Job involvement and need patterns of primary school teachers in relation to teaching effectiveness* unpublished Doctoral thesis, Allahabad University.
99. Davis, F.G.T., (1981), Secondary teacher satisfaction -dissatisfaction: a symbolic interactionist analysis. *Dissertation Abstracts International*, 42, 2, 645-A.
100. Daly, R.E., (1981), A causal analysis of satisfaction, performance, Work environment and leadership in selected secondary schools, *Dissertation Abstracts International*, 42, 2, 472-A.
101. Mokry, A.-I 1981, Job satisfaction in the education industry : A case study of teachers' interaction with work conditions in high school, *Dissertation Abstracts International*, 42, 1, 355-A.
102. Krishnakumari (1982). "A study of job satisfaction and economic status of married and unmarried women teachers", *Journal of Educational Research and Extension*, Vol. 19. No. 1 July, 1982.
103. Nayak, K.D (1982). Adjustment and job satisfaction of married and unmarried lady teachers, in: M.B. Buch (Ed.) (1991). *Fourth Survey of Research in Education*. NCERT : New Delhi.

104. Padmapriya . C.B (1982). *A study of job satisfaction in selected groups of women teachers in Tirupati district of Andhra Pradesh*, M. Ed. dissertation, Mysore University.
105. Smith, H.D., (1982)Teacher voluntary absenteeism and perceptions of the professional environment, job satisfaction and impact of collective bargaining. *Dissertation Abstracts International*, 43, 1, 41-A.
106. Smith, D.B., and Plant, W.T., (1982). Sex difference in the job satisfaction of University Professors, *Journal of Applied Psychology*, 67, 2, 249-251.
107. Kuhn, B.J., 1982, Teacher personality type and job satisfaction, *Dissertation Abstracts International*, 43, 1, 104-A.
108. Gakhar, Sudesh and Balwinder Kaur (1988). "Personal and professional correlates of job satisfaction of home science teachers", *Journal of the Institute of Educational Research*, Vol. 12, NO. 1 January, 1988.
109. Sharp, G.J., (1984), An analysis of the relationship between job satisfaction and retirement decisions of selected public school principals of large Midwestern city, *Dissertation Abstracts International*, 45, 5, 1604-A.
110. Singh Amar, (1985). *Correlates of job satisfaction among different professionals*, Ph.D Edn. Punjab, University.
111. Kulsum, V. (1985). *Influence of school and teacher variables on the Job satisfaction and job involvement of secondary school teachers in the city of Bangalore*, Ph.D. Edn. Banaras University.
112. Dixit, M (1985). "Effect of the variables of sex and marital status on the level of job-satisfaction among primary school teachers" *Journal of the Institute of Educational Research*, vol. 2 No. 1, January , 1985.
113. Birmingham, J.A., (1985), Job satisfaction and burnout among Minnesota teachers, *Dissertation Abstracts International*, 45, 8, 2318-A.
114. Srivastava Shobha, (1986). Job satisfaction and professional honesty of primary school teachers, in M.B. Buch (Ed.) (1991). *Fourth survey of Research in Education*, NCERT : New Delhi.
115. Anand S.P., (1986), Attitude of teachers towards pupils and their job-satisfaction, *Indian Educational Review*, Vol.XXI, 3, 38-50.
116. Ashton, & Webb, (1986). Making a difference : teacher sense of efficacy and student achievement, New York, Longman in NCES (1997), Statistical Analysis Report, US Department of Education, July.

117. Porwal, N.K., (1987). A comparative study of the personality of the Job satisfied and the job dissatisfied teachers as measured by factors A, C, E, H, L and Q₄ of 16 - PF, *Asian Journal of Psychology and Education*, Vol. 19 No. 4, 27-31.
118. Gakhar, Sudesh and Balwinder Kaur (1988). "Personal and professional correlates of job satisfaction of home science teachers", *Journal of the Institute of Educational Research*, Vol. 12, NO. 1 January, 1988.
119. Das, Bijoy Laxmi. (1988). A study of secondary school teachers' job satisfaction and Job motivation in Cuttak District of Orissa. Unpublished M.Phil Dissertation, Indian Institute of Education, Pune, in, *Fifth Survey of Educational Research*, Vol. II, 1988-92, p.1178. New Delhi, NCERT, May 2000.
120. Sing, Triveni. (1988). A study of teaching efficiency in relation to job satisfaction and socio-economic status of secondary school teachers. Unpublished doctoral dissertation. In M.B. Buch (Ed.) *Fifth Survey of Research in Education*, New Delhi: NCERT, p.1489.
121. Wong, T (1988). *The impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong CUHK Education Journal*, Vo. 17, No. 2, pp. 176-185.
122. Hodson, R (1989). Gender differences in job satisfaction : Why aren't women more dissatisfied? *The Sociological Quarterly*. Vol. 13, No. 3, pp. 385-399
123. Cano, J & Miller, G (1992). A gender analysis of Job satisfaction, job satisfier factors and job dissatisfier factors of agricultural education teachers, in, Walker, W.D, Garton B.L., Kitchel,. T. J (2004) Job Satisfaction and selection of secondary agriculture teachers. *Journal of Agricultural Education*. Vol. 45. No. 2, 28-38.
124. Berns, R.G (199). The relationship between vocational teacher Job satisfaction and teacher retention using discriminant analysis paper presented at the American Vocational Association Conference, Cincinnati, Ohio. in Walker, W.D, Garton B.L., Kitchel,. T. J (2004) Job Satisfaction and selection of secondary agriculture teachers. *Journal of Agricultural Education*. Vol. 45. No. 2, 28-38.
125. Mark, Borg, G. & Richard, J. Riding (1991). Occupational stress and satisfaction in teaching, *British Educational Research Journal*, Vol. 17, No. 3, pp. 263-281, in record 171 of 176 ERIC.
126. Mark B. G & Richard J. Riding, (1991). Stress in teaching: A study of occupational stress and its determinants, Job satisfaction and career commitment among primary school teachers, *Educational Psychology : An international Journal of Experimental Educational Psychology*. Vol. 2. No. 1 pp. 59-75. in Record 173 of 176-ERIC.

127. Rao, B.S.R (1992). *A study of job satisfaction of secondary school teachers in Anantapur district, Andhra Pradesh*, M.Ed, Dissertation, Mysore University.
128. Choy, S. P., Bobbitt, S.A. Henke, R.R., Medrich, E.A., Hron, L. J., and Lieberman, J (1993). *America's Teachers: profile of a profession*, Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement National Centre for Education Statistics, NCES 93-025.
129. Asha, C. B (1974). "Job satisfaction among women in relation to their family environment", *Journal of Community Guidance and Research*. Vol II, No. 1. pp. 43-50
130. Gida G.R (1995) Relation between mental hygiene and Job satisfaction among college teachers - A psychological study. Doctoral Dissertation, Saurashtra University in; *Indian Educational Abstracts*, Vol. 2, No.1, January.
131. Marlow, Leslie and others (1996). Teacher job satisfaction, *Research Reports* (143),U.S. Louisiana, Record 25 of 176- ERIC.
132. Klcker, Beverly and Ladman, William, E. (1997). Exploring teacher job satisfaction, across years of teaching experience, *Research Reports*, U.S. Ohio; Record 28 of 366- ERIC.
133. Marianne, P. and David, B.P. (1997). Job satisfaction among America's teacher's: effects of workplace conditions, background characteristics and teacher compensation. Statistical Analysis Report, Research Reports, U.S. District of Columbia. ERIC Identifier. E.D: 412 181.
134. Scott, Catherine, Cox, Sue & Dinham, Steve (1998). *An English study of teacher satisfaction, motivation, and health*, U.K, England, in record 4 of 176 ERIC.
135. Ramakrishnaiah. D., and Rao, D. B., (1998). *Job satisfaction of college teachers*. Discovery publishing house. New Delhi.
136. Shann, M. (1998). Professional commitment and satisfaction among teachers in urban middle schools, in, Zembylas, M., and Papanastaziou (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*. Vol 42, No. 3, 357-374.
137. Ramakrishnaiah, R. and Manjuvani. E (1999). Personality characteristics Vs Job Satisfaction. *Experiments in Education*. Vol. XXVII. No. 4 April 58-62.
138. Spear, M., Gould, K., Lee, B. (2000). *Who would be a teacher? A Review of Factors motivating and demotivating prospective and practising teachers*, NFER, Slough.

139. Troman, G., Woods, P. (2000). Careers under stress : teacher adaptations at a time of intensive reform, in Zembylas, M., and Papanastasiou (2004). Job Satisfaction among school teachers in Cyprus. *Journal of Educational Administration*. Vol 42, No. 3, 357-374.
140. Khatoon, T., & Hassan, Z (2000). Job satisfaction of secondary school teachers in relation to their personal variables: sex experience, professional training, salary and religion. *Indian Educational Review*, Vol. 36 (1), 64-75, in *Indian Educational Abstracts*, Vol: 2, No:1, Jan. 2002.
141. Yasmin, S.N (2000) A study of job satisfaction of teachers teaching visually impaired in relation to their adjustment. *Disabilities and Impairments*, Vol. 4(2), 115-119 in; *Indian Educational Abstracts*, Vol: 2, No.1 January
142. Natarajan, K. (2002). A study on school organizational climate and job satisfaction of teachers". *Experiments in Education*, Vol.XXX, No.1 (January 2002), p.10-16, Chennai.
143. Bennett, P.N. Iverson, M.J. Rohs, F. R., Langone, C. A, & Edwards, M.C (2002) Job satisfaction of agriculture teachers in Georgia and selected variables indicating their risk of leaving the teaching profession, Paper presented at the southern Agricultural Education Research Conference, Orelando, Florida. in Walker, W.D, Garton B.L., Kitchel, T. J (2004) Job Satisfaction and selection of secondary agriculture teachers. *Journal of Agricultural Education*. Vol. 45. No. 2, 28-38.
144. Menon, M.E and Christon C. (2002). Perceptions of future and current teachers on the organisation of elementary schools : a dissonance approach to the investigation of Job satisfaction. *Educational Research*. Vol. 44, No. 1, 97-110.
145. Berg (2002). Teacher meanings regarding educational practice; in Zembylas, M, & Papanastasiou (2004). Job satisfaction among school teachers in Cyprus, *Journal of Educational Administration*, Vol. 42, No. 3, 357-274.
146. Zembylas, M., & Papanastasiou, (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*, Vol. 42, No. 3, 357-374.
147. Liu, E. (2005). *Hiring job satisfaction, and the fit between new teachers and their schools*. Paper prepared for the annual meeting of the American Educational Research Association, Montreal. Rutgers University, ed. liu@rutgers.edu. Manuscript submitted for publication.

148. Kimbrel, M.J, (2005). Teacher Induction programmes and beginning teacher job satisfaction. *College of Education and Sciences, University of Nebraska*. Lincoln.
149. Roy, Samantha, G.K. (1971). *A study of teacher attitude and its relationship with teaching efficiency*. Doctoral Thesis, Sambalpur University.
150. Sukhwal, K.D (1976). Attitudes of married lady teachers towards the teaching profession, in : M.B. Buch (Ed.) (1987). *Third Survey of Research in Education*, NCERT: New Delhi.
151. Gupta, A.K. (1984). *Teacher education current trends and prospects*. New York. Sterling Publishers (Pvt. Ltd.)
152. Ramakrishnaiah, D. (1980). *A study of Job Satisfaction, attitude towards teaching and job involvement of college teachers*. Unpublished M.Phil dissertation, Sri Venkateswara University.
153. Bhandarkar, B.G. (1980). A study of a polytechnic teachers' attitude towards teaching profession and its correlates. Government Polytechnic, Jalgon (TTI,Bhopal sponsored).
154. Sunal, D.W (1982). Affective predictors of preservice teaching behaviour. *Journal of Research in Science Teaching*, 2. 167-175.
155. Rawat and Sreevasthava, R.K. (1984). Attitude of male and female teacher trainees towards teaching – a comparative study, *Asian Journal of Psychology and Education*, 13, 54-58.
156. Khaton, Tahira (1985). Relationship between teachers' classroom verbal behaviour and their attitude towards teaching. *Journal of the Institute of Educational Research* 3.
157. Austin A.N., 1985, A study of the attitudes of teachers and principals towards mainstreaming practices at selected elementary schools in the district of Columbia, *Dissertation Abstracts International*, 45, 8, 2315-A.
158. Mahapatra, P.L. (1987). *Comparative role of intelligence, attitude and vocational interest towards success in teaching*. Doctoral Thesis, Utkal University.
159. Ramakrishnaiah, D. (1989). *Job satisfaction of college teachers*, Unpublished Doctoral Thesis, Sreevenkateswara University.
160. Poozhikuth, M. (1989). *Attitude towards teaching profession of college teachers*, Unpublished M.Ed dissertation, University of Calicut.

161. Mathai, M. (1992). *Some presage variables discriminating between successful and less successful secondary school science teachers of Kerala*. Unpublished M.Phil Thesis, University of Calicut.
162. Skariah, Sunny (1994). *Study of creativity in student teachers in relation to their self concept, attitude towards teaching and success in teaching*; Unpublished Ph.D thesis : Department of Education, University of Kerala.
163. Reddy, K.B. (1995). A study of student teachers' success in relation to criteria of admission and attitude towards teaching, *The Progress of Education*, Pune, LXX, 12-14.
164. Kumar, Ajith, V. K. (1995). *A Study of attitude of teacher trainees toward teaching profession*. Unpublished M.Ed. Dissertation, University of Kerala.
165. Balan, K. (1996). Attitude towards teaching profession and self-concept of student teachers of Kerala, *Unpublished Masteral Dissertation*, University of Calicut.
166. Marso, Ronald N., Pigge, Fred, L. (1996). *Relationship between Pre- and Post-preparation development of attitudes, anxieties, and confidence about teaching and candidates' success or failure in making the transition to teaching*. Paper presented at the Annual meeting of the Mid western Educational Research Association, Chicago, IL, Oct.25 1996. (ERIC Identifier ED 403 252).
167. Marso, Ronald N., & Pigge, Fred, L. (1998). *A longitudinal study of relationships between attitude towards teaching, anxiety about teaching, self-perceived effectiveness, and attrition from teaching*, paper presented at the Annual meeting of the Association of Teacher Educators, Dallas, TX Feb, Feb. 13-17, 1998. ERIC Identifier ED417 171.
168. Cornelius (2000). *Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees*. Unpublished M.Phil thesis. University of Kerala, Thiruvananthapuram.
169. Lily Pushpam, A.M. (2003). Attitude towards Teaching Profession and Job Satisfaction of Women Teachers in Coimbatore. *Journal of Educational Research and Extension*, Vol. 40(2), April-June 2003, Coimbatore, p.49.

METHODOLOGY

-
- *Variables*
 - *Tools used*
 - *Sample used*
 - *Data collection Procedure,
Scoring and Consolidation*
 - *Statistical techniques employed for analysis*
-

METHODOLOGY

This investigation is carried out with a view to find out the predictor variables which can discriminate significantly between the two groups of women teachers viz., Successful and Less Successful groups.

The methodology followed for the study is described under five major headings viz.,

1. Variables.
2. Tools Used.
3. Sample Used.
4. Data Collection Procedure, Scoring and Consolidation.
5. Statistical Techniques Used.

These are described below in the order as stated above.

3.1 VARIABLES

As stated earlier this investigation is to find out the extent of Role Conflict, Job Satisfaction, and select Presage Variables among Successful and Less Successful women teachers and to identify the variables which are capable of discriminating between Successful and Less Successful secondary school women teachers. The study is, therefore, designed with Success in Teaching as the criterion variable. The associate predictor variables are:

- 1 Role Conflict.
- 2 Job Satisfaction.
- 3 Presage Variables like :

- (i) Attitude towards Teaching Profession.
- (ii) Academic Qualification
- (iii) Length of Service
- (iv) Preparation Hours
- (v) Age, and
- (vi) Marital Status

The variables like Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession are of the interval type variables, where are, the variables like Academic Qualification, Length of Service, Preparation Hours, Age, and Marital Status are of the nominal type variables, and in all further statistical analysis, this nature of the variables was taken into account.

3.1.1 Rationale for the Selection of the Predictor Variables.

The predictor variables involved in the study are Role Conflict, Job Satisfaction, and a set of Presage Variables like Attitude towards Teaching Profession, Academic Qualification, Length of Service, Preparation Hours, Age, and Marital Status of the women teachers.

Theoretical literature on teacher education suggests that success and failure of any schools' educational endeavour rests upon factors like teachers' personality attributes, satisfaction derived from teaching and working conditions in the school. Similarly, studies on role theory suggests that there is agreement between role performance, role expectations and job satisfaction of the role player (Bhagat¹ *et al.*, 1985; Duxbury and Higgins², 1998). Further, it was understood that non-concordance between role expectation and role performance leads to role conflict. It is evident that satisfaction in job leads to satisfaction in life which in turn helps to alleviate

tensions, stress and conflict (Bedeian⁴ *et al.*, 1988; Duxbury and Higgins, 1998).

It is again seen that teacher behaviour in the classroom is generally affected by the presage variables (characteristics possessed by a teacher before the instruction begins), the process variables (variables described as what actually occur between the teacher and the taught during instruction), and the product variables (gain in learning, desired behavioural changes etc.). Of these, the presage variables can be teacher characteristics like intelligence creativity, socio-personal adjustment, self-concept, attitude towards teaching profession, professional variables like length of service, academic qualification, preparation hours, use of materials by the teacher in the preparation for teaching, and demographic variables like age, gender and marital status of the teachers.

In the light of the above understandings, the investigator decided to select the variables Role Conflict, Job Satisfaction, Attitude towards Teaching Profession, Academic Qualification, Length of Service, Preparation Hours, Age and Marital Status of the women teachers as the predictor variables to test for the ability of each of which to discriminate between Successful and Less Successful secondary school women teachers of Kerala.

3.2. TOOLS USED

The following are the tools used in the present study.

1. Role Conflict Scale for Women Teachers
(Sumangala & Ushadevi⁴, 2000).
2. Job Satisfaction Inventory for Teachers
(Pillai⁵, 1989)
3. Scale of Attitude towards Teaching Profession
(Pillai & Poozhikuth⁶, 1989).
4. Professional Involvement Inventory of School Teachers
(Sumangala⁷, 1991)

5. Teaching Success Rating Scale

(Sumangala & Mathai⁸, 1991).

Of these, the tool developed by the investigator is, Role Conflict Scale for Women Teachers. All other tools were the available tools. But, the Teaching Success Rating Scale and the Job Satisfaction Inventory for Teachers were modified by the investigator with due permission of the authors to the extent of applicability to school teachers.

The psychometric details of the tools are consolidated and presented in Table 1 in precedence to the detailed description of each tool.

TABLE 1
Details of the Tools Used

Sl. No.	Name of the Tool	Variable Measured	No. of Items	Time limit	Reliability		Validity
					Test retest	Split half	
1	Role Conflict Scale for Women Teachers	Role Conflict	40	Nil	0.793	--	Construct
2	Job Satisfaction Inventory for Teachers	Job Satisfaction	40	Nil	0.860	--	Criterion
3	Scale of Attitude towards Teaching Profession	Attitude towards Teaching Profession	30	Nil	--	0.743	Criterion
4	Professional Involvement Inventory of School Teachers	Professional Involvement	22	Nil	--	--	--
5	Teaching Success Rating Scale	Success in Teaching	28	Nil	0.870	--	Construct

3.2.1. Role Conflict Scale for Women Teachers

Role Conflict Scale for Women Teachers was developed and standardized by the investigator under the guidance of the supervising teacher. The details of the scale development are described below.

1. Planning

After having extensive reading of the literature in the areas of role theory and role perception, the investigator resorted to informal discussions with working women in general and with women teachers of schools and colleges in particular. Further, theory suggests that, more the discrepancy between role performance and role expectation, greater is the magnitude of role conflict. Therefore, the investigator identified the constructs of the scale as :

- (i) Role expectations
- (ii) Perceived role performance.

The extent of agreement or disagreement between role performance and role expectation gives a measure of role conflict. Satisfying the demands of one or two roles would result in neglecting the obligation made by other roles which have equally legitimate demands on the individual's time and energy, the result is, the person cannot do justice to all the roles.

Thus, for the development of the scale the investigator identified three areas of role strain and role conflict viz.,

- (i) Family
- (ii) School
- (iii) Society

Among the three areas of role strain and role conflict viz., family, school and society, women teachers are exposed to professional and

domestic role conflicts more often than societal role conflict. Therefore, more statements were prepared in the professional and domestic areas to measure role conflict that arise out of the difficulty in performing role in one situation on account of role expectation in some other situation.

The investigator decided to develop the scale as a five point scale with responses as 'Very Often', 'Often', 'Sometimes', 'Rarely' and 'Very Rarely' and with no time limit. Every statement of the scale, in this way, presented women teachers' role in one situation and incapability on account of the role expectation in the other situation. The draft tool was thus with 46 statements in both positive and negative forms.

2. Pilot testing

In order to finalise any instrument, the statements of the tool should be tried out with a small group in a pilot run (Wiersma⁹, 1986). The draft tool was thus administered on a sample of eighteen women teachers working in two different schools in the educational district of Ottapalam. This trial run was conducted with a view to identify ambiguities like difficulty to comprehend the language, difficulties with the directions for marking responses of the scale, addition or deletion of certain statements and to get an estimate of the time required to complete the marking of responses to all the statements.

The results of the pilot study revealed that the form and content of the scale were very much relevant to the teachers concerned and majority of the teachers agreed upon the suitability of the statements in the scale. However from the opinion of some teachers, slight modifications in the wording of a few of the statements were made; six statements were eliminated as these were found to be not applicable uniformly to all the teachers. Thus, the final scale was ready with 40 statements, to measure 'Role Conflict' of women teachers. All the statements except statement numbers 3,6,8,11,19, and 20 are positive.

3. Example of Statements:

1. I feel that I may give up my profession because others say that I am neglecting household duties.
2. I strive hard to pull on with my family roles and teacher roles because it is difficult to enter into a profession now-a-days.
3. I am forced to give more importance to family duties than to my work at school because of the uncompromising nature of my servant/family members.
4. The co-operation of my family members helps me for a tension-free school life.

4. Scoring Scheme

In the scale, the respondents are to indicate the degree of agreement to each statement conveying a role conflict. Therefore the scoring scheme used was to assign scores 5, 4, 3, 2, and 1 to the responses 'Very often', 'Often', 'Sometimes', 'Rarely' and 'Very Rarely' respectively, in the case of a positive statement. The scoring is in the reverse order if the statement is negative.

5. Validity

The scale was prepared after consultation with many working women and women teachers of schools and colleges in Kerala; from their opinion, it was very clear that the statements are highly suitable to measure the role conflict they experience. This suggests that the scale possesses face validity.

Besides each statement was so written as to reveal the role performance in one area and the incapability on account of role expectation in another area. The investigator thus followed the psychological constructs

of 'Role conflict' viz., Role Expectation and Role Performance in developing the scale and hence assumes that the scale has construct validity.

6. Reliability

The test-retest method with an interval of two weeks was used to establish reliability of the scale. The reliability coefficient obtained was 0.793 (N=35), suggesting that the scale is highly reliable to measure Role Conflict of women teachers.

The English and Malayalam versions of the draft scale and the final scale and the score sheets are given as Appendices I, I(a), II, II(a), III, III(a), IV and IV(a).

3.2.2 Job Satisfaction Inventory for Teachers

Job Satisfaction Inventory used in the present study is the modified version of the Job Satisfaction Inventory for College Teachers Developed and Standardised by Pillai (1989). The items measure the extent of satisfaction derived from teaching profession and is administrable to both school and college teachers. Therefore modification is done to that extent.

This scale contains forty items under the following fifteen categories.

- | | |
|-------------------------|---|
| i) Pay | ix) Supervision |
| ii) Fringe benefits | x) Social status |
| iii) Type of work | xi) Prestige |
| iv) Responsibility | xii) Freedom in work |
| v) Security | xiii) Recognition of work |
| vi) Scope of promotion | xiv) Relationship with authorities, and |
| vii) Working conditions | xv) Community |
| viii) Co-workers | |

The forty items are to be responded in any of the five ways viz., 'Very much Satisfactory', 'Just Satisfactory', 'Neither Satisfactory nor Dissatisfactory', 'Unsatisfactory', and 'Very much Unsatisfactory' .

1. Example of statements

1. Variety and novelty in the work
2. Opportunity for trying out innovative ideas

2. Scoring Scheme

Scores 5, 4, 3, 2, and 1 respectively are assigned for the responses 'Very much Satisfactory', 'Just Satisfactory', 'Neither Satisfactory nor Dissatisfactory', 'Unsatisfactory', and 'Very much Unsatisfactory' for all the statements of the tool.

The total score on the tool is the total of the scores of the individual statements.

3. Validity

Validity of the tool was established using teaching success as the external criterion. The tool could significantly discriminate between high successful and less successful teachers indicating that the tool is valid to measure job satisfaction.

4. Reliability

The test-retest reliability of the tool is 0.860.

A copy of the tool is presented as Appendix V

3.2.3 Scale of Attitude towards Teaching Profession

The Scale of Attitude towards Teaching Profession used in the present study was developed by Pillai and Poozhikkuth in the year 1989. This is a Likert type scale and the constructs of the scale are:

- i) Attitude towards teaching as a profession
- ii) Attitude towards Co-curricular activities.
- iii) Attitude towards pre-service and in-service training, and
- iv) Attitude towards ethical, social and organizational aspects of teaching profession.



The items are to be rated on a five-point scale, the responses of which are in the form of 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree'. There are thirty statements in the scale, both positive and negative.

1. Example of statements:

1. The days are gone when teachers were Gurus. Now they are money makers.
2. Teaching is a profession like any other profession.

2. Scoring Scheme

Scores 5, 4, 3, 2, and 1 are assigned to the responses, 'Strongly Agree', 'Agree', 'undecided', 'Disagree', ad 'Strongly Disagree' for a positive statement. Scoring is in the reverse order in the case of a negative statement.

The total score on the tool is the sum of scores for all the statements.

3. Validity

Criterion validity of the tool was established using the two criterion groups viz., high successful and less successful groups of teachers. The results suggest that the tool could significantly discriminate between the two groups indicating that the scale is valid to measure attitude towards teaching profession.

4. Reliability

Split-half reliability was established and the reliability co-efficient was found to be 0.743.

A copy of the tool and score sheet are given as Appendix VI & VIA

3.2.4. Professional Involvement Inventory of School Teachers

This is a questionnaire type instrument to collect information from teachers about the extent of their professional involvement and the same was prepared by Sumangala (1991). This inventory also provides information on family background, educational qualification, length of service, class preparation hours, materials used by the teacher in the preparation for teaching, and the demographic variables like age and marital status of the teachers.

No quantification was done to the responses of this inventory and were treated as nominal variables for statistical analysis.

A copy of the inventory is presented as Appendix VII.

3.2.5. Teaching Success Rating Scale

The Teaching Success Rating Scale used for the present study is the modified form of the Science Teaching Success Rating Scale developed and standardized by Sumangala and Mathai (1991). As most of the statements were found to be applicable to teachers of all subjects, slight modifications in

the statements were done so that the scale can be given to teachers of all subjects.

There are twenty eight statements in the scale. This scale is a three-point rating scale, with responses in the form of 'Always', 'Sometimes', and 'Rarely'.

The characteristics considered for developing the scale were as identified by Ebel¹⁰ (1970) and Hildebrand and Wilson¹¹ (1970).

- i) Encouragement of class discussion and presentation of diverse point of view.
- ii) Stimulation of students' interest, motivation, and thinking.
- iii) Manifestation of attentiveness to and interest in students.
- iv) Manifestation of enthusiasm.
- v) Feedback through assignments and fair examinations.

1. Example of statements:

Your teacher -

1. Begins the class by presenting challenging problematic situations related to the content.
2. Helps the students find answers to their questions themselves.

2. Scoring Scheme

All the twenty eight statements of the scale are positive and scores 3,2, and 1 respectively are assigned to the responses 'Often', 'Sometimes', and 'Rarely'. The total score on the scale is the sum of scores for all the statements.

3. Validity

As the rating scale has been prepared by taking into consideration the teacher characteristics as evidenced from different studies, it can be said that the scale possesses construct validity. Judgements of the heads of the institutions also suggests that the scale is valid.

4. Reliability

The test-retest reliability of the scale is 0.870.

The English and Malayalam versions of the scale and score sheets are presented as Appendix VIII, VIIIA, IX, and IXA.

3.3. SAMPLE SELECTION

As per the statement of the problem, secondary school women teachers of Kerala form the population of the study. Sample consisting of 300 women teachers of Kerala was drawn using proportionate stratified sampling technique.

Proportionate stratified sampling is one which indicates approximately the same proportion of the sample under the different categories or strata of the population. This technique gives the researcher a more representative sample than one selected from the entire community which might be unduly weighted by a preponderance of any one of the categories or strata. (Best¹², 2006). The characteristics of the entire population together with the purpose of the study was carefully considered before deciding upon the proportionate stratified sampling technique.

Eventhough the population of women teachers of Kerala belongs to different strata viz., type of management of schools, locality, Institutional Efficiency etc., the investigator considered the strata viz., type of management of schools and the districts in which the school is located, for data collection.

Though there are fourteen districts in Kerala, the investigator decided to take sample from ten districts only due to practical difficulties of collecting data from all the districts. As per the Selected Educational Statistics¹³ 2000-2001 by the Directorate of Public Instruction, Government of Kerala, the number of secondary school women teachers throughout the state is 37093. From this, 300 secondary school women teachers, working in ten of the fourteen districts were selected using proportionate stratified sampling technique keeping the proportion as found for each district as shown in table 2. The initial sample collected using proportionate stratified technique consisted of 348 secondary school women teachers. After rejection of incomplete response sheets and response sheets with identifiable pattern marking, the final sample was reduced to 300, making the final sample also a proportionate stratified one..

The break-up of the initial and the final samples are presented in Table 2 and Table 3.

TABLE 2
Break-up of the Initial Sample:

Districts	Number of women Teachers		Total (District)	Proportion (Population) Govt:Private	Proportion (Sample) Govt: Private	Total (In the sample)
	Govt.	Private				
Trivandrum	1960	1839	3799	0.516:0.484	21:20	41 (4)
Kollam	1061	2150	3211	0.330:0.670	12:24	36 (5)
Pathanamthitta	393	1498	1891	0.208:0.792	4:17	21 (5)
Kottayam	711	2059	2770	0.257:0.743	8:23	31 (7)
Ernakulam	1070	2903	3973	0.269:0.731	12:32	44 (6)
Trissur	1340	2861	4201	0.319:0.681	15:32	47 (6)
Palakkad	1219	1466	2685	0.454:0.546	14:16	30 (5)
Malappuram	1686	1953	3639	0.463:0.537	19:22	41 (5)
Kozhikode	1049	1650	2699	0.389:0.611	12:18	30 (4)
Kannur	961	1489	2450	0.392:0.608	11:16	27 (5)
TOTAL						348 (53)

Note : figures within brackets indicate the number of schools selected.

TABLE 3
Break-up of the Final Sample

Districts	Number of women Teachers		Total (District)	Proportion (Population) Govt:Private	Proportion (Sample) Govt: Private	Total (In the sample)
	Govt.	Private				
Trivandrum	1960	1839	3799	0.516:0.484	19:18	37 (4)
Kollam	1061	2150	3211	0.330:0.670	10:20	30 (5)
Pathanamthitta	393	1498	1891	0.208:0.792	4:14	30 (5)
Kottayam	711	2059	2770	0.257:0.743	7:20	27 (7)
Ernakulam	1070	2903	3973	0.269:0.731	10:28	38 (6)
Trissur	1340	2861	4201	0.319:0.681	13:27	40 (6)
Palakkad	1219	1466	2685	0.454:0.546	12:14	26 (6)
Malappuram	1686	1953	3639	0.463:0.537	16:19	35 (5)
Kozhikode	1049	1650	2699	0.389:0.611	10:16	26 (4)
Kannur	961	1489	2450	0.392:0.608	9:14	23 (5)
TOTAL						300 (53)

Note: figures within brackets indicate the number of schools selected

The list of schools for the district-wise distribution of the sample is given in Appendix X.

3.4. DATA COLLECTION PROCEDURE, SCORING, AND CONSOLIDATION

The details of data collection procedure, scoring, and consolidation are described in detail as follows :

3.4.1. Data Collection Procedure

In order to administer the tools, necessary copies of the tools and response sheets were printed. The schedule for administering the tools were prepared by contacting the heads of the institutions and the teachers concerned. During the first visits, the investigator established enough rapport with the women teachers in order to aware them of the purpose of

the tools and to familiarise them with the tools and the pattern of responding each tool. One week time was given for the teachers to fill up the data.

During the second visit, the filled-up response sheets were collected from the teachers. . The purpose of the tool and procedure of responding to the items were explained to the pupils and the doubts raised by the pupils were clarified so as to obtain an objective evaluation of the teachers as perceived by the pupils. After this the pupil ratings with regard to teaching success of the teachers were also collected by the investigator

The response sheets returned were checked for omissions, mistakes, or pattern marking. Incomplete response sheets were discarded and the valid response sheets were retained for scoring and for further analysis.

3.4.2. Scoring and Consolidation

The response sheets were scored based on the procedure of scoring of each tool, the scores were consolidated to facilitate computer analysis of the data using the SPSS programme.

3.5. STATISTICAL TECHNIQUES USED

The statistical techniques employed for the analysis are presented as follows:

3.5.1. Percentage Analysis

To find out the percentage of women teachers falling under the different levels of the predictor variables viz., Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession, among Successful and Less successful secondary School women teachers, the percentage analysis was done.

3.5.2. Two-tailed Test of Significance of Difference between Means for Large Independent Samples

This technique was used for the comparison of the predictor variables viz, Role Conflict, Job Satisfaction and Attitude towards Teaching Profession between Successful and Less Successful teachers.

This technique was also used for the comparison of scores of Success in Teaching between groups based on Academic Qualification, and Marital Status.

For testing the difference between group means, the critical ratio was,

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}} \quad (\text{Best \& Kahn}^{14}, 1986)$$

where,

M_1 - the mean of the first group.

M_2 - the mean of the second group

σ_1 - standard deviation of the first group

σ_2 - standard deviation of the second group

N_1 - size of the sample of the first group

N_2 - size of the sample of the second group

The difference between means is said to be significant depending upon whether the t-value exceeds ± 1.96 and ± 2.58 , at 0.05 and 0.01 levels of significance respectively.

3.5.3. One-way Analysis of Variance

One-way Analysis of Variance was used to compare Success in Teaching between the groups formed on the basis of Length of Service Preparation Hours and Age. In this case the Critical Ratio is:

$$F = \frac{MSS_B}{MSS_W} = \frac{SS_B / df_B}{SS_W / df_W} \quad (\text{Best \& Kahn } 1986)$$

where,

MSS_B - Mean sum of squares between groups

MSS_W - Mean sum of squares within groups.

SS_B - Sum of squares between groups

SS_W - Sum of squares within groups.

$df_B = n - 1$, degrees of freedom between

$df_N = N - n$, degrees of freedom within

The significance of an F ratio was assessed with reference to the Table of F with $(n - 1, N - n)$ degrees of freedom for either 0.05 or 0.01 level of significance.

If, for a required level of significance the value obtained for F is higher than the table value of F, then the difference between groups means was said to be significant for the level of significance of the test.

As the F-value was significant in the case of comparison of Success in Teaching based on Length of Service, the two-tailed test of significance of difference between means was used to find out where the difference lies among the groups.

3.5.4. Pearson's Product Moment Coefficient of Correlation

In order to estimate the extent of relationship between the criterion and the predictor variables of interval type and to estimate the extent of relationship among the predictor variables of the technique of Pearson's Product Moment Coefficient of Correlation was used.

The machine formula for estimating r is

$$r_{XY} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \quad (\text{Garrett}^{15}, 1975)$$

where,

- X= obtained score of one variable
- Y= obtained score of other variable
- ΣX = sum of the X values
- ΣY = sum of the Y values
- ΣX^2 = sum of the squared X values
- ΣY^2 = sum of the squared Y values
- ΣXY = sum of the products of paired X and Y scores
- N= the number of cases

The 'r' obtained was interpreted using :

i) Verbal description of 'r'

The magnitude and direction of 'r', is described for the degree of relationship using the explanation :

'r' from 0.00 to ± 0.20 : negligible **(Best & Kahn 2006)**

'r' from ± 0.20 to ± 0.40 : low

'r' from ± 0.40 to ± 0.60 : moderate

'r' from ± 0.60 to 0.80 - substantial

'r' from ± 0.80 to ± 1.00 - high or very high

ii) Test of Significance of correlation by Fisher's t-test.

The Fisher's t-value for test of significance of 'r' is

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}} \quad \text{(Best & Kahn, 1992¹⁶)}$$

r = the obtained correlation coefficient

N = the sample size

A correlation is said to be significant if the 't' value calculated by Fisher's test exceeds ± 1.96 or ± 2.58 at 0.05 level or at 0.01 level respectively.

iii) The 95 per cent Confidence Interval of 'r'

The 95 per cent confidence interval of 'r' is found out using the formula,

$$r \pm 1.96 \cdot SEr \quad (\text{Garrett, 1975})$$

where,

$$SEr = \frac{1 - r^2}{\sqrt{N - 1}}$$

'r' is the coefficient of correlation obtained, and

N is the sample size.

iv) Shared Variance

Shared variance, the percentage of the variance of the criterion variable accounted for by the predictor variables, is calculated using the formula,

$$\text{Shared Variance} = r^2 \times 100 \quad (\text{Fox}^{17}, 1969)$$

'r' - being the correlation coefficient obtained between the criterion and the associate variable.

3.5.5. The Chi-Square test of Independence

The Chi-Square test of Independence was used for finding out the dependence of the criterion variable on the nominal predictor variables. The nominal variables in the study are Academic Qualification, Length of Service, Preparation Hours, Age, and Marital Status of the subject.

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e} \quad (\text{Ferguson}^{18}, 1976)$$

Where,

f_o = the observed frequency

f_e = the expected frequency under the assumption of Independence of the variable

The C-Coefficient of contingency was worked out in the case of Chi-square value which is found to be significant.

$$\text{C-Coefficient of Contingency} = \sqrt{\frac{\chi^2}{N + \chi^2}}$$

Where,

N is the size of the sample.

The appropriate Chi-square value for rejection or acceptance of the null hypothesis is found from the table of χ^2 - values for $(r - 1)(k - 1)$ degrees of freedom, where, 'r' and 'k' are the number of rows and columns respectively.

The null hypothesis of independence is rejected or accepted depending upon whether the Chi-square value obtained is greater than or less than the table value of Chi-square for a particular degree of freedom and for a particular level of significance of the test.

3.5.6. Step-wise Regression Analysis (by ANOVA approach) (Cohen & Manion¹⁹, 1989)

This is the statistical technique to select the set of variables that best predict the criterion variable and that eliminates superfluous predictor variables.

In regression analysis, the predictor variables are entered one by one on the basis of the size of contribution of each variable in predicting the criterion variable. Hence, as the first step, predictor variable having the highest correlation with the criterion variable was entered. Then the variable having the next highest correlation was entered second and so on. Proceeding like this a stage comes that, further entering of variables will not make significant change either in the percentage variance or in R. It is an indication that the variable entered last and the remaining variables are not significant predictors of the criterion variable.

The analysis based on the methodology is described in Chapter IV.

REFERENCES

1. Bhagat, R., Mc Quaid, S., Lindholm, H., & Segovis, J. (1985). Total life stress: A multi method validation of the construct and its effects on organizationally valued outcomes and withdrawal behaviors. *Journal of Applied Psychology*, 70,1, 202-214.
2. Duxbury, L., & Higgins, C. (1998). Canadian policy research newt work : *Work-life balance in Saskatchewan: Realities and challenges*. Saskatoon: Government of Saskatchewan. Retrieved, June 30, 2005, from <http://www.cprn.com>.
3. Bedeian, A., Burke, B., & Moffett, R. (1988). Outcomes of work family conflict among married male and female professionals. *Journal of Management*, 13, 3, 475-491.
4. Sumangala, V & Ushadevi, V. K (2000). *The Role Conflict Scale for Women Teachers*, Department of Education, University of Calicut.
5. Pillai, K.S. (1989). *Job Satisfaction Inventory*, Department of Education, University of Calicut.
6. Pillai, K.S., & Poozhikuth, M. (1989). *Scale of Attitude towards Teaching Profession*, Department of Education, University of Calicut.
7. Sumangala, V. (1991). *Professional Involvement Inventory*, Department of Education, University of Education.
8. Sumangala, V., & Mathai, M. (1991). *Science Teaching Success Rating Scale*, Department of Education, University of Calicut.
9. Wiersma, W. (1986). *Research methods in education - an introduction*, 4th Edn, Massachusettes : Allyn & Baom. Inc. pp. 192-195.
10. Ebel, R. I (1972). *Essentials of educational measurement*. Englewood Cliffs: N.J. Prentice Hall.
11. Hildebrand, M & Wilson, R.C (1970). *Effective university teaching and its evaluation*. Berkely : University of California, Centre for Research and Development in Higher Education.
12. Best, J.W & Kahn, J.V., (2006). *Research in education (10th Ed.)*. Pearson Education Inc. Allyn and Bacon, Boston.
13. *Selected Educational Statistics (2000-2001)*. Directorate of Public Instruction, Department of Education, Government of Kerala, Thiruvananthapuram.

14. Best, J. W and Kahn, J. V (1986). *Research in education (7th Ed.)*. New Delhi : Prentice Hall of India Private Limited.
15. Garrett, H.E (1975). *Statistics in Psychology and education*. Bombay: Vakils Feffer and Simons.
16. Best, J. W and Kahn, J. V (1992). *Research in education (7th Ed.)*. New Delhi : Prentice Hall of India Private Limited.
17. Fox, D. J. (1969). *The Research process in education*. New York : Holt, Rinehart and Winston, Inc.
18. Ferguson, G.A (1976). *Statistical analysis in psychology and education*, Tokyo : Mc Graw - Hill.
19. Cohen, L, & Manion, L. (1989). *Research methods in education (2nd Ed.)* New York, Routledge.

ANALYSIS

-
- *Preliminary Analysis*
 - *Percentage Analysis*
 - *Comparison of Mean Scores of Interval type Variables based on Success in Teaching*
 - *Comparison of Means Scores of Success in Teaching based on Nominal Predictor Variables*
 - *Relationship of Predictor Variables of Interval type with Success in Teaching and Association of Success in Teaching with Nominal Predictor Variables*
 - *Relationship among Predictor Variables of Interval type and Association of the Predictor Variables of Interval type with Nominal Predictor Variables*
 - *Regression Analysis of Interval type Variables*
 - *Summary of Findings*
 - *Tenability of Hypotheses*
-

ANALYSIS

The present study as stated earlier is to find out the variables which can discriminate significantly between the two groups of women teachers viz., Successful and Less Successful. Statistical Analysis of the data has been done to test the tenability of the hypotheses viz., each predictor variable is capable of discriminating significantly between Successful and Less Successful secondary school women teachers of Kerala.

The statistical analysis in this respect has been done by means of the following ways and the results are discussed for the validation or non validation of the same.

The different sections in this chapter are :

1. Preliminary Analysis.
2. Percentage of Women Teachers under the different levels of the Predictor Variables.
3. Comparison of the Mean Scores of the Predictor Variables of Interval type like Role Conflict, Job Satisfaction and Attitude towards Teaching Profession between groups of Successful and Less Successful Women Teachers.
4. Comparison of the Mean Scores of Success in Teaching between groups of Teachers based on Nominal Predictor Variables, like Academic Qualification, Length of Service, Preparation Hours, Age, and Marital Status.
5. Relationship of the Predictor Variables with Success in Teaching and Dependence of Success in Teaching with Nominal Predictor Variables.

6. Relationship among the Predictor Variables of Interval type and Dependence of the Predictor Variable of Interval type with Nominal Predictor Variables.
7. Regression Analysis to test the efficiency of the Predictor Variables of Interval type to Predict Success in Teaching.

4.1. PRELIMINARY ANALYSIS

Before starting up with the major statistical analysis, the investigator studied the nature of the distribution of the variables in the study (except for the nominal variables) by estimating the major statistical constants like mean, median, mode, standard deviation, skewness and kurtosis for the Total sample of women teachers (N=300). Results are presented in Table 4.

TABLE 4
Basic Statistical Constants of the Distribution
of the Variables for the Total Sample (N=300) of Women Teachers

Sl. No.	Variables	Mean	Median	Mode	Range	Standard Deviation	Skewness	Kurtosis	Standard Error of Mean
	Criterion Variable								
1	Success in Teaching	63.553	63.000	60.000	24.000	4.776	0.157	-0.573	0.276
	Predictor Variables								
2	Role Conflict	93.040	92.500	88.000	101.000	20.161	0.143	-0.296	1.164
3	Job Satisfaction	136.987	138.500	131.000	108.000	18.918	-0.281	-0.011	1.092
4	Attitude towards Teaching Profession	108.140	110.000	106.000	56.000	12.254	-0.263	-0.509	0.707

Discussion of Results

Results given in Table 4 suggests that there is not much variation in the three measures of central tendencies, viz., mean, median and mode of any of the variables of the study. The standard error of means suggest that the means are reliable as it is the index of sampling error and are very small.

The values of range and standard deviation of the variables indicate that the variables are heterogeneous and not homogeneous.

The indices of skewness and kurtosis suggest that the distribution of the variable Success in Teaching and of Role Conflict are slightly positively skewed and slightly platykurtic. Similarly, distributions of the variables Job Satisfaction and Attitude towards Teaching Profession are slightly negatively skewed and slightly platykurtic. The indices of these four interval type variables further suggest that they are near normal distributions.

Graphical representation of the smoothened frequencies of distribution of scores of each of the above variables viz., Success in Teaching, Role Conflict, Job Satisfaction and Attitude towards Teaching Profession are given as Figures 4.1.1, 4.1.2, 4.1.3, & 4.1.4. respectively.

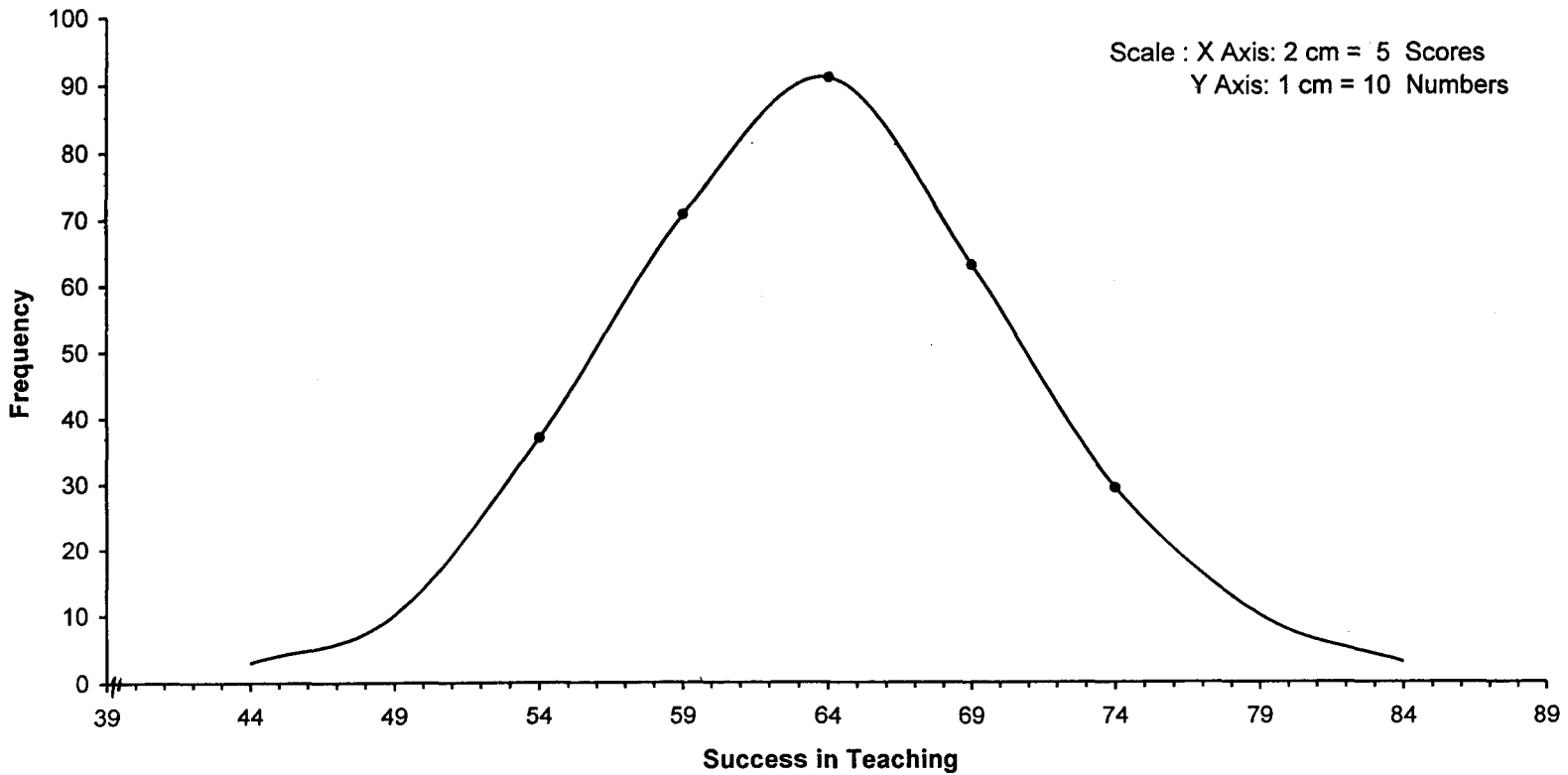


Figure 4.1.1 : Smoothened frequency curve showing the distribution of scores of Success in Teaching for the Total sample

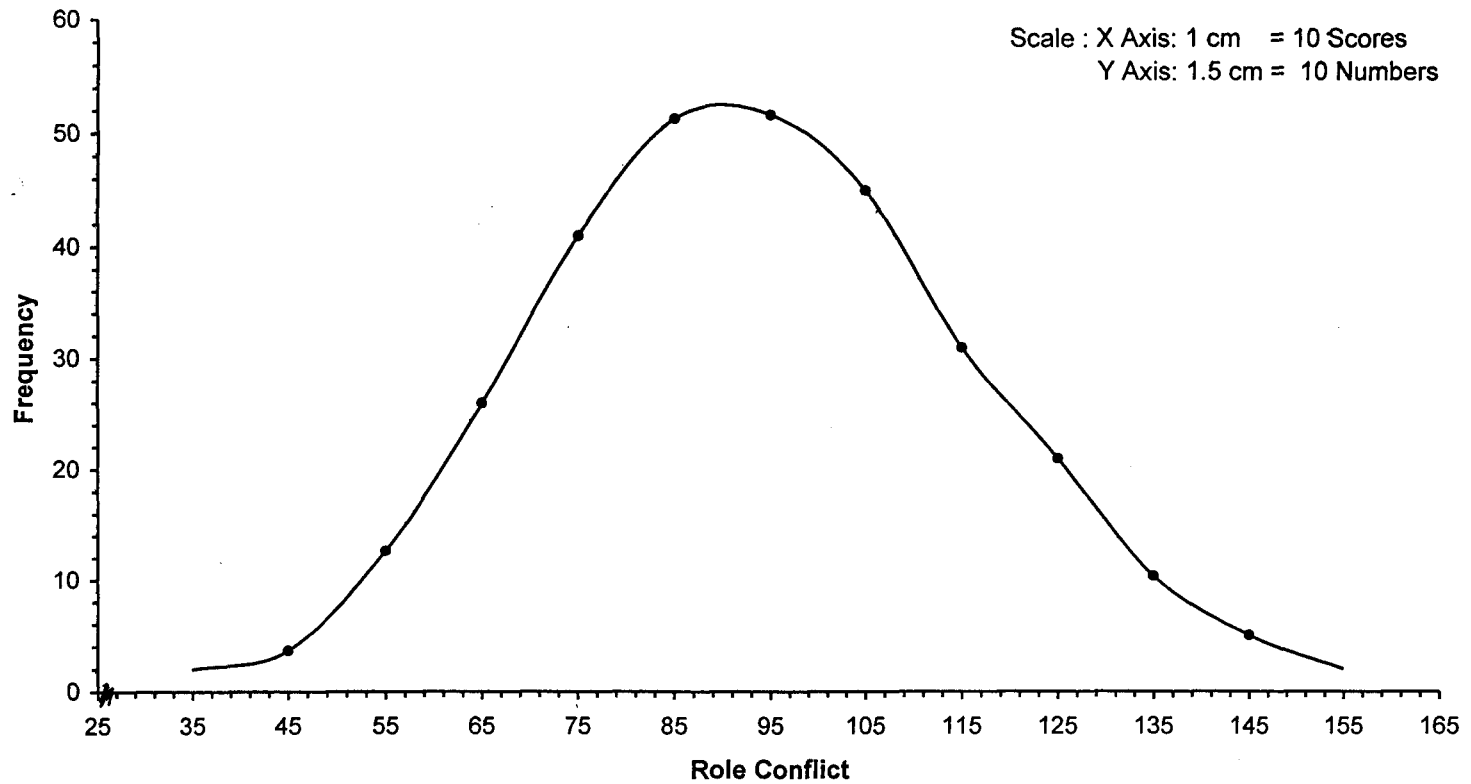


Figure 4.1.2: Smoothened frequency curve showing the distribution of Scores of Role Conflict for the Total sample

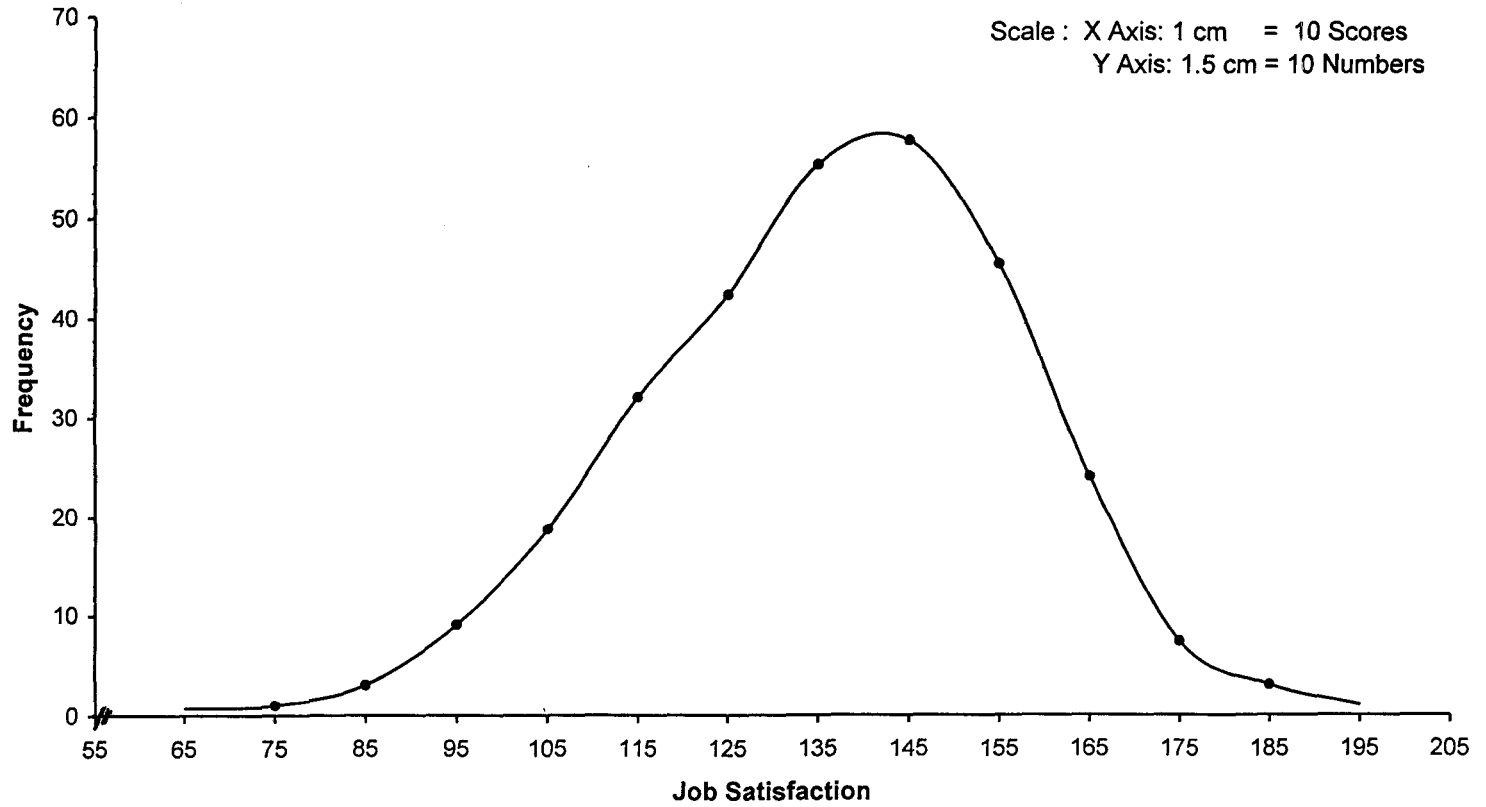


Figure 4.1.3 : Smoothed frequency curve showing the distribution of scores of Job Satisfaction for the Total sample

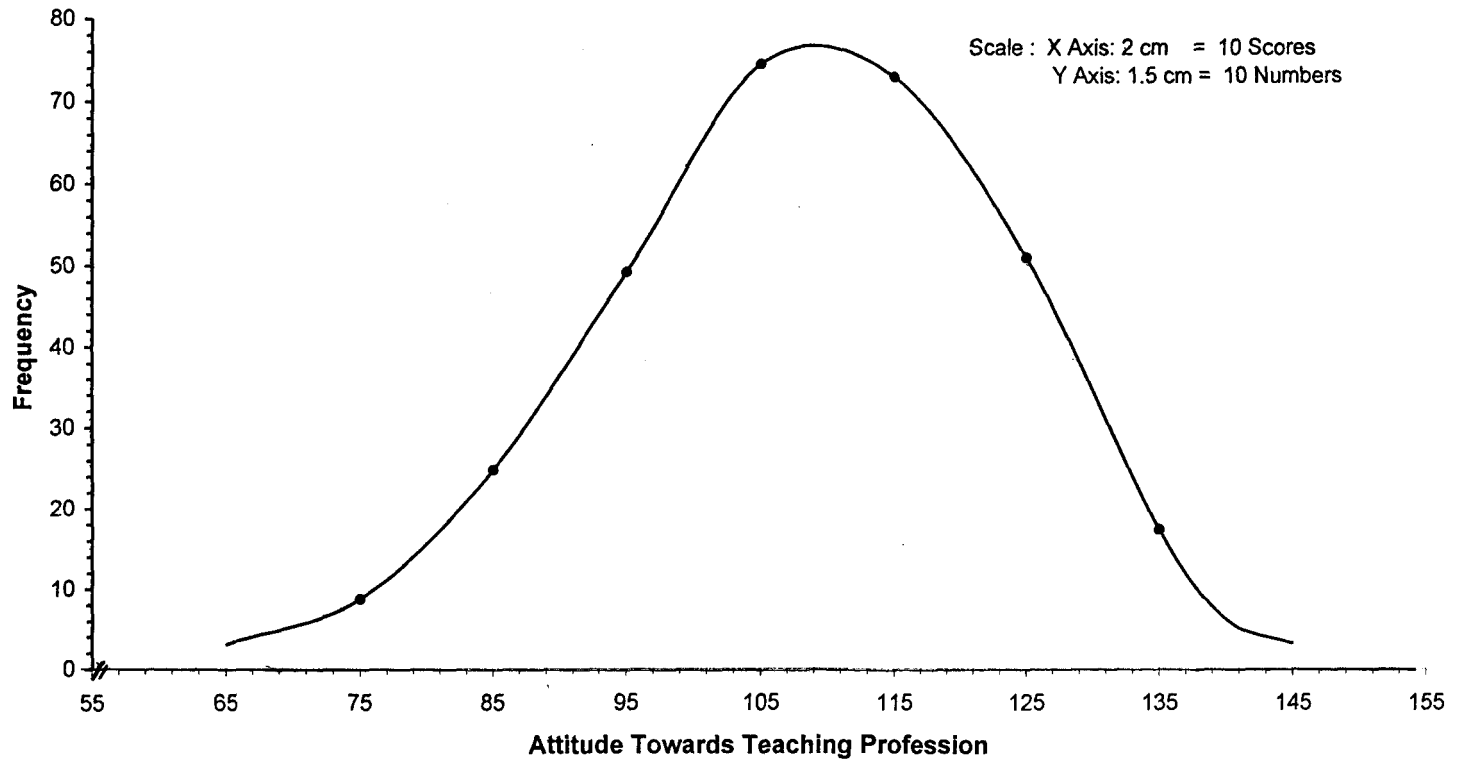


Figure 4.1.4 : Smoothed frequency curve showing the distribution of scores of Attitude towards Teaching for the Total sample

The symmetry and peakedness of the distributions reveal that the distributions are nearly normal.

4.2. PERCENTAGE OF WOMEN TEACHERS UNDER THE THREE (HIGH, AVERAGE AND LOW) LEVELS OF THE PREDICTOR VARIABLES

The percentage of teachers of differing levels (High-Average-, and Low-) of Predictor Variables among Successful and Less Successful groups are worked out and presented under this section.

For this, the total sample of women teachers (N=300) was at first classified into Successful group and Less Successful group based on the scores of the criterion variable, Success in Teaching. Teachers who obtained scores above 63 (P_{50} , the median) in the Teaching Success Rating Scale were treated as the Successful group and teachers who obtained scores less than or equal to 63, the median, were classified as the Less Successful group. Thus the Successful group consisted of 148 teachers and the Less Successful group consisted of 152 teachers.

The investigator then estimated the number of teachers under the three levels viz., High-, Average-, and Low- of the variables of interval type viz., Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession. Teachers who obtained scores $M+1\sigma$ and above in all these variables were labelled as the High group, teachers who obtained scores between $M -1\sigma$ and $M +1\sigma$ on the variables were classified as the Average group; and teachers who obtained scores $M-1\sigma$ and below were classified as the Low group.

In the case of the nominal predictor variables teachers were classified as follows for further statistical analysis.

- i) Graduates and Post Graduates based on the Variable Academic Qualification

- ii) Teachers with less than five years of service
 Teachers with six to 15 years of service
 Teachers with 16 to 25 years of service
 Teachers with more than 25 years of service } Based on the Variable Length of Service
- iii) Teachers spending less than one hour
 Between one and two hours
 More than two hours } Based on the Variable Preparation Hours
- iv) Teachers of Less than 35 years of Age
 Between 35 and 45 years of Age
 More than 45 years of Age } Based on the Variable Age
- v) Married
 Unmarried } Based on the Variable Marital Status

4.2.1. Percentage of Teachers under the Three levels of Role Conflict for the Total Sample and for the Successful and the Less Successful Groups

Percentage of teachers coming under the three levels of Role Conflict for the Total sample and for the Successful and the Less Successful groups are estimated and presented in Table 5.

TABLE 5

Percentage of Teachers under the Three levels of Role Conflict in the Total sample and in the Successful and Less Successful Groups

Sl. No.	Groups	Total Sample		Successful Group		Less Successful Group	
		N	%	N	%	N	%
1.	High Role Conflict	48	16.000	8	5.405	40	26.316
2.	Average Role Conflict	200	66.666	97	65.541	103	67.763
3.	Low Role Conflict	52	17.333	43	29.054	9	5.921
Total		300	100	148	100	152	100

Discussion of Results

Figures given in Table 5 suggests that, in the total sample of 300 teachers, 17.333 per cent was with Low Role Conflict, 66.666 per cent was with Average Role Conflict, and 16 per cent experience High Role Conflict. The almost equal percentage in the High -, and Low- groups and the high percentage in the Average group suggest that the distribution of Role Conflict follows normality for the Total sample.

But in the case of Successful group (N = 148), 29.054 per cent experience Low Role Conflict, 65.541 per cent experience average Role Conflict, and only 5.405 per cent experience high Role Conflict which is not a pattern of normality.

In the case of the Less Successful group (N=152), 5.921 per cent experience Low Role Conflict, 67.763 per cent experience Average Role Conflict, and 26.316 per cent experience High Role Conflict which is also not a pattern of normality.

The Table of results again suggests that among Successful teachers, the percentage of teachers with High Role Conflict is less and that of Low Role Conflict is high, whereas among the Less Successful group, the percentage of teachers with High Role Conflict is high and that of Low Role Conflict is less. This variation in the percentages among Successful and Less Successful groups suggests the possibility of the variable Role Conflict having effect on Success in Teaching.

Graphical representation (Bar Diagram) of the percentage of the incidence of Role Conflict for the Total sample and the two Success in Teaching groups are given as Figure 4.2.1.

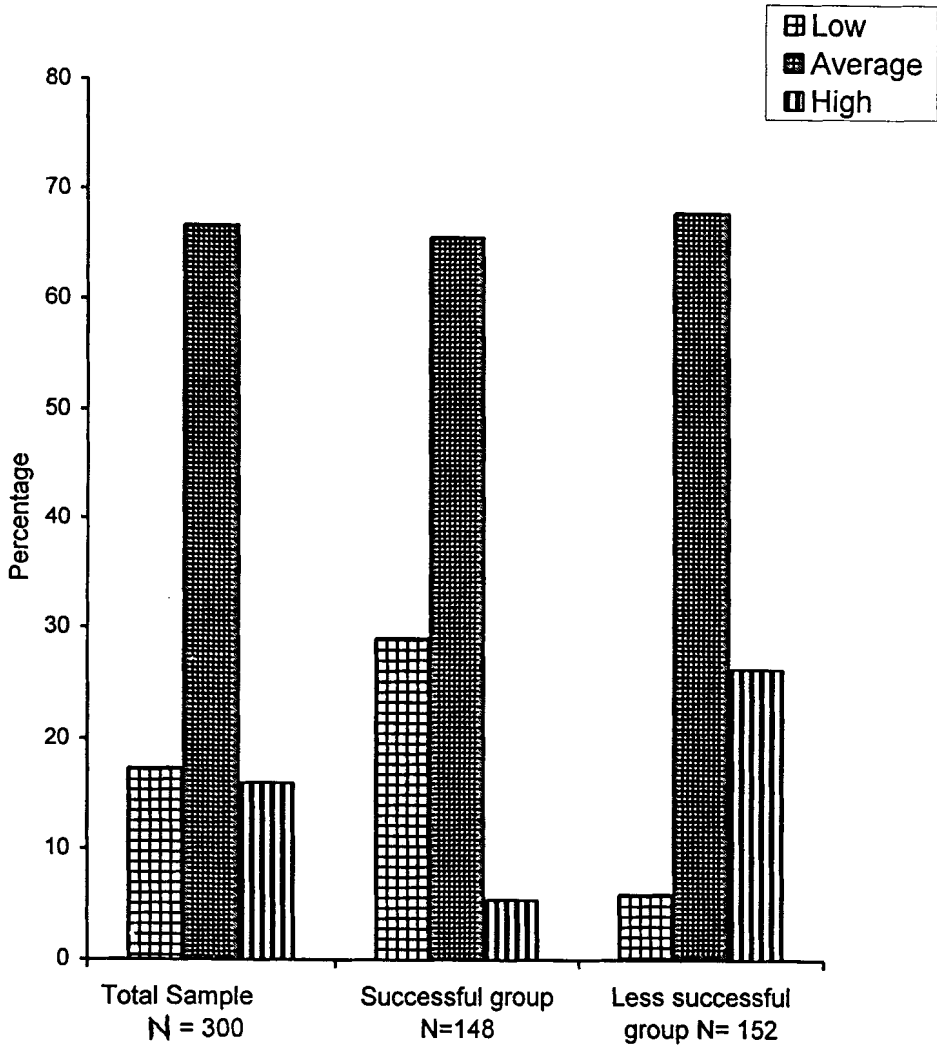


Figure 4.2.1: Bar diagram showing extent of Role Conflict

4.2.2. Percentages of Teachers under the Three levels of Job Satisfaction in the Total sample and in the Successful and Less Successful Groups.

Percentages of teachers coming under the three levels of Job Satisfaction for the Total sample and for the Successful and Less Successful groups are presented in Table No. 6.

TABLE 6

Percentages of Teachers under the Three Levels of Job Satisfaction in the Total Sample and in the Successful and Less Successful Groups

Sl. No.	Groups	Total Sample		Successful Group		Less Successful Group	
		N	%	N	%	N	%
1.	High Job Satisfaction	47	15.666	33	22.297	23	15.132
2.	Average Job Satisfaction	204	68.00	97	65.541	105	69.079
3.	Low Job Satisfaction	49	16.333	18	12.162	24	15.789
Total		300	100	148	100	152	100

Discussion of Results

Table 6 suggests that in the Total sample of 300 teachers, 16.333 per cent are with Low Job Satisfaction, 68 per cent are with average Job Satisfaction, and 15.666 per cent are with High Job Satisfaction. These figures also suggest that the variable Job Satisfaction follows normality in the Total sample.

But in the case of the Successful Group (N =148), 12.162 per cent has Low Job Satisfaction; 65.541 per cent has Average Job Satisfaction and 22.297 per cent has High Job Satisfaction which is not a pattern of normality.

In the case of the Less Successful Group (N = 152) 15.789 per cent has Low Job Satisfaction, 69.079 per cent has Average Job Satisfaction and 15.132 per cent has High Job Satisfaction which is a pattern of normality.

Results of Table 6 again suggest that among Successful teachers the percentage of teachers with High Job Satisfaction is more and that of Low Job Satisfaction is less whereas among Less Successful teachers the percentage of teachers with High and Low Job Satisfaction is almost the same. This again suggest the possibility of the variable Job Satisfaction having effect on Success in Teaching.

Graphical representation (Bar Diagram) of the percentage of the incidence of Job Satisfaction for the Total sample and for the two Success in Teaching groups are given as Figure. 4.2.2.

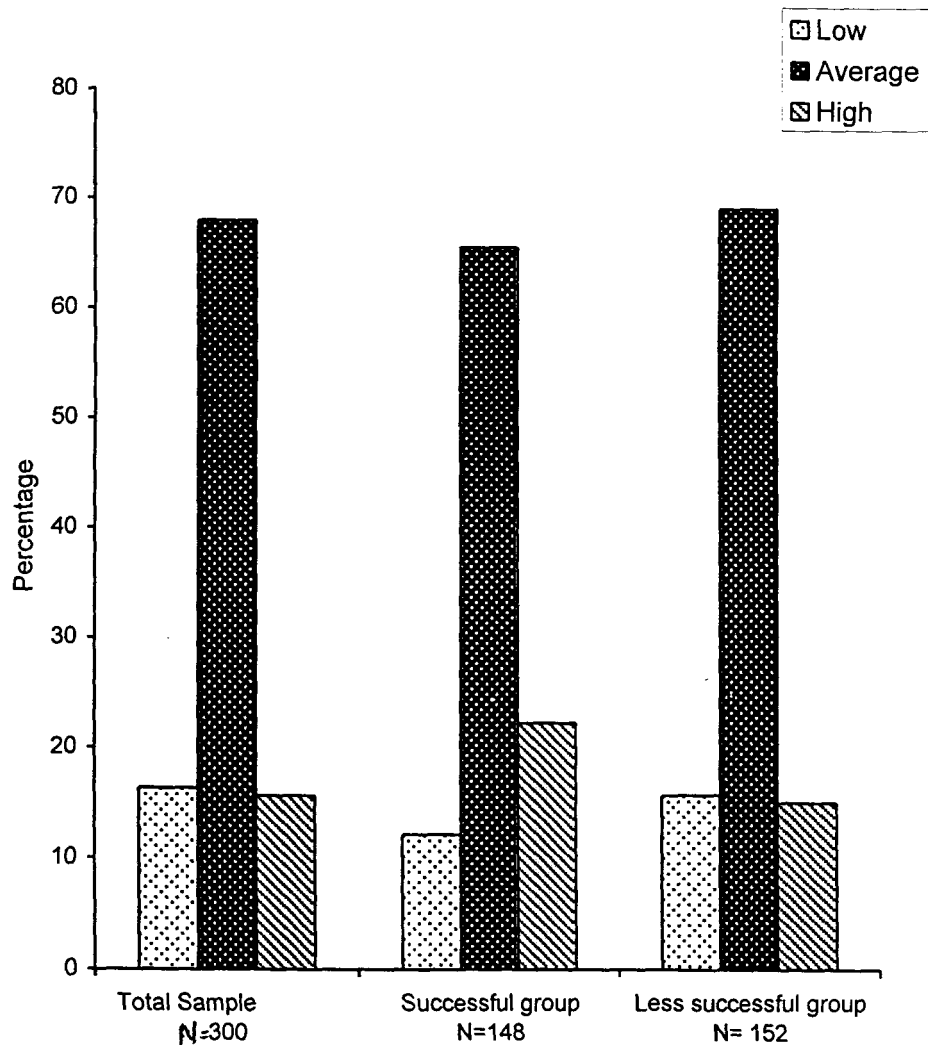


Figure 4.2.2: Bar diagram showing extent of Job Satisfaction

4.2.3. Percentages of Teachers under the Three Levels of Attitude towards Teaching Profession in the Total sample and in the Successful and Less Successful Groups

Percentages of teachers in the three levels of Attitude towards of Teaching Profession for the Total sample and for the Successful and Less Successful groups are presented in Table No. 7

TABLE 7

Percentages of Teachers under the Three Levels of Attitude towards Teaching Profession in the Total sample and in the Successful and Less Successful Groups

Sl. No	Groups	Total Sample		Successful Group		Less Successful Group	
		N	%	N	%	N	%
1.	High Attitude towards Teaching Profession	51	17.000	42	28.378	9	5.921
2.	Average Attitude Towards Teaching Profession	192	64.000	93	62.838	99	65.132
3.	Low Attitude Towards Teaching Profession	57	19.000	13	8.784	44	28.947
Total		300	10	148	100	152	100

Discussion of Results

Results given in Table 7 shows that out of the Total sample of 300 teachers 19 per cent has Low Attitude towards Teaching Profession, 64 per cent has Average Attitude towards Teaching Profession and 17 per cent has High Attitude towards Teaching Profession. These figures are in the pattern of normality and suggest that the variable Attitude towards Teaching Profession follows normality in the Total sample of women teachers.

In the case of the Successful group (N = 148) only 8.784 per cent has Low Attitude towards Teaching Profession, 62.838 per cent has Average Attitude towards Teaching Profession and 28.378 per cent has High Attitude towards Teaching Profession. This is not a pattern of normality.

In the case of the Less Successful group (N = 152) 28.947 per cent has Low Attitude towards Teaching Profession, 65.132 per cent has Average Attitude towards Teaching Profession, and only 5.921 per cent has High Attitude towards Teaching Profession which is also not a pattern of normality.

The Table of results again reveals that among Successful teachers the percentage of teachers with High Attitude towards Teaching Profession is more and that of Low Attitude towards Teaching Profession is less whereas among the Less Successful teachers the percentage of teachers with High Attitude towards Teaching Profession is less and the percentage of teachers with Low Attitude towards Teaching is more. This again suggests the possibility of the variable Attitude towards Teaching Profession having effect on Success in Teaching.

The Graphical representation of the percentage of the incidence of Attitude towards Teaching Profession for the Total sample and in the Successful and Less Successful groups are given as Figure.4.2.3.

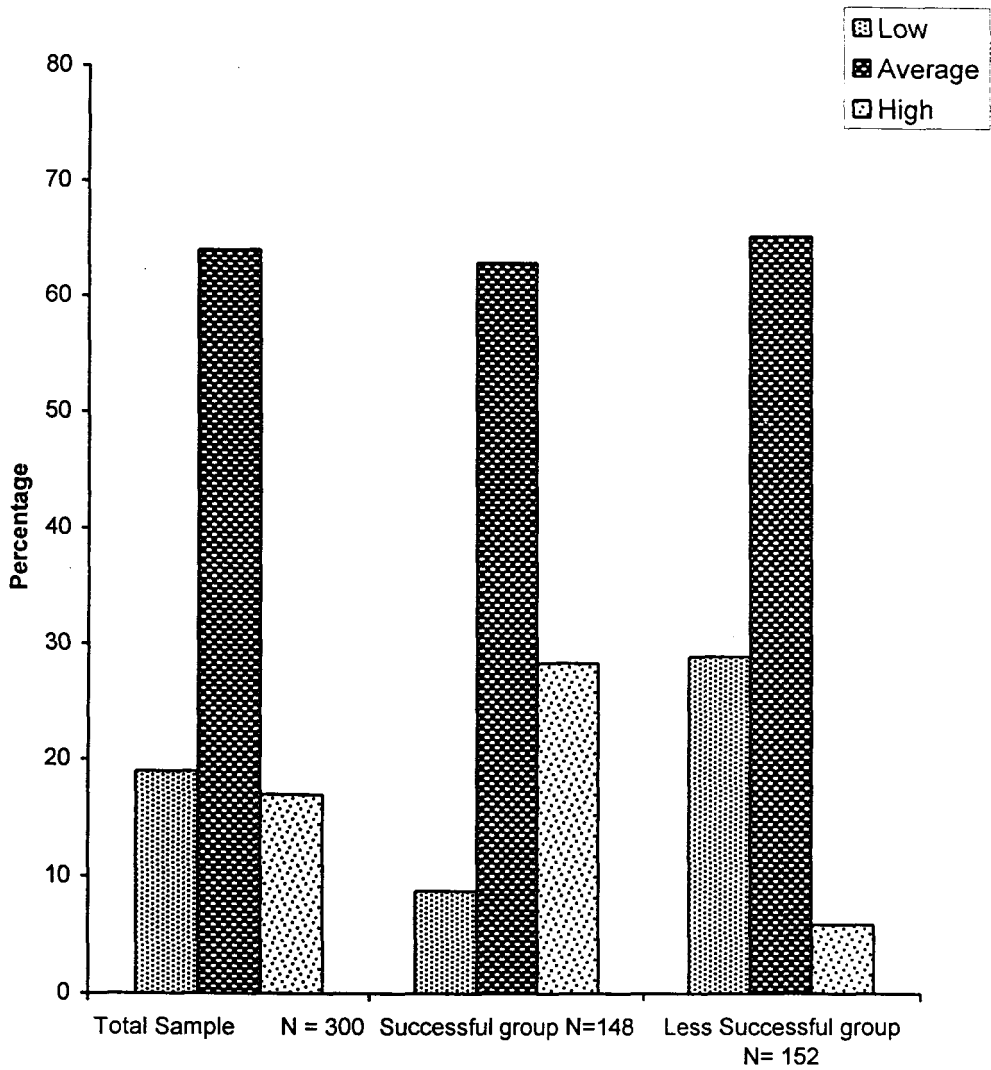


Figure 4.2.3 : Bar diagram showing extent of Attitude towards Teaching Profession

4.2.4. Percentages of Teachers Based on Academic Qualification in the Total sample and among Successful and Less Successful Groups

Percentages of Graduates and Post-Graduates in the Total sample and among Successful and Less Successful groups of teachers are estimated and presented in Table 8.

TABLE 8

Percentages of Graduates and Post Graduates among Successful and Less Successful Groups

Sl. No.	Groups	Total Sample		Successful Group		Less Successful Group	
		N	%	N	%	N	%
1	Graduates	229	76.333	108	72.973	121	79.605
2	Post-Graduates	71	23.666	40	27.027	31	20.395

Discussion of Results

The percentage of Graduates among Successful women teachers is 72.973 and that among the Less Successful women teachers is 79.605. The percentage of Post-Graduates among Successful women teachers is 27.027 whereas that among the Less Successful women teachers is 20.395. This suggests that there is not much difference in the percentage of either Graduates or Post-Graduates among Successful and Less Successful groups of women teachers.

This implies that the variable Academic Qualification may not have effect on Success in Teaching.

4.2.5. Percentages of Teachers based on Length of Service for the Total Sample and among Successful and Less Successful Groups

Percentages of teachers in the four levels of Length of Service viz., teachers with less than five years of service; between six to fifteen years of service; between sixteen to twenty five years of service; and with more than twenty five years of service are worked out for the Total sample among Successful and Less Successful groups of teachers and are presented in Table 9.

TABLE 9
Percentages of Teachers based on
Length of Service among Successful and Less Successful Groups

Sl. No.	Groups	Total Sample		Successful Group		Less Successful Group	
		N	%	N	%	N	%
1	Less than 5 years of service	57	19.100	37	25.000	20	13.200
2	6 to 15 years of service	109	36.300	39	26.400	70	46.100
3	16 to 25 years of service	120	40.000	60	40.500	60	39.500
4	More than 25 years of service	14	4.700	12	8.100	2	1.300

Discussion of Results

Percentages of teachers with less than five years of service among the Successful group is nearly double that of the Less Successful group. But in the case of teachers with six to fifteen years of service, the percentage among Less Successful group is nearly double that of the Successful group. In the case of teachers with sixteen to twenty five years

of service the percentage of teachers is nearly the same among Successful and Less Successful groups. In the case of teachers with more than twenty five years of service, the percentage among Successful teachers is six times greater than that among Less Successful teachers.

This suggest the possibility of the variable Length of Service having effect on Success in Teaching.

4.2.6. Percentages of Teachers spending Different Preparation Hours in the Total sample and among Successful and Less Successful Groups

Percentages of teachers who spend less than one hour, between one and two hours, and more than two hours in the preparation for teaching in the Total sample and among Successful and Less Successful groups of teachers are worked out and are presented in Table 10.

TABLE 10

Percentages of Teachers based on Preparation Hours among Successful and Less Successful Groups

Sl. No.	Groups	Total Sample		Successful Group		Less Successful Group	
		N	%	N	%	N	%
1	Less than 1 hour	37	12.300	16	10.811	21	13.816
2	Between 1 and 2 hours	241	80.300	119	80.405	122	80.263
3	More than 2 hours	22	7.300	13	8.784	9	5.921

Discussion of Results

From Table 10, it is evident that there is not much difference in the percentage of teachers spending less than one hour for preparation and also of teachers spending more than two hours for preparation among Successful and Less Successful groups. Similarly, the percentage of teachers spending one to two hours for preparation among Successful and Less Successful groups of teachers are the same. This indicates the possibility of the variable Preparation Hours having no effect on Success in Teaching.

4.2.7. Percentages of Teachers based on Age in the Total sample and among Successful and Less Successful Groups

Percentages of teachers in the three levels of Age viz., teachers with less than 35 years of Age, between 35 and 45 years of Age, and with more than 45 years of Age are worked out for the Total sample and among Successful and Less Successful groups of teachers and are presented in Table 11.

TABLE 11

Percentages of Teachers based on Age Among Successful and Less Successful Groups

Sl. No.	Groups	Total Sample		Successful Group		Less Successful Group	
		N	%	N	%	N	%
1	Less than 35 years of Age	61	20.300	34	23.000	27	17.800
2	Between 35 and 45 years of Age	130	43.300	58	39.200	72	47.400
3	More than 45 years of Age	109	36.300	56	37.800	53	34.900

Discussion of Results

Percentages of teachers with less than 35 years of Age are nearly the same among Successful and Less Successful groups. The same is the finding in the case of teachers between 35 and 45 years of Age, and also in the case of teachers with more than 45 years of Age. This points to the possibility of the variable Age having no effect on Success in Teaching.

4.2.8. Percentages of Married and Unmarried Teachers in the Total sample and among Successful and Less Successful Groups

Percentages of Married and Unmarried teachers in the Total Sample and among Successful and Less Successful groups of teachers are presented in Table 12.

TABLE 12

Percentages of Married and Unmarried Teachers among Successful and Less Successful Groups

Sl. No.	Groups	Total Sample		Successful Group		Less Successful Group	
		N	%	N	%	N	%
1	Married	291	97.000	141	95.270	150	98.700
2	Unmarried	9	3.000	7	4.730	2	1.300

Discussion of Results

Percentages of Married women teachers among Successful and Less Successful groups are nearly the same, whereas in the case of Unmarried women teachers, the percentage among the Successful group is more than three times that among the Less Successful group. This suggests the possibility of the variable Marital Status having effect on Success in Teaching.

4.3 COMPARISON OF THE MEAN SCORES OF ROLE CONFLICT, JOB SATISFACTION, AND ATTITUDE TOWARDS TEACHING PROFESSION BETWEEN GROUPS BASED ON SUCCESS IN TEACHING

Mean scores of the predictor variables like Role conflict, Job Satisfaction, and Attitude towards Teaching Profession were compared between Successful group and Less Successful group of teachers by means of Two-tailed test of significance of difference between means for large independent samples. Statistical details of the comparison are given in Table 13.

TABLE 13

Data and Results of the Comparison of Mean Scores of Role Conflict, Job Satisfaction and Attitude towards Teaching Profession between Successful and Less Successful groups

Sl. No.	Variables	Successful Group (N = 148)		Less Successful Group (N=152)		Critical Ratio
		Mean	Standard Deviation	Mean	Standard deviation	
1.	Role conflict	83.088	17.786	102.730	17.474	9.65**
2.	Job Satisfaction	141.014	19.139	133.066	17.907	3.71**
3.	Attitude towards Teaching Profession	113.142	11.186	103.270	11.274	7.65**

** indicates difference in mean scores significant at 0.01 level

Discussion of Results

The Critical Ratio obtained when the Successful and Less Successful groups were compared for their mean scores of Role Conflict is 9.65 which is greater than 2.58 the value set for significance at 0.01 level of significance of the test. That means the two groups differ significantly in Role Conflict and that Role Conflict is a variable capable of discriminating between Successful and Less Successful groups of women teachers.

The higher mean scores for Role Conflict of the Less Successful group suggests that Role Conflict is higher in the Less Successful group than in the Successful group.

This result is in agreement with the findings of Bhogle (1969), Bachman (1978), Uma (1985), Prasad (1985), Mehta (1985), and Moore & Gobi (1995).

The Critical Ratio obtained for the mean comparison of scores of Job Satisfaction between Successful and Less Successful groups is 3.71. This is greater than 2.58 indicating significant difference in the mean scores at 0.01 level of significance of the test. That means the two groups differ significantly in Job Satisfaction and that Job Satisfaction is a variable capable of discriminating between Successful and Less Successful groups of women teachers.

Again, the higher mean scores of Job Satisfaction of the Successful groups suggests that Job Satisfaction is higher for the Successful group than that of the Less Successful group.

This result is in agreement with the findings of Arora (1976), and Muthiah(1985).

The Critical Ratio obtained when the Successful and Less Successful groups were compared for the mean scores of Attitude towards Teaching Profession is 7.65 which is greater than the value set for significance at 0.01 level of significance of the test. That means the two groups differ significantly in their Attitude towards Teaching Profession., and that Attitude towards Teaching Profession is a variable capable of discriminating between Successful and Less Successful groups of women teachers

The high mean scores for Attitude towards Teaching Profession in the Successful group suggests that Attitude towards Teaching Profession of Successful group is higher than that of the Less Successful group. This

finding is in concordance with the results of the studies conducted by Gupta (1977) and Cornelius (2000) and against the findings of the study by Khatoon (1985) and Reddy (1995).

From the mean comparisons it is evident that the variables Role Conflict, Job Satisfaction and Attitude towards Teaching Profession can discriminate significantly between Successful and Less Successful groups of women teachers.

4.4. COMPARISON OF THE MEAN SCORES OF SUCCESS IN TEACHING BETWEEN GROUPS BASED ON ACADEMIC QUALIFICATION, LENGTH OF SERVICE, PREPARATION HOURS, AGE, AND MARITAL STATUS

This comparison was done to find out whether the mean scores of Success in Teaching are different for teachers of different Academic Qualification, Length of Service, Preparation Hours, Age, and Marital Status. This will indicate the effect if any of these variables with Success in Teaching.

4.4.1. Comparison of Mean Scores of Success in Teaching, Between groups Based on Academic Qualification

Based on Academic Qualification, the Total sample of teachers was classified into two groups, viz., Graduates and Post-Graduates. Data and results of the comparison by Two-tailed test of significance for difference in success in Teaching is given in Table 14.

TABLE 14

**Data and Results of the
Comparison of the Mean Scores of
Success in Teaching between Graduates and Post-Graduates**

Sl. No.	Groups	N	Mean	Standard Deviation	Standard error of Mean	Critical Ratio
1	Graduates	229	63.40	4.88	0.32	0.77 ^{NS}
2.	Post-Graduates	71	63.90	4.41	0.52	

NS : indicates non significant difference in mean scores.

Discussion of Results

The Critical Ratio obtained when the Graduates and Post-Graduates were compared for the mean scores of Success in Teaching is 0.77 which is less than 1.96, the value set for significance at 0.05 level of significance of the test. That is, the two groups do not differ significantly in the mean scores of Success in Teaching.

This further suggests that Academic Qualification is not a factor for Success in Teaching.

This is in disagreement with the findings of the study reported by Kagathala (2002).

4.4.2. Comparison of Mean Scores of Success in Teaching Between Groups based on Length of Service

The Total sample of teachers was classified into four groups viz., teachers having service upto five years, between six and fifteen years, between sixteen and twenty five years, and above twenty five years. The mean scores of Success in Teaching obtained for the four groups were compared using One-way ANOVA.

Data and results of the comparison by One-way Analysis of Variance are presented in Table 15.

TABLE 15

**Data and Results of One-way Analysis of Variance
Between Teachers classified on the basis of Length of service**

Variable	Source of Variation	Sum of Squares	d.f.	Mean Sum of Squares	F-value
Length of Service	Between	330.1037	3	110.0346	5.0185**
	Within	6490.0429	296	21.9258	
Total		6820.1467	299		

** indicates difference in the mean scores significant at 0.01 level.

Discussion of Results

The F-value for mean score comparison is found to be 5.015 which is greater than the value required for significance (3.85) at 0.01 level of significance of the test for (3, 296) degrees of freedom. This indicates that there is significant difference in the mean scores between the four groups formed on the basis of Length of Service.

This suggests that Length of Service has Significant effect on Success in Teaching.

The findings are in agreement with the results of the studies conducted by Rajagopalan 1976), and Paul & Kumaravel (2003).

As Length of Service was found to have significant effect on Success in Teaching, a follow-up test by means of Two-tailed test of significance of difference between means for large independent samples was carried out to identify the group pairs for which significant difference exists in the scores of Success in Teaching.

Data and Results of the pair-wise comparison of groups for mean difference in Success in Teaching between groups based on Length of Service are presented in Table 16.

TABLE 16

**Data and Results of the Mean Comparison of Scores of
Success in Teaching between Groups based on Length of Service**

Sl. No.	Groups	N	Mean	Standard Deviation	Critical Ratio
1	Less than 5 years of Service Vs	57	65.000	4.160	3.56**
	6 to 15 years of service	109	62.490	4.580	
2.	6 to 15 years of service Vs	109	62.490	4.580	1.61 ^{NS}
	16 to 25 years of service	120	63.530	5.160	
3	16 to 25 years of service Vs	120	63.530	4.580	3.01**
	More than 25 years of service	14	66.070	2.620	
4	Less than 5 years of service Vs	57	65.000	4.160	2.02**
	16 to 25 years of service	120	63.530	5.160	
5	Less than 5 years of service Vs	57	65.000	4.160	1.20 ^{NS}
	More than years 25 of service	14	66.070	2.620	
6	6 to 15 years of Service Vs	109	62.490	4.580	4.33**
	More than 25 years of service	14	66.070	2.620	

** indicates difference in the mean scores significant at 0.01 level

N.S: indicates difference in the mean scores not significant.

Discussion of Results

Results shown in Table 16 on pair wise comparison of groups formed on the basis of Length of Service reveals the following:

Group difference in Success in Teaching exists in the case of four pairs out of the six comparisons. These four group pairs are,

- (i) Less than five years of service and six to fifteen years of service.

- (ii) Sixteen to twenty five years of service and more than twenty years of service.
- (iii) Less than five years of service and sixteen to twenty five years of service.
- (iv) Sixteen to twenty five years of service and more than twenty years of service.

This means that the mean scores of success in Teaching is different for the above group pairs.

Again it was found that mean scores of Success in Teaching is not different in the case of two pairs viz.,

- (i) Less than five years of service and more than twenty five years of service.
- (ii) Six to fifteen years of service and sixteen to twenty five years of service.

This suggests that Success in Teaching is alike between teachers with service less than five years and with service greater than twenty five years. Success in Teaching is again alike for teachers with service between six and fifteen years and with service between sixteen and twenty five years.

Thus, it is found that Success in Teaching is almost alike in the case of beginners and those about to retire. Similarly, Success in Teaching is alike in the case of teachers with moderate Length of Service.

4.4.3. Comparison of the Mean Scores of Success in Teaching between groups based on Preparation Hours.

Based on Preparation Hours spent for teaching, the Total sample of teachers was classified into three groups of teachers spending less than one hour, between one and two hours, and more than two hours per day.

Mean scores of Success in Teaching between these three groups were compared using One-way ANOVA.

Data and results of the comparison are presented in Table 17.

TABLE 17

Data and Results of the One - way Analysis of Variance between Groups on the basis of Preparation Hours

Variable	Source of variation	Sum of Squares	d.f	Mean Sum of Squares	F-value
Preparation Hours	Between	32.7517	2	16.3759	0.7166 ^{NS}
	Within	6787.3949	297	22.8532	
Total		6820.1467	299		

NS indicates non significance of mean difference

Discussion of Results

The F-value obtained is 0.7166 which is less than the value required for significance (3.03) at 0.05 level of significance of the test for (2,297) degrees of freedom. That is, there is no significant difference in the mean scores of Success in Teaching between the three groups based on Preparation Hours.

This result is in agreement with the finding of the study conducted by Mathai (1991).

4.4.4. Comparison of the Mean Scores of Success in Teaching between Groups based on Age

The total sample was classified into three groups viz., teachers with less than 35 years of Age, teachers with Age between 35 and 45 years, and those with more than 45 years of Age. The mean scores of Success in Teaching between these three groups were compared using One-way ANOVA.

Data and results of the comparison are presented in Table 18.

TABLE 18
Data and Results of the One-way
Analysis of Variance between Groups formed on the basis of Age

Variable	Source of Variation	Sum of Squares	d.f.	Mean Sum of Squares	F-value
Age	Between	31.501	2	15.751	0.689 ^{NS}
	Within	6788.646	297	22.857	
	Total	6820.147	299		

NS indicates non significance of mean difference

Discussion of Results

The results of One-way Analysis of Variance revealed that the nominal predictor variable, Age has no significant effect on Success in Teaching, as the F-value obtained is 0.6890 which is less than the table value set for significance at 0.05 level of significance of the test for (2,297) degrees of freedom.

The results are in agreement with the findings of the study conducted by Passi & Sharma (1982).

4.4.5. Comparison of Mean Scores of Success in Teaching between Groups Based on Marital Status

Based on Marital Status, the Total sample was classified into two groups viz., Married and Unmarried women teachers.

Data and results of the comparison by Two-tailed test of significance of difference in mean scores of Success in Teaching between Married and Unmarried women teachers are presented in Table 19.

TABLE 19

**Data and Results of the
Comparison of the Mean Scores of Success in
Teaching between Married and Unmarried Women Teachers**

Sl. No.	Groups	N	Mean	Standard Deviation	Standard Error of Mean	Critical Ratio
1	Married teachers	291	63.447	4.770	0.280	2.78**
2	Unmarried teachers	9	67.000	3.742	1.247	

** indicates difference in mean scores significant at 0.01 level.

Discussion of Results

The Critical Ratio obtained is 2.78 which is greater than the value set for significance at 0.01 level of significance of the test. This suggests that there is significant difference in the scores of Success in Teaching between Married and Unmarried women teachers.

4.5 RELATIONSHIP OF THE PREDICTOR VARIABLES OF INTERVAL TYPE WITH SUCCESS IN TEACHING AND DEPENDENCE OF SUCCESS IN TEACHING WITH NOMINAL PREDICTOR VARIABLES.

Relationship of the predictor variables with Success in Teaching was estimated in two ways. In the case of predictor variables of interval type (Role Conflict, Job Satisfaction and Attitude towards Teaching Profession), the relationship was estimated using Pearson's Coefficients of Correlations and in the case of predictor variables of nominal type (Academic Qualification, Length of Service, Preparation Hours, Age and Marital Status), the dependence was tested by Chi-square test of Independence.

4.5.1. Relationship of the Predictor Variables of Interval type viz., Role Conflict, Job Satisfaction and Attitude towards Teaching Profession with Success in Teaching

The data and results of the relationship of Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession with Success in Teaching estimated for the total sample are presented in Table 20

TABLE 20

Relationship of Role of Conflict, Job Satisfaction and Attitude towards Teaching Profession with Success in Teaching for the Total Sample (N = 300)

Sl. No.	Variable	Coefficient of correlation 'r' with Success in Teaching	Fisher's 't'	S.E.r	Shared Variance	Confidence interval CI (95%)
1	Role conflict	-0.574**	12.098	0.039	32.948	-0.498 to -0.650
2	Job Satisfaction	0.247**	4.406	0.054	6.101	0.141 to 0.353
3	Attitude towards Teaching Profession	0.469**	9.185	0.045	21.996	0.381 to 0.557

** indicates 'r' significant at 0.01 level

Discussion of Results

Each Coefficient of Correlation is described below for its (i) Size, (ii) Direction (iii) Significance (iv) Shared Variance and (v) 95% Confidence Interval.

i) Role Conflict and Success in Teaching

The Coefficient of Correlation estimated between Role Conflict and Success in Teaching is -0.574 which indicates a moderate relationship between the variables. The negative sign indicates that the relationship between these two variables is negative. That is, as Role Conflict increases Success in Teaching decreases; as Role conflict decreases, Success in Teaching increases. The Fisher's 't' value shows that the relationship is highly significant as the 't' value exceeds 2.58, the limit set for significance at 0.01 level of significance of the test.

The value of Shared Variance, 32.948 shows the percentage of overlap of variances between Role Conflict and Success in Teaching. That is, 32.948 per cent of the variation in Success in Teaching can be accounted for by the variation in Role Conflict.

The 95 per cent Confidence Interval of 'r' is found to be -0.498 to -0.650 which are the limits within which the 'r' value of the population may lie, the probability being 0.95.

These findings are in agreement with the findings of the studies carried out by Ramanamma & Bambawale (1979), Singh (1987), Sinha (1987), Aryee (1992), Kaila (1993), Quick *et al.*, (1997), Mishra and Bajapai (1998), and Corbin (1998). But the findings of the present study does not agree with the results of the studies carried out by Poloma (1971), Banuzubeeda (1979), Verbrugge & Madans (1985).

ii) Job Satisfaction and Success in Teaching

The Coefficient of Correlation between Job Satisfaction and Success in Teaching is found to be 0.247 which indicates low positive relationship. That means, Success in Teaching increases as Job Satisfaction increases and decrease in Job Satisfaction results in decrease in Success in Teaching. The relationship is found to be highly significant as the Fisher's 't' value

exceeds 2.58, the limit set for significance at 0.01 level of significance of the test.

The Shared Variance shows that the percentage of overlap of variance between Job Satisfaction and Success in Teaching is 6.101. That is, 6.101 per cent of the variation in Success in Teaching can be accounted for by the variation in Job Satisfaction.

The 95% Confidence Interval of 'r' is 0.141 to 0.353, the limits within which the 'r' value of the population lies, the probability being 0.95.

These results are in agreement with the results of the studies conducted by Muthaiah (1980), Gupta (1981), Ashton & Webb (1986), Sing (1988), and Berns (1990).

iii) Attitude towards Teaching Profession and Success in Teaching

The Coefficient of Correlation between Attitude towards Teaching Profession and Success in Teaching is found to be 0.469, indicating a moderate and positive relationship. That means, as Attitude towards Teaching Profession increases, Success in Teaching also increases and Success in Teaching decreases with decrease in Attitude towards Teaching Profession. The relationship is found to be highly significant as the Fisher's 't' value exceeds the limit (2.58) set for significance at 0.01 level of significance of the test.

The Shared Variance shows that the percentage of overlap of variance in Attitude towards Teaching Profession and Success in Teaching is 21.996. That is, 21.996 per cent of the variation in Success in Teaching can be accounted for by the variation in Attitude towards Teaching Profession. The 95% Confidence Interval of 'r' is 0.381 to 0.557, the limits within which the 'r' value of the population lies, the probability being 0.95.

These results are in agreement with the result of the studies carried out by Roy (1971), Gupta (1977), and Cornelius (2000).

Table 20 reveals that, all the three correlations are highly significant. It can be inferred that Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession are highly significantly associated with Success in Teaching.

4.5.2. Dependence of Success in Teaching with the Nominal Predictor Variables viz., Academic Qualification, Length of Service, Preparation Hours, Age, and Marital Status

Dependence of Success in Teaching with the nominal predictor variable viz., Academic Qualification, Length of Service, Preparation House, Age, and Marital Status was estimated using the Chi-square test of Independence. The hypothesis tested in this case is that the criterion variable will be independent of each nominal variable.

The contingency tables in this respect are given in Table 21A in Appendix XI

Results of the Chi-square test of Independence between the predictor nominal variables and Success in Teaching are presented in Table 21

TABLE 21

Results of Chi-square Test of Independence between the Predictor Nominal Variables and Success in Teaching

Sl. No.	Variables	Contingency Table	d.f.	χ^2 Value	C-coefficient of Contingency
1	Academic Qualification	2 x 2	1	1.826 ^{NS}	--
2	Length of Service	2 x 4	3	20.980*	0.256
3	Preparation Hours	2 x 3	2	1.387 ^{NS}	--
4	Age	2 x 3	2	2.341 ^{NS}	--
5	Marital Status	2 x 2	1	3.003 ^{NS}	--

* indicates significance of Chi-square value at 0.01 level
NS indicates Chi-square value obtained is non significant

Discussion of Results

The results of Chi-square test of Independence revealed that Success in Teaching is dependent on Length of Service only, whereas, Success in Teaching is independent of the other four variables viz., Academic Qualification, Preparation Hours, Age, and Marital Status of the teachers.

This suggests that the only predictor nominal variable having significant association with Success in Teaching is Length of Service. The 'C' Coefficient of Contingency estimated in this case is 0.256. As the Chi-square value obtained is significant, the C-coefficient also is significant.

These findings are in agreement with the results of the studies carried out by Rajagopalan (1976) and Paul & Kumaravel (2000).

4.6. RELATIONSHIP AMONG THE PREDICTOR VARIABLES OF INTERVAL TYPE AND DEPENDENCE OF PREDICTOR VARIABLES OF INTERVAL TYPE WITH NOMINAL PREDICTOR VARIABLES

As there are studies showing the relationship between Role Conflict and Job Satisfaction, and between Job Satisfaction and Attitude towards Teaching Profession, the investigator decided to find out relationship among these variables using Pearson's Product Moment Coefficient of correlation. The dependence of the predictor variables of interval type with the nominal predictor variable was also attempted

4.6.1. Relationship among the Predictor Variables of Interval Type

Data and results of the correlation analysis among Role Conflict, Job Satisfaction and Attitude towards Teaching Profession for the Total sample are presented in Table 22.

TABLE 22

Details of Correlation Analysis among Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession for the Total Sample (N=300)

Sl. No.	Variables	Coefficient of correlation 'r'	Fisher's 't'	S.Er	Shared Variance	Confidence interval CI (95%)
1	Role of conflict & Job Satisfaction	-0.321**	5.867	0.052	10.320	-0.219 to -0.423 (99%)
2	Role Conflict & Attitude towards Teaching Profession	0.388**	7.267	0.049	15.070	0.292 to 0.484
3	Job Satisfaction & Attitude towards Teaching Profession	0.130*	2.271	0.135	1.700	-0.135 to 0.395

** indicates significance at 0.01 level

* indicates significance at 0.05 level

Discussion of Results

i) Role Conflict and Job Satisfaction

The Coefficient of Correlation between Role Conflict and Job Satisfaction is found to be -0.321, which shows low negative relationship. This indicates that these two variables are inversely related. That means, Job Satisfaction decreases with increase in Role Conflict, and Job Satisfaction increases with decrease in Role Conflict. The Fisher's 't' value shows that the relationship is highly significant, as the value exceeds the limit (2.58) set for significance at 0.01 level of significance of the test.

The Shared Variance shows that the percentage of overlap between Role Conflict and Job Satisfaction is 10.320. That is 10.320 per cent of the

variation in Job Satisfaction can be accounted for by the variation in Role Conflict.

The 95% Confidence Interval of 'r' shows that the 'r' value of the population lies between the limits -0.219 to -0.423, the probability being 0.95.

These results are in favour of the findings of the studies carried out by Porwal (1987), Wong (1989) and Mark & Richard (1991).

ii) Role Conflict and Attitude towards Teaching Profession

The Coefficient of Correlation between Role Conflict and Attitude towards Teaching Profession is 0.388, indicating low positive relationship. That means, Role Conflict is low when Attitude towards Teaching Profession is low, and Role Conflict is high when Attitude towards Teaching Profession is high. There is highly significant relationship between Role Conflict and Attitude towards Teaching Profession, as the Fisher's 't' value is greater than 2.58, the limit set for significance at 0.01 level of significance of the test.

The Shared Variance shows that 15.070 is the percentage of overlap between Role Conflict and Attitude towards Teaching Profession. That is, 15.070 per cent of the variation in Attitude Towards Teaching Profession can be accounted for by the variation in Role Conflict.

The 95% Confidence Interval of 'r' shows that the 'r' value of the population lies between the limits 0.292 to 0.484, the probability being 0.95.

These findings are infavour of the findings of the study carried out by Sukhwal (1976).

iii) **Job Satisfaction and Attitude towards Teaching Profession**

The Coefficient of Correlation 'r' between job Satisfaction and Attitude towards Teaching Profession is 0.130, which is negligible, and at the same time, positive relationship. That means, Job Satisfaction increases to very low extent as Attitude towards Teaching Profession increases, and Job Satisfaction decreases to very low extent as Attitude towards Teaching Profession decreases. The Fisher's 't' value obtained is 2.271 which is greater than the value set for significance at 0.05 level of significance of the test. This shows that the relationship is significant at 0.05 level.

The Shared Variance shows that only 1.700 is the percentage of overlap between Job Satisfaction and Attitude towards Teaching Profession. That is, 1.700 per cent of the variation in Job Satisfaction can be accounted for by the variation in Attitude towards Teaching Profession.

The 95% Confidence Interval of 'r' value shows that the 'r' value of the population lies between -0.135 to 0.395, the probability being 0.95.

These results are in favour of the results of the studies conducted by Singh (1977), Sunil (1982), Ramakrishnaiah (1998), and Pushpam (2003)

Results of Table 22 reveals that there is significant relationship among the predictor variables of interval type viz., Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession.

4.6.2. Dependence of the Predictor Variables of Interval Type with Nominal Predictor Variables

The investigator studied the dependence of the prominent predictor variables of interval type viz., Role Conflict, Job Satisfaction and Attitude towards Teaching Profession with the nominal predictor variables viz.,

Academic Qualification, Length of Service, Preparation Hours, Age, and Marital Status. The contingency tables in this respect are given as Table 23 A, 24A, and 25A in Appendix XI.

Results of the Chi-square test of Independence between the predictor nominal variables and Role Conflict are presented in Table 23

TABLE 23
Results of Chi-square Test of Independence
between Role Conflict and Nominal Predictor Variables

Sl. No.	Variables	Contingency Table	d.f.	χ^2 Value
1	Academic Qualification	3 x 2	2	4.63 ^{NS}
2	Length of Service	3 x 4	6	7.88 ^{NS}
3	Preparation Hours	3 x 3	4	8.97 ^{NS}
4	Age	3 x 3	4	4.280 ^{NS}
5	Marital Status	3 x 2	2	0.260 ^{NS}

NS indicates non significance of the Chi-square value obtained

Discussion of Results

The Chi-square test of Independence revealed that Role Conflict is independent of all the five nominal predictor variables viz., Academic Qualification, Length of Service, Preparation Hours, Age and Marital Status of the teachers.

These results are against the findings of the studies conducted by Bhogle (1969), Uma (1985), Mishra & Bajpai (1998) & Lathakumar (2000).

Results of the Chi-square test of Independence between the predictor nominal variables and Job Satisfaction are presented in Table 24.

TABLE 24

**Results of Chi-square Test of Independence
between the Job Satisfaction and Nominal Predictor Nominal Variables**

Sl. No.	Variables	Contingency Table	d.f.	χ^2 Value
1	Academic Qualification	3 x 2	2	1.03 ^{NS}
2	Length of Service	3 x 4	6	8.06 ^{NS}
3	Preparation Hours	3 x 3	4	2.19 ^{NS}
4	Age	3 x 3	4	5.690 ^{NS}
5	Marital Status	3 x 2	2	0.410 ^{NS}

NS indicates non significance of the Chi-square value obtained

Discussion of Results

The Chi-square test of Independence revealed that Job Satisfaction is independent of the all the five nominal predictor variables viz., Academic Qualification, Length of Service, Preparation Hours, Age and Marital Status of the teachers.

These results are in agreement with findings of the studies conducted by Agarwal (1979), Krishnakumari (1982), and Padmapirya (1982) and against the findings of the studies conducted by Harini (1974), Dwivedi & Pestonjee (1975), Mokry(1981), Smith (1982), Amarsingh (1985), Birmingham (1985), Rao (1992) and Bennet *et al.*, (2002).

Results of the Chi-square test of Independence between the predictor nominal variables and Attitude towards Teaching Profession are presented in Table 25

TABLE 25

Results of Chi-square test of independence between Attitude towards Teaching Profession and the Nominal Predictor Variables

Sl. No.	Variables	Contingency Table	d.f.	χ^2 Value
1	Academic Qualification	3 x 2	2	0.53 ^{NS}
2	Length of Service	3 x 4	6	6.12 ^{NS}
3	Preparation Hours	3 x 3	4	4.72 ^{NS}
4	Age	3 x 3	4	2.630 ^{NS}
5	Marital Status	3 x 2	2	0.300 ^{NS}

NS indicates non significance of the Chi-square value obtained

Discussion of Results

The Chi-square test of Independence revealed that Attitude towards Teaching Profession is independent of all the five nominal predictor variables viz., Academic Qualification, Length of Service, Preparation Hours, Age, and Marital Status of the teachers.

These results are in favour of the findings of the study conducted by Ramakrishnaiah (1989) and against the results of the studies by Bhandarkar (1980) and Marso & Pigge (1998).

4.7. REGRESSION ANALYSIS TO TEST THE EFFICIENCY OF THE INTERVAL TYPE PREDICTOR VARIABLES TO PREDICT SUCCESS IN TEACHING

The Coefficient of Correlations of predictor variables of interval type viz., Role Conflict, Attitude towards Teaching Profession and Job Satisfaction with Success in Teaching were found to be -0.574 ($P < 0.01$), 0.469 ($P < 0.01$), and 0.247 ($P < 0.01$) respectively.

Besides, the Coefficient of Correlations among these variables were also estimated and was found to be 0.388 ($P < 0.01$) between Role Conflict and Attitude towards Teaching Profession; -0.321 ($P < 0.01$) between Role Conflict and Job Satisfaction and 0.130 ($P < 0.05$) between Job Satisfaction and Attitude towards Teaching Profession. Therefore, the investigator decided to find out the efficiency of these predictor variables of interval type to predict the variable Success in Teaching.

Regression analysis (ANOVA approach) was adopted to find out the efficiency of the predictor variables viz., Role Conflict, Job Satisfaction and Attitude towards Teaching Profession in predicting the criterion variable Success in Teaching. The analysis was carried out using the software for the SPSS programme of the Step-wise Regression approach. This analysis was done not only to select the variables that best predict the criterion variable but also to eliminate superfluous predictor variables.

The basic statistics like the mean and standard deviation of the criterion variable viz., Success in Teaching and of the predictor variables viz., Role Conflict, Job Satisfaction and Attitude towards Teaching Profession are given in Table 26.

TABLE 26

Input Data for Step-wise Regression Analysis

Sl. No.	Variables	Mean (N = 300)	Standard Deviation
	Criterion Variable		
1	Success in Teaching	63.553	4.776
	Predictor Variables		
2	Role Conflict	93.040	20.161
3	Attitude towards Teaching Profession	108.140	12.254
4	Job Satisfaction	136.987	18.918

The correlation matrix of the criterion variable Success in Teaching with the three predictor variables viz., Role Conflict, Attitude towards Teaching Profession and Job Satisfaction is presented in Table 27.

TABLE 27

Correlation Matrix of the Criterion and Predictor Variables

Sl. No.	Variables	Success in Teaching	Role Conflict	Attitude towards Teaching Profession	Job Satisfaction
1	Criterion Variable Success in Teaching (X_1)	1.000			
2	Predictor Variables Role Conflict (X_2)	-0.574**	1.000		
3	Attitude towards Teaching Profession (X_3)	0.469**	0.388**	1.000	
4	Job Satisfaction (X_4)	0.247**	-0.321**	0.130*	1.000

Note: only one side of the matrix is presented

** indicates significance of 'r' at 0.01 level

* indicates significance of 'r' at 0.05 level

The Correlation matrix of the criterion and Predictor Variables reveals that out of the three predictor variables, the variable Role Conflict has the highest correlation (-0.574) with the criterion variable, Success in Teaching (labelled as X_1) and therefore Role Conflict (labelled as X_2), was taken as the first variable to be entered for regression analysis.

Step I

The variable selected for step-I analysis is Role Conflict (X_1). The result of Step-I analysis is given in Table 28.

TABLE 28

Results of Step-I Regression Analysis

Variable entered on Step No.1 Role Conflict (X_2)	Criterion Variable : Success in Teaching (X_1)
Correlation (r) : -0.574	
Percentage Variance ($R^2 \times 100$) : 32.923	$SE_r = 0.044$
Beta (β_1) = 0.574	$B_1 = -0.136$
Constant = 76.199	$SE_{B_1} = 0.011$

Source	d.f.	Sum of Squares	Mean Sum of Squares	F-value
Regression	1	2245.422	2245.422	146.268 ($P < 0.01$)
Residual	298	4574.725	15.351	

Discussion of Results

The results shown in Table 28 suggests that the F-value obtained ($F = 146.268$) is much greater than the value set for significance at 0.01 level for (1, 298) degrees of freedom. This suggests that the variable Role Conflict is highly significant in predicting Success in Teaching.

The percentage variance accounted for by the variable Role Conflict in predicting Success in Teaching is 32.923. This suggest that 32.923 per cent of the variation in the variable Success in Teaching can be accounted for by the variation in the variable Role Conflict. This also suggests that the remaining percentage of variance is attributable to the variation of the variables not used in Step-I analysis.

The regression equation in this case with Role Conflict as the single predictor variable is,

$$X_1' = -0.136 X_2 + 76.199$$

Step-II

The second predictor variable entered is Attitude towards Teaching Profession (labelled as X_3) as this variable has the highest partial correlation (0.326). The results of Step II analysis is given in Table 29.

TABLE 29

Results of Step-II Regression Analysis

Variables entered : X_2 and X_3

Variables entered in Step No.2 – Attitude towards Teaching Profession (X_3)

Multiple correlation (R) : 0.633 SE_R = 0.048

Percentage Variance ($R^2 \times 100$) = 40.051

Beta 1 (β_1) = 0.574 $B_1 = -0.109$ SE_R = 0.012

Beta 2 (β_2) = 0.289 $B_2 = 0.113$ SE_R = 0.019

Constant : 61.511

Source	d.f.	Sum of Squares	Mean Sum of Squares	F-value
Regression	2	2731.525	1365.762	99.210
Residual	297	4088.622	13.766	(P<0.01)

Discussion of Results

The results shown in Table 29 suggests that the F-value obtained (F = 99.210) is much greater than the value set for significance (4.68) at 0.01 level for (2,297) degrees of freedom. This indicates that Attitude towards Teaching Profession (X_3) is also highly significant in predicting Success in Teaching.

The index of predictability at this stage is 0.633 so that the percentage of variance accounted for by the variables Role Conflict and Attitude towards Teaching Profession is 40.051. This suggests that 40.051 per cent of the variation in the criterion variable, Success in Teaching is

attributable to the variation of the two variables viz., Role Conflict and Attitude Towards Teaching Profession.

This again suggests that by adding the variable Attitude towards Teaching Profession to Role Conflict, the index of prediction 'R' has changed from 0.574 to 0.633 and the percentage variance has increased from 32.923 to 40.051. The increase in 'R' is 0.059, and the increase in percentage variance is 7.128.

The equation to the regression line in this case is,

$$X_1' = -0.109 X_2 + 0.113 X_3 + 61.511$$

The third variable Job Satisfaction was not entered in the analysis, as the partial correlation 'r' was negligible (0.084).

Summary of the Step-wise Regression analysis is presented in Table 30.

TABLE 30

Summary of the Results of Step-wise Regression Analysis

Step	Variables Entered	R	Increase in R	Percentage Variance (R ² x100)	Increase in Percentage Variance	Unstandardized Co-efficients		Standrdized Co-efficients	
						B	SE _R	β	T
1	Role Conflict	0.574	--	32.923	--	-0.109	0.012	-0.461	-9.463
2	Attitude towards Teaching Profession	0.633	0.059	40.051	7.128	0.113	0.019	0.289	5.942
	Constant 61.511								

The successive regression equations for predicting Success in Teaching by means of Role Conflict alone and by means Role Conflict and Attitude towards Teaching Profession are the following :

Equations in Score form:

$$X_1' = -0.136 X_2 + 76.199$$

$$X_1' = -0.109 X_2 + 0.113 X_3 + 61.511$$

Equations in standard score forms :

$$Z_1 = -0.574 Z_2$$

$$Z_2 = -.461 Z_2 + .290 Z_3$$

Where,

X_1' - Predicted score of Success in Teaching

X_2 - Scores of Role Conflict

X_3 - Scores of Attitude towards Teaching Profession

Z_1 - Standardized predicted score of the variable Success in Teaching

Z_2 - Standardized score of Role Conflict.

Z_3 - Standardized score of Attitude towards Teaching Profession.

To find out the relative efficiency of the variables Role Conflict, and Attitude towards Teaching Profession to predict Success in Teaching, the coefficient of determination, R^2 as $\sum \beta r$ was computed and presented in Table 31

TABLE 31

Relative Weights of the Predictor Variables

Variable Number	Variables	Regression Coefficient (β)	Coefficient of Correlation (r)	βr
1	Role Conflict	-0.461	-0.574	0.2646
2	Attitude towards Teaching Profession	0.289	0.469	0.1355
				$R^2 = 0.4001$
				$R = 0.6325$

Discussion of Results

R^2 is found to be 0.4001 and accordingly 40.01 per cent of whatever makes women teachers differ in Success in Teaching can be attributed to differences in Role Conflict and Attitude towards Teaching Profession. The total contribution of 40.01 per cent can be further broken down to the independent contribution of Role Conflict and Attitude towards Teaching Profession. Since $R^2 = 0.2646 + 0.1355$, the contribution of Role Conflict to the variation of Success in Teaching is 26.40 per cent. The contribution of Attitude towards Teaching Profession is 13.550 per cent. The remaining 59.99 per cent of the variance of the criterion variable (X_1) may be attributed to some other factors not considered in this analysis.

The findings regarding the contribution of Attitude towards Teaching Profession in predicting Success in Teaching are in agreement with the results of the studies conducted by Mahapatra (1987), and Mathai (1991).

SUMMARY OF FINDINGS

- I. When the percentages of women teachers under the different levels of predictor variables were estimated, it was found that:
 - The percentage of teachers with *High Role Conflict* is *highly different* between Successful and the Less Successful groups and the *percentage is higher for Less Successful group*.
 - The percentages of teachers with *Low role Conflict* is *highly different* between Successful and the Less Successful groups, the *percentage is higher among Successful group*.
 - *Difference seen in the percentage of teachers with Average Role Conflict* between Successful and Less Successful groups is *not much*.
That means Role Conflict is one of the important variables that may lead to Success in Teaching.

- The percentage of teachers with *High Job Satisfaction* is *slightly different* between the two criterion groups, and the *percentage is higher* for the *Successful group*.
- The percentage of teachers with *Low Job satisfaction* is *slightly different* between the two criterion groups, the *percentage is higher among the Less Successful group*.
- *The difference* in the percentage of teachers with *Average Job Satisfaction* between the two groups is *not much*.

That means Job Satisfaction is one of the variables that may lead to Success in Teaching.

- The percentage of teachers with *High Attitude towards Teaching Profession* is *highly different* between *Successful and Less Successful groups* and the *percentage is higher for the Successful group*
- The percentage of teachers with *Low Attitude towards Teaching Profession* is *highly different* for the two criterion groups and the *percentage is higher for the Less Successful group*.
- *The difference* seen in the percentage of teachers with *Average Attitude towards Teaching Profession* between the two groups is *not much*.

That means Attitude towards Teaching Profession is one of the important variables that may lead to Success in Teaching.

- *No difference* in the percentage of either *Graduate teachers or Post-Graduate teachers* between *Successful and Less Successful groups*,

- *That is, Academic Qualification is not a variable that may lead to Success in Teaching*
- *The percentage of teachers with less than five years of service, with six to fifteen years of service, and with more than twenty five years of service among the Successful group is highly different from that among the Less Successful group, and the percentage is higher for the Successful group; and not much difference is seen in the percentage of teachers with sixteen to twenty five years of Service between the two criterion groups.*

Therefore, Length of Service is one of the important variables that may lead to Success in Teaching.

- *No difference in the percentage of teachers spending less than one hour, one to two hours, and more than two hours in the preparation for teaching between Successful and Less Successful groups.*

That is, Preparation Hours is not a variable leading to Success in Teaching.

- *No difference in the percentage of teachers with less than 35 years of Age, with 35 to 45 years of age, and with more than 45 years of Age between Successful and Less Successful groups.*

That is, Age is not a variable leading to Success in Teaching.

- *The percentage of married women teachers among Successful group is not much different from that among Less Successful group, whereas, the percentage of unmarried women teachers is different between the two criterion groups, the percentage being greater in the case of Successful group.*

- II. *When the mean scores of the predictor variables of interval type were compared between Successful and Less Successful groups, it was found that:*

- The two groups *differ significantly* in the mean scores of *Role Conflict*

[CR, $t = 9.650$, $p < 0.01$]

- The two groups *differ significantly* in the mean scores of *Job Satisfaction*.

[CR, $t = 3.71$, $p < 0.01$]

- The two groups *differ significantly* in the mean scores of *Attitude towards Teaching Profession*.

[CR, $t = 7.650$, $p < 0.01$]

That means the variables Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession are capable of discriminating between the two criterion groups.

When the mean scores of Success in Teaching was compared between groups formed on the basis of the nominal predictor variables, it was found that:

- Significant *difference do not exist* in Success in Teaching between *Graduate and Post Graduate teachers*.

[CR, $t = 0.770$, $p > 0.05$]

- Significant *difference exists* in the mean scores of Success in Teaching *between the four groups* of teachers classified on the basis of *Length of Service*.

[CR, $F = 5.019$ for (3,296) d.f., $p < 0.01$]

The pair-wise group difference in the mean scores of Success in Teaching was also tested and this revealed that *significant difference* in Success in Teaching exists in the case of *four group pairs only*, out of six.

Such group pairs are,

- (i) less than five years of service & six to fifteen years of service
- (ii) sixteen to twenty five years of service & >twenty five years of service.
- (iii) less than five years of service & sixteen to twenty five years of service.
- (iv) six to fifteen years of service & > twenty five years of service.
- Significant *difference do not exist* in the mean scores of Success in Teaching among the three groups of *teachers* classified *on the basis of Preparation Hours*.

[CR, F = 0.717 for (2,297) d.f. $p > 0.01$]

- Significant *difference do not exist* in the mean scores of Success in Teaching between the three groups of *teachers* classified *on the basis of Age*.

[CR, F = 0.689, for (2,297) d.f; $p > 0.01$]

- Significant *difference exists* in the mean scores of Success in Teaching between the two groups of *teachers* classified *on the basis of Marital Status*.

[CR, t = 2.78, $p < 0.01$]

That means Success in Teaching is different for teachers of different Length of Service and Marital Status.

III. Pearson's Product Moment Coefficient of Correlation estimated between each of the predictor variables of interval type and Success in Teaching revealed that all the three variables have significant relationship with Success in Teaching, and the variables in the order of this relationship are as follows:

- Role Conflict [r = -0.574, t = $p < 0.01$]
- Attitude towards Teaching Profession [r = 0.469, t = $p < 0.01$]

- Job Satisfaction [r = 0.247, t = p<0.01]

That means the predictor variables of interval type are significantly related to the criterion variable.

When the Chi-square test of Independence was done for testing the dependence of Success in Teaching with the nominal predictor variables, it was found that:

- Significant *association* with Success in Teaching *exists* in the case of the variable, *Length of Service*.

$$[\chi^2 = 20.980; \text{d.f.} = 3; p < 0.01]$$

- Association *is not significant* in the case of the variables,

(i) *Academic Qualification*

$$[\chi^2 = 1.826, \text{d.f.} = 1, p > 0.01]$$

(ii) *Preparation Hours*

$$[\chi^2 = 1.387, \text{d.f.} = 2, p > 0.01]$$

(iii) *Age*

$$[\chi^2 = 2.341, \text{d.f.} = 2, p > 0.01].$$

(iv) *Marital Status*

$$[\chi^2 = 3.003, \text{d.f.} = 1, p > 0.01]$$

Out of the nominal predictor variables, Length of Service is the only variable associated with Success in Teaching.

IV. The findings on the relationship among the predictor variables of interval type themselves and on the dependence of these variables with the nominal predictor variables are the following:

- *Role Conflict* has *significant negative relationship* with

(i) *Job Satisfaction*

$$[r = -0.321, t = 5.867, p < 0.01]$$

(ii) *Attitude towards Teaching Profession* [$r = 0.388$, $t = 7.267$; $p < 0.01$]

Dependence of Role Conflict *is not significant* for,

(i) *Academic Qualification* [$\chi^2 = 4.630$, $d.f = 2$; $p > 0.01$]

(ii) *Length of Service* [$\chi^2 = 7.880$, $d.f = 6$; $p > 0.01$]

(iii) *Preparation Hours* [$\chi^2 = 8.970$, $d.f = 4$; $p > 0.01$]

(iv) *Age* [$\chi^2 = 4.280$, $d.f = 4$; $p > 0.01$]

(v) *Marital Status* [$\chi^2 = 0.260$, $d.f = 2$; $p > 0.01$].

- *Job Satisfaction* has significant relationship with,

Attitude towards Teaching Profession [$r = 0.130$, $t = 2.271$; $p < 0.05$].

Dependence of Job Satisfaction *is not significant* for any of the nominal predictor variables.

(i) *Academic Qualification*

[$\chi^2 = 1.030$, $d.f = 2$; $P > 0.01$]

(ii) *Length of Service*

[$\chi^2 = 8.060$, $d.f = 6$; $p > 0.01$]

(iii) *Preparation Hours*

[$\chi^2 = 2.190$, $d.f = 4$; $P > 0.01$]

(iv) *Age*

[$\chi^2 = 5.690$, $d.f = 4$; $P > 0.01$]

(v) *Marital Status*

[$\chi^2 = 0.410$, $d.f = 2$; $p > 0.01$]

- *Attitude towards Teaching Profession* is not significantly associated with any of the nominal predictor variables.

(i) *Academic Qualification*

[$\chi^2 = 0.530$, $d.f = 2$; $p > 0.01$]

(ii) *Length of Service*

$$[\chi^2 = 6.120, \text{d.f} = 6; p > 0.01]$$

(iii) *Preparation Hours*

$$[\chi^2 = 4.720, \text{d.f} = 4; p > 0.01]$$

(iv) *Age*

$$[\chi^2 = 2.630, \text{d.f} = 4]$$

(v) *Marital Status*

$$[\chi^2 = 0.300, \text{d.f} = 2]$$

The predictor variables of interval type are significantly related to one another, and are not dependent on the nominal predictor variables.

V. Regression Analysis was done to know the efficiency of the predictor variables of interval type that can predict Success in Teaching and to know the efficiency levels of such variables.

Step-wise Regression Analysis (ANOVA approach) with predictor variables as Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession revealed that, only two variables viz., *Role Conflict*, and *Attitude towards Teaching Profession* are capable of predicting significantly Success in Teaching.

The equations to the Regression lines developed are:

Equations in the score form:

$$X_1^1 = -0.136 X_2 + 76.199.$$

$$X_1^1 = -0.109 X_2 + 0.113 X_3 + 61.511.$$

Equations in the units :

$$Z_1 = -0.574 Z_2$$

$$Z_1 = -0.461 Z_2 + 0.290 Z_3$$

This analysis also revealed that 26.500 per cent is the predictive efficiency of the variable Role Conflict and 13.550 per cent is the predictive efficiency of the variable Attitude towards Teaching Profession to predict Success in Teaching. *That means, 40.010 per cent of the variance in Success in Teaching is accounted for by Role Conflict and Attitude Towards Teaching Profession. The remaining 59.990 per cent is attributable to other variables.*

TENABILITY OF HYPOTHESES

The major hypothesis set for the study was that each predictor variable will be capable of discriminating significantly between Successful and Less Successful groups of women teachers of Kerala.

It was further hypothesised that this will be evidenced in each of the following procedures viz.,

1. Estimating the percentage of women teachers falling under the different levels of predictor variables among the two identified groups of Successful and Less Successful women teachers.
2. Testing for significance of the difference in the mean scores of the predictor variables between groups of Successful and Less Successful women teachers.
3. Testing for significance of the difference in the mean scores of Success in Teaching between groups formed on the basis of the nominal predictor variables.
4. Estimating the extent of relationship of each predictor variable of interval type with Success in Teaching and testing for the significance of each.

5. Testing for the significance of the dependence of Success in Teaching with the nominal predictor variables, and in the case of significant association, estimating the extent of association.
6. Testing for the effectiveness of the predictor variables of interval type to predict Success in Teaching.

Tenability of the Hypotheses is described as follows :

1. With regard to the first hypothesis, it was found that the percentage of teachers falling under the different levels like High-, Average-, and Low-, of four out of the eight predictor variables is different (ie., variation exists in the percentages) for Successful and Less Successful groups of teachers.

This suggests that the first hypothesis is not fully substantiated.

2. In the case of the second hypothesis, it was found that Successful and Less Successful groups of women teachers differ significantly ($p < 0.01$) in the mean scores of the three predictor variables of interval type. This suggests that all the three type predictor variables of interval viz., Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession are capable of discriminating significantly between Successful and Less Successful groups of women teachers.

This suggests that the second hypothesis is fully substantiated.

3. The third hypothesis was tested by comparing the mean scores of Success in Teaching between groups formed on the basis of each of the nominal predictor variables. It was then found that significant difference in the mean scores of Success in Teaching exists in the case of groups formed on the basis of one variable only, that is, Length of Service.

This suggests that the only nominal variable having significant effect on Success in Teaching is Length of Service.

Thus, the third hypothesis is only slightly substantiated.

4. The fourth hypothesis was studied by estimating the coefficient of correlation (Pearson's 'r') between each of the three interval type predictor variables of interval type and the criterion variable, Success in Teaching. It was found that all the three correlations are moderate and highly significant ($p < 0.01$).

Thus, the fourth hypothesis is fully substantiated.

5. The association between each of the nominal predictor variables, and Success in Teaching as stated in the fifth hypothesis was tested by Chi-square test of Independence. This revealed that Length of Service is the only nominal variable having significant association with Success in Teaching.

The fifth hypothesis is therefore only slightly validated.

6. Efficiency of the three predictor variables of interval type (as these have significant correlation with Success in Teaching) in predicting the criterion variable, Success in Teaching, was tested by means of Step-wise Regression analysis. This analysis revealed that, as against the assumption, only two variables viz., Role Conflict and Attitude towards Teaching Profession could predict significantly Success in Teaching.

Thus, the sixth hypothesis is substantiated to a great extent.

1760

CHAPTER - V

**MAJOR FINDINGS, CONCLUSIONS
AND SUGGESTIONS**

-
- *Major findings of the study*
 - *Conclusions*
 - *Educational Implications*
 - *Suggestions for Further Research*
-

MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

The major objective of the study was to test the ability of each of the predictor variables to discriminate significantly between groups of Successful and Less Successful women teachers of Kerala.

This was studied by means of each of the following:

1. Estimating the percentage of women teachers falling under the different levels of predictor variables among the two identified groups of Successful and Less Successful women teachers.
2. Testing for significance of the difference in the mean scores of the predictor variables between groups of Successful and Less Successful women teachers.
3. Testing for significance of the difference in the mean scores of Success in Teaching between groups formed on the basis of the nominal predictor variables.
4. Estimating the extent of relationship of each predictor variable of interval type with Success in Teaching and testing for the significance of each.
5. Testing for the significance of the dependence of Success in Teaching with the nominal predictor variables, and in the case of significant association, estimating the extent of association.
6. Testing for the effectiveness of the predictor variables of interval type to predict Success in Teaching.

The major findings derived by means of the above procedures are summarised and presented in this chapter. Conclusions based on findings

and the educational implications of the findings are also given in this chapter.

5.1 MAJOR FINDINGS

I. When the percentages of women teachers under the different levels of predictor variables were estimated, it was found that:

- The percentage of teachers with *High Role Conflict* is *highly different* between Successful and the Less Successful groups and the *percentage is higher for Less Successful group.*
- The percentages of teachers with *Low role Conflict* is *highly different* between Successful and the Less Successful groups, the *percentage is higher among Successful group.*
- *Difference* seen in the *percentage of teachers with Average Role Conflict* between Successful and Less Successful groups is *not much.*

That means Role Conflict is one of the important variables that may lead to Success in Teaching.

- The percentage of teachers with *High Job Satisfaction* is *slightly different* between the two criterion groups, and the *percentage is higher for the Successful group.*
- The percentage of teachers with *Low Job satisfaction* is *slightly different* between the two criterion groups, the *percentage is higher among the Less Successful group.*
- *The difference* in the *percentage of teachers with Average Job Satisfaction* between the two groups is *not much.*

That means Job Satisfaction is one of the variables that may lead to Success in Teaching.

- The percentage of teachers with *High Attitude towards Teaching Profession* is *highly different* between Successful and Less Successful groups and the percentage is *higher for the Successful group*
- The percentage of teachers with *Low Attitude towards Teaching Profession* is *highly different* for the two criterion groups and the percentage is *higher for the Less Successful group*.
- *The difference* seen in the percentage of teachers with *Average Attitude towards Teaching Profession* between the two groups is *not much*.

That means Attitude towards Teaching Profession is one of the important variables that may lead to Success in Teaching.

- *No difference* in the percentage of either *Graduate teachers* or *Post-Graduate teachers* between *Successful and Less Successful groups*, *That is, Academic Qualification is not a variable that may lead to Success in Teaching*
- The percentage of teachers with *less than five years* of service, with *six to fifteen years* of service, and with *more than twenty five years* of service among the *Successful group* is *highly different* from that among the *Less Successful group*, and the percentage is *higher for the Successful group*; and *not much difference* is seen in the percentage of teachers with *sixteen to twenty five years* of Service between the two criterion groups.

Therefore, Length of Service is one of the important variables that may lead to Success in Teaching.

- *No difference in the percentage of teachers spending less than one hour, one to two hours, and more than two hours in the preparation for teaching between Successful and Less Successful groups.*

That is, Preparation Hours is not a variable leading to Success in Teaching.

- *No difference in the percentage of teachers with less than 35 years of Age, with 35 to 45 years of age, and with more than 45 years of Age between Successful and Less Successful groups.*

That is, Age is not a variable leading to Success in Teaching.

- *The percentage of married women teachers among Successful group is not much different from that among Less Successful group, whereas, the percentage of unmarried women teachers is different between the two criterion groups, the percentage being greater in the case of Successful group.*

II. When the mean scores of the predictor variables of interval type were compared between Successful and Less Successful groups, it was found that:

- *The two groups differ significantly in the mean scores of Role Conflict*

[CR, $t = 9.650$, $p < 0.01$]

- *The two groups differ significantly in the mean scores of Job Satisfaction.*

[CR, $t = 3.71$, $p < 0.01$]

- *The two groups differ significantly in the mean scores of Attitude towards Teaching Profession.*

[CR, $t = 7.650$, $p < 0.01$]

That means the variables Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession are capable of discriminating between the two criterion groups.

When the mean scores of Success in Teaching was compared between groups formed on the basis of the nominal predictor variables, it was found that:

- Significant *difference do not exist* in Success in Teaching between Graduate and Post Graduate teachers.

[CR, $t = 0.770$, $p > 0.05$]

- Significant *difference exists* in the mean scores of Success in Teaching *between the four groups* of teachers classified on the basis of *Length of Service*.

[CR, $F = 5.019$ for (3,296) d.f., $p < 0.01$]

The pair-wise group difference in the mean scores of Success in Teaching was also tested and this revealed that *significant difference* in Success in Teaching exists in the case of *four group pairs only*, out of six.

Such group pairs are,

- (i) < five years of service & six to fifteen years of service
 - (ii) sixteen to twenty five years of service & >twenty five years of service.
 - (iii) < five years of service & sixteen to twenty five years of service.
 - (iv) six to fifteen years of service & > twenty five years of service.
- Significant *difference do not exist* in the mean scores of Success in Teaching among the three groups of *teachers classified on the basis of Preparation Hours*.

[CR, $F = 0.717$ for (2,297) d.f. $p > 0.01$]

- Significant *difference do not exist* in the mean scores of Success in Teaching between the three groups of *teachers* classified on the *basis of Age*.

[CR, F = 0.689, for (2,297) d.f; $p > 0.01$]

- Significant *difference exists* in the mean scores of Success in Teaching between the two groups of *teachers* classified on the *basis of Marital Status*.

[CR, t = 2.78, $p < 0.01$]

That means Success in Teaching is different for teachers of different Length of Service and Marital Status.

- III. Pearson's Product Moment Coefficient of Correlation estimated between each of the predictor variables of interval type and Success in Teaching revealed that all the three variables have significant relationship with Success in Teaching, and the variables in the order of this relationship are as follows:

- Role Conflict [r = -0.574, t = $p < 0.01$]
- Attitude towards Teaching Profession [r = 0.469, t = $p < 0.01$]
- Job Satisfaction [r = 0.247, t = $p < 0.01$]

That means the predictor variables of interval type are significantly related to the criterion variable.

When the Chi-square test of Independence was done for testing the dependence of Success in Teaching with the nominal predictor variables, it was found that:

- Significant *association* with Success in Teaching *exists* in the case of the variable, *Length of Service*.

$$[\chi^2 = 20.980; \text{d.f.} = 3; p < 0.01]$$

- Association *is not significant* in the case of the variables,

(i) *Academic Qualification*

$$[\chi^2 = 1.826, \text{d.f.} = 1, p > 0.01]$$

(ii) *Preparation Hours*

$$[\chi^2 = 1.387, \text{d.f.} = 2, p > 0.01]$$

(iii) *Age*

$$[\chi^2 = 2.341, \text{d.f.} = 2, p > 0.01].$$

(iv) *Marital Status*

$$[\chi^2 = 3.003, \text{d.f.} = 1, p > 0.01]$$

Out of the nominal predictor variables, Length of Service is the only variable associated with Success in Teaching.

- IV. The findings on the relationship among the predictor variables of interval type themselves and on the dependence of these variables with the nominal predictor variables are the following:

- *Role Conflict has significant negative relationship with*

(i) *Job Satisfaction* [$r = -0.321, t = 5.867, p < 0.01$]

(ii) *Attitude towards Teaching Profession* [$r = 0.388, t = 7.267; p < 0.01$]

Dependence of Role Conflict *is not significant* for,

(i) *Academic Qualification* [$\chi^2 = 4.630, \text{d.f.} = 2; p > 0.01$]

(ii) *Length of Service* [$\chi^2 = 7.880, \text{d.f.} = 6; p > 0.01$]

(iii) *Preparation Hours* [$\chi^2 = 8.970, \text{d.f.} = 4; p > 0.01$]

- (ii) *Length of Service* [$\chi^2 = 7.880$, d.f.= 6; $p > 0.01$]
- (iii) *Preparation Hours* [$\chi^2 = 8.970$, d.f = 4; $p > 0.01$]
- (iv) *Age* [$\chi^2 = 4.280$, d.f = 4; $p > 0.01$]
- (v) *Marital Status* [$\chi^2 = 0.260$, d.f = 2; $p > 0.01$].

- *Job Satisfaction* has significant relationship with *Attitude towards Teaching Profession* [$r=0.130$, $t=2.271$; $p < 0.05$].

Dependence of *Job Satisfaction* is *not significant* for any of the nominal predictor variables.

- (i) *Academic Qualification* [$\chi^2 = 1.030$, d.f.=2; $P > 0.01$]
- (ii) *Length of Service* [$\chi^2 = 8.060$, d.f =6; $p > 0.01$]
- (iii) *Preparation Hours* [$\chi^2 = 2.190$, d.f=4; $P > 0.01$]
- (iv) *Age* [$\chi^2 = 5.690$, d.f = 4; $P > 0.01$]
- (v) *Marital Status* [$\chi^2 = 0.410$, d.f = 2; $p > 0.01$]

- *Attitude towards Teaching Profession* is *not significantly associated* with any of the nominal predictor variables.

- (i) *Academic Qualification* [$\chi^2 = 0.530$, d.f = 2; $p > 0.01$]
- (ii) *Length of Service* [$\chi^2 = 6.120$, d.f = 6; $p > 0.01$]

(iv) Age

$$[\chi^2 = 2.630, \text{d.f} = 4 ; P > 0.01]$$

(v) Marital Status

$$[\chi^2 = 0.300, \text{d.f} = 2 ; P > 0.01]$$

The predictor variables of interval type are significantly related to one another, and are not dependent on the nominal predictor variables.

V. Regression Analysis was done to know the efficiency of the predictor variables of interval type that can predict Success in Teaching and to know the efficiency levels of such variables.

Step-wise Regression Analysis (ANOVA approach) with predictor variables as Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession revealed that, only two variables viz., *Role Conflict*, and *Attitude towards Teaching Profession* are capable of predicting significantly Success in Teaching.

The equations to the Regression lines developed are:

Equations in the score form:

$$X_1^1 = -0.136 X_2 + 76.199.$$

$$X_1^1 = -0.109 X_2 + 0.113 X_3 + 61.511.$$

Equations in the units :

$$Z_1 = -0.574 Z_2$$

$$Z_1 = -0.461 Z_2 + 0.290 Z_3$$

This analysis also revealed that 26.500 per cent is the predictive efficiency of the variable Role Conflict and 13.550 per cent is the predictive efficiency of the variable Attitude towards Teaching Profession to predict

Success in Teaching. That means, 40.010 per cent of the variance in Success in Teaching is accounted for by Role Conflict and Attitude Towards Teaching Profession. The remaining 59.990 per cent is attributable to other variables.

5.2 CONCLUSIONS

The different statistical analysis enabled the investigator to summarise the major findings of the study as follows:

1. Variation exists in the percentage of women teachers falling under the different levels of four out of the eight predictor variables viz.,
 - (i) Role Conflict
 - (ii) Job Satisfaction
 - (iii) Attitude towards Teaching Profession.
 - (iv) Length of Service, among Successful and Less Successful groups.
2. Successful and Less Successful groups of teachers differ significantly in the mean scores of the variables,
 - (i) Role Conflict
 - (ii) Job Satisfaction.
 - (iii) Attitude towards Teaching Profession
3. Significant difference in the mean scores of Success in Teaching exists in the case of groups formed on the basis of one nominal predictor variable only, Length of Service.
4. Moderate and highly significant correlation exists between Success in Teaching and each of the predictor variables of interval type viz.
 - (i) Role Conflict

- (ii) Attitude towards Teaching Profession.
 - (iii) Job Satisfaction
5. Length of Service is the only nominal variable having significant association with Success in Teaching.
 6. Only two variables, Role Conflict, and Attitude towards Teaching Profession could predict significantly Success in Teaching. [Even though Length of Service was found associated with Success in Teaching in more than one analysis, the predictive efficiency of this was not tested as this being a nominal variable].

From the above core findings and considering the predictive efficiency, it can be concluded as follows:

Role conflict and Attitude towards Teaching Profession are the two variables capable of significantly and efficiently discriminating between Successful and Less Successful groups of women teachers of Kerala. In other words, it can be said that Role Conflict and Attitude towards Teaching Profession are two strong determinants of Success in Teaching.

5.3 EDUCATIONAL IMPLICATIONS

Secondary school women teachers of Kerala occupy the major part in the educational set up of the high schools all over Kerala. These teachers are struggling hard to cope up with their multiple roles and responsibilities both in school and at home. They are expected to be ideal teachers and ideal home makers at the same time. Success in teaching or success in home-making cannot always be attributed to the individual teacher as both are collective responsibilities of the members of the two systems involved.

Teaching time remains constant, but the time spent on other activities like planning, preparation, teacher development programmes, leadership activities outside the classroom, and meeting parents, varies.

Teaching time remains constant, but the time spent on other activities like planning, preparation, teacher development programmes, leadership activities outside the classroom, and meeting parents, varies.

In such a harder situation, the investigator finds some of the implications relevant to note.

The implications are the following:

1. It is obligatory on the part of the heads of the institutions and colleagues to know formally or informally the different roles that each teacher has to manage, thereby to have an idea of the role conflict a teacher experiences.
2. Dissemination of the knowledge among at least heads of the institutions that high role conflict is detrimental to Success in Teaching.
3. Educational administrators and heads of the institutions shall take into consideration that role conflict hinders effective use of varying instructional strategies and thereby hinders effective learning.
4. Multiple role management often prevents women teachers in applying technology in education. Therefore, studies are required on the effective management of multiple roles by women teachers and how their stress and strain can be reduced.
5. Eventhough plenty of opportunities like on-line learning are open to teachers for professional development now-a-days, very few women teachers are utilizing these facilities regularly, for lack of time due to multiple roles and responsibilities. Colleagues and family members are to be made aware of this and should help them find time for such professional learning.

6. Continuous Comprehensive Evaluation is an essential part of education in schools, but its purpose is not met with, because most of the women teachers are unable to give individual attention to their pupils due to their role pressures. Introducing tutorial systems within the regular time table may be of great advantage importance towards this purpose.
7. Provisions for counselling sessions be there for women teachers to find out and utilize appropriate coping styles workable both in school and at home so that their tensions and worries can be relieved off.
8. Changes in curriculum are to be brought about after systematic planning and preparation and teachers are to be well oriented for the ways of effective transaction of curriculum with the least efforts.
9. Heads of the institutions should know the capacities and limitations of the women teachers and this may be taken into consideration while assigning additional duties and responsibilities.
10. Separate norms with incentives for career improvement of women teachers is needed.
11. More flexible transfer norms can be adopted in the case of women teachers.
12. Provide a pleasant and satisfying working environment in every school.
13. Accept the innovative ideas of teachers and encourage them for more better ideas.
14. Set up grievance redressal mechanism for the members of the school.

Thus, if the role conflict can be alleviated and teachers are recruited having positive attitude towards teaching profession, most of the secondary school women teachers will prove their successfulness in the teaching profession.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The studies reviewed and the findings of this study led the investigator to suggest the following areas for further research.

1. A study of the psychological characteristics of women teachers with high Role Conflict.
2. Gender studies on Role Conflict and Success in Teaching.
3. Study of the presage variables contributing to Success in Teaching.
4. Instructional Technology Awareness and Inservice Training Needs of high Role Conflict - Less Successful Teachers.
5. A study on the effect of Role Conflict and Attitude towards Teaching Profession on the process aspects of Teaching.
6. A study on the Social-Familial Characteristics of High-, and Low-, Role Conflict women teachers.
7. A study on the extent of Professional Involvement and Professional Advancement of High -, Average-, and Low-Role Conflict women teachers.
8. Development of counselling programmes to reduce the stress and strain due to Role Conflict of women teachers.
9. A study on the Self-esteem of High - Role Conflict, and Less Successful women teachers.

1000

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

- Best, J. W and Kahn, J. V (1986). *Research in education (7th Ed.)*. New Delhi : Prentice Hall of India Private Limited.
- Best, J.W & Kahn, A.H., (2006). *Research in education (10th Ed.)*. Pearson Education Inc. Allyn and Bacon, Boston.
- Bhogle, Anuradha (1987). *Problem of employed women in rural areas*. New Delhi. Gian Publishing House.
- Cohen, L, & Manion, L. (1989). *Research methods in education (2nd Ed.)* New York, Routledge.
- Das, Bijoy Laxmi. (1988). A study of secondary school teachers' job satisfaction and Job motivation in Cuttak District of Orissa. Unpublished M.Phil Dissertation, Indian Institute of Education, Pune, in, *Fifth Survey of Educational Research*, Vol. II, 1988-92, p.1178. New Delhi, NCERT, May 2000.
- Ebel, R. I (1972). *Essentials of educational measurement*. Engelwood Cliffs: N.J. Prentice Hall.
- Ferguson, G.A (1976). *Statistical analysis in psychology and education*, Tokyo : Mc Graw - Hill.
- Garrett, H.E (1975). *Statistics in Psychology and education*. Bombay : Vakils Feffer and Simons.
- Goode, C.V. (Ed.) (1973). *Dictionary of education* , New York : Mc Graw Hill Book Company.
- Gopal (1987). A study of role conflict and its effect of role performance of extrovert and introvert senior secondary school teachers of Delhi

University: in: M.B. Buch (Ed.) (1991). *Fourth Survey of Research in Education*, NCERT: New Delhi.

Gopal Ram., (1987). A study of role conflict and its effect on role performance extravert and introvert senior secondary school teachers of Delhi University, in: M.B. Buch (Ed.) (1991). *Fourth Survey of Research in Education*, NCERT : New Delhi.

Gupta, A.K. (1984). *Teacher education current trends and prospects*. New York. Sterling Publishers (Pvt. Ltd.)

Hates, C. A (1969). *The changing status of women*. Allied Publishers Pvt. Ltd. Bombay

Kapur, Promilla., (1970). *Marriage and the working women in India*, New Delhi : Vikas Publication.

Katz, D. & Kahn, R. (1978). *The social psychology of organizations* (2nd Ed.). New York: John Wiley & Sons.

Kimbrel, M.J, (2005). Teacher Induction programmes and beginning teacher job satisfaction. *College of Education and Sciences*, University of Nebraska. Lincoln.

Kretch David & Crutchfield (1948). *Theories and problems of social psychology*. London: McGraw Hill Book Co.

Lawler III, E. E (1973). *Motivation in work organizations*, Brooks/Cole, Monterey, CA.

Makowsky, V. (1980). Stress and the mental health of women: A discussion of research and issues, in. M. Guttentag, S. Salasin, and D. Belle (Ed.). *The Mental Health of Women*, England : Academic Press.

- Mehta, G.L., (1985). Role conflict of women teachers, in : MB Buch (Ed.) (1991). *Fourth Survey of Research in Education*, NCERT : New Delhi.
- Nayak, K.D (1982). Adjustment and job satisfaction of married and unmarried lady teachers, in: M.B. Buch (Ed.) (1991). *Fourth Survey of Research in Education*. NCERT : New Delhi.
- Passi, B.K. & Sharma, S.K. (1982). A study of teaching competency of secondary school teacher education. Indore University in M.B. Buch (Ed.) (1987), *Third Survey of Research in Education*, New Delhi: NCERT.
- Perry, W.G., Jr. (1981). Cognitive and ethical growth., the making of meaning. In. A.W. Chikering (ed.). *The modern American College*. San Francisco : Jossey - Bass.
- Poloma, M.M (1972). Role conflict and the married professional women: in, C. Safilios Rots Child (Ed.); *Towards a sociology of women*. Lexington, M.A., Xerox college publishing.
- Prasad, P. (1985). Aspirations, adjustment and role conflict in primary and secondary school teachers, in M.B. Buch (Ed.), (1991); *Fourth Survey of Research in Education*, NCERT: New Delhi.
- Quick, J., Nelson, D., & Hurrell, J . Jr . (1997). Preventive stress Management in organizations, Washington, D.C., *American Psychology Association*.
- Ramakrishnaiah. D., and Rao, D. B., (1998). *Job satisfaction of college teachers*. Discovery publishing house. New Delhi.
- Rosenshine, B.C Furst, N. (1971). Research on teacher performance. In B.O. Smith (Ed.) *Research in Teacher Education*. Englewood Cliffs, N.J. Prentice Hall.

- Ryans, D.G. (1960). *Characteristics of teachers*. Wahington D.C. American Council of Education.
- Sauter, S., Hurrell, J. Jr. & Cooper, C. (Eds). (1989) *Job Control and Worker Health*. New York: Wiley.
- Sharma, V. (1985). A study of frustration among working women in : M.B. Buch (Ed.) (1991). *Fourth Survey of Research in Education*, NCERT, New Delhi.
- Sing, Triveni. (1988). A study of teaching efficiency in relation to job satisfaction and socio-economic status of secondary school teachers. Unpublished doctoral dissertation. In M.B. Buch (Ed.) *Fifth Survey of Research in Education*, New Delhi: NCERT, p.1489.
- Singh V. (1987). Study of job satisfaction, family adjustment, occupational and personal problems of women working in different professions, in M.B. Bunch (Ed.) (1991). *Fourth survey of Research in Education*, NCERT, New Delhi.
- Sinha Puspha (1987). *Role conflict among the working women*, New Delhi: Janaki Prakasan.
- Srivastava Shobha, (1986). Job satisfaction and professional honesty of primary school teachers, in M.B. Buch (Ed.) (1991). *Fourth survey of Research in Education*, NCERT : New Delhi.
- Sukhwal, K.D (1976). Attitudes of married lady teachers towards the teaching profession, in : M.B. Buch (Ed.) (1987). *Third Survey of Research in Education*, NCERT: New Delhi.
- Thurstone, L.M & Chave, E.J (1956). *The measurement of attitude* :Illinois University of Chicago Press.

- Uma, R. (1985). A social psychological study of women teachers, in : M.B. Buch (Ed.) (1991). *Fourth survey of Research in Education*, NCERT : New Delhi.
- Wali, M.N. (1985). Factorial study of teaching effectiveness. Unpublished doctoral dissertation, BHU. M.B. Buch (Ed.) *Fourth Survey of Educational Research* 1983-88, Vol.11, p.11043.
- Walshok Mary Lindenstein (1979). *Occupational values and family role - women in blue collar and service occupations*, Karenwolk feinstein (Ed.). Califrnia : Sage Publications Inc.
- Warren, H.C. (Ed.) (1934). *Dictionary of Psychology*. Boston: Houghton Mifflin.
- Wiersma, W. (1986). *Research methods in education - an introduction*, 4th Edn, Massachusettes : Allyn & Baom. Inc. pp. 192-195.

JOURNALS AND SPECIAL PUBLICATIONS

- Ahluwalia, S.P. (1983). Development of attitude towards educational innovation scale. *Asian Journal of Psychology and Education*, 11, 28-31.
- Anand S.P., (1986), Attitude of teachers towards pupils and their job-satisfaction, *Indian Educational Review*, Vol.XXI, 3, 38-50.
- Anand S.P., (1986), Attitude of teachers; Job satisfaction Vs. Extraversion and Neuroticism, *Indian Educational Review*, 12, 2, 68-78.
- Anand, S.P. (1977). School teachers: job satisfaction Vs. extraversion and neuroticism, *Indian Educational Review*, 12, 68-78.
- Anand, S.P., (1972), School teachers and job satisfaction, *Teacher Education*, 7, 1, 16-23.

- Arvey, R.D., and Mussio, S.J., (1974). Job expectations and valences of job rewards for culturally disadvantaged and advantaged clerical employees, *Journal of Applied Psychology*, 59, 2, 230-232.
- Asha, C. B (1974). "Job satisfaction among women in relation to their family environment", *Journal of Community Guidance and Research*. Vol II, No. 1. pp. 43-50
- Bachman, L. (1978). "The relative rewards and costs of parenthood and employment for employed women", *Psychology of women, Quarterly*, 2. 215-234.
- Balasubramaniyan, S., and Narayanan, S., (1977), Effect of personality on job satisfaction among college teachers, *Journal of Educational Research and Extension*, 13, 191-194.
- Barnett, R.C., & Hyde, J.S. (2001). Women, men, work, and family: An expansionist theory. *American Psychologist*, 56, 781-796.
- Baruch, G.K., & Barnett, R.C. (1987). Role quality, multiple role involvement and psychological well-being and middle women. *Journal of personality and social Psychology*, 51, 578-585.
- Beamer, G.C. & Led better, F.W. (1957). The relation between teachers attitude and social service interest. *Journal of Educational Research* 50, 655-666.
- Bedeian, A., Burke, B., & Moffett, R. (1988). Outcomes of work family conflict among married male and female professionals. *Journal of Management*, 13, 3, 475-491.
- Belasco, J.A., and Alutto, J.A., (1972). Decisional participation and teacher satisfaction, *Educational Administration Quarterly*, 8, 1, 44-58.
- Berg (2002). Teacher meanings regarding educational practice; in Zembylas, M, & Papanasthasiou (2004). Job satisfaction among

school teachers in Cyprus, *Journal of Educational Administration*, Vol. 42, No. 3, 357-274.

Bernad, N. and Kulandaivel, K. (1976). "A study of job satisfaction among women graduate teachers in Coimbatore". *Journal of Educational Research and Extension*. Vol. 13. No. 2. Oct. 1976. pg. 120-124.

Berns, R.G (1990). The relationship between vocational teacher Job satisfaction and teacher retention using discriminant analysis paper presented at the American Vocational Association Conference, Cincinnati, Ohio. in Walker, W.D, Garton B.L., Kitchel, T. J (2004) Job Satisfaction and selection of secondary agriculture teachers. *Journal of Agricultural Education*. Vol. 45. No. 2, 28-38.

Bhagat, R., Mc Quaid, S., Lindholm, H., & Segovis, J. (1985). Total life stress: A multi method validation of the construct and its effects on organizationally valued outcomes and withdrawal behaviors. *Journal of Applied Psychology*, 70,1, 202-214.

Bhogle, Shalini (1969). Role Conflict in Teachers: *Indian Journal of Psychology*. vol. 46. No. 4 Dec. 1971.

Bloland, P.A; and Selby, T. J., (1980), Factors associated with career change among secondary school teachers: A review of the literature, *Educational Research Quarterly*, 5, 3, B-24

Bokemeir, J. L & Lacy, W. B (1980), Job values, rewards, and work conditions as factors job satisfaction among men and women. *The Sociology Quarterly*. Vol. 28, No. 2, 189-204.

Caldwell, D.F, and O'Reilly III, C.A., (1982), Task perceptions and Job satisfaction: A question of causality, *Journal of Applied Psychology*, 67, 3, 361-369.

- Campbell, J., Kyriakidis, L., Muijs, D., & Robinson, W (2004). Assessing teacher effectiveness, developing a differentiated model, *School Effectiveness and School improvement*, Vol. 16 No. 2, June 2005, pp. 217-277.
- Cano, J & Miller, G (1992). A gender analysis of Job satisfaction, job satisfier factors and job dissatisfier factors of agricultural education teachers, in, Walker, W.D, Garton B.L., Kitchel, T. J (2004) Job Satisfaction and selection of secondary agriculture teachers. *Journal of Agricultural Education*. Vol. 45. No. 2, 28-38.
- Chapman, D.W. & Green, M.S. (1986). Teacher retention: A further examination. *Educational Research*, 79(4), 273-279.
- Chapman, D.W. (1983). A model of the influences on teacher retention. *Journal of Teacher Education*, 34(5), 43-49.
- Chapman, D.W. (1984). Teacher retention. The test of a model. *American Education Research Journal*, 21(3), 645-658.
- Cole, L. (1984). Oregon vocational agriculture teacher placement and retention factors. *The Journal of the American Association of Teacher Educators in Agriculture*, 25 (3), 2-12.
- Cox, T. Thirlaway, M. and Cox S. (1984). "Occupational well being - sex difference and work": *Ergonomics, women at work*, 1984. Vol 27 (5), 499-510.
- Creemers, (1994)., In Kyriakidis, et al., (2002), Generating criteria for measuring teacher effectiveness through a self evaluation approach : A complementary way of measuring teacher effectiveness, *School Effectiveness and School Management*, Vol. 13., No. 3, pp. 291-325.
- Cruickshank. D. (1985). Profile of an effective teacher, *Educational Horizons*, 90-92

- Deo, Prathibha (1980). Some personality and adjustment correlates of teaching effectiveness. *Journal of the Institute of Educational Research* 2.
- Dixit, M (1985). "Effect of the variables of sex and marital status on the level of job-satisfaction among primary school teachers" *Journal of the Institute of Educational Research*, vol. 2 No. 1, January , 1985.
- Donga, N.S. (1989). Effectiveness of certain predictors for teaching efficiency of student teachers. *Journal of Educational Research and Extension* 2.
- Duxbury, L., & Higgins, C. (1991). Gender differences in work-family conflict. *Journal of Applied Psychology*, 76, 60-74.
- Dwivedi, N., & Pestonjee, D.M., (1975), Socio-personal correlates of job satisfaction, *Psychological studies*, 20, 2, 30-49.
- Follman, J. (1992). Secondary school students' ratings of teacher effectiveness. *The High School Journal*, 75, 168-178; in
- Fox, W.H. & Richey, R.V. (1948). An analysis of various factors associated with selection of teaching as a vocation. *Indiana University School of Education Bulletin*, 24.
- Gakhar, Sudesh and Balwinder Kaur (1988). "Personal and professional correlates of job satisfaction of home science teachers", *Journal of the Institute of Educational Research*, Vol. 12, NO. 1 January, 1988.
- Glass, G.V., Cahen, L.S., Smith, M.L. and Filby, N.N., (1979) Class size and learning new interpretations of the research literature, *Today's Education*, 68, 2, 42-44.
- Guilford, J.P., & Fruchler, B. (1978). *Fundamental statistics in psychology and education*. New York : Mc Graw Hill.

- Gutek, B., Searle, S., & Kelpa, L. (1991). Rational versus gender roles explanations for work-family conflict. *Journal of Applied Psychology*, 76, 560-568.
- Hackman, J.R. and Lawler III, E.E., (1971), Employees' reactions to job characteristics, *Journal of Applied Psychology*, 55, 3, 259-286.
- Hodson, R(1989). Gender difference in Job satisfaction : Why aren't women more dissatisfied? *The sociological quarterly*. vol 30. November, 3, 385-399.
- Howard, M.H. and Homma, M. (2001). Job satisfaction of Japanese career women and its influence on turnover intention. *Asian Journal of Social Psychology*, 4, 23-38.
- Johnson, S. & Birkland, S.E (2003). Persuing a sense of success new teachers explain their career decisions. *American Educational Research Journal*, 40 (3), 581-617.
- Johnson, S.M. & Birkeland, S.E., (2003). Perusing a sense of success : New teachers explain their career decisions. *American Educational Research Journal*, 40 (3), 581-617.
- Jones, Margret, Lois (1956). Analysis of certain aspects of teaching ability. *Journal of Experimental Education*, 25: 103-108.
- Kagathala, A.B. (2002). A study of effectiveness of teachers of secondary schools in Gujarat. *Journal of Education and Psychology*. Vol.LIX, No.4 and Volume LX NO.1 Jan-June 26-33.
- Kaila, H.L (1993). "Stress of the working woman", in *Every man's Science*, June - July, 1993, PP. 90-94.
- Karasek. R., Gardell, B., & Lindell, J. (1987). Work and non-work correlates of illness and behaviour in male and female swedish white collar workers. *Journal of Occupation Behaviour*, 8, 187-207.

- Katzell, R.A. & Thompson, D.E. (1990). Work motivation. Theory and practice. in Luckner, J.L; & Hanks, J.A. (2003). Job satisfaction: Perceptions of a National Sample of Teachers of students Who Are Deaf or Hard of Hearing, *American Annals of the Deaf* 148.1 (2003) 5-17.
- Kaul, Lokesh (1972). Personality differences of popular teachers. *Journal of Educational psychology*. 2.
- Kerr, Michael, E., Mc Phec, Sidney, A. & Kleine, Paul (1987), Scholastic aptitude and achievement as predictors of performance on teachers competency tests: A further investigation. *Journal of Educational Research*, 5.
- Khatoon, Tahira (1986). Relationship between teachers' classroom verbal behaviour and their attitude towards teaching. *Journal of the Institute of Educational Research* 3.
- Knight, J.A. (1978). Why vocational agriculture teachers in Ohio leave teaching. *The Journal of the American Association of Teachers Educators in Agriculture*, 19 (3), 11-17.
- Krishnakumari (1962)." A study of job satisfaction and economic status of married and unmarried women teachers", *Journal of Educational Research and Extension*, Vol. 19. No. 1 July, 1982.
- Krishnaprasad, B. (2002). Teacher effectiveness and temperament variables of secondary school teachers. *Research and Reflections on Education*, Vol. No.2, July-Sept. 2002.
- Krishnareddy, B., (1996) . A study of students teachers' success in relation to criteria of admission and attitude towards teaching; *The Progress of Education*, Pune, LXX, 12-14.

- Larson, R. (1984). Teacher performance evaluation - What are the key elements? *NASSP Bulletin*, 68 (469). 13-18; in,
- Lathakumar, R (2000) Relationship of personal and school-based variables of married women teachers to their role conflict. *Experiments in Education*, Vol. XXViii, No. 6 June, 97-101.
- Light, H. (1984). "Difference in employed women's anxiety, depression and hostility levels according to their career and family role commitment", *Psychological Reports*, 55, 290.
- Lily Pushpam, A.M. (2003). Attitude towards Teaching Profession and Job Satisfaction of Women Teachers in Coimbatore. *Journal of Educational Research and Extension*, Vol. 40(2), April-June 2003, Coimbatore, p.49.
- Mato, Mohd. Iqbal (1988). Personality characteristic associated with teacher effectiveness as seen through cattell's 16 PF. *Journal of the institute of Educational Research*, 2.
- Menon,. M.E and Christon C. (2002). Perceptions of future and current teachers on the organisation of elementary schools : a dissonance approach to the investigation of Job satisfaction. *Educational Research*. Vol. 44, No. 1, 97-110.
- Mohan R, (1998), Teaching effectiveness. A factorial approach. *Experiments in Education*, Vol. XXVI, No. 6, January, 97-103.
- Moore, D & Gobi, A. (1995), *Role conflict and perceptions of gender roles: The case of Israel*. *Sex-Role*, 32, 251-270.
- Munro, J (1999). Learning more about learning improves teacher effectiveness. *School Effectiveness and School Improvement*, 10, 151-171.

- Musgrove, Frank. (1964). Role conflict in adolescence, *British Journal of Educational Psychology*, P. 34
- Natrajan K (2002). Study on school organisational climate and Job Satisfaction of teachers. *Experiments in Education* Vol XXX No. 1, Jan. 10-15.
- Noek, S. & Kingston, P. (1988). Time with children: The impact of couples' work time commitments. *Social Forces*, 67, 1, 59-85.
- Pagel, S., and Price, J., (1980). Strategies to alleviate teacher stress, *Pointer*, 24, 2, 45-53.
- Pattel, G.M. & Mench, G.B. (1979). Professional preparation of College teachers. *Quest in Education*, 2, 114-129.
- Paul, V.D. and Kumaravel, K. (2003). Teacher effectiveness : an empirical study of elementary school teachers. *Experiments in Education*, Vol. XXXI, No. 10, Oct, 200-201.
- Porwal, N.K. (1987). "A comparative Study of the personality of the job satisfied and the job dissatisfied Teachers as measured by factors, A,C,E,H, L, and Q₄ of 16-PF" . *Asian Journal of Psychology of Education*, Vol 19. No. 4 27-31.
- Porwal, N.K., (1987). A comparative study of the personality of the Job satisfied and the job dissatisfied teachers as measured by factors A, C, E, H, L and Q₄ of 16 - PF, *Asian Journal of Psychology and Education*, Vol. 19 No. 4, 27-31.
- Publiesi, K (1995). Work and well-being; Gender differences in the psychological consequences of employment. *Journal of Health & Social Behaviour*, 36, 57-71.

- Rajagopalan, S. (1976). The relationship of certain environmental factors to teaching success in English. *Journal of Educational Research and Extension*, 1.
- Ramakrishnaiah, R. and Manjuvani. E (1999). Personality characteristics Vs Job Satisfaction. *Experiments in Education*. Vol. XXVII. No. 4 April 58-62.
- Ramanamma, A. and Bambawale, U (1978). Telephone operations: The women without faces, *Social Science Research Journal* pp 93-111.
- Rao, Bhaskara, D. Aruna, S. & Rao, Sundra, G. (1987). A study of Scientific attitude and personality traits of prospective science teachers. *Journal of the institute of Educational Research*, 2.
- Rawat and Srivastava, R.K. (1984). Attitude to Male and Female teacher - trainees towards teaching: a comparative study. *Asian Journal of Psychology and Education*. 13, 54-58.
- Reddy, K.B. (1995). A study of student teachers' success in relation to criteria of admission and attitude towards teaching, *The Progress of Education*, Pune, LXX, 12-14.
- Reddy, V.A. & Ramakrishnaiah, D. (1981). Job satisfaction of college teachers. *Journal of Education and Psychology*, 4, 211-218.
- Reddy, V.A. & Reddy, K.N. (1978). Job satisfaction of teachers working under different managements. *The Educational Quarterly*, 30, 28-29.
- Reilly, P. & Welton, F.F (1980). Factors encouraging vocational agriculture teachers to remain in teaching. *The Journal of the American Association of Teacher Educators in Agriculture*, 21(3), 47-51.
- Salch, S.D., and Otis, J.L., (1964), Age and level of job satisfaction, *Personnel Psychology*, 17, 425-430.

- Sarcho, O.N., & Dayton, C.M. (1980). The relationship of teacher's cognitive styles to pupils academic achievement gains. *Journal of Educational Psychology*, 72, 544-549.
- Sauter, S., Murphy, L., & Hurrell, J (1990). A national strategy for the prevention of work related psychological disorders. *American Psychologist*, 45, 1146-1158.
- Scheur (1971), in, CHAN Chui-Chun, CHAN Kai-Yeen - CHEUNG Wing-ming, NGAN Ming-yan and YEUNG Veng-meng (1992); Primary school teacher self concept; it relationship with teacher behaviours and students' educational outcomes. *CUHK Primary Education, Vol. 3, No. 1, pp. 9-28*
- Schmidt, G.L., (1976), Job satisfaction among secondary school administrators, *Educational Administration Quarterly*, 12, 2, 68-86.
- Shah, Elisabeth and Burns, Ailsa (1993). "Guilt and the working parent", *Australian Journal of Marriage of Family*, 1993 (March) Vol. 14 (1), 30-43.
- Shann, M. (1998). Professional commitment and satisfaction among teachers in urban middle schools, in, Zembylas, M., and Papanastaziou (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*. Vol 42, No. 3, 357-374.
- Sukhia, P.C. (1985). Development of a scale in Hindi to measure teachers attitude towards teaching profession. *Asian Journal of Psychology and Education*. 9, 27-31.
- Simon, R.W (1995). Gender Multiple roles, role meaning and mental health. *Journal of Health of Social Behaviour*, 36, 182-194.

- Singh, R.P.(1977). Research in Teacher Education – Trends and Proposals, *Journal of Educational Research and Extension*, 13, 131-136.
- Smith, D.B., and Plant, W.T., (1982). Sex difference in the job satisfaction of University Professors, *Journal of Applied Psychology*, 67, 2, 249-251.
- Spear, M., Gould, K. Lee, K.B (2000). Who would be a teacher? A review of factors motivating and demotivating prospective and practicing teachers, NFER, Slough, in Zembylas, M., and Papanastaziou (2004). Job Satisfaction among school teachers in Cyprus. *Journal of Educational Administration*. Vol 42, No. 3, 357-374.
- Srivastava, S.K., and Sinha, M.M., (1972), An inquiry into the relationship between job satisfaction and job anxiety. *Journal of Indian Academy of Applied Psychology*, 9, 2, 39-44.
- Sunal, D.W (1982). Affective predictors of preservice teaching behaviour. *Journal of Research in Science Teaching*, 2. 167-175.
- Sunal, Dennis, W. (1982). Affective predictors of preservice science teaching behaviour. *Journal of Research in Teaching*, 2: 167-175.
- Thomas, L., & Ganster, D. (1995). Impact of family supportive work variables on work-family conflict and strain: A control perspective *Journal of Applied Psychology*, 80, 6-15.
- Troman, G., Woods, P. (2000). Careers under stress : teacher adaptations at a time of intensive reform, in Zemby las, M., and Papanastaziou (2004). Job Satisfaction among school teachers in Cyprus. *Journal of Educational Administration*. Vol 42, No. 3, 357-374.
- Veeraraghavan, & Arunkumar, S. (1988). Teacher effectiveness and student academic - performance - A comparative study of four types of schools. *Journal of Education and Psychology*, vol. XLVI, No. 1-2, July.

- Venkatarami Reddy, A., and Babjan, O., (1980), Why do teachers working government and private schools differ in the level of their job satisfaction? *Journal of Educational Research and Extension*, 17, 65 to 74.
- Venkatiah, N, and naidu, K. J (1986). It these relationship factors and teaching success. *Indian Educational Review* 21 (2), 1-10.
- Verbrugge, L. and Madans, J. (1985). "Social role and health trends of american women", *Health and Society*, 63, 1985.
- Vickroy, S.C., Shaw, J.B., and Fisher, C.D., (1982), Effects of temperature, Clothing, and task complexity on task performance and satisfaction, *Journal of Applied Psychology*, 67, 1, 97-102.
- Walker, W.D, Garton B.L., Kitchel,. T. J (2004) Job satisfaction and selection of secondary agriculture teachers. *Journal of Agricultural Education*. Vol. 45. No. 2, 28-38.
- Weaver, C.N., (1974), Correlates of job satisfaction: some evidence from the national surveys, *Academy of Management Journal*, 17, 2, 373-375.
- Widick, C. (1977). The Perry scheme: A foundation for development practice: *Counselling psychologists* 6, 35-38.
- Wong, T (1988). *The impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong CUHK Education Journal*, Vo. 17, No. 2, pp. 176-185.
- Yagreeha Y.S and Mishra S.P (1990). "A comparative sturdy of orgagnisational role stress between clerical and teaching female personnel", *Personality study and Group Behaviour*, Vol. 10, No. 2, July, 1990, pp. 59-65.

- Yeung, K. W & Watkins, D (2000). Hong Kong student teachers' personal construction of teaching efficacy; *Educational Psychology*, Vol. 20, No. 2.
- Zembylas, M., and Papanastaziou (2004). Job satisfaction among school teachers in Cyprus. *Journal of Educational Administration*. Vol 42, No. 3, 357-374.
- Zvonkovic, A.M (1996). The marital construction of gender through work and family decisions: A qualitative Analysis. *Journal of Marriage of the Family*, 58, 91-100.

DISSERTATIONS

- Amar Singh (1985). *Correlates of job satisfaction among different professionals*, Ph.D Edn. Punjab, University.
- Arora, K. (1976). *Difference between effective and ineffective teachers*. Doctoral Thesis. Jamia Millia Islamia, New Delhi.
- Balachandran, E.S. (1981). *Teaching effectiveness and student evaluation of teaching*. Doctoral Thesis, Madras University.
- Balan, K. (1996). Attitude towards teaching profession and self-concept of student teachers of Kerala, *Unpublished Masteral Dissertation*, University of Calicut.
- Banuzubeeda (1979). *Housewives in professions. A study of the Interplay of the Rural roles in the life of educated of families of Madras*. Unpublished M.A (Anthropology) Project, Madras University, Madras.
- Bhagoliwal, S. (1982). *A study of personality characteristics associated with teaching effectiveness as seen through Rorschach technique*. Unpublished doctoral thesis, Allahabad University.

- Bhalwankar, A.G. (1984). A study of reliability and validity of the process-appraising scale of teacher effectiveness. SNDT College of Education, Pune (SIE Maharashtra financed).
- Bhandarkar, B.G. (1980). A study of a polytechnic teachers' attitude towards teaching profession and its correlates. Government Polytechnic, Jalgon (TTI, Bhopal sponsored).
- Bose, E.V.C (1993). *Correlation of teacher effectiveness of student teachers of Biology*. Unpublished M.Phil thesis, University of Kerala, Thiruvananthapuram.
- Chandra, D. (1976). *A study of emotive aspects of work* (a perception of college teachers). Doctoral thesis, Education, Agra University.
- Chhayya (1974). *An investigation into certain psychological characteristics of an effective school teacher* (A comparative study of effective and ineffective teachers). Doctoral thesis, Kanpur University.
- Corbin, S.K.T (1998). Role perceptions and job satisfaction of community college faculty. Ph.D. Dissertation, Catholic University of America. ERIC Identifier: ED 428806.
- Cornelius (2000). *Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees*. Unpublished M.Phil thesis. University of Kerala, Thiruvananthapuram.
- Gida G.R (1995) Relation between mental hygiene and Job satisfaction among college teachers - A psychological study. Doctoral Dissertation, Saurashtra University in; *Indian Educational Abstracts*, Vol. 2, No.1, January.

- Gomatimani and Gonsalves, C. (1977). *A study of the self-concept of the student teachers in relation to their performance on the practical teaching*. Stella Matutina College of Education, Madras.
- Goyal, R.P. (1974). *A study of some of the personality correlates of creativity in secondary school teachers' understanding*. Doctoral thesis, Punjab University.
- Grewal, S.S. (1976). *Intellectual and personality correlates of teacher effectiveness at the higher secondary stage*. Doctoral Thesis, Punjab University.
- Gupta, U. (1981). *Job involvement and need patterns of primary school teachers in relation to teaching effectiveness* unpublished Doctoral thesis, Allahabad University.
- Gupta, V.P. (1977). *Personality characteristics, adjustment level, academic achievement and professional attitude of successful teachers*. Doctoral thesis, Punjab University.
- Harini, A. (1974). *A study of job satisfaction of high school women teachers*, M.Ed. Dissertation, University of Mysore.
- Khanna, P. (1985). *A study of personality patterns of successful (effective) high school teachers of Aligarh district*. Doctoral thesis, Agra University.
- Khatry, P.P. (1973). *A comparative study of the self concept of teachers of different categories and the relationship of their self-concept with professional adjustment*. Doctoral thesis, Punjab University.
- Kulsum, V. (1985). *Influence of school and teacher variables on the Job satisfaction and job involvement of secondary school teachers in the city of Bangalore*, Ph.D. Edn. Banaras University.

- Kumar, Ajith, V. K. (1995). *A Study of attitude of teacher trainees toward teaching profession*. Unpublished M.Ed. Dissertation, University of Kerala.
- Lal, Gurbaskh. (1974). *A study of relationship between creative thinking and vocational anxiety and their effect on success in teaching*. Doctoral thesis, Punjab University.
- Lavingia, K. (1974). *A study of job satisfaction among school teachers* Ph.D Edn. Gujarat University.
- Mahapatra, P.L. (1987). *Comparative role of intelligence, attitude and vocational interest towards success in teaching*. Doctoral Thesis, Utkal University.
- Malik, J.S. (1984). *A comparative study of personality factors and learning environment of successful and less successful teachers in selected schools of Rajasthan*. Doctoral thesis, M. Sukh University.
- Mann, S.S. (1980). *Some correlates of success in teaching of secondary school teachers*. Doctoral thesis, Punjab University.
- Mary Lily Pushpam (1986). *Problems of professional women working in Coimbatore corporation Area and their job satisfaction*. Unpublished M.Phil. Thesis, Mother Theresa Women's University, Kodaikanal.
- Mathai, M. (1992). *Some presage variables discriminating between successful and less successful secondary school science teachers of Kerala*. Unpublished M.Phil Thesis, University of Calicut.
- Muthaiah, D. N (1980). *An attitudinal and personality study of effective teachers*. Unpublished Doctoral Thesis, Jodhpur University.
- Nadeem, N.A (1984). *Personality, adjustment, level of intelligence, interpersonal perception and teaching success of teachers at*

- secondary level*, Unpublished Doctoral Dissertation, Kashmir University.
- Padmapriya . C.B (1982). *A study of job satisfaction in selected groups of women teachers in Tirupati district of Andhra Pradesh*, M. Ed. dissertation, Mysore University.
- Radha, K.V. (1984). *A comparative study of the personality characteristics of high and low success science teachers in teacher training*. Doctoral thesis, Kerala University.
- Rai, G. (1983). *A study of the self-concept of the prospective teachers*. Doctoral Thesis, B.H.U.
- Raj, S.C (1971). *Teacher characteristics as perceived by pupils and teacher*. Master's dissertation, University of Kerala
- Ramadevi (1958). *A comparative study of personality of married and unmarried women teachers*, Unpublished M.Ed. thesis, Madras university, Madras.
- Ramakrishnaiah, D. (1980). *A study of Job Satisfaction, attitude towards teaching and job involvement of college teachers*. Unpublished M.Phil dissertation, Sri Venkateswara University.
- Ramakrishnaiah, D. (1989). *Job satisfaction of college teachers*, Unpublished Doctoral Thesis, Sreevenkateswara University.
- Rao, B.S.R (1992). *A study of job satisfaction of secondary school teachers in Anantapur district, Andhra Pradesh*, M.Ed, Dissertation, Mysore University.
- Roy, Samantha, G.K. (1971). *A study of teacher attitude and its relationship with teaching efficiency*. Doctoral Thesis, Sambalpur University.

- Sharma, S.K. (1981). *A presage-process-product study of teaching effectiveness of Hindi teachers of higher secondary schools of Indore District*. Unpublished Doctoral Thesis, Indore University.
- Sherry, G.P. (1964). *A Battery of psychological tests for prediction of success in teaching*. Doctoral Thesis, Agra University.
- Singh, N. (1985). *A comparative study of teachers trained through integrated and traditional methods in terms of attitude towards teaching, teaching competence and role performance*. Doctoral dissertation, Bnaras Hindu University.
- Singh, S. (1978). *Relationship between teachers' personality, teaching success and behavioural changes in students*. Doctoral Thesis, Udaipur University.
- Skariah, Sunny (1994). *Study of creativity in student teachers in relation to their self concept, attitude towards teaching and success in teaching*; Unpublished Ph.D thesis : Department of Education, University of Kerala.
- Subbarayan, P. (1985). *A study of relationship between teacher effectiveness, research and publication and self-concept*. Doctoral thesis, Andhra University.
- Sundar, G.S (1989). *Profile of women constables in selected cities of Tamil Nadu*. Unpublished M.Phil . Thesis, Mother Theresa Women's University, Kodaikanal.
- Wangoo, M.L. (1984). *Teacher personality correlates and scholastic competence as related to teacher effectiveness*. Doctoral thesis, Kashmir University.

ABSTRACTS

- Agarwal, M.C (1979). Job satisfaction of working women, Indian Psychological Abstract, Vo. 16. No.4. December.
- Al-Babtain, A.A.W (1982). An investigation of the relationship between teacher effectiveness and indirect and direct teaching of intermediate social science teachers in Riyadh, Saudi Arabia, Abstract. *Dissertation Abstracts International*, 43, 1882 A.
- Austin A.N., 1985, A study of the attitudes of teachers and principals towards mainstreaming practices at selected elementary schools in the district of Columbia, *Dissertation Abstracts International*, 45, 8, 2315-A.
- Birmingham, J.A., (1985), Job satisfaction and burnout among Minnesota teachers, *Dissertation Abstracts International*, 45, 8, 2318-A.
- Daly, R.E., (1981), A causal analysis of satisfaction, performance, Work environment and leadership in selected secondary schools, *Dissertation Abstracts International*, 42, 2, 472-A.
- Davis, F.G.T., (1981), Secondary teacher satisfaction -dissatisfaction: a symbolic interactionist analysis. *Dissertation Abstracts International*, 42, 2, 645-A.
- Englhardt, V., (1973), Teachers' job satisfaction in schools of different levels. Journal of psychologic in Enziehung and Untirricht, (In) *Psychologic Abstracts*, 52, 1974.
- Handerson, R. N (1993). Views of union country college students by subject areas and demographic characteristics of the effectiveness of teaching methods. Abstract. *Dissertation Abstracts International*, 54, 787 A.
- Hill, V.L., (1988). Beginning first year teachers' perceptions of characteristics of effective teaching . *Dissertation Abstracts International*, 50, 357A.

- Hodge, C.M., (1977), An analysis of the attitudes regarding job satisfaction held by negro professors and white professors in selected institutions of higher education desegregated since 1954. *Dissertation Abstracts International*, 37, 11, 6976-A.
- Hodge, H.W., (1980), Personality characteristics and effectiveness of special education teachers, *Dissertation Abstracts International*, 40, 11, 5821-A.
- Holder, C.A.M (1985), Principal's leadership behaviour and teacher job satisfaction in public elementary schools in Columbus, *Dissertation Abstracts International*, 45, 8,2330-A.
- Hudgins, J.M. (1990). Selected elements of effective teaching : Testing their practical value with Ohio's principals. Abstract. *Dissertation Abstracts International* 51 37A.
- Khatoon, T., & Hassan, Z (2000). Job satisfaction of secondary school teachers in relation to their personal variables: sex experience, professional training, salary and religion. *Indian Educational Review*, Vol. 36 (1), 64-75, in *Indian Educational Abstracts*, Vol: 2, No:1, Jan. 2002.
- Kuhn, B.J., (1982), Teacher personality type and job satisfaction, *Dissertation Abstracts International*, 43, 1, 104-A.
- Little, B,L (1993). Effectiveness, performance, and motivation in a team based environment. Abstract. *Dissertation Abstracts International*, 52, 168 A.
- Mokry, A.-I (1981), Job satisfaction in the education industry : A case study of teachers' interaction with work conditions in high school, *Dissertation Abstracts International*, 42, 1, 355-A.

- Paranjpe Shreelekha (1973). Problems of graduate employed women - A socio - psychological study and attitude survey, *Indian Dissertation Abstracts* . Vol. 3, No. 2. April-June, 1975.
- Saxena, J., S.(1995). A study of teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession. Doctoral Dissertation. Garhwal University in *Indian Educational Abstracts*, Vol. 2, No.1, January.
- Sharp, G.J., (1984), An analysis of the relationship between job satisfaction and retirement decisions of selected public school principals of large Midwestern city, *Dissertation Abstracts International*, 45, 5, 1604-A.
- Smith, H.D., (1982)Teacher voluntary absenteeism and perceptions of the professional environment, job satisfaction and impact of collective bargaining. *Dissertation Abstracts International*, 43, 1, 41-A.
- Steffens, P.J (1990). Characteristics of teacher efficacy as perceived by teachers of the year. *Dissertation, Abstracts International*, 51, 12.
- Surbida, M.M., (1984), A study of the job satisfaction of elementary principals, *Dissertation Abstracts International*, 45, 3 1010-A.
- Weinroth, E.D., (1977), Motivation, Job satisfaction, and career aspirations of married women teachers at different career stages, *Dissertation Abstracts International*, 38, 6, 3206-A.
- Wills, B.R., (1982), Age and Sex: The relationship upon perceived job satisfaction among exempt level employees, *Dissertation Abstracts International*, 43, 2, 336-A.
- Yasmin, S.N., (2000) A study of job satisfaction of teachers teaching visually impaired in relation to their adjustment. Disabilities and Impairments, Vol. 4(2), 115-119 in; *Indian Educational Abstracts*, Vol: 2, No.1 January

OTHER SOURCES

AIES, (1957). *First All India Educational Survey*, Ministry of Education, Government of India.

AIES, (2002). *Seventh All India Educational Survey*, Data Process and Educational Survey Unit, NCERT : New Delhi.

Ashton, P.T., and Webb, R.B (1986). *Making a Difference : Teacher's Sense of Efficacy and student Achievement*. New York : Longman in NCES, July (1977). *Job satisfaction among America's teacher's. Effect of work place conditions, background characteristics, and teacher compensation*; statistical Analysis Report, National Centre for Education Statistics, U.S. Department of Education, Office of the Educational Research and Improvement.

Bennett, P.N. Iverson, M.J. Rohs, F. R., Langone, C. A, & Edwards, M.C (2002) *Job satisfaction of agriculture teachers in Georgia and selected variables indicating their risk of leaving the teaching profession*, Paper presented at the southern Agricultural Education Research Conference, Orelando, Florida. in Walker, W.D, Garton B.L., Kitchel,. T. J (2004) *Job Satisfaction and selection of secondary agriculture teachers. Journal of Agricultural Education*. Vol. 45. No. 2, 28-38.

Carnegie Task Force on Teaching as a Profession (1986) *A nation prepared: teachers for 21st century*. New York: Carnegie Forum on Education and the Economy in, NCES July 1997, Statistical Analysis Report, US Department of Education.

Census Report, (2001). Government of India, New Delhi.

Choy, S. P., Bobbitt, S.A. Henke, R.R., Medrich, E.A., Hron, L. J., and Lieberman, J (1993). *America's Teachers: profile of a profession*, Washington, DC: U.S. Department of Education, Office of

- Educational Research and Improvement National Centre for Education Statistics, NCES 93-025.
- Hildebrand, M & Wilson, R.C (1970). *Effective university teaching and its evaluation*. Berkely : University of California, Centre for Research and Development in Higher Education.
- Johnson, S. M., & *The project on the next generation of teachers*, (2004). *finders and keepers : Helping new teacher survive and thrive in our schools*. San Fransisco: Jossey - Bass.
- Kimbrel. M.J (2005). *Teacher induction programmes and beginning teacher Job satisfaction*. College of education and human sciences, university of Nebraska, Lincoln.
- Klcker, Beverly and Ladman, William, E. (1997). Exploring teacher job satisfaction, across years of teaching experience, *Research Reports*, U.S. Ohio; Record 28 of 366- ERIC.
- Liu, Edward (2005-April), *Hiring, job satisfaction and the fit between new teachers and their schools*; paper presented at the annual meeting of the american educational research association, Montreal. University.
- Michaelowa, K, (2002). *Teacher job satisfaction, student achievement and the cost of primary education in Franco phone Sub-Saharan Africa*. HWWA DISCUSSION PAPER 188. Hamburg Institute of International Economics.
- National Science Foundation (1980). *What are the needs In pre-college science, mathematics and social science education? Views from the field*. Washington C.U.S Government Printing office.
- NCES (1997). *Statistical Analysis Report*, US Department of Education, July.

POA (Programme of Action) on education : National Policy of Education (1992). Government of India, Ministry of Human Resources Development, Department of Education, New Delhi.

Selected Educational Statistics (2000-2001). Directorate of Public Instruction, Department of Education, Government of Kerala, Thiruvananthapuram.

Smith, T. & Ingersoll, R.M. (2003). *Reducing teacher turnover: What are the components of effective induction?* Paper presented at the American Educational Research Association, Chicago, IL.

Spear, M., Gould, K., Lee, B. (2000). *Who would be a teacher? A Review of Factors motivating and demotivating prospective and practising teachers*, NFER, Slough.

UNICEF, State of the World's Children (1992) Education – Importance of Girls' Education, *Documentation on Women's Concerns*, Oct. to Dec. 1992, Library and Documentation Centre All India Association for Christian Higher Education, New Delhi.

"*Vikasini*", Vol. 8, No.4, Oct.-Dec. (1993), Centre for Women Development, All India Association for Christian Higher Education, New Delhi.

World Conference on Education for All - Meeting Basic Learning Needs, Jomtien City, Thailand, 5-9 March, (1990)- Final Report, Inter-Agency Commission for the World Conference on Education for All, New York, 1990 - UN General Assembly Report Reference.

ERIC DOCUMENTS

Aryee, Samuel; Luk, Vivienne; Leung, Alicia; Lo, Susanna (1999). *Role Stressors, Interrole Conflict, and Well-being : The Moderating Influence of Spousal Support and Coping Behaviors among Employed Parents in Hong Kong*, (ERIC Identifier EJ581 021).

- Bacharach, Samuel B., and Others (1990). *Work processes, role conflict, and role overload : The case of nurses and engineers in the public sector*, (ERIC Identifier EJ406 421)
- Bacharach, Samuel, B., and Others (1990). *Work design, role conflict, and role ambiguity : the case of elementary and secondary Schools*. (ERIC Identifier EJ 3432 011).
- Borg, Mak G & Richard J. Riding, (1991). Stress in teaching: A study of occupational stress and its determinants, Job satisfaction and career commitment among primary school teachers, *Educational Psychology: An international Journal of Experimental Educational Psychology*. Vol. 2. No. 1 pp. 59-75. in Record 173 of 176-ERIC.
- Borg, Mark, G & Richard, J. Riding (1991). Occupational stress and satisfaction in teaching, *British Educational Research Journal*, Vol. 17, No. 3, pp. 263-281, in record 171 of 176 ERIC.
- Carroll, Archie, B (1976). *The role conflict phenomenon : Implications for department chairmen and academic faculty*, (ERIC Identifier EJ153 855)
- Crane, Stephen J; Iwanicki,Edward, F., (1986). *Perceived role conflict, role ambiguity, and burnout among special education teachers*. (ERIC Identifier EJ334 397).
- Deluga, Ronal, J., Winters, John, J., Jr. Bacharach, Samuel B., (1990). *The impact of role ambiguity and conflict on resident assistants*, (ERIC Identifier EJ416 116).
- Eckman, Ellen Wexler, (2002). *Women high school principals : perspectives on role conflict, role commitment, and job satisfaction*, (ERIC Identifier EJ642 948).

- Follman, J., (1992). Secondary school students rating of teacher effectiveness. *The High School Journal*, 75, 168-178 (ERIC Identifier, ED 399 267).
- Gehrke, Nathalie, J. (1979). *A grounded theory study of teacher role personalization. part three. the teachers role conflict*, (ERIC Identifier EJ173 317)
- Goldman, Paul, Chang, Derray (1992). *The consequences of role conflict and role ambiguity among junior high school administrators in taiwan*, now showing results 1- 38 of 38. (ERIC Identifier ED 346 567).
- Gray, Janet Dreyfus, (1983). *The married professional women : An examination of her role conflicts and coping strategies*, (ERIC Identifier EJ283 665).
- Green, Robert G., Kolevzon, Michael, F., (1986). *The correlates of healthy family functioning. the role of consensus and conflict in the practice of family therapy*, (ERIC Identifier EJ331 029).
- Guthrie, Meghan, L. Brant, Curtis R., Green Lisa, B (2002). *The role of parental conflict and self efficacy in friendship satisfaction*. (ERIC Identifier ED4737 730)
- Harold, Gordon T., Conger, Rand D., (1997). *Marital conflict and adolescent distress: the role of adolescent awareness*. (ERIC Identifier EJ 545 081).
- Hoffman, Susan : And Others (1996). *Teaching and Managing : Conflicting Roles of the Department Chair*, (ERIC Identifier ED394 594).
- Kemp, L, & Hall, A. H. (1992). *Impact of effective teaching research on student achievement and teacher performance : Equity and access implications for quality education*. MS: Jackson State University (ERIC Document Reproduction Service. ED 348 360).

- Kozleski, E., Mainzer, R., and Deshler, D (2000). *Bright futures for exceptional learners : An action agenda to achieve quality conditions for teaching and learning.* Reston, V.A.; Council for Exceptional Children. (EDRC No. ED451 668).
- Larson, R. (1984). Teacher performance evaluation - What are the key elements? *NASSP Bulletin*, 68 (469). 13-18 (ERIC Identifier ED 399 267).
- Lipham, J., *et.al.*, (1982), The relationship of decision involvement and principals' leadership to teacher job satisfaction in selected secondary schools, *Resources in Education*, ERIC 17, 2, ED. 207129.
- Loder, Tondra L., spillane, James P. (2005). Is a Principal Still a Teacher? US women Administrators' Accounts of Role Conflict and Role Discontinuity, *School Leadership and Management*, Vol.25 n. 3 p. 263, Aug. 2005. (ERIC Identifier EJ 691 471).
- Marso, Ronald N., Pigge, Fred, L. (1996). *Relationship between Pre-and Post-preparation development of attitudes, anxieties, and confidence about teaching and candidates' success or failure in making the transition to teaching.* Paper presented at the Annual meeting of the Mid western Educational Research Association, Chicago, IL, Oct.25 1996. (ERIC Identifier ED 403 252).
- Marso, Ronald N., & Pigge, Fred, L. (1998). *A longitudinal study of relationships between attitude towards teaching, anxiety about teaching, self-perceived effectiveness, and attrition from teaching,* paper presented at the Annual meeting of the Association of Teacher Educators, Dallas, TX Feb, Feb. 13-17, 1998. ERIC Identifier ED417 171.
- Massengale, John, D., (1977). *Occupational role conflict and the teacher/coach* (ERIC Identifier EJ668 886).

- Miller, L.E. (1974). *A five-year follow-up study of non-teaching agricultural education graduates: 1968-73*. Washington DC: U.S. Department of Education EDRS No. ED 112163.
- Mishra, P & Bajpai, V (1998). Role & Conflict: the spill over effect, *JIAAP*, 1998 Jan-Jul.; 24 (1-2): 27-31 in ERIC Identifier: N1004895.
- Mrlow, Leslie and others (1996). Teacher job satisfaction, *Research Reports* (143), U.S. Louisiana, Record 25 of 176- ERIC.
- Niehoff, R.L (1997). *Job satisfaction, organizational commitment, and individual and organizational mission values conference: Investigating the relationships*. Paper presented at the Annual Convention of the National Catholic Educational Association, 94th, Minneapolis, MN, April 1-4, 1997. ERIC Identifier: ED 417644.
- Ostrander, L.R. (1996). *Multiple judges of teacher effectiveness: Comparing of teacher self-assessments with the perceptions of principals, students and parents*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, c APRIL 8-12, 1996. ERIC Identifier ED 399267.
- Peterson, K., & Kauchak, D. (1982). *Teacher evaluation: Perspectives, practices, and premises*. (Report No. SP 022900). Salt Lake City, UT: Centre for Educational practice, ERIC Identifier ED 233996.
- Robertson, L.J & Bean J.P (1997). *Job satisfaction for the women faculty members in a predominantly female discipline*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago II, March 24-28, 1997. ERIC Identifier: ED 406895.
- Scott, Catherine, Cox, Sue & Dinham, Steve (1998). *An English study of teacher satisfaction, motivation, and health*, U.K, England, in record 4 of 176 ERIC.

Stead, bette Ann; Scamell, Richard, W.,(1980). *A Study of the Relationship of Role Conflict, the Need for Role Clarity, and Job Satisfaction for Profession, Librarian's* (ERIC Identifier EJ234 660)

INTERNET SOURCES

Duxbury, L., & Higgins, C. (1998). Canadian policy research newt work : *Work-life balance in Saskatchewan: Realities and challenges*. Saskatoon: Government of Saskatchewan. Retrieved, June 30, 2005, from <http://www.cprn.com>.

Duxbury. L., Higgins, C., Lee.C., & Mills, S. (1991). Canadian policy research newt work. *Balancing work and family: A study of the Canadian Federal Public Sector*. Ottawa. Retrieved, June 30, 2005, from <http://www.cprn.com>.

Higgins, C; Duxbury, L., & Lee, C. (1993) *Balancing work and family. A study of Canadian private sector employees* London: Western Business School, University of Western Ontario. Retrieved, June 30, 2005, from <http://www.cprn.com>

TOOLS

Cook, Leeds & Callis (1956). *Minnesota Teacher Attitude Inventory Scale*. Psychological Corporation.

Pillai, K.S. (1989). *Job Satisfaction Inventory*, Department of Education, University of Calicut.

Pillai, K.S., & Poozhikuth, M. (1989). *Scale of Attitude towards Teaching Profession*, Department of Education, University of Calicut.

Sumangala, V & Ushadevi, V. K (2000). *The Role Conflict Scale for Women Teachers*, Department of Education, University of Calicut.

Sumangala, V. (1991). *Professional Involvement Inventory*, Department of Education, University of Education.

Sumangala, V., & Mathai, M. (1991). *Science Teaching Success Rating Scale*, Department of Education, University of Calicut.

2250

17

APPENDICES

ROLE CONFLICT SCALE FOR WOMEN TEACHERS
Dr. V. SUMANGALA, Reader & USHADEVIV.K., Research Scholar,
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
1995

(DRAFT SCALE)

Directions:

This scale is intended to measure the extent of role conflict experienced by the women teachers. This scale comprises forty statements. You are requested to mark your responses in any of the five categories. Viz., 'Very Often', 'Often', 'Sometimes', 'Rarely' and 'Very Rarely', in the separate response sheet provided by putting 'X' mark in the circle indicating your response.

Eg:- If your response is 'Very Often' for a statement, mark as follows:

Very Often	Often	Sometimes	Rarely	Very Rarely
⊗	○	○	○	○

If you have wrongly marked a response, please square the used circle and then mark in the correct circle. *You are assured that all your responses will be kept quite confidential and will not be used for any other purpose except research work.* Kindly respond to all the statements.

Now read each statement and mark your responses in the response sheet.

1. When my children/family members are not well, I go to school with worry in my mind.
2. At home, I find it difficult to look after my family and to prepare for teaching.
3. School atmosphere helps me to forget my family problems.
4. It is difficult for me to adjust with school work when there are family problems.
5. At school I forget my family matters completely.
6. In the mornings of working days I feel it difficult as I have to do the duties of a daughter/sister/wife/mother/daughter-in-law and of self.
7. The availability of kitchen machines and home appliances enables me to spend more time on school work.
8. I am worried that I get time to read newspapers or magazines only at night when I am too tired after a day's work.

9. Eventhough I am a teacher, I find difficulty in taking care of my children's studies at home.
10. The co-operation of my family members helps me for a tension-free school life.
11. I am unable to concentrate completely on my work at school because my parents/husband/in-laws/other family members take my silly faults seriously.
12. I find enough time to give attention to the studies of my children/brothers or sisters/mine even when I have household and official work.
13. When I comeback from school, none at home would be there to help me so I that I can take rest for sometime.
14. School life helps me to escape from the routine domestic chores.
15. As there is no one else to look after my parents/children/other family members, I leave school earlier than others do and this creates a feeling of guilt on my part and criticism from others.
16. I feel I may give up my profession because others say that I am neglecting household duties.
17. My family doesnot support me in work but I find happiness in that my colleagues and superiors appreciate my work.
18. I strive hard to pull on with my family roles and teacher roles because it is not easy to enter into a profession now a days.
19. I am unable to excel in my profession as I am pulled back by the family responsibilities.
20. I am compelled to punish children even for minor mistakes because of the tension due to several responsibilities at the same time.
21. I am looked upon as dominant/complaining if I request help from some of the family members in household duties on working days.
22. I am forced to give more importance to family duties than to my work at school because of the uncompromising nature of my servant/family members.
23. My family gives enough support in my work, I can therefore freely discuss with them the problems encountered at school.
24. I am unable to excel in my profession because of several problems.
25. My colleagues come to help me when I have urgent work both at school and at home.
26. My house would be in a mess due to the hurry-burry from the morning chores, and I myself have to rearrange the things in place, when I am back home from school.
27. After five to six hours of continuous work at school, I am forced to prepare delicious dishes at home.
28. I feel that I am looked upon suspiciously by my husband/family-members/society if I spend time attending seminars, symposia, cultural activities etc. after the normal school hours.
29. For keeping peace and harmony at home, I have to sacrifice my health attending to homemaking and teaching at the same time.
30. I have to keep a subserviant stance at home and society, otherwise I will be labelled as a 'career woman'.

31. I am compelled to sacrifice my breakfast at the cost of hurrying to school after the household work.
32. I fail to be the ideal teacher of my dreams who is cheerful, friendly, good-tempered, sympathetic and humorous because of the fatigue due to overwork in the morning.
33. I am late to school because of heavy work at home and/a tiresome bus journey.
34. I feel difficulty in participating in the co-curricular activities of my school as I am compelled to rush home due to my peculiar family circumstances.
35. I am blamed that I do not help my family members because in their view point, teaching is more important to me.
36. As a member of the teachers' association I am forced to participate in dharnas, strikes, etc. at the cost of my family's displeasure.
37. I find it difficult to spend enough time and money on household matters because of frequent entertainment of guests/visitors/relatives.
38. I am busy with work at home and at school and I do not get time to chat with and maintain friendly relationship with my neighbours, therefore they complain that I am not at all social.
39. I hardly get time to correct the assignments, or test papers done by pupils if I bring it home in cases of urgency.
40. My family helps me in the morning for house hold duties therefore I am always punctual at school.
41. I am very tired after school, therefore I find it difficult to go for shopping, for films or just loitering with my family members.
42. I have the strongest desire to help the poor learners of my class, but I cannot find time to do so because of my family responsibilities.
43. Other teachers complain that I skip study tours, exhibitions etc. at the cost of heavy responsibilities at home and I am worried of this.
44. I am worried that I cannot concentrate on my duties as I am staying away from my family members/husband/children.
45. I am worried that I cannot avail the opportunities of higher studies/career improvement because of my peculiar family circumstances.
46. I strive hard to complete my lessons in time when I take leave due to family problems.

APPENDIX IA

ROLE CONFLICT SCALE FOR WOMEN TEACHERS
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCORE SHEET
(DRAFT)

Sl. No.	Very often (അധിക പക്ഷവും)	Often (ഇടയ്ക്കിടെ)	Someti me (ചിലപ്പോൾ)	Rarely (അപൂർവ്വമായി)	Very Rarely (വളരെ അപൂർവ്വമായി)	Sl. No.	Very often (അധിക പക്ഷവും)	Often (ഇടയ്ക്കിടെ)	Someti mes (ചിലപ്പോൾ)	Rarely (അപൂർവ്വമായി)	Very Rarely (വളരെ അപൂർവ്വമായി)
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX II

ROLE CONFLICT SCALE FOR WOMEN TEACHERS
Dr. V. SUMANGALA, Reader & USHADEVI V.K., Research Scholar,
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
1995
(Draft)

നിർദ്ദേശങ്ങൾ

വ്യത്യസ്ത കടമകൾ ഒരേ സമയം നിർവ്വഹിക്കേണ്ടിവരുമ്പോൾ അധ്യാപികമാർക്ക് അനുഭവിയ്ക്കേണ്ടി വരുന്ന വിഷമതകൾ അളക്കുന്നതിനുള്ള ഉപാധിയാണ് ഈ സ്കെയിൽ. ഈ സ്കെയിലിൽ നാല്പത് പ്രസ്താവനകളാണ് ഉള്ളത്. ഇവ യോരോന്നും വ്യത്യസ്ത സാഹചര്യങ്ങളെ സൂചിപ്പിയ്ക്കുന്നവയാണ്. ഓരോ പ്രസ്താവനയെയും സൂചിപ്പിക്കുന്ന നമ്പറിന് നേരെയായി (അധികപക്ഷവും), (ഇടയ്ക്കിടെ), (ചിലപ്പോൾ), (അപൂർവ്വമായി), (വളരെ അപൂർവ്വമായി) എന്നീ അഞ്ച് ഉത്തരങ്ങൾ കൊടുത്തിരിയ്ക്കുന്നു. ഇതിൽ നിങ്ങൾക്ക് ഏറ്റവും യോജിയ്ക്കുന്നതായി തോന്നുന്ന ഉത്തരത്തിനു നേരെ X അടയാളം ഉപയോഗിച്ച് നിങ്ങളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്തേണ്ടതാണ്. ഓരോ പ്രസ്താവനയ്ക്കും ഒരു പ്രതികരണം മാത്രം.

ഉദാ:- ഒരു പ്രസ്താവനയ്ക്കുള്ള നിങ്ങളുടെ പ്രതികരണം (അധികപക്ഷവും) എന്നാണെങ്കിൽ അത് രേഖപ്പെടുത്തേണ്ടതിങ്ങനെയാണ്.

(അധികപക്ഷവും)	(ഇടയ്ക്കിടെ)	(ചിലപ്പോൾ)	(അപൂർവ്വമായി)	(വളരെ അപൂർവ്വമായി)
⊗	○	○	○	○

ഏതെങ്കിലും ഒരു പ്രസ്താവനയ്ക്കുള്ള നിങ്ങളുടെ പ്രതികരണം തെറ്റായി രേഖപ്പെടുത്തുകയാണെങ്കിൽ ആ വൃത്തത്തിനു ചുറ്റും ചതുരം വരച്ചിട്ട് X അടയാളപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ തികച്ചും രഹസ്യമായി സൂക്ഷിയ്ക്കുന്നതാണെന്നും ഇവ ഗവേഷണത്തിനല്ലാതെ മറ്റൊന്നിനും ഉപയോഗിയ്ക്കുന്നതല്ലെന്നും ഇതോടൊപ്പം ഉറപ്പു നൽകുന്നു.

ദയവായി എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണങ്ങൾ രേഖപ്പെടുത്തുവാൻ ശ്രദ്ധിക്കുക.

1. എന്റെ കുട്ടികൾക്കോ കുടുംബാംഗങ്ങൾക്കോ അസുഖമുള്ളപ്പോൾ മനോവിഷമത്തോടെയാണ് ഞാൻ സ്കൂളിൽ പോകാറുള്ളത്.
2. എന്റെ കുടുംബാംഗങ്ങളെ പരിചരിയ്ക്കാനും അതേസമയം പഠിപ്പിയ്ക്കാൻ തയ്യാറാവാൻ വീട്ടിലിരിക്കുമ്പോൾ ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്.
3. വീട്ടിലെ പ്രശ്നങ്ങൾ മറക്കുവാൻ സ്കൂൾ അന്തരീക്ഷം എന്ന സഹായിക്കുന്നു.
4. കുടുംബപരമായ പ്രശ്നങ്ങളുള്ളപ്പോൾ സ്കൂളിലെ ജോലിയുമായി സമരസപ്പെട്ടുപോകുവാൻ വളരെ ബുദ്ധിമുട്ടാണ്.

5. വളരെയധികം പ്രശ്നങ്ങൾ ഉള്ളതുകൊണ്ട് ജോലിയിൽ കഴിവ് തെളിയിക്കാൻ എനിക്ക് കഴിയുന്നില്ല.
6. സ്വന്തം കാര്യങ്ങൾ നോക്കുന്നതിനുപുറമേ ഒരു മകൾ/ സഹോദരി/ ഭാര്യ/ അമ്മ/മരുമകൾ എന്നീ നിലകളിലുള്ള കർത്തവ്യങ്ങളും എനിക്ക് നിർവഹിക്കേണ്ടതിനാൽ പ്രവൃത്തി ദിവസങ്ങളിൽ വളരെ ബുദ്ധിമുട്ടനുഭവപ്പെടാറുണ്ട്.
7. ആധുനിക പാചകോപകരണങ്ങളും ഗൃഹോപകരണങ്ങളും ഉള്ളതിനാൽ സ്കൂളിലെ ജോലികൾക്ക് കൂടുതൽ സമയം കണ്ടെത്തുവാൻ സാധിക്കുന്നു.
8. ജോലി ചെയ്ത് നന്നെ കഴിഞ്ഞിരിക്കുമ്പോൾ മാത്രമേ പത്രമാസികകൾ വായിക്കാൻ എനിക്ക് സമയം കിട്ടാറുള്ളൂ എന്നത് എന്നെ വേദനിപ്പിക്കുന്നു.
9. പ്രവൃത്തി ദിവസങ്ങളിൽ കുടുംബാംഗങ്ങൾ എന്നെ വളരെയധികം സഹായിക്കുന്നതുകൊണ്ട് കൃത്യ സമയത്ത് തന്നെ സ്കൂളിൽ എത്താൻ എനിക്ക് കഴിയുന്നു.
10. എന്റെ കുടുംബാംഗങ്ങളുടെ സഹകരണം ഉള്ളതുകൊണ്ട് സ്കൂൾ ജീവിതത്തിൽ എനിക്ക് പ്രയാസങ്ങളില്ല.
11. നിസ്സാരതെറ്റുകൾ പോലും എന്റെ മാതാപിതാക്കൾ/ഭർത്താവ്/ഭർത്തുവീട്ടുകാർ/ മറ്റു കുടുംബാംഗങ്ങൾ ഗൗരവമായി കാണുന്നതുമൂലം സ്കൂളിലെ ജോലിയിൽ വേണ്ടത്ര ശ്രദ്ധിക്കാൻ കഴിയുന്നില്ല.
12. ഔദ്യോഗികമായും കുടുംബപരമായും ഉള്ള ജോലികൾക്കിടയിൽ എന്റെ കുട്ടികളുടെ/സഹോദരങ്ങളുടെ/ എന്റെ പഠനകാര്യങ്ങളിൽ വേണ്ടത്ര ശ്രദ്ധിക്കാൻ എനിക്ക് സമയം കിട്ടുന്നില്ല.
13. വീട്ടുകാര്യങ്ങളിൽ നിന്ന് ഒരു പരിധിവരെ ഒഴിഞ്ഞുമാറുവാൻ സ്കൂൾ ജീവിതം എന്നെ സഹായിക്കുന്നുണ്ട്.
14. കുടുംബാംഗങ്ങളുടെ സഹകരണത്തിലൂടെ സഹപ്രവർത്തകരുടെ സഹകരണം ഉള്ളതുകൊണ്ട് എനിക്ക് സന്തോഷമുണ്ട്.
15. എന്റെ മാതാപിതാക്കളെ/കുട്ടികളെ/മറ്റു കുടുംബാംഗങ്ങളെ നോക്കാൻ ആരുമില്ലാത്തതിനാൽ സ്കൂളിൽനിന്നും എനിക്ക് നേരത്തെ പോരേണ്ടിവരുന്നത് മറ്റുള്ളവരിൽ നിന്ന് വിമർശനവും എന്നിൽ കുറ്റബോധവും ഉണ്ടാക്കുന്നു.
16. ഞാൻ വീട്ടുകാര്യങ്ങൾ അവഗണിക്കുന്നതായി മറ്റുള്ളവർ കുറ്റപ്പെടുത്തുമ്പോൾ ജോലി ഉപേക്ഷിച്ചാലോ എന്ന് തോന്നാറുണ്ട്.
17. ഒരു ജോലി ലഭിക്കുക എന്നത് ഇക്കാലത്ത് ബുദ്ധിമുട്ടായതിനാൽ വളരെയേറെ പ്രയാസപ്പെട്ടാണെങ്കിലും ഒരേ സമയം ഒരു കുടുംബിനിയുടേയും, അധ്യാപികയുടേയും കടമകളുമായി മുന്നോട്ട് പോകുവാൻ ഞാൻ ശ്രമിക്കുന്നു.
18. സ്കൂളിലെത്തിയാൽ വീട്ടുകാര്യങ്ങൾ ഞാൻ പാടെ മറക്കുന്നു.

19. ഒരു നല്ല അധ്യാപികയായി പ്രശോഭിയ്ക്കുന്നതിൽനിന്ന് കുടുംബപ്രാരാബ്ധങ്ങൾ എന്നെ പുറകോട്ട് വലിയ്ക്കുന്നു.
20. ഒരേ സമയം പല ഉത്തരവാദിത്വങ്ങൾ നിർവ്വഹിയ്ക്കേണ്ടിവരുന്നതുമൂലമുള്ള പിരിമുറുക്കം നിസ്സാരകുറ്റങ്ങൾക്കുപോലും കുട്ടികളെ ശിക്ഷിയ്ക്കാൻ എന്നെ പ്രേരിപ്പിക്കുന്നു.
21. പ്രവൃത്തി ദിവസങ്ങളിൽ വീട്ടുജോലികൾക്കായി മറ്റുള്ളവരുടെ സഹായം ആവശ്യപ്പെടുമ്പോൾ ഞാൻ അധികാരം പ്രയോഗിയ്ക്കുന്നതായോ പരാതിപ്പെടുന്നതായോ ആണ് മറ്റുള്ളവർ എന്നെ കാണുന്നത്.
22. എന്റെ ജോലിക്കാരി/വീട്ടുകാർ വിട്ടുവീഴ്ചാ മനോഭാവം കാണിയ്ക്കാത്തതുമൂലം സ്കൂളിലെ ജോലികളേക്കാൾ പ്രാധാന്യം വീട്ടുകാര്യങ്ങൾക്ക് കൊടുക്കേണ്ടതായി വരുന്നു.
23. ഞാൻ ജോലിയ്ക്കുപോകുന്നതിനോട് കുടുംബാംഗങ്ങൾക്ക് പൂർണ്ണമായ യോജിപ്പുള്ളതുകൊണ്ട് സ്കൂളിലെ എന്റെ പ്രശ്നങ്ങൾ അവരുമായി തുറന്ന് ചർച്ചചെയ്യാൻ സാധിയ്ക്കുന്നുണ്ട്.
24. ഒരേ സമയം സ്കൂളിലും വീട്ടിലും അത്യാവശ്യമായി ജോലി ചെയ്ത് തീർക്കേണ്ടതുള്ളപ്പോൾ സഹപ്രവർത്തകർ എന്നെ സഹായിക്കാറുണ്ട്.
25. രാവിലത്തെ തിരക്കുകൾക്കും ബഹളങ്ങൾക്കും ഇടയിൽ അലങ്കോലപ്പെട്ടു പോകുന്ന എന്റെ വീട് വൈകുന്നേരം തിരിച്ചെത്തി ഞാൻ തന്നെ ശരിയാക്കേണ്ടിവരുന്നു.
26. ഒരു അധ്യാപികയായിരുന്നിട്ടുകൂടി എന്റെ മക്കളുടെപഠനകാര്യങ്ങളിൽ ശ്രദ്ധിക്കാൻ വീട്ടിലെത്തിയാൽ എനിക്ക് കഴിയുന്നില്ല.
27. തുടർച്ചയായി അഞ്ചോ ആറോ മണിക്കൂർ ജോലിചെയ്ത് വീട്ടിൽ തിരിച്ചെത്തുമ്പോഴും രൂചികരമായ ഭക്ഷണം തയ്യാറാക്കുവാൻ ഞാൻ നിർബന്ധിതയാവുന്നു.
28. സെമിനാറുകൾ, സിമ്പോസിയങ്ങൾ, കലാസാംസ്കാരിക പരിപാടികൾ മുതലായവയ്ക്കുവേണ്ടി സ്കൂളിൽ കൂടുതൽ സമയം ചെലവഴിയ്ക്കേണ്ടിവന്നാൽ ഭർത്താവ്/കുടുംബാംഗങ്ങൾ/സമൂഹം എന്നെ സംശയഭൃഷ്ടിയോടെ വീക്ഷിക്കുന്നതായി തോന്നാറുണ്ട്.
29. എന്റെ ആരോഗ്യം തന്നെ ബലികഴിച്ച് വീട്ടുകാര്യങ്ങളും അധ്യാപനവും ഒന്നിച്ചു കൊണ്ടുപോകുന്നത് വീട്ടിൽ സമാധാനവും, സന്തോഷവും നിലനിർത്തുന്നതിനുവേണ്ടിയാണ്.
30. ഒരു ഉദ്യോഗസ്ഥയായി ചിത്രീകരിയ്ക്കപ്പെടാതിരിക്കാൻ കുടുംബാംഗങ്ങളുടേയും സമൂഹത്തിന്റേയും മുൻപിൽ എനിക്ക് വിധേയത്വം സ്വീകരിയ്ക്കേണ്ടതായിവരുന്നു.
31. വീട്ടുജോലികൾ തീർക്കുകയും സ്കൂളിൽ സമയത്ത് എത്തുകയും ചെയ്യേണ്ടതുകൊണ്ട് പ്രഭാത ഭക്ഷണം വേണ്ടെന്നുവയ്ക്കാൻ ഞാൻ നിർബന്ധിതയാവുന്നു.
32. സന്തോഷം, സഹാനുഭൂതി, നർമ്മബോധം, സന്മനോഭാവം, സൗഹൃദം എന്നീ ഗുണങ്ങളുള്ള ഭാവനയിലെ മാതൃകാധ്യാപികയാകുവാൻ, പ്രഭാതത്തിലെ ജോലിഭാരവും ക്ഷീണവും മൂലം എനിക്ക് സാധിയ്ക്കുന്നില്ല.

33. വീട്ടിലെ ജോലിത്തരിക്ക്/ക്ലേശകരമായ ബസ്സ് യാത്ര മൂലം വൈകിയാണ് ഞാൻ സ്കൂളിലെത്തുന്നത്.
34. വീട്ടിലെ പ്രത്യേക സാഹചര്യങ്ങൾ മൂലം എത്രയും നേരത്തെ വീട്ടിലെത്തേണ്ടതുകൊണ്ട് സ്കൂളിലെ പാഠ്യാനുബന്ധ പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ എനിക്ക് വിഷമമുണ്ട്.
35. കുടുംബാംഗങ്ങളെ സഹായിയ്ക്കുന്നതിലൂപരി അധ്യാപനത്തിന് ഞാൻ പ്രാധാന്യം കല്പിക്കുന്നതായി മറ്റുള്ളവർ കുറ്റപ്പെടുത്താറുണ്ട്.
36. സ്കൂളിൽ നിന്ന് തിരിച്ചെത്തിയാൽ വീട്ടിൽ ആരും സഹായത്തിനില്ലാത്തതുകൊണ്ട് എനിക്ക് വിശ്രമിക്കാൻ സാധിക്കുന്നില്ല.
37. കുടുംബാംഗങ്ങൾ നീരസം പ്രകടിപ്പിയ്ക്കുമെങ്കിലും അധ്യാപക സംഘടനയിലെ ഒരംഗമെന്ന നിലയിൽ ധർമ്മങ്ങളിലും സമരങ്ങളിലും മറ്റും പങ്കെടുക്കാൻ ഞാൻ നിർബന്ധിതയാകുന്നു.
38. അതിഥികളേയും ബന്ധുക്കളേയും സുഹൃത്തുക്കളേയും ഇടയ്ക്കിടെ സ്വീകരിയ്ക്കേണ്ടിവരുന്നതിനാൽ വീട്ടുകാര്യങ്ങളിൽ വേണ്ടത്ര പണവും സമയവും ചെലവഴിയ്ക്കാൻ ബുദ്ധിമുട്ടനുഭവപ്പെടാറുണ്ട്.
39. ജോലിത്തരിക്കിനിടയിൽ എന്റെ അയൽക്കാരുമായി സംസാരിക്കാനോ സൗഹൃദം പങ്കിടാനോ സമയമില്ലാത്തതിനാൽ ഞാനവരുമായി തീരെ സഹകരിയ്ക്കുന്നില്ലെന്ന പരാതി കേൾക്കാൻ ഇടയാകുന്നു.
40. അത്യാവശ്യ സന്ദർഭങ്ങളിൽ കുട്ടികളുടെ ബുക്കുകളോ പരീക്ഷപേപ്പറുകളോ വീട്ടിൽ കൊണ്ടുവന്നാൽ തന്നെയും അവ നോക്കാൻ എനിക്ക് സമയം കിട്ടാറില്ല.
41. സ്കൂളിൽനിന്ന് വളരെ ക്ഷീണിച്ചുവരുന്നതിനാൽ എന്റെ കുടുംബാംഗങ്ങളോടൊപ്പം നടക്കാൻ പോകുന്നതിനോ, സിനിമയ്ക്ക് പോകുന്നതിനോ, ഷോപ്പിംഗിനോ ഒക്കെ ബുദ്ധിമുട്ട് തോന്നാറുണ്ട്.
42. എന്റെ ക്ലാസ്സിലെ പിന്നോക്കം നിൽക്കുന്ന കുട്ടികളെ സഹായിക്കാൻ അതിയായ ആഗ്രഹമുണ്ടെങ്കിലും വീട്ടിലെ ചുമതലകൾ കാരണം എനിക്ക് അതിന് സമയം കണ്ടെത്താനാവുന്നില്ല.
43. വീട്ടിലെ ഭാരിച്ച ഉത്തരവാദിത്തങ്ങളുടെ പേരിൽ വിനോദയാത്ര, എക്സിബിഷൻ എന്നിവയിൽനിന്നും ഒഴിവാകുന്നതായി മറ്റധ്യാപകർ കുറ്റപ്പെടുത്തുമ്പോൾ എനിക്ക് വിഷമം തോന്നാറുണ്ട്.
44. എന്റെ കുടുംബത്തെ/ ഭർത്താവിനെ/ കുട്ടികളെ പിരിഞ്ഞുതാമസിക്കുന്നതുകൊണ്ട് എനിക്ക് ജോലിയിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കാൻ കഴിയുന്നില്ലെന്ന വിഷമമുണ്ട്.
45. വീട്ടിലെ പ്രത്യേക സാഹചര്യങ്ങൾമൂലം ഉപരിപഠനത്തിനുള്ള അവസരങ്ങൾ ഉപയോഗപ്പെടുത്താൻ സാധിയ്ക്കാത്തതിൽ എനിക്ക് ദുഃഖമുണ്ട്.
46. വീട്ടിലെ പ്രശ്നങ്ങൾക്കായി അവധിയെടുക്കേണ്ടിവരുമ്പോൾ നിശ്ചിതസമയത്തിനുള്ളിൽ പാഠഭാഗങ്ങൾ തീർക്കാൻ ഞാൻ നന്നേ പണിപ്പെടാറുണ്ട്.

APPENDIX IIA

ROLE CONFLICT SCALE FOR WOMEN TEACHERS
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCORE SHEET
(DRAFT)

Sl. No.	Very often (അധിക പക്ഷവും)	Often (ഇടയ്ക്കിടെ)	Someti me (ചിലപ്പോൾ)	Rarely (അപൂർവ്വമായി)	Very Rarely (വളരെ അപൂർവ്വമായി)	Sl. No.	Very often (അധിക പക്ഷവും)	Often (ഇടയ്ക്കിടെ)	Someti mes (ചിലപ്പോൾ)	Rarely (അപൂർവ്വമായി)	Very Rarely (വളരെ അപൂർവ്വമായി)
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ROLE CONFLICT SCALE FOR WOMEN TEACHERS
Dr. V. SUMANGALA., Reader & USHADEVI V.K., Research Scholar,
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2000

(FINAL)

Directions:

This scale is intended to measure the extent of role conflict experienced by the women teachers. This scale comprises forty statements. You are requested to mark your responses in any of the five categories. Viz., 'Very Often', 'Often', 'Sometimes', 'Rarely' and 'Very Rarely', in the separate response sheet provided by putting 'X' mark in the circle indicating your response.

Eg:- If your response is 'Very Often' for a statement, mark as follows:

Very Often	Often	Sometimes	Rarely	Very Rarely
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have wrongly marked a response, please square the used circle - and then mark in the correct circle. *You are assured that all your responses will be kept quite confidential and will not be used for any other purpose except research work.* Kindly respond to all the statements.

Now read each statement and mark your responses in the response sheet.

1. When my children/family members are not well, I go to school with worry in my mind.
2. At home, I find it difficult to look after my family and to prepare for teaching.
3. School atmosphere helps me to forget my family problems.
4. It is difficult for me to adjust with school work when there are family problems.
5. In the mornings of working days I feel it difficult as I have to do the duties of a daughter/sister/wife/mother/daughter-in-law and of self.
6. The availability of kitchen machines and home appliances enables me to spend more time on school work.
7. I am worried that I get time to read newspapers or magazines only at night when I am too tired after a day's work.

8. The co-operation of my family members helps me for a tension-free school life.
9. I am unable to concentrate completely on my work at school because my parents/husband/in-laws/other family members take my silly faults seriously.
10. I find enough time to give attention to the studies of my children/brothers or sisters/mine even when I have household and official work.
11. School life helps me to escape from the routine domestic chores.
12. As there is no one else to look after my parents/children/other family members, I leave school earlier than others do and this creates a feeling of guilt on my part and criticism from others.
13. I feel I may give up my profession because others say that I am neglecting household duties.
14. I strive hard to pull on with my family roles and teacher roles because it is not easy to enter into a profession now a days.
15. I am unable to excel in my profession as I am pulled back by the family responsibilities.
16. I am compelled to punish children even for minor mistakes because of the tension due to several responsibilities at the same time.
17. I am looked upon as dominant/complaining if I request help from some of the family members in household duties on working days.
18. I am forced to give more importance to family duties than to my work at school because of the uncompromising nature of my servant/family members.
19. My family gives enough support in my work, I can therefore freely discuss with them the problems encountered at school.
20. My colleagues come to help me when I have urgent work both at school and at home.
21. My house would be in a mess due to the hurry-burry from the morning chores, and I myself have to rearrange the things in place, when I am back home from school.
22. After five to six hours of continuous work at school, I am forced to prepare delicious dishes at home.
23. I feel that I am looked upon suspiciously by my husband/family-members/society if I spend time attending seminars, symposia, cultural activities etc. after the normal school hours.
24. For keeping peace and harmony at home, I have to sacrifice my health attending to homemaking and teaching at the same time.
25. I have to keep a subserviant stance at home and society, otherwise I will be labelled as a 'career woman'.
26. I am compelled to sacrifice my breakfast at the cost of hurrying to school after the household work.
27. I fail to be the ideal teacher of my dreams who is cheerful, friendly, good-tempered, sympathetic and humorous because of the fatigue due to overwork in the morning.

28. I am late to school because of heavy work at home and/a tiresome bus journey.
29. I feel difficulty in participating in the co-curricular activities of my school as I am compelled to rush home due to my peculiar family circumstances.
30. I am blamed that I do not help my family members because in their view point, teaching is more important to me.
31. As a member of the teachers' association I am forced to participate in dharnas, strikes, etc. at the cost of my family's displeasure.
32. I find it difficult to spend enough time and money on household matters because of frequent entertainment of guests/visitors/relatives.
33. I am busy with work at home and at school and I do not get time to chat with and maintain friendly relationship with my neighbours, therefore they complain that I am not at all social.
34. I hardly get time to correct the assignments, or test papers done by pupils if I bring it home in cases of urgency.
35. I am very tired after school, therefore I find it difficult to go for shopping, for films or just loitering with my family members.
36. I have the strongest desire to help the poor learners of my class, but I cannot find time to do so because of my family responsibilities.
37. Other teachers complain that I skip study tours, exhibitions etc. at the cost of heavy responsibilities at home and I am worried of this.
38. I am worried that I cannot concentrate on my duties as I am staying away from my family members/husband/children.
39. I am worried that I cannot avail the opportunities of higher studies/career improvement because of my peculiar family circumstances.
40. I strive hard to complete my lessons in time when I take leave due to family problems.

APPENDIX IIIA

ROLE CONFLICT SCALE FOR WOMEN TEACHERS
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCORE SHEET
(FINAL)

Sl. No.	Very Often (അധിക പക്ഷവും)	Often (ഇടയ്ക്കിടെ)	Sometimes (ചിലപ്പോൾ)	Rarely (അപൂർവ്വമായി)	Very Rarely (വളരെ അപൂർവ്വമായി)	Sl. No.	Very Often (അധിക പക്ഷവും)	Often (ഇടയ്ക്കിടെ)	Sometimes (ചിലപ്പോൾ)	Rarely (അപൂർവ്വമായി)	Very Rarely (വളരെ അപൂർവ്വമായി)
1.	○	○	○	○	○	21.	○	○	○	○	○
2.	○	○	○	○	○	22.	○	○	○	○	○
3.	○	○	○	○	○	23.	○	○	○	○	○
4.	○	○	○	○	○	24.	○	○	○	○	○
5.	○	○	○	○	○	25.	○	○	○	○	○
6.	○	○	○	○	○	26.	○	○	○	○	○
7.	○	○	○	○	○	27.	○	○	○	○	○
8.	○	○	○	○	○	28.	○	○	○	○	○
9.	○	○	○	○	○	29.	○	○	○	○	○
10.	○	○	○	○	○	30.	○	○	○	○	○
11.	○	○	○	○	○	31.	○	○	○	○	○
12.	○	○	○	○	○	32.	○	○	○	○	○
13.	○	○	○	○	○	33.	○	○	○	○	○
14.	○	○	○	○	○	34.	○	○	○	○	○
15.	○	○	○	○	○	35.	○	○	○	○	○
16.	○	○	○	○	○	36.	○	○	○	○	○
17.	○	○	○	○	○	37.	○	○	○	○	○
18.	○	○	○	○	○	38.	○	○	○	○	○
19.	○	○	○	○	○	39.	○	○	○	○	○
20.	○	○	○	○	○	40.	○	○	○	○	○

ROLE CONFLICT SCALE FOR WOMEN TEACHERS
Dr. V. SUMANGALA, Reader & USHADEVI V.K., Research Scholar,
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2000

(Final)

നിർദ്ദേശങ്ങൾ

വ്യത്യസ്ത കടമകൾ ഒരേ സമയം നിർവ്വഹിക്കേണ്ടിവരുമ്പോൾ അധ്യാപികമാർക്ക് അനുഭവിയ്ക്കേണ്ടി വരുന്ന വിഷമതകൾ അളക്കുന്നതിനുള്ള ഉപാധിയാണ് ഈ സ്കെയിൽ. ഈ സ്കെയിലിൽ നാല്പത് പ്രസ്താവനകളാണ് ഉള്ളത്. ഇവ യോരോന്നും വ്യത്യസ്ത സാഹചര്യങ്ങളെ സൂചിപ്പിയ്ക്കുന്നവയാണ്. ഓരോ പ്രസ്താവനയെയും സൂചിപ്പിക്കുന്ന നമ്പറിന് നേരെയായി (അധികപക്ഷവും), (ഇടയ്ക്കിടെ), (ചിലപ്പോൾ), (അപൂർവ്വമായി), (വളരെ അപൂർവ്വമായി) എന്നീ അഞ്ച് ഉത്തരങ്ങൾ കൊടുത്തിരിയ്ക്കുന്നു. ഇതിൽ നിങ്ങൾക്ക് ഏറ്റവും യോജിയ്ക്കുന്നതായി തോന്നുന്ന ഉത്തരത്തിനു നേരെ X അടയാളം ഉപയോഗിച്ച് നിങ്ങളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്തേണ്ടതാണ്. ഓരോ പ്രസ്താവനയ്ക്കും ഒരു പ്രതികരണം മാത്രം.

ഉദാ:- ഒരു പ്രസ്താവനയ്ക്കുള്ള നിങ്ങളുടെ പ്രതികരണം (അധികപക്ഷവും) എന്നാണെങ്കിൽ അത് രേഖപ്പെടുത്തേണ്ടതിങ്ങനെയാണ്.

(അധികപക്ഷവും)	(ഇടയ്ക്കിടെ)	(ചിലപ്പോൾ)	(അപൂർവ്വമായി)	(വളരെ അപൂർവ്വമായി)
⊗	○	○	○	○

ഏതെങ്കിലും ഒരു പ്രസ്താവനയ്ക്കുള്ള നിങ്ങളുടെ പ്രതികരണം തെറ്റായി രേഖപ്പെടുത്തുകയാണെങ്കിൽ ആ വൃത്തത്തിനു ചുറ്റും ചതുരം വരച്ചിട്ട് X അടയാളപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ തികച്ചും രഹസ്യമായി സൂക്ഷിയ്ക്കുന്നതാണെന്നും ഇവ ഗവേഷണത്തിനല്ലാതെ മറ്റൊന്നിനും ഉപയോഗിയ്ക്കുന്നതല്ലെന്നും ഇതോടൊപ്പം ഉറപ്പു നൽകുന്നു.

ദയവായി എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണങ്ങൾ രേഖപ്പെടുത്തുവാൻ ശ്രദ്ധിക്കുക.

1. എന്റെ കുട്ടികൾക്കോ കുടുംബാംഗങ്ങൾക്കോ അസുഖമുള്ളപ്പോൾ മനോവിഷമത്തോടെയാണ് ഞാൻ സ്കൂളിൽ പോകാറുള്ളത്.
2. എന്റെ കുടുംബാംഗങ്ങളെ പരിചരിയ്ക്കാനും അതേസമയം പഠിപ്പിയ്ക്കാൻ തയ്യാറാവാനും വീട്ടിലിരിക്കുമ്പോൾ ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്.
3. വീട്ടിലെ പ്രശ്നങ്ങൾ മറക്കുവാൻ സ്കൂൾ അന്തരീക്ഷം എന്ന സഹായിക്കുന്നു.
4. കുടുംബപരമായ പ്രശ്നങ്ങളുള്ളപ്പോൾ സ്കൂളിലെ ജോലിയുമായി സമരസപ്പെടുപോകുവാൻ വളരെ ബുദ്ധിമുട്ടാണ്.

5. സ്വന്തം കാര്യങ്ങൾ നോക്കുന്നതിനുപുറമേ ഒരു മകൾ/ സഹോദരി/ ഭാര്യ/ അമ്മ/മരുമകൾ എന്നീ നിലകളിലുള്ള കർത്തവ്യങ്ങളും എനിക്ക് നിർവഹിയ്ക്കേണ്ടതിനാൽ പ്രവൃത്തി ദിവസങ്ങളിൽ വളരെ ബുദ്ധിമുട്ടനുഭവപ്പെടാറുണ്ട്.
6. ആധുനിക പാചകോപകരണങ്ങളും ഗൃഹോപകരണങ്ങളും ഉള്ളതിനാൽ സ്കൂളിലെ ജോലികൾക്ക് കൂടുതൽ സമയം കണ്ടെത്തുവാൻ സാധിയ്ക്കുന്നു.
7. ജോലി ചെയ്ത് നന്നെ ക്ഷീണിച്ചിരിക്കുമ്പോൾ മാത്രമേ പത്രമാസികകൾ വായിയ്ക്കാൻ എനിയ്ക്ക് സമയം കിട്ടാറുള്ളൂ എന്നത് എന്നെ വേദനിപ്പിക്കുന്നു.
8. എന്റെ കുടുംബാംഗങ്ങളുടെ സഹകരണം ഉള്ളതുകൊണ്ട് സ്കൂൾ ജീവിതത്തിൽ എനിക്ക് പ്രയാസങ്ങളില്ല.
9. നിസ്സാരതെറ്റുകൾ പോലും എന്റെ മാതാപിതാക്കൾ/ഭർത്താവ്/ഭർത്തുവീട്ടുകാർ/ മറ്റു കുടുംബാംഗങ്ങൾ ഗൗരവമായി കാണുന്നതുമൂലം സ്കൂളിലെ ജോലിയിൽ വേണ്ടത്ര ശ്രദ്ധിക്കാൻ കഴിയുന്നില്ല.
10. ഔദ്യോഗികമായും കുടുംബപരമായും ഉള്ള ജോലികൾക്കിടയിൽ എന്റെ കുട്ടികളുടെ/സഹോദരങ്ങളുടെ/ എന്റെ പഠനകാര്യങ്ങളിൽ വേണ്ടത്ര ശ്രദ്ധിക്കാൻ എനിയ്ക്ക് സമയം കിട്ടുന്നില്ല.
11. വീട്ടുകാര്യങ്ങളിൽ നിന്ന് ഒരു പരിധിവരെ ഒഴിഞ്ഞുമാറുവാൻ സ്കൂൾ ജീവിതം എന്നെ സഹായിക്കുന്നുണ്ട്.
12. എന്റെ മാതാപിതാക്കളെ/കുട്ടികളെ/മറ്റു കുടുംബാംഗങ്ങളെ നോക്കാൻ ആരുമില്ലാത്തതിനാൽ സ്കൂളിൽനിന്നും എനിക്ക് നേരത്തെ പോരേണ്ടിവരുന്നത് മറ്റുള്ളവരിൽ നിന്ന് വിമർശനവും എന്നിൽ കുറ്റബോധവും ഉണ്ടാക്കുന്നു.
13. ഞാൻ വീട്ടുകാര്യങ്ങൾ അവഗണിയ്ക്കുന്നതായി മറ്റുള്ളവർ കുറ്റപ്പെടുത്തുമ്പോൾ ജോലി ഉപേക്ഷിച്ചാലോ എന്ന് തോന്നാറുണ്ട്.
14. ഒരു ജോലി ലഭിയ്ക്കുക എന്നത് ഇക്കാലത്ത് ബുദ്ധിമുട്ടായതിനാൽ വളരെ യേറെ പ്രയാസപ്പെട്ടാണെങ്കിലും ഒരേ സമയം ഒരു കുടുംബിനിയുടേയും, അധ്യാപികയുടേയും കടമകളുമായി മുന്നോട്ട് പോകുവാൻ ഞാൻ ശ്രമിയ്ക്കുന്നു.
15. ഒരു നല്ല അധ്യാപികയായി പ്രശോഭിയ്ക്കുന്നതിൽനിന്ന് കുടുംബപ്രാരാബ്ധങ്ങൾ എന്നെ പുറകോട്ട് വലിയ്ക്കുന്നു.
16. ഒരേ സമയം പല ഉത്തരവാദിത്വങ്ങൾ നിർവ്വഹിയ്ക്കേണ്ടിവരുന്നതുമൂലമുള്ള പിരിമുറുക്കം നിസ്സാരകുറ്റങ്ങൾക്കുപോലും കുട്ടികളെ ശിക്ഷിയ്ക്കാൻ എന്നെ പ്രേരിപ്പിക്കുന്നു.
17. പ്രവൃത്തി ദിവസങ്ങളിൽ വീട്ടുജോലികൾക്കായി മറ്റുള്ളവരുടെ സഹായം ആവശ്യപ്പെടുമ്പോൾ ഞാൻ അധികാരം പ്രയോഗിയ്ക്കുന്നതായോ പരാതിപ്പെടുന്നതായോ ആണ് മറ്റുള്ളവർ എന്നെ കാണുന്നത്.

18. എന്റെ ജോലിക്കാരി/വീട്ടുകാർ വിട്ടുവീഴ്ചാ മനോഭാവം കാണിയ്ക്കാത്തതു മൂലം സ്കൂളിലെ ജോലികളേക്കാൾ പ്രാധാന്യം വീട്ടുകാര്യങ്ങൾക്ക് കൊടുക്കേണ്ടതായി വരുന്നു.
19. ഞാൻ ജോലിയ്ക്കുപോകുന്നതിനോട് കുടുംബാംഗങ്ങൾക്ക് പൂർണ്ണമായ യോജിപ്പുള്ളതുകൊണ്ട് സ്കൂളിലെ എന്റെ പ്രശ്നങ്ങൾ അവരുമായി തുറന്ന് ചർച്ചചെയ്യാൻ സാധിയ്ക്കുന്നുണ്ട്.
20. ഒരേ സമയം സ്കൂളിലും വീട്ടിലും അത്യാവശ്യമായി ജോലി ചെയ്ത് തീർക്കേണ്ടതുള്ളപ്പോൾ സഹപ്രവർത്തകർ എന്നെ സഹായിക്കാറുണ്ട്.
21. രാവിലത്തെ തിരക്കുകൾക്കും ബഹളങ്ങൾക്കും ഇടയിൽ അലങ്കോലപ്പെട്ടു പോകുന്ന എന്റെ വീട് വൈകുന്നേരം തിരിച്ചെത്തി ഞാൻ തന്നെ ശരിയാക്കേണ്ടിവരുന്നു.
22. തുടർച്ചയായി അഞ്ചോ ആറോ മണിക്കൂർ ജോലിചെയ്ത് വീട്ടിൽ തിരിച്ചെത്തുമ്പോഴും രൂചികരമായ ഭക്ഷണം തയ്യാറാക്കുവാൻ ഞാൻ നിർബന്ധിതയാവുന്നു.
23. സെമിനാറുകൾ, സിമ്പോസിയങ്ങൾ, കലാസാംസ്കാരിക പരിപാടികൾ മുതലായവയ്ക്കുവേണ്ടി സ്കൂളിൽ കൂടുതൽ സമയം ചെലവഴിയ്ക്കേണ്ടിവന്നാൽ ഭർത്താവ്/കുടുംബാംഗങ്ങൾ/സമൂഹം എന്നെ സംശയഭ്യഷ്ടിയോടെ വീക്ഷിക്കുന്നതായി തോന്നാറുണ്ട്.
24. എന്റെ ആരോഗ്യം തന്നെ ബലികഴിച്ച് വീട്ടുകാര്യങ്ങളും അധ്യാപനവും ഒന്നിച്ചു കൊണ്ടുപോകുന്നത് വീട്ടിൽ സമാധാനവും, സന്തോഷവും നിലനിർത്തുന്നതിനുവേണ്ടിയാണ്.
25. ഒരു ഉദ്യോഗസ്ഥയായി ചിത്രീകരിയ്ക്കപ്പെടാതിരിക്കാൻ കുടുംബാംഗങ്ങളുടേയും സമൂഹത്തിന്റേയും മുൻപിൽ എനിയ്ക്ക് വിധേയത്വം സ്വീകരിയ്ക്കേണ്ടതായിവരുന്നു.
26. വീട്ടുജോലികൾ തീർക്കുകയും സ്കൂളിൽ സമയത്ത് എത്തുകയും ചെയ്യേണ്ടതുകൊണ്ട് പ്രഭാത ഭക്ഷണം വേണ്ടെന്നുവയ്ക്കാൻ ഞാൻ നിർബന്ധിതയാവുന്നു.
27. സന്തോഷം, സഹാനുഭൂതി, നർമ്മബോധം, സന്മനോഭാവം, സൗഹൃദം എന്നീ ഗുണങ്ങളുള്ള ഭാവനയിലെ മാതൃകാധ്യാപികയാകുവാൻ, പ്രഭാതത്തിലെ ജോലിഭാരവും ക്ഷീണവും മൂലം എനിയ്ക്ക് സാധിയ്ക്കുന്നില്ല.
28. വീട്ടിലെ ജോലിത്തീരക്കിടയ്ക്കുശക്തമായ ബസ്സ് യാത്ര മൂലം വൈകിയാണ് ഞാൻ സ്കൂളിലെത്തുന്നത്.
29. വീട്ടിലെ പ്രത്യേക സാഹചര്യങ്ങൾ മൂലം എത്രയും നേരത്തെ വീട്ടിലെത്തേണ്ടതുകൊണ്ട് സ്കൂളിലെ പാഠ്യാനുബന്ധ പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ എനിയ്ക്ക് വിഷമമുണ്ട്.
30. കുടുംബാംഗങ്ങളെ സഹായിയ്ക്കുന്നതിലുപരി അധ്യാപനത്തിന് ഞാൻ പ്രാധാന്യം കല്പിക്കുന്നതായി മറ്റുള്ളവർ കുറ്റപ്പെടുത്താറുണ്ട്.
31. കുടുംബാംഗങ്ങൾ നീരസം പ്രകടിപ്പിയ്ക്കുമെങ്കിലും അധ്യാപക സംഘടനയിലെ ഒരംഗമെന്ന നിലയിൽ ധർമ്മങ്ങളിലും സമരങ്ങളിലും മറ്റും പങ്കെടുക്കാൻ ഞാൻ നിർബന്ധിതയാകുന്നു.

32. അതിഥികളേയും ബന്ധുക്കളേയും സുഹൃത്തുക്കളേയും ഇടയ്ക്കിടെ സ്വീകരിയ്ക്കേണ്ടിവരുന്നതിനാൽ വീട്ടുകാര്യങ്ങളിൽ വേണ്ടത്ര പണവും സമയവും ചെലവഴിയ്ക്കാൻ ബുദ്ധിമുട്ടനുഭവപ്പെടാറുണ്ട്.
33. ജോലിത്തിരക്കിനിടയിൽ എന്റെ അയൽക്കാരുമായി സംസാരിക്കാനോ സൗഹൃദം പങ്കിടാനോ സമയമില്ലാത്തതിനാൽ ഞാനവരുമായി തീരെ സഹകരിയ്ക്കുന്നില്ലെന്ന പരാതി കേൾക്കാൻ ഇടയാകുന്നു.
34. അത്യാവശ്യ സന്ദർഭങ്ങളിൽ കുട്ടികളുടെ ബുക്കുകളോ പരീക്ഷപേപ്പറുകളോ വീട്ടിൽ കൊണ്ടുവന്നാൽ തന്നെയും അവ നോക്കാൻ എനിക്ക് സമയം കിട്ടാറില്ല.
35. സ്കൂളിൽനിന്ന് വളരെ കഴിഞ്ഞുവരുന്നതിനാൽ എന്റെ കുടുംബാംഗങ്ങളോടൊപ്പം നടക്കാൻ പോകുന്നതിനോ, സിനിമയ്ക്ക് പോകുന്നതിനോ, ഷോപ്പിംഗിനോ ഒക്കെ ബുദ്ധിമുട്ട് തോന്നാറുണ്ട്.
36. എന്റെ ക്ലാസ്സിലെ പിന്നോക്കം നിൽക്കുന്ന കുട്ടികളെ സഹായിക്കാൻ അതിയായ ആഗ്രഹമുണ്ടെങ്കിലും വീട്ടിലെ ചുമതലകൾ കാരണം എനിക്ക് തിന്ന് സമയം കണ്ടെത്താനാവുന്നില്ല.
37. വീട്ടിലെ ഭാരിച്ച ഉത്തരവാദിത്തങ്ങളുടെ പേരിൽ വിനോദയാത്ര, എക്സിബിഷൻ എന്നിവയിൽനിന്നും ഒഴിവാകുന്നതായി മറ്റുദ്ധ്യാപകർ കുറ്റപ്പെടുത്തുമ്പോൾ എനിക്ക് വിഷമം തോന്നാറുണ്ട്.
38. എന്റെ കുടുംബത്തെ/ ഭർത്താവിനെ/ കുട്ടികളെ പിരിഞ്ഞുതാമസിക്കുന്നതു കൊണ്ട് എനിക്ക് ജോലിയിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കാൻ കഴിയുന്നില്ലെന്ന വിഷമമുണ്ട്.
39. വീട്ടിലെ പ്രത്യേക സാഹചര്യങ്ങൾമൂലം ഉപരിപഠനത്തിനുള്ള അവസരങ്ങൾ ഉപയോഗപ്പെടുത്താൻ സാധിയ്ക്കാത്തതിൽ എനിക്ക് ദുഃഖമുണ്ട്.
40. വീട്ടിലെ പ്രശ്നങ്ങൾക്കായി അവധിയെടുക്കേണ്ടിവരുമ്പോൾ നിശ്ചിതസമയത്തിനുള്ളിൽ പാഠഭാഗങ്ങൾ തീർക്കാൻ ഞാൻ നന്നേ പണിപ്പെടാറുണ്ട്.

APPENDIX IVA

ROLE CONFLICT SCALE FOR WOMEN TEACHERS
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
SCORE SHEET
(FINAL)

Sl. No.	Very Often (അധിക പക്ഷവും)	Often (ഇടയ്ക്കിടെ)	Somet imes (ചിലപ്പോൾ)	Rarely (അപൂർവ്വമായി)	Very Rarely (വളരെ അപൂർവ്വമായി)	Sl. No.	Very Often (അധിക പക്ഷവും)	Often (ഇടയ്ക്കിടെ)	Somet imes (ചിലപ്പോൾ)	Rarely (അപൂർവ്വമായി)	Very Rarely (വളരെ അപൂർവ്വമായി)
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**JOB SATISFACTION INVENTORY
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT**

1989

Instruction:

This inventory is intended to measure the job satisfaction you get from your profession as a teacher.

It consists of 40 statements. We would like to have your opinion about the factors mentioned in various statements.

Make your response on the five-points scale. The five points are:

A. Very much satisfactory B. Satisfactory C. Neither satisfied nor dissatisfied

D. Unsatisfactory E. Very much unsatisfactory

Please indicate your opinion by putting a tick mark (✓) in one of the columns which describe more closely your opinion.

If by any reason you have to change any of your reply you may put a cross (X) on the wrong one and a tick (✓) on the right reply.

Be honest in your dealings : You are assured that your responses will be kept quite confidential and will be used for research purposes only.

Kindly respond to all the statements

Example: Chances of promotion A B C D E

Sl. No	Statements	Items No.	A Very much satisfactory	B Satisfactory	C Neither satisfied nor dissatisfied	D Unsatisfactory	E Very much unsatisfactory
1.	Salary	1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Fringe benefits (such as pension, gratuity, housing faculties)	2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Variety and novelty in the work	3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Sense of belonging to institution	4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Job security	5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Protection of the seniority rights	6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Grievances handling procedure	7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Frequency of transfer	8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Opportunity for exercising leadership	9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Encouragement for professional growth	10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Promotion chances	11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Opportunity for association with experts in the field	12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Utilization of higher qualifications and training	13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Facilities for developing individual competencies	14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Rules and regulations for the work	15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Facilities for teaching	16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Availability of teaching aids	17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Availability of recreational facilities	18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	The number of working hours	19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Time provided for revision work	20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sl. No.	Statements	Items No.	A Very much satisfactory	B Satisfactory	C Neither satisfied nor dissatisfied	D Unsatisfactory	E Very much unsatisfactory
21.	Working hours of the school	21.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Working environment	22.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Relationship with colleagues	23.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Approval of colleagues for the successful work	24.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	Timely help getting from colleagues	25.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	Guidance by the supervisory authorities	26.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	Involvement of principal in teachers' activities	27.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	Status of the profession	28.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29.	Prestige of teaching	29.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30.	Respect and love shown by students	30.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31.	Consideration of the principal to the welfare of the teachers	31.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32.	Relationship between the principal and the teachers	32.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33.	Opportunity for trying out innovative ideas	33.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34.	Opportunity for independent action	34.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35.	Freedom for work	35.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36.	Recognition of worth of the individual teachers	36.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.	Approval by parents/ community for the work done	37.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38.	Recognition of meritorious work	38.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.	The use of talents in my work	39.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40.	Co-operation of the parents/ community in school activities	40.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SCALE OF ATTITUDE TOWARDS TEACHING PROFESSION
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT**

1989

Instructions

This scale is intended to measure the attitude of teachers towards teaching profession

It consists of thirty statements

You are requested to read each statement carefully and mark your responses on the separate response sheet provided.

Mark your responses on the five point scale. The five points are

S	=	Strongly Agree
A	=	Agree
U	=	Uncertain or Undecided
D	=	Disagree
SD	=	Strongly Disagree

If you strongly agree with a statement encircle 'SA'; if agree with a statement encircle 'A' if disagree encircle 'D' and if strongly disagree encircle 'SD'. If you are uncertain or undecided encircle 'U'.

If by any reason, you have to change any of your reply you may put a cross on the wrong one and encircle the right reply.

Be honest in your dealings; you are assured that your responses will be kept quite confidential and will be used for research purpose only.

Kindly respond to all the statements.

1. The days are gone when teachers were 'Gurus'. Now they are money makers.
2. Teachers are model citizens in society.
3. Teaching is a job like any other job.
4. Teachers enjoy poor status in society .
5. Students are to be provided with opportunities to evaluate teachers.
6. Teaching is the last refuge of those who are unemployed.

7. Teacher is to behave in a disciplined way so as to set an example to the students.
8. Teachers are not expected to burden themselves with the students' non-academic problems.
9. Teaching is a monotonous job
10. A teacher is not expected to do more work than he is paid for.
11. Obtaining research degrees and degrees or diplomas in teaching techniques are equally important.
12. Problem of indiscipline among students can be minimised if teachers take genuine interest in the learning activities of the students.
13. Along with parents, teachers have equal responsibility in the development of the individuality of students.
14. Teachers are too busy now-a-days to make good use of the libraries.
15. Teaching loses attraction after a few years of work.
16. Students are to be encouraged to raise intelligent questions in the class.
17. Teachers cannot claim respect but they can earn respect.
18. It is unreasonable to expect hard work and dedication from teachers in the existing restless academic atmosphere.
19. Teachers' organisations at present have strained the relationship among teachers.
20. Teaching profession is a good medium for strengthening relationship among teachers.
21. The knowledge that a teacher gets from his post-graduation is enough for teaching in school classes.
22. The knowledge of socio-economic familial background of students is helpful for effective teaching.
23. Hard work and sense of dedication are lacking in teaching profession at present.
24. It is not the duty of teachers to find out special abilities of students and promote it.
25. Teachers do not fulfil their social responsibilities at present.
26. Teachers are not to be charged with co-curricular and non-academic activities.
27. Use of guide books is to be discouraged.
28. Teachers are expected to have higher moral values than others.
29. Teachers do not care to update their content mastery or teaching techniques.
30. Teaching is for the service-minded individuals.

APPENDIX VIA

SCALE OF ATTITUDE TOWARDS TEACHING PROFESSION
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
1989
RESPONSE SHEET

Personal Data

Name of the Teacher : Age :
 Name of the School : Marital Status: Married/Unmarried
 Sex : Qualifications:
 Experience in years :
 Teaching : Subject Taught:
 Administrative : Subject of
 specialization :
 Number of Teachers in the :
 school

Item No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Item No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	SA	A	U	D	SD	16.	SA	A	U	D	SD
2.	SA	A	U	D	SD	17.	SA	A	U	D	SD
3.	SA	A	U	D	SD	18.	SA	A	U	D	SD
4.	SA	A	U	D	SD	19.	SA	A	U	D	SD
5.	SA	A	U	D	SD	20.	SA	A	U	D	SD
6.	SA	A	U	D	SD	21.	SA	A	U	D	SD
7.	SA	A	U	D	SD	22.	SA	A	U	D	SD
8.	SA	A	U	D	SD	23.	SA	A	U	D	SD
9.	SA	A	U	D	SD	24.	SA	A	U	D	SD
10.	SA	A	U	D	SD	25.	SA	A	U	D	SD
11.	SA	A	U	D	SD	26.	SA	A	U	D	SD
12.	SA	A	U	D	SD	27.	SA	A	U	D	SD
13.	SA	A	U	D	SD	28.	SA	A	U	D	SD
14.	SA	A	U	D	SD	29.	SA	A	U	D	SD
15.	SA	A	U	D	SD	30.	SA	A	U	D	SD

APPENDIX VII

PROFESSIONAL INVOLVEMENT INVENTORY OF SCHOOL TEACHERS

(Dr. V. SUMANGALA,
READER, DEPARTMENT OF EDUCATION,
UNIVERSITY OF CALICUT)
(1991)

This is a research tool to measure the extent of professional involvement of school teachers. *The responses of this will be strictly confidential and will not be used for any other purposes except research work.* Use tick marks against your response wherever possible. Kindly co-operate for making the work a success.

1. Name :
2. Sex :
3. Age Below 35 years :
between 35 and 45 :
between 45 and 55 :
4. Present designation :
5. Native place :
6. Place of present residence :
7. Marital status :
8. Occupation of your life partner :
9. No. of children :
10. Class in which each studies :
11. Details of academic qualifications :

Examination	Year of passing	Percentage of marks obtained
S.S.L.C		
Degree		
P.G. if any		
B.Ed.		
M.Ed. Other degrees/Diploma if any, Please mention		

12. Total years of service as a school :
teacher

13. Preparation hours for teaching (Indicate by tick mark against the relevant)

Hours	At home	At school
Less than 1 hour		
Between 1 and 2 hours		
Above 2 hours		

14. Use of materials for teacher preparation (indicate by tick marks)

Text books Reference books in the Subjects Scientific Periodicals Published articles

15. Whether owns a membership in a: Yes /No
library other than in school
16. Use of time other than class hours (Please tick against the relevant)
- I. Correct classnotes, assignments etc.
 - II Engages in Science club activities
 - III Helps students in preparing for the science fair
 - IV If any other, please mention.
17. Participation in courses, seminars etc. (give the details) if not participated at all, indicate the reason.
18. Involvements in works like research project, extension works, science clubs, organization activities etc. Give details, if any:
19. Details of publication of any kind:
20. Subject of specialization
21. Subject taught (specify class and division) :
22. Whether staying at home/^away from home.

TEACHING SUCCESS RATING SCALE
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
1991

Dr. V. SUMANGALA,
Reader,
Department of Education
University of Calicut

MINI MATHAI,
M.Phil, Student, ,
Department of Education
University of Calicut

Directions:

This is intended to collect your responses on the statements given with regard to your teacher. You are requested to mark your opinion in any of the three ways viz., 'Often', 'Some times' or 'Rarely' and this is to be done in the separate response sheet, provided by putting 'X' mark in the circle indicating your response.

Eg. If your response is 'Often' for a statement, mark as follows.

Often

Sometimes

Rarely

If you feel that you have wrongly marked a response, then square the used circle and mark in the correct circle.

Often

Sometimes

Rarely

You are assured that all your responses will be kept quite confidential and will not be used for any other purpose except research work. Now read each statement and mark your responses in the response sheet.

Your teacher,

1. begins the class by presenting challenging and problematic situations related to the content.
2. presents the lesson in an interesting manner.
3. presents lessons with clarity of understanding.
4. uses all possible resources for better learning.
5. skillfully uses the black board for illustrations.
6. invites examples from your day to day life situations.
7. gives individual attention while doing group work.
8. encourages asking questions based on learning situations.
9. helps the pupils find answers to their questions themselves.
10. gives opportunities for classroom discussions, debates, seminars etc. depending on themes.
11. keeps the class lively with interesting life situations.
12. provides open ended situations in the class for further inquiry.
13. gives frequent tests and challenging assignments.
14. written assignments, portfolios and examination papers are returned promptly.
15. returns assignments, project reports and test papers with helping comments.
16. motivates pupils for further studies by mentioning the life histories of people who have achieved high by education.
17. sees whether each and every pupil uses school library on good books from other sources properly.
18. helps students to collect materials for better learning.
19. is punctual in coming to the class.
20. solves the problems of the pupils in a kind and sympathetic way.
21. Is impartial in all the dealings with pupils.
22. carries out novel activities in the classroom to create interest in learning.
23. arranges lessons sequentially and systematically.
24. organizes quiz programmes on topics of current importance.
25. familiarises pupils with trends and developments wherever possible.
26. gives proper guidelines to pupils to prepare or collect related learning materials for a lesson.
27. maintains discipline in a co-operative manner.
28. recognises pupils' meritorious achievements and good work.

APPENDIX VIIIA

TEACHING SUCCESS RATING SCALE

RESPONSE SHEET

Name of School :

Standard & Division :

Name of the teacher :Subject.....

Sl. No	Often മിക്കവാറും	Sometimes ചിലപ്പോൾ	Rarely അപൂർവ്വമായി
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
Total			

APPENDIX IX

TEACHING SUCCESS RATING SCALE
DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
1991

Dr. V. Sumangala,
Reader,
Department of Education
University of Calicut.

Mini Mathai
M.Phil Student
Department of Education
University of Calicut

നിർദ്ദേശങ്ങൾ,

നിങ്ങളുടെ അധ്യാപികയെ സംബന്ധിച്ചുള്ള ഏതാനും പ്രസ്താവനകൾ ഉൾക്കൊള്ളുന്ന ചോദ്യാവലിയാണ് ഇത്. ഓരോ പ്രസ്താവനക്കും ഉള്ള നിങ്ങളുടെ അഭിപ്രായങ്ങൾ 'മിക്കവാറും', 'ചിലപ്പോൾ', 'അപൂർവ്വമായി', എന്നിങ്ങനെ യുള്ളവയിൽ എതെങ്കിലും ഒരു ഉത്തരത്തിൽ 'X' അടയാളം ഉപയോഗിച്ച് ഇതോടൊപ്പം തന്നിരിക്കുന്ന ഉത്തരക്കടലാസ്സിൽ ഉള്ള വൃത്തങ്ങളിൽ രേഖപ്പെടുത്തേണ്ടതാണ്.

ഉദാ: ഒരു പ്രസ്താവനക്കുള്ള നിങ്ങളുടെ ഉത്തരം 'മിക്കവാറും' എന്നാണെങ്കിൽ താഴെ പറയുന്ന വിധത്തിൽ രേഖപ്പെടുത്തുക.

മിക്കവാറും	ചിലപ്പോൾ	അപൂർവ്വമായി
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

നിങ്ങളുടെ പ്രതികരണം തെറ്റായി എന്ന് തോന്നുന്നു എങ്കിൽ തെറ്റിയ പ്രതികരണത്തിനു ചുറ്റും ഒരു ചതുരം വരിച്ചിട്ട് ശരിയായ ഉത്തരത്തിനുള്ളിൽ "X" അടയാളം ഇടുക

മിക്കവാറും	ചിലപ്പോൾ	അപൂർവ്വമായി.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

നിങ്ങളുടെ പ്രതികരണങ്ങൾ തികച്ചും രഹസ്യമായി സൂക്ഷിക്കുന്നതാണെന്നും ഗവേഷണത്തിനല്ലാതെ മറ്റെന്തിനും ഉപയോഗിക്കുന്നതല്ല എന്നും നിങ്ങൾക്ക് ഉറപ്പ് തരുന്നു.

ഇനി പ്രസ്താവനകൾ ഓരോന്നും വായിച്ച് നിങ്ങളുടെ പ്രതികരണങ്ങൾ രേഖപ്പെടുത്തുക

നിങ്ങളുടെ ടീച്ചർ,

1. പഠിപ്പിക്കാൻ പോകുന്ന പാഠഭാഗത്തെ പ്രശ്നരൂപത്തിലുള്ള സാഹചര്യങ്ങളിലൂടെ അവതരിപ്പിക്കുന്നു.
2. പാഠം രസകരമായി അവതരിപ്പിക്കുന്നു.
3. വ്യക്തമായി മനസ്സിലാകുന്ന രീതിയിൽ പാഠം അവതരിപ്പിക്കുന്നു.
4. നന്നായി ഗ്രഹിക്കാൻ വേണ്ടി കഴിയുന്നത്ര പഠനസാമഗ്രികൾ ഉപയോഗിക്കുന്നു.
5. കാര്യങ്ങൾ വ്യക്തമാകുന്നതിന് കഴിവുറ്റ രീതിയിൽ ബ്ലാക്ക് ബോർഡ് ഉപയോഗിക്കുന്നു.
6. നിത്യ ജീവിതവുമായി ബന്ധപ്പെട്ട ഉദാഹരണങ്ങൾ കുട്ടികളെക്കൊണ്ട് പറയിക്കുന്നു.
7. ഗ്രൂപ്പ് പ്രവർത്തനങ്ങൾക്കിടയിൽ കുട്ടികൾക്ക് വ്യക്തിപരമായ ശ്രദ്ധ നൽകുന്നു.
8. പാഠഭാഗവുമായി ബന്ധപ്പെട്ട ചോദ്യങ്ങളും സംശയങ്ങളും പ്രോത്സാഹിപ്പിക്കുന്നു.
9. കുട്ടികൾ ചോദിക്കുന്ന ചോദ്യങ്ങൾക്ക് സ്വയം ഉത്തരം കണ്ടുപിടിക്കുവാൻ അവരെ സഹായിക്കുന്നു.
10. ഉള്ളടക്കത്തിനനുസരിച്ച് ക്ലാസ്സിലുള്ളിൽ ചർച്ചകൾ, വാഗ്വാദങ്ങൾ, സെമിനാറുകൾ എന്നിവ നടത്തുന്നതിനുള്ള അവസരം നൽകുന്നു.
11. രസകരമായ അനുഭവങ്ങളും സംഭവങ്ങളും ചേർത്ത് ക്ലാസ്സിനെ ജീവസ്സുറ്റതാക്കുന്നു.
12. സംശയനിവൃത്തിക്കും സ്വയം കണ്ടെത്തലുകൾക്കും ഉള്ള അവസരങ്ങൾ ഒരുക്കുന്നു.
13. കൂടെക്കൂടെ പരീക്ഷകളും കഴിവുതെളിയിക്കാനുതകുന്ന ഗൃഹപാഠങ്ങളും നൽകുന്നു.
14. കുട്ടികൾ തയ്യാറാക്കിക്കൊണ്ടുവരുന്ന പഠനസാമഗ്രികളും ഗൃഹപാഠങ്ങളും പരീക്ഷാപേപ്പറുകളും യഥാസമയം നോക്കി തിരുത്തിക്കൊടുക്കുന്നു.
15. ഗൃഹപാഠങ്ങളിലും പ്രോജക്ട് റിപ്പോർട്ടുകളിലും പരീക്ഷാപേപ്പറുകളിലും കുട്ടി കളെ സഹായിക്കാനുതകുന്ന രീതിയിൽ കുറിപ്പുകൾ എഴുതുന്നു.
16. നല്ല വിദ്യാഭ്യാസത്തിലൂടെ ഉന്നതസ്ഥാനത്ത് എത്തിയിട്ടുള്ളവരെക്കുറിച്ച് ചൊക്കെ പറഞ്ഞുതന്ന് നന്നായി പഠിക്കുവാൻ കുട്ടികളെ പ്രോത്സാഹിപ്പിക്കുന്നു.
17. ഓരോ കുട്ടിയും സ്കൂൾ ലൈബ്രറിയിൽ നിന്നോ മറ്റിടങ്ങളിൽ നിന്നോ നല്ല പുസ്തകങ്ങൾ വേണ്ടവിധത്തിൽ ഉപയോഗിക്കുന്നുണ്ടോ എന്ന് ശ്രദ്ധിക്കുന്നു.

18. പഠനം നന്നാക്കുന്നതിനുവേണ്ടിയുള്ള പുസ്തകങ്ങളും മറ്റ് വിവരങ്ങളും ശേഖരിക്കുന്നതിന് സഹായിക്കുന്നു.
19. ക്ലാസ്സിൽ കൃത്യസമയത്ത് തന്നെ വരുന്നു.
20. കുട്ടികളുടെ പ്രശ്നങ്ങൾ കാര്യബുദ്ധിപൂർവ്വവും സഹാനുഭൂതിയോടുകൂടിയും പരിഹരിക്കുന്നു.
21. കുട്ടികളുമായുള്ള ഏതൊരു ഇടപാടിലും പക്ഷഭേദം കാണിക്കുന്നില്ല.
22. പഠനത്തിൽ താല്പര്യം ഉണ്ടാക്കുന്നതിനുവേണ്ടി ക്ലാസ്സിൽ പല പുതിയ കാര്യങ്ങളും ചെയ്യുന്നു.
23. പാഠഭാഗങ്ങളൊക്കെ ചിട്ടയായി ക്രമീകരിച്ച് പഠിപ്പിച്ചു തരുന്നു.
24. ആനുകാലിക പ്രധാന്യമുള്ള വിഷയങ്ങളിൽ കിസ്റ്റ് പ്രോഗ്രാമുകൾ സംഘടിപ്പിക്കുന്നു.
25. പാഠ്യവിഷയവുമായി ബന്ധമുള്ള പുതിയ ആശയങ്ങളും വിവരങ്ങളും സാധ്യമാവുന്നിടത്തോളം കുട്ടികൾക്ക് പരിചയപ്പെടുത്തി തരുന്നു.
26. പുതിയ പഠനോപകരണങ്ങൾ നിർമ്മിക്കുന്നതിനും ശേഖരിക്കുന്നതിനും കുട്ടികൾക്ക് മാർഗ്ഗ നിർദ്ദേശങ്ങൾ നൽകുന്നു.
27. ക്ലാസ്സിൽ അച്ചടക്കം നിലനിർത്തുന്നതിന് സഹകരണമനോഭാവത്തോടെ ശ്രദ്ധിക്കുന്നു.
28. നേട്ടങ്ങൾ കൈവരിക്കുമ്പോഴും നല്ല കാര്യങ്ങൾ ചെയ്യുമ്പോഴും കുട്ടികളെ അംഗീകരിക്കുന്നു.

APPENDIX IXA

TEACHING SUCCESS RATING SCALE

RESPONSE SHEET

Name of School :

Standard & Division :

Name of the teacher :Subject.....

Sl. No	Often മിക്കവാറും	Sometimes ചിലപ്പോൾ	Rarely അപൂർവ്വമായി
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
Total			

LIST OF SCHOOLS

Sl. No.	Name of School	District	Locality	Type of Management	Number of Teachers
1	St. Mary's H.S.S, Pattom, Kesavadasapuram	Trivandrum	Urban	Private Aided	7
2	Govt. H.S.S, Vattiyoorkavu	Trivandrum	Urban	Government	9
3	Govt. H.S.S, Bharathannur	Trivandrum	Rural	Government	10
4	N.S.S.H.S. Chowvallur	Trivandrum	Rural	Private Aided	11
5	St. Gregorios H.S.S, Kottarakkara	Kollam	Urban	Private Aided	11
6	N.S.S.H.S. Chathannur	Kollam	Rural	Private Aided	9
7	Govt. Model Boys' H.S. Kollam	Kollam	Urban	Government	2
8	Govt. Model Girls' H.S. Kollam	Kollam	Urban	Government	4
9	Govt. V.H.S.S, Kulakkada	Kollam	Rural	Government	4
10	G.H.S.S. Omallur	Pathanamthitta	Rural	Government	2
11	G.B.H.S.S. Pathanamthitta	Pathanamthitta	Urban	Government	2
12	N.S.S. G.H.S. Pandalam	Pathanamthitta	Urban	Private Aided	5
13	N.S.S.H.S for Boys, Pandalam	Pathanamthitta	Urban	Private Aided	4
14	N.S.S.H.S. Chalappilly	Pathanamthitta	Rural	Private Aided	5
15	Govt. H.S. Thottakkad	Kottayam	Rural	Government	4
16	Govt. H.S. Puzhavathu	Kottayam	Urban	Government	3
17	St. Thomas H.S, Kallara	Kottayam	Rural	Private Aided	4
18	S.H.G.H.S, Ramapuram	Kottayam	Rural	Private Aided	5
19	S.K.V.H.S. Ramapuram	Kottayam	Rural	Private Aided	3
20	N.S.S.B.H.S Perunnai	Kottayam	Urban	Private Aided	4
21	N.S.S.G.H.S, Perunnai	Kottayam	Urban	Private Aided	4
22	Govt. East H.S., Moovattupuzha	Ernakulam	Urban	Government	4
23	Govt. H.S. Thirumarady	Ernakulam	Rural	Government	6
24	St. Augustines' H.S. Moovattupuzha	Ernakulam	Urban	Private Aided	3
25	F.J.M.H.S.S, Puthuppady	Ernakulam	Urban	Private Aided	10
26	St. Little Theresa's Girls' H.S, Vazhakkulam	Ernakulam	Rural	Private Aided	4

Sl. No.	Name of School	District	Locality	Type of Management	Number of Teachers
27	H.S. Poothotta	Ernakulam	Rural	Private Aided	11
28	Govt. H.S.S. Pazhayannur	Thrissur	Rural	Government	6
29	Govt. Model Boys' H.S.S. Thrissur	Thrissur	Urban	Government	5
30	Vivekodayam B.H.S.S, Thrissur	Thrissur	Urban	Private Aided	6
31	Govt. Model Girls' H.S.S. Thrissur	Thrissur	Urban	Government	2
32	St. Johns' H.S. Elanad	Thrissur	Rural	Private Aided	10
33	Bethany Convent Girls' High School School, Kunnankulam	Thrissur	Urban	Private Aided	11
34	Govt. East. H.S. Ottapalam	Palakkad	Urban	Government	4
35	P.M.G.H.S. Palakkad	Palakkad	Urban	Government	4
36	Govt. H.S.S. Vadanamkurissi	Palakkad	Rural	Government	4
37	N.S.S.K.P.T.H.S, Ottapalam	Palakkad	Urban	Private Aided	7
38	H.S.S. Sreekrishnapuram	Palakkad	Rural	Private Aided	3
39	H.S.Ananganadi	Palakkad	Rural	Private Aided	4
40	Govt. Girls' H.S.S. Malappuram	Malappuram	Urban	Government	7
41	G.H.S.S. Kuttipuram	Malappuram	Rural	Government	9
42	Darul Uloom H.S.S.Thootha	Malappuram	Rural	Private Aided	7
43	S.S.O.H.S Areekode	Malappuram	Urban	Private Aided	3
44	St. Jemmas' H.S. Malappuram	Malappuram	Urban	Private Aided	9
45	Govt. V.H.S.S. Meenchanda	Kozhikode	Urban	Government	5
46	Govt. H.S.S.Naduvannur	Kozhikode	Rural	Government	5
47	H.S.S. Vakayad	Kozhikode	Rural	Private Aided	8
48	S.R.K.Mission H.S. Kallai	Kozhikode	Urban	Private Aided	8
49	N.S.S.H.S. Alakkode	Kannur	Rural	Private Aided	9
50	B.E.M.H.S. Thalassery	Kannur	Urban	Private Aided	5
51	G.H.S.Karthikapuram	Kannur	Rural	Government	2
52	G.H.S.S. Kunhimangalam	Kannur	Rural	Government	4
53	Govt. G.H.S. Thalassery	Kannur	Urban	Government	3

CONTINGENCY TABLES

TABLE 21 A

(Success in Teaching with Nominal Predictor Variables)

1. **Qualification**

	Graduates	Post Graduates	Row Total (%)
Successful	108	40	148 (49.3)
Less Successful	121	31	152 (50.7)
Column Total %	229 (76.3)	71(23.7)	300 (100)

χ^2 Value = 1.862 (1 d.f)

2. **Length of Service**

	Less than 5 years	6-15 years	16-25 years	More than 25 years	Row Total (%)
Successful	37	39	60	12	148 (49.3)
Less Successful	20	70	60	2	152 (50.7)
Column Total (%)	57 (19.0)	109 (36.3)	120 (40.0)	14 (4.7)	300 (100)

χ^2 Value = 20.980 (3 d.f)

3. **Preparation Hours**

	Less than 1 hrs.	Between 1 & 2 hrs.	More than 2 hrs.	Row Total (%)
Successful	16	119	13	148 (49.3)
Less Successful	21	122	9	152 (50.7)
Column Total (%)	37 (12.3)	241 (80.3)	22 (7.3)	300 (100)

χ^2 Value = 20.980 (3 d.f)

4. Age

	Upto 35 years	Between 35 and 45 years	Above 45 years	Row Total (%)
Successful	34	58	56	148 (49.3)
Less Successful	27	72	53	152 (50.7)
Column Total (%)	61 (20.3)	130 (46.3)	109 (36.3)	300 (100)

χ^2 Value = 2.341 (2 d.f)

5. Marital Status

	Married	Unmarried	Row Total (%)
Successful	141	7	148 (49.3)
Less Successful	150	2	152 (50.7)
Column Total (%)	291 (97.0)	9 (3.0)	300 (100)

χ^2 Value = 3.003 (1 d.f)

CONTINGENCY TABLES

TABLE 23 A

(Role of Conflict with Nominal Predictor Variables)

1. Qualification

	Graduates	Post Graduates	Row Total (%)
High	34	14	48 (16.00)
Average	160	40	200 (66.66)
Low	35	17	52 (17.33)
Column Total (%)	229 (76.33)	71 (23.66)	300 (100.00)

χ^2 Value = 4.63 (2 d.f)

2. Length of Service

	Less than 5 years	6-15 years	16-25 years	More than 25 years	Row Total (%)
High	7	22	118	1	148 (49.3)
Average	38	66	83	13	200 (66.66)
Low	12	21	19	0	52 (17.33)
Column Total (%)	57 (19.00)	109 (36.33)	920 (73.33)	14 (4.66)	300 (100.00)

χ^2 Value = 7.88 (6 d.f)

3. Preparation Hours

	Less than 1 hr.	Between 1 & 2 hrs.	More than 2 hrs.	Row Total (%)
High	11	36	1	48 (16.00)
Average	22	162	16	200 (66.66)
Low	4	43	5	52 (17.33)
Columns Total (%)	37 (12.33)	241 (80.33)	22 (7.33)	300 (100.00)

χ^2 Value = 20.980 (3 d.f)

4. Age

	Upto 35 years	Between 35 and 45 years	Above 45 years	Row Total (%)
High	10	22	16	48 (16.00)
Average	38	82	80	200 (66.66)
Low	13	26	13	52 (17.33)
Column Total (%)	61 (20.33)	130 (43.33)	109 (36.33)	300 (100.00)

χ^2 Value = 4.280(4 d.f)

5. Marital Status

	Married	Unmarried	Row Total (%)
High	47	1	48 (16.00)
Average	194	6	200 (66.6)
Low	50	2	52 (17.33)
Column Total (%)	291 (97.00)	9 (3.00)	300 (100.00)

$$\chi^2 \text{ Value} = 0.260 \text{ (2 d.f)}$$

CONTINGENCY TABLES

TABLE 24 A

(Job Satisfaction with Nominal Predictor Variables)

1. Qualification

	Graduates	Post Graduates	Row Total (%)
High	35	12	47 (15.66)
Average	159	45	204 (68.00)
Low	35	14	49 (16.33)
Column Total (%)	229 (76.33)	71 (23.66)	300 (100.00)

$$\chi^2 \text{ Value} = 1.03 \text{ (2 d.f)}$$

2. Length of Service

	Less than 5 years	6-15 years	16-25 years	More than 25 years	Row Total (%)
High	9	11	23	4	47 (15.66)
Average	42	75	79	8	204 (68.00)
Low	6	23	18	2	49 (16.33)
Column Total	57 (19.00)	109 (36.33)	120 (40.00)	14 (4.66)	300 (100.00)

$$\chi^2 \text{ Value} = 8.06 \text{ (6 d.f)}$$

3. Preparation Hours

	Less than 1 hrs.	Between 1 & 2 hrs.	More than 2 hrs.	Row Total (%)
High	4	38	5	47 (15.66)
Average	27	162	15	200 (66.66)
Low	6	41	2	49 (16.33)
Columns Total (%)	37 (12.33)	241 (80.33)	22 (7.33)	300 (100.00)

χ^2 Value = 2.19 (4 d.f)

4. Age

	Upto 35 years	Between 35 and 45 years	Above 45 years	Row Total (%)
High	5	21	21	47 (15.66)
Average	45	84	75	204 (68.00)
Low	11	25	13	49 (16.33)
Column Total (%)	61 (20.33)	130 (43.33)	109 (36.33)	300 (100.00)

χ^2 Value = 5.690 (4 d.f)

5. Marital Status

	Married	Unmarried	Row Total (%)
High	46	1	47 (15.66)
Average	197	7	204 (68.00)
Low	48	1	49 (16.33)
Column Total (%)	291 (97.00)	9 (3.00)	300 (100.00)

χ^2 Value = 0.410 (2 d.f)

CONTINGENCY TABLES

TABLE 25 A

(Attitude towards Teaching Profession with Nominal Predictor Variables)

1. Qualification

	Graduates	Post Graduates	Row Total (%)
High	40	11	51 (17.00)
Average	144	48	192 (64.00)
Low	45	12	57 (19.00)
Column Total (%)	229 (76.33)	71 (23.66)	300 (100.00)

χ^2 Value = 0.53 (2 d.f)

2. Length of Service

	Less than 5 years	6-15 years	16-25 years	More than 25 years	Row Total (%)
High	10	16	21	4	51 (17.00)
Average	38	67	77	10	192 (64.00)
Low	9	26	22	0	59 (19.00)
Column Total (%)	57 (19.00)	109 (36.33)	120 (40.00)	14 (4.66)	300 (100.00)

χ^2 Value = 6.12 (6 d.f)

3. Preparation Hours

	Less than 1 hr.	Between 1 & 2 hrs.	More than 2 hrs.	Row Total (%)
High	5	42	4	51 (17.00)
Average	22	153	17	192 (64.00)
Low	10	46	1	57 (19.00)
Columns Total (%)	37 (12.33)	241 (80.33)	22 (7.33)	300 (100.00)

χ^2 Value = 4.72 (4 d.f)

4. Age

	Upto 35 years	Between 35 and 45 years	Above 45 years	Row Total (%)
High	9	20	22	51 (17.00)
Average	41	81	70	192 (64.00)
Low	11	29	17	57 (19.00)
Column Total (%)	61 (20.33)	130 (43.33)	109 (36.33)	300 (100.00)

χ^2 Value = 2.630(4 d.f)

5. Marital Status

	Married	Unmarried	Row Total (%)
High	49	2	51 (17.00)
Average	187	5	192 (64.00)
Low	55	2	57 (19.00)
Column Total (%)	291 (97.00)	9 (3.00)	300 (100.00)

χ^2 Value = 0.300(2 d.f)



NB 4808