

**A STUDY OF THE JOB SATISFACTION OF  
WOMEN TEACHERS IN RELATION TO  
SELECT SOCIAL AND PERSONALITY  
VARIABLES**

**I. M. INDIRA**

**THESIS SUBMITTED FOR THE AWARD OF THE DEGREE  
DOCTOR OF PHILOSOPHY IN EDUCATION**

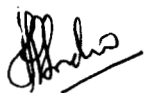
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UNIVERSITY OF CALICUT**

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I, I.M. Indira, do hereby declare that the thesis 'A STUDY OF THE JOB SATISFACTION OF WOMEN TEACHERS IN RELATION TO SELECT SOCIAL AND PERSONALITY VARIABLES' has not been submitted by me for the award of a Degree, Diploma, Title or Recognition.

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### CERTIFICATE

I, Dr. R. Sukumaran Nair, do hereby certify that this thesis 'A STUDY OF THE JOB SATISFACTION OF WOMEN TEACHERS IN RELATION TO SELECT SOCIAL AND PERSONALITY VARIABLES' is a record of bonafide study and research carried out by Smt. I.M. Indira, under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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# INTRODUCTION

I. M. Indira “A study of the job satisfaction of women teachers in relation to select social and personality variables” Thesis. Department of Education, University of Calicut, 2004

# Chapter 1

## INTRODUCTION

- 1.1 The Process of Occupational Choice.
- 1.2 The Teaching Profession
- 1.3 The Importance of the Teacher
- 1.4 Discontent in the Teaching Profession
- 1.5 What is Job Satisfaction?
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# INTRODUCTION

## 1.1 The Process of Occupational Choice

Work occupies an important place in the life of a man. Man may have a general desire for better living through a job. Prestige, power, salary, leisure and other features of a job are of great importance to him. Therefore every person must select right job or profession which makes him happy in his life. To get satisfaction in one's profession one must choose it wisely.

People work for different reasons. No one adopts a profession for one definite single-minded reason. There are always multiplicities of causes responsible for this crucial choice - personal inclination, economic circumstances, social pressure and very often there is also the element of chance. Some work just to earn money but some others work for social status and recognition and some to utilize their talents and get satisfaction. Choice of a job is the result of an interaction between factors that pertain to a job and that characterize the chooser. Many psychologists consider professional choice as a developmental process over a period of years that ends in a compromise between interests, capacities, values etc.

Thompson (1947) explained that jobs differ in their attractiveness from person to person depending on the need pattern or value systems of the individual. Prestige, power, salary, leisure etc. are important features of a profession. But these features are important and become meaningful to those who value them. The value of a particular feature is determined by the personality, social and psychological background of a person. The individual weighs the importance of the various features of a job and then chooses it.

Encarta World Dictionary (2001) defines a profession as “An occupation that requires extensive education or specialised training” A profession is required to possess specific characteristics particular to that profession and a teacher as a professional is no exception to this.

## **1.2 The Teaching Profession**

Teaching is considered to be the noblest of all professions. The primary obligation of teacher is to guide children in pursuit of knowledge and skills which help them to become useful and self supporting citizens. To fulfil this teacher should deal impartially regardless of their physical, mental, emotional, political, social, economical and religious characteristics. A strong, secure and effective profession of teaching is essential to build up public intelligence and to solve the social problems. Teachers who commit

themselves to the profession and who have knowledge, devotion and sacrifice can build teaching profession.

Has teaching in India become a profession in its true sense? The answer is that, in some degree it has been recognized. To achieve full measures of professionalism the teaching group must overcome the major hurdles. Teaching profession requires keenness, intelligence, practical skills and a high sense of duty and integrity. Therefore drawing the right type of person for the profession is of utmost importance for the progress of the educational system

### **1.3 The Importance of the Teacher**

Our ancestors said ‘Guru Brahma Guru Vishnu Gurudevo Maheswara’ which means that the teacher is the creator, the sustainer and the ultimate liberator. In another saying ‘Mathru Devo Bhava, Pithru Devo Bhava, Acharya Devo Bhava’—the Guru or the teacher was ranked with the father and the mother in status.

The general term for a teacher is ‘Guru’ which comes from the root ‘Gu’ to believe that is one who trains another in good behaviour. Good

behaviour is nothing but 'Karma' which means 'Dharmanushtana'. It has been categorically explained in Upanishad:

“Sravanam Tu Gurupurva, Mananam Thadhantharam  
Nidhidhyasanami Theeyathpurna; Bhoodhasya Karanam”

which means that before self study, it is essential to have knowledge from the Guru. It is also true that spiritual knowledge is so difficult and secret that it cannot be achieved unless there is a well versed teacher to make it understand to the student. Therefore, one who did not sit at the feet of the teacher and boasts of learning is like the blind guided by another blind.

In another verse:

‘Gu’ sabdhah tu andhakaarah syaat  
‘ru’ sabdha tat – nirodhakah  
Andhakara – nirodhitvaat  
Guruh’ iti abhidheetyae

This means the letter ‘Gu’ stands for the darkness of ignorance; and the letter ‘ru’ symbolises the dispelling of that darkness. Since he is the dispeller of the darkness of ignorance, the teacher is called Guru. The real meaning the word ‘Guru’ says that he is a worthy teacher by means of whose instruction the disciple is liberated from the knots of ignorance.

Centuries ago the teacher was given the top-most position in the hierarchy and was paid the highest reverence by all people including the rulers. He was the perfect model for the students in every aspect of life. He was totally responsible for the process of education. The relationship between the teacher and the taught was very strong in olden days. The relationship was found more on love and affection rather than on authority. The famous Sanskrit verse which the teacher and the taught recited together shows the essence of their mutual relationship.

“Sahana vavat”

Sahanai bhunakth”

Sahaviryam karava vahai

Tejasvi na mavadhitha mast”

Ma vidvisa vahai-”

Which means: May He protect us both, may He save us both, may we do together great deeds, may our learning be taught, may we not hate each other. In those days the teacher was a perfect role model for the students in every aspect of life. He was totally responsible for the process of Education. He was given full freedom in planning the curriculum, methods of instruction and evaluation. He was the administrator as well as the

academician. The society looked upon the 'Acharya' for his valuable suggestions and guidance.

The role of the teacher in the Indian context is circumscribed by the objectives of social transformation as articulated in the national movement and later enshrined in the preamble of the constitution in the fundamental rights and in the directive principles. The teacher has to direct the physical and mental growth of the pupils in such a way as to make him a useful and elective individual in the society. The role of the teacher is to promote the values of social justice, tolerance, secularism and the like. They are so important for the democratic setup in India. The success of any educational system depends on the quality of its teachers. It is no exaggeration to say that any system of education cannot ever rise above the level of the quality of its teachers. If the education is at the root of the progress of any nation, the teacher is at root of education. Thus any country must be able to attract the most talented to the teaching profession, providing all facilities to their work, so that the desired ends of education are attained. The status of the teacher reflects the socio-cultural ethos of the society.

The Education Commission (1966) has rightly observed that the future of the nation is shaped in the classrooms. In India, we have

something more than just a verbal consensus on values of democracy, secularism, socialism and the need to eliminate poverty. This is because these values got permeated in the national consciousness during the national movement. It would therefore not be easy to subvert these values. The teaching profession can play a vital role in strengthening this. No educational system can be completely neutral to the goals which nation has set before it. Therefore the responsibility of the teachers especially in our country which cherishes the value of democracy, based on individual freedom, is to develop rationality among the students and train their minds critically follow the agreements wherever it leads. The teacher faces an awesome task. He must initiate immature minds into a cultural heritage and train unformed conscience to know and love what is good. At the same time he is bound to respect rationality, potential or actual which these young people embody. No psychological or pedagogical trick can tell him to balance these obligations.

The teacher's position is pivotal in the school. It is he who can install a sense of discipline, build up the character and personality of the child. Therefore, the importance and role of the teacher in a society cannot be overemphasized. The concern of the teacher is not mere imparting knowledge which is under his command but is also concerned with the

formation of right habits, thoughts and action, cultivation of proper tastes and development of character in a child. In addition to cognitive qualities a teacher must have certain non-cognitive or affective qualities such as empathy, love, understanding, patience and consideration for others. This would make him more humane than mere academician. So these affective qualities are very important for a teacher. It is an accepted fact and an open secret that the teachers guidance and goodwill will pave the way for the students to have a better footing in future life.

Teacher should take pride in his job and work with the spirit of dedication, self sacrifice and service. He should train the students as sincere and serious citizens. He should be a torch bearer to the students in all aspects of life. He should keep his torch burning in order to light other torches. Teaching profession is the dynamic force in the field of education.

But now a days teaching is considered as a profession like any other profession. Though it is said to be the noblest of all professions people do not think of the teacher as a professional worker in the same sense, status and reverence in which they consider the doctor, the lawyer or the engineer. Anjaneyulu(1970) pointed out that in addition to loss of special recognition , the profession has been infected with a number of other evils like enormous

workload ,lack of security of service, especially under private management, domination of non official political bosses and growing indiscipline among students.

#### **1.4 Discontent in the Teaching Profession**

Teachers of the olden age were men of the highest calibre in society from the point of knowledge and spiritual progress. The days when the teacher was glorified in the true sense of the word is only a history now. Today the teacher occupies a relatively low social status. He does not enjoy the prestige accorded to a doctor, engineer or a lawyer.

It is seen that the teaching profession has become highly competitive but the competition is only to enter into the profession. A large number of teachers of the present day have no interest in the profession. The profession has become very mechanical and many teachers continue in the profession for mere wage earning. At the same time many of the talented persons do not think of becoming a teacher. Many consider this as the last resort, the reason being that the facilities and incentives offered are not attractive.

A real teacher is one who sacrifices his life for the sake of his students. Besides imparting knowledge to the students, he makes them aware of virtues like love, compassion, self control, unselfishness, truth and purity in thought, word and deed. It is the teacher who plays an important role in moulding and shaping the personality of the child. He can love and inspire the students and therefore, makes his profession noble. Unfortunately, in the present day society people are taking teaching profession as a job for their livelihood. They do not honour their profession, nor care for the intellectual development of the students. Such teachers become blemish to that noble profession.

Apart from all this the teachers of today suffer from neglect, indifference and insecurity. The society always expects a lot from a teacher who has so little power and meagre facilities. Over indulgence of politician in the field of education has adversely affected the self confidence of teacher and respect of teachers. The net result is, therefore, appears to be a widespread dissatisfaction at present in the teaching profession as a whole. Many seem to repent over their wrong choice and would be willing to change their job, if they had an opportunity to do so.

Dissatisfaction among the workers is undesirable and dangerous in any profession; it is just suicidal if it occurs in the teaching profession (Education Commission 1966). If an individual is dissatisfied whatever may be his occupation, results in a professional stagnation. A teacher who is not satisfied is lost not only to herself, but also to the entire society. She also spells disaster to the country's future.

Pagel and Price (1980) listed different causes of dissatisfaction of teachers. They are,

- Lack of planning time
- Tedious paper and clerical work
- An out of touch and automatic administration
- Disruptive and unmotivated students
- Unco-operative parents
- Lack of autonomy to prescribe curriculum
- Feeling of failure
- Low occupational prestige

There fore a better understanding of the causes of job satisfaction/ dissatisfaction is desirable not because it will enable us to make them

completely satisfied but because it may hold the administrators to believe that intense and painful dissatisfaction injures both the individual and the society in which he lives.

### **1.5 What is Job Satisfaction?**

Satisfaction is an essential factor in a man's life so also in any profession. If he is not satisfied in his job he will not be able to carry out his duties effectively and efficiently. Various factors of the employees like his health, age, social status and his temperaments may determine his satisfaction on the job. This in turn may influence to a great extent the quality and quantity of the out put. Therefore it is important to know whether a person rates himself as a satisfied or dissatisfied one. The job satisfaction is a chief factor in an organization which plays a main role to run the organization in a steady and smooth way. Job satisfaction improves the performance as well as the effectiveness of the individual worker, irrespective of the nature of work. It is a well known fact that a satisfied worker in any field would perform with greater competence.

Job satisfaction is as important in the teaching profession as it is in any other profession. If an individual worker is satisfied with his work he is not the only person who is benefited by it but many others who is

associated with the work or with the product. This satisfaction brings numerous positive results. A person who is satisfied with his job is, generally a person with a high sense of value. As a result the society as a whole gains a lot from such individuals.

## 1.6 Theories of Job Satisfaction

The term job satisfaction has been used in a variety of ways. Job satisfaction is a pleasurable or positive experience. It is related to moral aspects and job involvement. Since a job is not an entity or a physical thing, but a complex of interrelationships of likes, roles, responsibilities, interactions, incentives and rewards. Job satisfaction has to be intimately related to all of them. The most important job dimensions are:

- A. Work: that includes, interest, variety, opportunity for learning difficult aspects, chances of success etc.
- B. Pay: that includes amount, fairness, method of payment etc.
- C. Promotion: that includes opportunities and fairness as the basis for growth in the job.
- D. Recognition: that includes praise for accomplishment, credit for work done, criticism etc.
- E. Benefit: such as pension, annual leave, paid vacation etc.

- F. Supervision: that includes supervisory style and influence, human relations etc.
- G. Co-workers : that includes competence, helpfulness, friendliness, etc.

The process theories of job satisfaction consider not only the above job dimensions relevant but also how they combine to determine overall job satisfaction. Several theories exist concerning the dynamics of job satisfaction and its general impact upon worker behaviour. A brief mention of the prominent of these seems to be appropriate.

The Need theory was proposed by Morse (1953). According to this, worker's satisfaction depends upon the function of two factors: 'how much his needs are fulfilled by being in a particular situation' and 'how much his needs remain unfulfilled'. The second type of theory is based upon the theory of that an individual's degree of satisfaction with an activity leading towards a goal is an inverse function of the level of his perceived probability of attaining the goal both in a situation when the goal is attained and in a situation when it is not attained. According to the self theory vocational satisfaction is a function of agreement among worker's self concept, both real and ideal and the occupational roles he perceives or plays in the world of work.

### 1.6.1 Need Satisfaction Theory:

Maslow (1943) has proposed this interesting theory. This theory is concerned of human needs and their effect upon human behaviour. He suggests that human needs may be classified into five different groups as follows:

- i. **Physio–psychological needs:** These are the basic needs of the organism such as food, water, oxygen, and sleep. Sex is treated somewhat less basic need.
- ii. **Safety needs:** Here Maslow is talking about the need of a person for a generally ordered existence in a stable environment which is relatively free of threats to the safety of the person's existence.
- iii. **Love needs:** these are the needs for affectionate relations with other individuals and the need for one to have a recognised place as a group member – the need to be accepted by ones peers.
- iv. **Esteem needs:** the need of a stable, firmly based self evaluation. The need for self- respect, self- esteem and for the esteem of others.
- v. **Self-actualisation needs:** The need for self –fulfilment. The need to achieve one's full capacity for growing.

The basic premises of the hierarchy concept, critical to Maslow, are that:

- 1) The behaviour of any person is dominated and determined by the most basic groups of needs which are unfulfilled,
- 2) The individual will systematically satisfy his needs, starting with the most basic and moving up the hierarchy, and
- 3) More basic need groups are said to be pre- potent in that they will take precedent over- all those higher in the hierarchy.

According to Maslow's theory, one way of defining motivation is to talk in terms of particular state of the individual - a state of imbalance or disequilibrium, as defining a motivated person. The person is motivated to correct any such imbalance i.e.; he seeks some way of obtaining relief.

The important thing about Maslow's theory is not so much in his classification system but it is in the fact that he considers the above need classes to form a 'hierarchy of needs'. Following this theory, many psychologists have proposed slightly varied hypothesis. To mention a few, Schaffer (1953) has proposed a hypothesis that over-all job satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied. Blai (1982) hypothesised that, in the work environment, degrees of assessed job satisfaction vary with the

strength of the psychological needs satisfied. It is therefore, important that a system of goals or rewards be available to the employee that will satisfy whatever needs he brings into the work situation.

#### **1.6.1.1 Summary of Maslow's theory**

The work of Porter in applying the Maslowian needs structure as a frame of reference for furthering our understanding of management in industry cannot be over emphasised. It marks one of the most meaningful developments in many years. Hopefully, Porter and others will extend the research, to types of organisations other than the business firms. For example, religious might produce quite different findings which were obtained with the business firm people.

#### **1.6.2 Two Factor Theory**

Herzberg and Snyderman (1959) proposed a model of job satisfaction called two factor theories. No theory of job satisfaction has received as much attention or has been subjected to as much criticism as has this model. Because of its popularity among personal managers and because of its some what uncertain status as an accurate model for job satisfaction, it has been examined in detail by different authors.

Basic study: The original study was concerned with an investigation into the causes of job satisfaction and dissatisfaction of engineers and accountants. The interviewed each person was asked to describe, in detail, times when he felt exceptionally good or exceptionally bad about his job. The interviews were then 'content analysed'. Thus, the theory was derived from research using semi-structured, critical incident interviews. The result of their study did indicate that things which were associated with high satisfaction (satisfiers) were somewhat different from the things which were associated with situations of low satisfaction (dissatisfiers). They found that the description of good periods included such things as achievement, recognition, advancement, responsibility etc.

All of these things seemed to relate to the actual content of the job and therefore, they were called intrinsic or content factors or motivators. Descriptions of bad work periods seemed to be filled with items dealing with company policy, supervision, salary and working conditions. These items seemed to relate to the context in which a person performed his task and were therefore, referred to as context or hygiene factors. As the model postulates two general classes of variables - one class which can satisfy but not dissatisfy and one which

causes dissatisfaction but not satisfaction, the model has been designated as “Herzberg’s two factor theory”.

The Model : According to Herzberg and Snyderman – satisfiers are those things which lead to job satisfaction. They are generally job content factors or motivators. Dissatisfiers are those things which result in job dissatisfaction. They are generally job context factors or hygiene factors. To quote the authors – ‘man tends to actualise himself in every area of his life and his job is one of the most important areas’. The conditions that surround the doing of the job cannot give him this basic satisfaction; they do not have his potentiality. It is only from the performance of a task that the individual can get the rewards that will reinforce his aspirations. It is clear that although the factors relating to the doing of job and the factors defining the job context serve as goals for the employee, the nature of the motivating qualities of the two kinds of factors are essentially different. Factors in the job context meet the needs of the individual for avoiding unpleasant situations. In contrast to this motivation by meeting avoidance needs, the job factors reward the needs of the individual to reach his aspirations. These effects on the individual can be conceptualised as actualising approach rather than avoidance behaviour. Since it is in the approach that term motivation is most commonly used, we designate the job factors as the

'motivators', as proposed to the extra job factors, which we labelled as the factors of hygiene. It should be understood that both kinds of factors meet the needs of the employees, but it is primarily the 'motivators' that serve to bring about the kind of job satisfaction (Herzberg, 1966).

Evidence bearing on the Model: Since the original publication of the model, a number of studies have been attempted to provide evidence concerning its validity. Unfortunately they have tended to be contradictory in nature.

Evidence in favour of the theory: Schwartz, Jenusaitis and Stark (1963), in a study of lower level supervisors, found the appropriate relationship between satisfaction – dissatisfaction and intrinsic – extrinsic factors. Myers (1963) found that, for a representative sample of employees in a manufacturing company, satisfaction was related to intrinsic work factors and dissatisfaction to extrinsic factors.

Lodhal (1964) obtained the similar results. Another study by Friedlander (1963) may be interpreted as providing partial confirmation by the theory, although this interpretation seems open to question.

Evidence against this theory: Dunnette (1965) concluded that “the two factors of job satisfaction is an over simplified representation of the motivational milieu of the world of work”. Friedlander (1963), Ewen (1964), Wernimont (1964) and Kornhauser (1965) support Dunnette’s view. Blum and Naylor (1968) also agreed with the above statement.

Savage (1967) supported Herzberg’s theory with a few minor exceptions, the most obvious of which was those good interpersonal relations of teachers, especially with students, their motivational rather than hygienic.

Soliman (1970) found that when the organization provides adequately for the satisfaction of all kinds of needs, the motivators become more powerful sources of satisfaction than hygiene factors. Armstrong (1971) also concluded that the Herzberg’s dichotomy was not supported.

Rao (1972) found that both motivators and hygiene contributed to satisfaction and also to dissatisfaction. Limited support for the hypothesis was that the dimensional independence of satisfaction and dissatisfaction was found and hence the assumption underlying the

two factor theory was questioned. Locke and Whiting (1974) also tested Herzberg's two factor theories and concluded that it was not supported.

### 1.6.3 Valance Theory

Vroom (1964) has proposed this theory of human motivation which took as its context the individual in the world of work. He used the basic concept of 'valance' as a key notion. He defines valance as the attractiveness of a goal or outcome. Vroom suggested that job satisfaction was a reflection of how desirable a person would find a job. This model predicted the direct relationship between the valance of his job and turnover and absenteeism. Vroom equated the satisfaction with the valance of the job. The overall valance of work role is useful in predicting behaviour in relation to the total work role.

Vroom outlines two propositions as follows:

Proposition 1: the valence of an out come to a person is a monotonically increasing function of the algebraic sum of the products of the valances for all other outcomes and his conceptions of its instrumentality for the attainment of these other outcomes.

Proposition 2: The force on a person to perform an act is a monotonically increasing function of the algebraic sum of the products of the valances of all outcomes and the strength of his experiences that the act will be followed by the attainment of these outcomes.

The first prepositions may be thought of as follows: The desire for any particular objective on the part of an individual is directly related to the likelihood that the objective will turn to lead to other subsequent objectives of given desirability. Consider a young man who joins the Navy right out of high school. His valance for joining the Navy might be thought of as being a sum of his feelings about all the outcomes that are apt to result from this action, each being weighed by its anticipated probability.

The second preposition simply states that greater the valance of any outcome, the more apt is a person to take action. In the case of the young man who intuitively cognates his valance toward joining the Navy, the higher the overall valance of this act, the greater the force acting upon him to join.

#### 1.6.4 Stogdill's Theory

One of the major sources of frustration in job satisfaction research is that there does not seem to be any clearly defined relationship between degree of job satisfaction and quality or quantity of job performance.

Stogdill(1959) decided that it was time to stop trying to view satisfaction as a 'causer' of job performances. Instead, he felt it was much more appropriate to view the individual in terms of the context of the total organization. His conclusions were that the 'output' of organisations is group integration and cohesiveness, but it is not necessarily related to production. The general notion of job satisfaction, being an output or dependent variable, has also been suggested by other workers in this area, most notably in the words of Katzell (1964) and Locke (1964).

#### 1.6.5 Other Theories:

There are some other theories which explain job satisfaction. But they are not as popular as the above theories. A few researches were undertaken applying these theories.

Scott(1966) suggested 'activation theory'. This was a very appropriate model for understanding the behaviour in work environment. Briefly, this theory states that the human organism needs stimulation and

variety in its environment. Without this, motivation will suffer and frustration may result. Smith, Kendall and Helling (1969) defined job satisfaction as feeling of affective responses to the work situation. Similar conceptualisations are the Inducement Contributions theory (March and Simon, 1958), the Cognitive Dissonance theory (Festinger, 1957) and the Inequity theory (Adams, 1963).

The basic postulate of this position is that job satisfaction levels are related to the perceived difference between what is expected or desired as a fair and reasonable return and what is actually experienced in the job situation.

## **1.7 Need and Significance of the Study**

A study on job satisfaction seems to have begun with the famous Hawthorne studies conducted by Elton Mayo at the Western electric company in the 1920's. Many studies have been conducted in industrial settings in examining the effects of physical conditions, design of equipments etc. on job satisfaction and productivity. During the investigation they were convinced that factors of a social nature also affect job satisfaction. Satisfaction occurs where the job fulfils what one values, though expectation and values may vary from group to group and individuals within the group.

A favourable attitude of the teachers towards their profession is an extremely important aspect which has to be taken care of in trying to improve the system of education. Teacher being the corner stone at the arch of education must be satisfied in his life so that he delivers the good to the best of his ability. A dissatisfied teacher is lost not only to himself but also to the entire society. Therefore, it is essential to see that the teachers are satisfied with their occupation so that they can produce the best citizens who can become the back-bone of the future society. No system of education is better than its teachers. The quality of education and the standards of achievements are inseparably interrelated with the quality of teachers. They need good professional preparation and satisfactory conditions of work, in which they can be fully effective. Unless the teacher is interested in the work and does it satisfactorily, the efforts to improve the quality of education are bound to fail.

The people of Kerala have gained much advancement in life expectancy, healthy living habits and literacy rate than any other in the country. Tranquillity in social life, maintenance of human rights and alleviation of poverty has attained attention of the rest of the country.

Advancement in social life has contributed much for its cultural growth and development. The educated women of Kerala do not hesitate to enter in the field of job. The high standard of living of the people of Kerala is because both males and females go out to work and earn. So employed women in Kerala are more, than in any other states.

The education of women in India is an outstanding educational problem, but now it is a part of India's social and national development programme. Women's education has passed from the stage of ridicule and indifference to that of interest and activity. 'It is generally heard that educational employment of women goes a long way for their enjoyment of equality of social and economic fields and to improve their statuses' (Kapoor, 1984)

The sexual division of labour that allots the major responsibility to women for family and child care, irrespective of their work roles results in a women balancing between home and work and controlling her ambition. Educated working women have strong family values because the family in India is a major social, economic and moral base of one's identity. Further the feature of primary familial responsibility is taken advantage of by employees who consider women as secondary earners. Education is

supposed to contribute to modifying role definition and development of alternative role models for husbands, wives, mothers, fathers and children.

Teacher population of Kerala is shown in Table 1.1.

Table 1.1

The Teacher Population of Kerala

Category	Lower Primary	Upper Primary	High School	Total
Male	16134	18220	22018	56372
Female	44711	36416	39121	120248
Total	60845	54636	61139	176620

The teacher population of the state is 176620. Out of these 56372 are males and the remaining 120248 are females. That is, 68.08 % of the teacher population in Kerala is female.

It is often said that the quality of education mainly depends on quality of teachers. From the Table 1.1, it can be seen that, the majority of the teacher population in Kerala are female. Hence to a large extent, the quality of education depends on the quality of the women teachers. Women teachers are often blamed for not transacting curriculum effectively and for the low quality of achievement.

They are also blamed that any change in the text book and curriculum are not welcomed by the female teachers for the lack of time for preparation. These are the reasons that are often quoted for the low quality of education. But from the long years of experience of the investigator as teacher and teacher educator it is observed that the women teachers, who are interested in their profession, work diligently and enthusiastically by involving in tasks related to curriculum transaction and evaluation. They inspire their co-workers in the sense that they participate in discussion on planning of lessons, preparation of learning materials and construction of tools for evaluation. They share their experience of in-service training programmes they have attended, with the co-workers.

Another point with regard to the teachers which the investigator has observed is that, initiatives are generally emerged form teachers who are professionally contented. They plan or design strategy to deal with particular problem in pedagogy, evaluation or day-to-day administration of the school. These teachers with enthusiasm involve in action researches, which empowers them to solve certain issues or barriers in their profession.

Another dimension of the study of women teachers is that, in spite of working like other earning women they are not absolved from the domestic

responsibilities. Hence, they have often to do double or triple duties and suffer conflicts and tensions. Of course stresses and strains depend upon commitment and responsibilities, rewards and punishment occurring to fulfilling or non-fulfilling of roles. In this circumstance, it would be interesting to note if these women teachers were satisfied with their work. The discussions about the quality of education are going on in the State and so the investigator feels that the topic for the study is very relevant.

There were large number women teachers who were equally renowned as Vyasa, Vasishta or Viswamithra such as Gargi and Mythreyi. Many of the Vedas were composed by women teachers. They got satisfaction only by discharging their duties conscientiously and truthfully. When teaching became pale job, it ceased to exist as a professional service based on sacrifice for social service. So it would be interesting to study the job satisfaction of the women teachers of the present day.

### **1.8 Statement of the Problem**

As the investigation was to make an in depth study of the job satisfaction of women teachers the study was entitled as 'STUDY OF THE JOB SATISFACTION OF WOMEN TEACHERS IN RELATION TO SELECT SOCIAL AND PERSONALITY VARIABLES'.

## **1.8.1 Definition of Key Terms**

### **1.8.1.1 Job Satisfaction.**

Job satisfaction is the quality, state or level of satisfaction which is a result of various interests and attitudes of person towards his job (Good, 1973).

### **1.8.1.2 Women Teachers**

In the present study women teachers include the two categories of women teachers working in Primary and High school.

### **1.8.1.3 Social Variables**

Though personal variable are not mentioned in the title of the study, the study has been extended to include personal variables along with the social variables. The personal and social variables included in the study are,

- Locality
- Management
- Age
- Experience
- Qualification
- Marital status
- Number of children

#### **1.8.1.4 Personality Variable**

Generally personality variables refer to those which represents non-intellectual traits like emotions, interest, values, motivation, attitudes, temperaments etc. In the present study, the term personality variables used stands for the 16 Personality Factors listed by Cattell (1950).

### **1.9 Variables of the Study**

The variables selected for the study are categorised as independent and dependent variable.

#### **1.9.1 Dependant Variable**

Job satisfaction

#### **1.9.2 Independent Variables**

Independent variables are broadly grouped into two categories as given below:

1. Personal and social variables
2. Personality variables.

## 1.10 Objectives of the Study

The present study was designed with following objectives,

1. To estimate the general level of job satisfaction of women teachers.
2. To identify the different factors in the teaching profession with which the teachers are satisfied or dissatisfied.
3. To find out the relationship between personal and social variables and job satisfaction of women teachers.
4. To identify the personality factors which influence the level of job satisfaction.
5. To make a comparative study of the personality characteristics of satisfied and dissatisfied teachers.
6. To develop Multiple Regression equations to predict job satisfaction.

## 1.11 Hypotheses

Based on the above objectives and specific questions, the following hypotheses were formulated for investigation:

1. In general, the women teachers are satisfied with their job.

2. There will not be any significant difference in the level of job satisfaction of teachers working in rural and urban areas.
3. There will not be any significant difference in the level of job satisfaction of teachers working in Government and Private schools.
4. Teachers belonging to different age groups differ in the level of their job satisfaction.
5. Teachers with different level of experience differ in the level of their job satisfaction.
6. There will not be any significant difference between the level of job satisfaction of the teachers who have the minimum required qualifications and those with higher qualifications.
7. The level of job satisfaction of married teachers will be significantly different from that of unmarried teachers.
8. The numbers of children of women teachers have a significant bearing on the level of job satisfaction.
9. Differences in the personality characteristics would contribute to the difference in the level of job satisfaction of teachers.
10. Satisfied and dissatisfied teachers do not differ significantly in their personality characteristics.

## **1.12 Procedure**

### **1.12.1 Sample**

The study was conducted on a representative sample of 700 women teachers selected from Malappuram, Kozhikode, Thrissur and Wayanad districts. The sample was selected using proportionate stratified sampling technique with representation to factors like locality, instructional efficiency and management of the school.

### **1.12.2 Tools**

The investigator used the following tools for the present study.

- i) Job Satisfaction Inventory developed by the investigator.
- ii) 16 PF Questionnaire – Malayalam Version (Rema and Anitha Reveendran)

### **1.12.3 Statistical Techniques Used**

- i) One way Analysis of Variance (ANOVA)
- ii) Test Significance of Mean Difference for large independent sample.
- iii) Multiple Regression Analysis.

### 1.13 Scope and Limitations of the Study

Job satisfaction is a widely studied area of occupational psychology. The term 'job satisfaction' has been explained by different psychologists in different ways. It may be said that job satisfaction is a pleasant and positive attitude possessed by an employee towards his job – life and related factors like wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social status on job, prompt settlement of grievances, fair treatment by employer etc. The present study deals with the influence of certain social and personality variables on job satisfaction of women teachers.

From the point of view of administrators, policy makers and planners the present study will be helpful to frame better policy decisions for enhancing job satisfaction of teachers. The administrators and school authorities will be provided with new insights on the factors influencing satisfaction and dissatisfaction of teachers towards their job. This will be beneficial them to adopt measures for improving the job satisfaction of the teacher community and thereby eliciting more commitment and diligence from teachers towards their profession.

As the study pertains to personality factors influencing job satisfaction, the individual teacher can understand which of the factors will contribute to her job satisfaction and factors that are detrimental. So the individual herself can try to avoid the negative factors for job satisfaction as far as possible and thereby enhance her own job satisfaction. This in turn contributes to her self-esteem and productivity.

At present various efforts are made to improve the quality of education in general and the quality of teacher education in particular at different levels. As a part of this, attempts are made to improve the efficiency and commitment of teachers through recurrent in-service training. The present study will contribute much towards this venture and thereby enhancing the quality of the human resource in the field of education.

The main purpose of the present investigation was to explore the job satisfaction of women teachers and its relation to select social and personality variables. Though considerable effort has been made to make the study generalisable and precise, the investigator could identify the following limitations also:

1. The selection of Independent Variables were confined to: personality variables and personal and social variables. Though there are several personality variables, only those variables covered by 16 PF Questionnaire by Cattell were selected for the study. Whereas, only seven variables were included under personal and social variables.
2. The selection of dependent variable has been restricted to job satisfaction.
3. The Job Satisfaction Inventory constructed for the study included only ten job factors.
4. Selection of the sample was not state wide, but was confined to four districts.
5. Teachers from higher secondary and higher education levels were not included in the study.
6. Teachers from government schools and government aided private schools were only included in the study.

The generalisability of the study may be limited to the extent of the nature of the tools and the sample selected. The findings will be valid to the extent of the validity of the sample, tools and methods. All possible

precautions were taken to attain the highest degree of accuracy in respect of these factors.

### **1.14 Organisation of the Report**

The report has been presented in five chapters as follows:

- Chapter 1** An introduction to the problem, theories of job satisfaction, the need and significance of the study, statement of the problem, definition of key terms, objectives and hypotheses, procedure of the study, scope and limitations of the study and organisation of the report.
- Chapter 2** A detailed review of related studies.
- Chapter 3** Methodology in detail with description of the variables, objectives, hypotheses, sample, tools and statistical techniques used for the study.
- Chapter 4** Details of analysis of data and interpretations of the results.
- Chapter 5** A summary of the study along with major findings, conclusions, tenability of hypotheses, suggestion for improving educational practice and suggestions for further research.

# REVIEW OF RELATED LITERATURE

I. M. Indira “A study of the job satisfaction of women teachers in relation to select social and personality variables” Thesis. Department of Education, University of Calicut, 2004

# Chapter 2

## REVIEW OF RELATED LITERATURE

- 2.1 Reports of Commissions and Committees
- 2.2 Locality Vs Job Satisfaction
- 2.3 Management Vs Job Satisfaction
- 2.4 Age Vs Job Satisfaction
- 2.5 Experience Vs Job Satisfaction
- 2.6 Qualification Vs Job Satisfaction
- 2.7 Marital Status Vs Job Satisfaction
- 2.8 Number of Children Vs Job Satisfaction
- 2.9 Head of the Institution Vs Job Satisfaction
- 2.10 Co-Workers Vs Job Satisfaction
- 2.11 Students Vs Job Satisfaction
- 2.12 Parents Vs Job Satisfaction
- 2.13 Salary and Fringe Benefits Vs Job Satisfaction
- 2.14 Physical Facilities Vs Job Satisfaction
- 2.15 Job satisfaction Vs Academic Policies
- 2.16 Personality Characteristics
- 2.17 The Appraisal

## REVIEW OF RELATED LITERATURE

Teacher plays an important role in the field of education .Today's education is tri-polar or child-centred. But the child-centred education cannot be successful without the teacher. The teacher is the maker of the future of the child. The children of today are the citizens and leaders or the rulers of tomorrow.

The teacher's position is pivotal in the school. It is he who can instil a sense of discipline, build up the character and personality of the child. The importance of the teacher in a society therefore, cannot be overemphasized. The Education Commission (1966) has very aptly observed that the future of the nation is now being shaped in her classrooms. Thus, the teacher has a significant role to play for the betterment of human life and progress of the nation.

The Government of India appointed many commissions and committees from time to time to examine the various aspects of teachers like their status, salary, security, benefits etc. and to make suitable

recommendations. The opinions and suggestions given by some of the commissions are briefly given below.

## **2.1 Reports of Commissions and Committees**

### **2.1.1 University Education Commission (1948)**

Dr. S. Radhakrishnan, chairman of the University Education Commission, emphasized the role and responsibility of the teacher in the development of the country.

Since the success of any educational process depends so much on the character and ability of the teacher, the commission opined that in any plan of reform University education the main concern must be in securing the required number of teachers with necessary ability, integrity and qualifications. Besides, the success of a teacher should be measured more by the quality and character of men and women he has taught than in terms of the percentage of passes he produces.

Hence, the commission stressed the necessity for improving the status of the teacher, his salary, service conditions and also for providing him necessary facilities for the pursuit of knowledge and for performing his duties satisfactorily.

It emphasized the necessity of providing all amenities such as books, journals, laboratory equipment, etc. to the teachers, without which they cannot keep pace with the advancement of knowledge and carry out significant investigations.

The commission also emphasized the necessity of refresher courses for the teachers to help them keep themselves up-to-date in knowledge. Further, the commission also stated that the salaries of the teachers should be at par with central services. They also pointed out that regulations regarding provident fund, leave and hours of work should be laid down in definite terms.

It felt that the indifference with which the teachers are treated today by the public and their participation in political campaigns for electing members to the different bodies are the basic causes for the present state of deteriorating standards of teaching and ever increasing indiscipline.

### **2.1.2 The Secondary Education Commission (1954)**

The Secondary Education Commission, under the chairmanship of Dr.A. Lakshmanaswamy Muthaliyar, stressed the need for improving the status and general conditions of the teachers.

The Commission felt the need for 'educational reconstruction of the teacher' in terms of his economic status in the school as well as in the community. The commission laid emphasis on providing in-service programmes for the teachers so that they can keep abreast developments in knowledge. They laid great emphasis on determining the salaries of the teachers keeping the price index in view. They also suggested that other aspects of the profession like working and service conditions, job security, leave facilities, etc. should be taken care of, so that the teachers can do their job more effectively. It recommended for the provision of other benefits like housing, travel concessions, education for children, medical facilities, etc.

### **2.1.3 The Education Commission (1966)**

The Government of India has appointed the Education Commission in 1966, under the chairmanship of Dr. D. S. Kothari.

The Commission opened its report with the apt remark 'the future of India is now being shaped in her classrooms' and opined that intensive and continued efforts be made to raise the economic, social and professional status of the teachers in order to attract young, energetic and dynamic

persons to the profession and to retain them in it as dedicated, enthusiastic and contented workers.

With regard to remuneration the Commission emphasized that the principle of equality should be followed in fixing the pay scale to all the teachers with the same qualifications and doing similar works. There is a great deal of disparity in the pay scale of the teachers working under different management like central schools, affiliated schools, etc. This disparity should be reduced to a minimum. The teachers working in the government, local bodies and private organizations have to be paid the same scale of pay irrespective of the state in which they worked.

Further, to encourage the teachers to do their job efficiently, they recommended the institution of State and National awards. They emphasized on the need for introducing promotional opportunities within the profession, and the need for providing other fringe benefits like housing, medical facilities, etc. to attract men of talent to the profession.

In the opinion of the Commission the teachers should be free to exercise all civic rights and should be eligible for any public office.

#### 2.1.4 The National Commission on Teachers (1985)

In 1985 ,the Government of India appointed yet another commission called the ‘ National Commission on Teachers’, under the chairmanship of Prof. D.P. Chattopadhyaya. The committee examined various aspects related to teachers and made the following major recommendations.

1. In the new system the teacher has to assume the role of a facilitator and guide. He should provide inspiration, motivation and support in effecting improvement in the quality of education.
2. The present jungle of salary scales, for teachers and educational administrators, should be replaced by a single composite running pay scale for all categories of teachers in each state. The final goal should be towards uniform National pay scale for all teachers.
3. Professional benefits, family welfare measures, facilities for medical care, retirement benefits, etc., should be available to the teachers.
4. To overcome the problem of shortage of teachers- particularly women teachers in rural areas- it is necessary to build

residential quarters in these areas and to offer special allowances, scholarships or monetary incentives.

5. To recruit teachers more scientifically, the desirable competence of a teacher should be listed on the basis of practical and applied research. High proficiency in teaching the subject, good linguistic ability, efficiency in communication skills and love for children are some of the qualities that may be looked for in a good teacher.
6. A teacher should have his basic rights like reasonable job security, freedom to select his teaching materials and teaching methods and to experiment new techniques. However, rights signify responsibilities.
7. The revival of Indian education service to enhance the status of the teaching profession, to promote national integration and to accelerate the pace of national development must not be postponed any further.

### **2.1.5 The National Policy on Education (1986)**

The parliament of India during the budget session in 1986 discussed and adopted 'the National policy on education 1986'. The National policy on education (NPE) has rightly observed that 'the status of the teacher

reflects the socio- cultural ethos of a society; it is said that no nation can rise above the level of its teachers'. The NPE examined various aspects related to teachers and observed that:

1. Substantial improvement is needed in the conditions of work and quality of teacher education. Emphasis should at the same time laid on the teachers' accountability - to the pupils, their parents, and the community and to their own profession.
2. The most important factor affecting the status of teachers is their living and working conditions:
  - (a) Eventually, we have no move towards providing pay and all allowances to teachers at all levels keeping in view of their responsibilities and the expected status in the society
  - (b) Retirement and old age benefits and medical care should be given to the teachers. All teachers in government, local bodies and in institutions created by the government or by Acts of Parliament/ State legislature will be eligible for retirement and medical benefits identical with government servants.

- (c) It is intended to link career advancement with professional growth. The data based on comprehensive appraisal would therefore be necessary at suitable intervals.
- (d) Special measure will be taken to provide housing facilities for teachers in urban as well as rural areas. A variety of financial resources will be used for construction of houses in deserts, hilly, tribal and remote rural areas.
- (e) All teachers will be entitled for full pay, on long term study leave. It will be necessary for them to give an account of their having optimally utilize the period of study leave.
- (f) All women teachers desirous of being posted with their spouse will be posted as such, provided that the latter are working in desert, hilly, tribal or remote rural areas. Placement of women teachers will be made keeping in view their domestic obligations. They will also be provided facility of long leave, if necessary, for bringing up their children.
- (g) It is desirable that there should be uniformity of service conditions for all teachers of the same category, and efforts will be made to reach that goal.
- (h) It is essential that posting and transfers of teachers are made in accordance with certain norms. By and large, a teacher should not be

5. Method of recruitment of teachers will be recognized to ensure objectivity, merit and conformity with functional and special requirements.

Though these commissions and committees put forth various suggestions and recommendations the education scenario has not undergone a rapid change. Several studies have been carried out both in India and abroad on job satisfaction of teachers in relation to certain other variables. Some of the studies conducted are cited below.

Psychologists devoted their attention to study the characteristics of job that cause satisfaction/dissatisfaction to the worker. The earliest of such studies were those of Hoppock (1935) who observed from his investigation that 'job satisfaction is related to a good many factors besides financial returns'. Some of those factors are: relative status of the individual within the social and economic group with which he identifies himself, relation with superiors, and associates on the job, nature of work, earnings, hours of work, opportunities for advancement, variety, freedom, close supervision, opportunity for self-expression, satisfaction of doing good work, competition, fatigue, appreciation of criticism, security and ability to adjust oneself to unpleasant circumstances.

In a study on teachers Damien (1981) found that teachers were less likely to satisfy with their jobs if they saw themselves as professionals. He believed that evaluation practices were a threat to their professional status.

Caldwell and O'Reilly III(1982) found that the aspects of job satisfaction were strongly related to perceived task characteristics. They also stated that satisfied job incumbents may describe their jobs favourably in terms of characteristics, rather than in terms of variations in job dimensions, leading to differences in the job satisfaction.

Glick et al., ((1986) observed that there was a substantive relationship between job characteristics and effort. There was also an inflated relationship between job characteristics and effective outcome.

Landsberg (1986) observed, job measures such as physical exertion, job security, hazard exposure significantly increased the strain. He further stated that the association between these job characteristics and strain was significant after controlling the variables age, sex, and marital status.

Worrall (1986) found that women appeared to be more satisfied with their jobs and more willing to be flexible in responding to changing work

demands than men. The more years of experience the individual had the greater capacity for coping with and understanding the changing nature of the job.

Harwood (1986) indicated that the intrinsic variable, the work itself, was the most significant job factor, in predicting both job satisfaction and life satisfaction. There was significant relationship between the life satisfaction and job interference with occupation and age.

## **2.2 Locality Vs Job Satisfaction**

Srivastava (1986) conducted a study on the job satisfaction and professional honesty of primary school teachers with necessary suggestions. The major objectives of the study were (1) to examine the extent of job satisfaction and professional honesty among primary school teachers, and (2) to make suggestions for creating a suitable environment in primary education in the above context. The results obtained revealed that urban teachers as compared to rural teachers had a higher level of job satisfaction. It is also observed that young teachers as compared to old teachers, junior teachers as compared to senior teachers, and high academic achiever teachers as compared to low achiever teachers were also significantly higher in job satisfaction.

Basi (1991) conducted a study of the teaching competency of language teachers in relation to their job-satisfaction, Locus-of –control and professional burnout. The study revealed that urban school language teachers were more satisfied with their jobs than the rural school language teachers.

Lakshmi, (1998) conducted a study of Secondary school teachers' Job satisfaction and Job motivation in Cuttack district of Orissa. The major objectives were to study the extend of the job satisfaction and motivation of (1) rural and urban teachers, (2) Government and private schools and (3) teachers from different age groups. It was found out that 77.6% and 25.33% of Government and private school teacher respectively were positively motivated. 64% and 47% of rural and urban teachers respectively were found to be satisfied with their profession. Teachers who were motivated were also found highly satisfied in their job.

### **2.3 Management Vs Job Satisfaction**

In a comparative study of job satisfaction, Tabatabai (1981) revealed that private sector employees were more satisfied with their job than public sector employees. Dodge (1983), in a study, revealed that proclamation factors accounted for 33 percent of the variance in job satisfaction while the

personal variables accounted for 2 percent of the variance. Chopra (1986) found that the teachers working in schools with open climate are likely to show higher overall job satisfaction than their counterparts in closed climate schools.

Srivastava (1990) stated that private sector employees scored high job satisfaction when compared to the public sector employees.

Anitha (1986) reported that teachers from technical and non-technical educational organizations do not differ significantly in terms of expressed job satisfaction.

According to Bhushan and Sinha (1987) subjects in the public organization expressed high over-all job satisfaction when compared to private organization.

Ramakrishnaiah (1989), while studying the job satisfaction of college teachers found that the type of management did not have any significant influence in the job satisfaction of teachers.

Basha (1994) observed that job satisfaction was significantly more among the public sector employees than those in private and co-operation

management. Further subjects from the private and co-operative sectors did not differ in their job satisfaction

Zeffane (1994) found that satisfaction increases when greater certainty about future directions/outcomes of the organization is experienced and when job uncertainty perceives positive work group performance.

## **2.4 Age Vs Job Satisfaction**

A study on 106 Higher secondary schools teachers by Tripathi, et al(1981) found that younger teachers were more satisfied with their job than their older counterparts.

Mokry (1981) conducted a study on teachers and reported that young female teachers began their profession with hope, enthusiasm and satisfaction while old female teachers ended up with frustration, discontent and dissatisfaction .On the other hand young male teachers began their profession with low or average satisfaction and ended up with a better level of their job satisfaction.

Brimingham (1985), found that teachers over 55 and less than 25 years of age were the most satisfied.

On job satisfaction, Ushasree (1989), conducted a study on college teachers and found no significant difference in the job satisfaction scores of young and middle aged groups. These two groups were significantly less in the level of their job satisfaction than the older group.

Ramakrishnaiah (1989) observed that age did not have any significant influence on the overall job satisfaction of the teachers.

Deb, Madhu and Nanda(1989) found that there was no significant relationship between job satisfaction and age of women in different professions.

Nayak (1989), while studying the job satisfaction of teaching assistants of Baroda found that Teaching assistants did not differ in their level of job satisfaction.

Reddy (1989), observed that young teachers were more satisfied with their job than middle aged and aged teachers.

Ray (1990) found that there was a significant positive correlation between the job satisfaction and the age of the teacher. Sarma (1991) also obtained a very similar result.

Ray (1992) in a comparative study of teacher's attitude towards pupils and their job satisfaction observed that there was a significant positive correlation between age and the level of job satisfaction

## 2.5 Experience Vs Job Satisfaction

Lewis (1982) found that teachers who have continuous experience in the current school were more satisfied than others. No significant relationship existed between the number of years served as a principal and ratings of subjects and their overall job satisfaction (Surbida,1984). Ansari and Hussain (1985) in a study on the effect of nature of work and job experience on job satisfaction among clerks and nurses observed no significant effect of job experience on nature of work was found in either group on job satisfaction.

Balwinderkaur (1986) in a study on job satisfaction of Home science teachers: its relationship with personal, professional and organizational characteristics found that experience did not act as a correlate of job satisfaction.

According to Kruse (1986) employees with 10 to 20 years of experience perceived greater degrees of the job characteristics and the greatest general satisfaction, while those with 5 to 10 years were least

satisfied. O'neel (1986) stated that, the more years of experience the individual had the greater the capacity for coping with and understanding the changing nature of the job. Vanputtin (1986) observed significant difference between total communication and grade level taught. Ogbemure (1986) found that older teachers than younger ones experienced an overload of stress at higher level which leads to job dissatisfaction. Similar results were obtained by Ramakrishnaiah (1989) in his study on college teachers.

Agarwal and Meenakshi (1991) assessed the job satisfaction of teachers in relation to some demographic variables and values found that more experienced government school teachers were found to be more satisfied with their jobs.

Sundararajan and Ashrafulla (1990) studied the job satisfaction of the Harijan Welfare School teachers in Tamilnadu and found that teachers with a teaching experience of above ten years have better job satisfaction than those with experience less than ten.

Sundararajan and Minnalkodi (1991) observed that teachers with less than 20 years of teaching experience had better job satisfaction

Panda (1995) conducted a study entitled job satisfaction of College teachers and higher secondary teachers and found that there is no significant difference between experienced and inexperienced college and higher secondary school teachers.

Klecker and Loadman(1997)conducted a study on Exploring Teacher Job satisfaction , across years of teaching experience. This cross sectional, descriptive study explored seven aspects of class room teachers job satisfaction across six categories of years of teaching experience(ranging from five years or fewer to twenty six years or more).The survey measured job satisfaction by examining (1)Salary and fringe benefits ;(2)Opportunity for professional advancement;(3) level of personal / professional challenge (4)level of professional autonomy/decision-making authority(5) general work conditions(6) interactions with colleagues and (7)interactions with students. All teacher ratings of job satisfactions were positive, and differences thereof degree rather than kind. There were no statistically significant differences by years of teaching experience in ratings of satisfaction with salary, general work conditions, or interaction with students. Teachers rated interaction with students the highest and satisfaction with general working conditions the lowest. Teachers with five year or few years of teaching experience rated satisfaction higher on

opportunities for advancement, personal/professional challenge, professional autonomy/decision making, and total scale score. In general after the five years of teaching there were no differences in job satisfaction ratings across the six categories.

## **2.6 Qualification Vs Job Satisfaction**

Weiner (1981) found that teachers who had only Bachelors degree was significantly more satisfied with their work situation compared to those who had Masters Degrees.

Anjaneyulu (1970) observed that teachers with Masters Degrees reported dissatisfaction than those with Bachelors degree.

Al-Khaldi (1983) conducted a study to analyse the level of job satisfaction in relation to different levels of education. It was observed that employees with higher qualifications were less satisfied than those with lower qualifications. The results of Ogbemure's (1986) study also indicated more educated teachers were dissatisfied with their jobs than the less educated teachers, because of their inadequate salaries.

Smith (1986) observed that teachers with high academic ability leave the profession because of dissatisfaction with the motivators while teachers with low academic ability leave because of hygiene factors. He further found that the largest number of resigning teachers was female; and that women represented greater number of teachers with high academic ability.

In contrast to the above studies, Ahammadali (1987) reported that teachers with Masters Degree were more satisfied than those with Bachelors degree.

Tripathi, et al (1981) conducted a study on Higher secondary school teachers and found that non-graduate teachers and trained graduate teachers differed significantly in degree of their job satisfaction. Trained graduate teachers had significantly a higher level of job satisfaction as compared to the non-graduate teachers .However a comparison between non graduate and post graduate teachers showed that these groups did not differ significantly in their degree of job satisfaction. It may be attributed that a trained graduate teacher has a good salary as compared to non graduate or untrained and postgraduate teacher. That is why trained teachers have more job satisfaction as compared to the rest of the two groups.

Ogbemure (1986), in a study on teachers found that more educated teachers were dissatisfied with their jobs than the less educated teachers, because of their inadequate salaries.

Reddy (1989), reported no relationship between job satisfaction and the level of education of the employees of various occupations.

Medalin(1992), in a study of job satisfaction of secondary school teachers in Shillong and leadership characteristics of the heads/ Principals found that Educational qualifications appeared to be positively associated to job satisfaction.

## **2.7 Marital Status Vs Job Satisfaction**

Reddy and Babjan (1980) observed that married teachers were more satisfied with their jobs than the unmarried.

Smith (1986) obtained a result that the married teachers seem to be more satisfied with their teaching positions than unmarried teachers.

Ogbemure (1986) observed that unmarried teachers wanted higher increase in salary than married teachers.

Nayak (1989), while studying the job satisfaction of teaching assistants of the M .S. University of Baroda found that the teaching assistants did not differ in their level of job satisfaction in terms of marital status.

Babu (1992) found that unmarried teachers were more satisfied than the married teachers.

## **2.8 Number of Children Vs Job Satisfaction**

Very few studies were conducted to find out the relationship between the size of the family and the level of job satisfaction. It is believed that a woman has to attend to all the needs of the children before leaving for work depending upon the number of children the individual may have different problems which may reflect her attitude towards her job. .However , in a study of college teachers Ramakrishnaiah (1980) found that the size of the family did not have any bearing on their job satisfaction.

Saiyidain (1985), has examined the impact of some personal variables on job satisfaction in a sample of 778 Indian and Nigerian employees and found from Indian sample that the number of dependants was positively correlated to job satisfaction

Wolverten, Wolverten, and Gmelch (1998) in a study on the interconnections between job satisfaction and work related stress in academic deans having children living at home had little effect on job satisfaction.

## **2.9 Head of the Institution Vs Job Satisfaction**

Browning (1963) has reported that Head of the institution is a significant factor in the job satisfaction of an individual.

Mokry (1981), found teacher – principal relations and inter faculty relationships have a great effect on teacher's job satisfaction.

Lipham(1982) found that the staff perceptions of principal's leadership were significantly and positively related to job satisfaction.

Holder (1985) observed a positive association to exist between the level of teacher job satisfaction and the principal's perceived level of aloofness.

In a study conducted by Heller and others (1993) revealed that job satisfaction was not significantly related to Principal leadership style. The same result has been obtained in a study conducted by Perie and Baker (1997) while studying job satisfaction among America's teachers.

Whaley's (1994) study on leadership and job satisfaction showed that teachers' job satisfaction depends heavily on principals' effectiveness in demonstrating feedback, rewards, and support.

Oshagbemi (1996) in a survey of teachers from 23 universities found that they were only moderately satisfied with department heads' behaviour.

## **2.10 Co-workers Vs Job Satisfaction**

Boland and Selby (1980) concluded that the satisfaction derived from interaction with colleagues was dissociated with job satisfaction and occupational stability.

Ramakrishnaiah (1980) also found that 93% of the college teachers, who were highly satisfied in their job, expressed that they have cordial relationship with their colleagues.

Devis (1981) found that 80% of the teacher's problems were emanating only from teacher –colleague relationships.

Affiliation was the need on the part of the teachers to establish and maintain positive interpersonal relationships with colleagues. Teachers

whose affiliation needs were frequently unmet tend to report dissatisfaction with teaching (Cruckshank,1982)

Low levels of satisfaction were reported regarding opportunities for mentoring by senior colleagues by Robertson and Bean while studying the job satisfaction for women faculty members in a predominantly female discipline.

Oshagbemi (1996) while studying job satisfaction on U K Academics found that the teachers were particularly satisfied with teaching, research, and interactions with colleagues.

Interpersonal relationships of agricultural education teachers were the highest satisfaction factor in a study conducted by Cano and Miller (1992)

Heller and others (1993) have reported that teachers were most satisfied with co-workers.

## **2.11 Students Vs Job Satisfaction**

Heller and others (1992) in a job satisfaction survey revealed that meeting students' academic needs accounted for about 28 percent of unique variance in job satisfaction.

Clarke and Keating (1995) found that interaction with students was the most satisfying factor, and that majority of subjects would approve of their children following in their profession. Lack of administrative support was chosen as the most dissatisfying factor (23 per cent), and teachers were not happy with the state mandated innovations of Outcome Based Education.

Klecker and Loadman (1997) while exploring teacher job satisfaction, across years of teaching experience found that teachers rated their satisfaction highest in interaction with students.

Klecker (1997) found that female teachers rated satisfaction higher than males on job challenge, interaction with colleagues and interaction with students.

Findings of Perie and Baker (1977) indicate that working conditions related to job satisfaction are administrative support and leadership, student behaviour, and school atmosphere

In a study conducted by Wiggs (1998) on job satisfaction of Missouri business teachers revealed high levels of job satisfaction. Most were satisfied with their relationship with students.

## 2.12 Parents Vs Job Satisfaction

Very few studies have been reported with regard to the parental involvement in the educational system which could influence the job satisfaction of the teacher

Ruhl *et al* (1993) conducted a study on job satisfaction in rural schools: A view from the Texas Panhandle . Job satisfaction and its components were investigated among 160 teachers in 15 of the smallest school districts in Texas Panhandle. Over 90% of respondents were satisfied or very satisfied with teaching. Factors that contributed to these teachers' satisfaction included respect for and relationship with other teachers in the school, positive attitudes, and teacher involvement in school governance. Responses to open – ended queries included positive comments about small class size, student attitudes, fellow teachers, collegiality, and relaxed environment. Positive and negative comments were received about parent involvement, student discipline and responsibility, and home school relations. Negative comments referred to the school board teacher relationship, school closings, rural isolation, and financial problems. Recommendations for administrative action are outlined. It contains 59 references and the survey questions.

### 2.13 Salary and Fringe Benefits Vs Job Satisfaction

Ramakrishnaiah (1980), reported no difference in the level of job satisfaction among different salaried groups. Singh and Singh (1980) observed that the group with higher salary tended to have a higher level of job satisfaction.

Surbida (1984) indicated that overall, principles reported that they were satisfied with their jobs and salaries. In Kettle's (1985) study income was rated highly important by 54 per cent of the respondents; however, only 36 per cent were satisfied with their income.

Uma's (1986) study noted that significant relationships existed between income and sense of competence and job satisfaction. Moore (1986) concluded that 83 per cent of the teachers were satisfied with their work on daily basis. They were satisfied with every job facet except salary.

In a study conducted by Cobb (1986 ) on teachers indicated that elementary and secondary school teachers perceived basically the same level of job satisfaction when comparisons were made concerning the factors report with principal, satisfaction with teaching ,salary, work load and community pressures.

Clarke and Keating (1995) in a study entitled, 'A fresh look at teacher job satisfaction' found that pay did not appear to be a satisfier or dissatisfier.

Hagedorn (1996) conducted a study on equity and female job satisfaction and the results indicated that as gender based wage differentials increased females global job satisfaction decreased, with the effect mainly in faculty perceptions of the institution.

#### **2.14 Physical Facilities Vs Job Satisfaction**

Srivastava(1986), observed that the major factors of job dissatisfaction among the primary teachers were inadequate salary, lack of physical facilities (space, equipment, etc.) problems of getting arrears, exploitation by officers, etc. in a study of job satisfaction and professional honesty of primary school teachers with necessary suggestions.

Wolverton, Wolverton and Gmelch (1998) while studying the interconnections between job satisfaction and work related stress in Academic Deans found that the size of the institution had little effect on job satisfaction.

Perie and Baker (1997) while studying job satisfaction among America's teachers: Effects of workplace condition found that workings conditions related to satisfaction are administrative support and leadership,

student behaviour, and school atmosphere. Compensation is only modestly related to teacher satisfaction.

## **2.15 Job Satisfaction Vs Academic Policies**

Robertson and Bean (1997) conducted a study on job satisfaction for women faculty members in a Predominantly Female Discipline. Responses indicated high to very high levels of satisfaction with autonomy, work and relationships with students, opportunity to participate in academic decision making, role clarity, peer relationships, work load, and benefits. Low levels of satisfaction were reported regarding opportunities for mentoring by senior colleagues, the balance between work and other activities, equity of policy .respondents also reported low levels of satisfaction with working conditions, pay, recognition, and general resources.

## **2.16 Personality Characteristics**

The study of personality seeks to discover the reasons for a wide range of human behaviours, to account for their occurrence and assess their roles in the total person (Gordan, 1963). The study of personality covers a varied and complex domain. When the demographic and situational factors are capable of influencing the individual's satisfaction in either way, one's personality will certainly play a vital role in determining the job satisfaction/

dissatisfaction. One of the dimensions of personality is emotional stability or neurotic tendency. An individual's emotional stability is likely to manifest itself in satisfaction or dissatisfaction.

According to Fisher and Hanna (1931) "a large part of Vocational maladjustment is secondary to and a reflection of emotional adjustment".

(A) Meaning and Definitions of personality:

There are so many definitions of personality as it covers a varied and complex domain. In order to know the nature of personality some important definitions are discussed here under:

Some define personality as, 'one's social stimulus value': Others define it as, 'his sum total of innate dispositions, impulses, appetites, instincts, tendencies and habits'. Another type of definitions says that, personality is more than the sum of its parts, and that 'more than' is 'its pattern of organization'. Some people define personality as 'an individual's characteristic pattern of adjustment'.

According to Cattell (1950), 'personality is that which permits a prediction of what person will do in a given situation'.

Guilford (1954) says that an individual's personality is 'an integrated pattern of traits'. Guilford (1954) defined personality as; 'an individual's personality' is his unique pattern of traits. A trait is any distinguishable, relatively enduring way in which one individual differs from another".

Concepts relating to personality characteristics:

There are some qualities of human behaviour according to Gordon (1996) which are as follows:

1. Enduring characteristics: Personality includes the enduring characteristics of the device and traits which modulate the individual's behaviour throughout his life.
2. Unique characteristics: No two individuals are alike. They differ in the intensity of the drives and motives.
3. Life style: It refers to the manner in which individual does what he does. The life style aspect of personality requires us to pay particular attention to those traits that describe an individual's customary ways of doing things as well as the things he is likely to do and avoid doing.
4. Behavioural organization: Most people in a society have about the same motives and traits, but they tend to differ considerably in the relative strength of the motives and traits they share. It is for this reason that psychologists are interested in the organization of

behaviour within a person. The organizational aspect of personality is most clearly indicated by psychographs.

(B) Some glaring facts regarding personality:

After observing the number of definitions given by various authors, Mangal (1983) concluded the following facts about personality.

1. Firstly, the personality is something unique and specific. Every one of us is a unique pattern in ourselves. No two individuals, not even the identical twins, behave in precisely the same way over any period of time. Every one of us has specific characteristics for making adjustments.
2. The second characteristic is self-consciousness. The man is described as a person to have a personality when the idea of self enters into his consciousness. We do not attribute personality to a dog and even a child can not be described as a personality because it has a vague sense of personal identity.
3. Personality includes everything about a person. It is all that a person has about him. It includes all the behaviour patterns that is cognitive ,affective and psycho-motor and covers not only the

conscious activities but goes deeper to semi-conscious and unconscious also.

4. Every personality is the product of heredity and environment. Both contribute-significantly towards the development of the child's personality.
5. Learning and acquisition of experiences contribute towards growth and development of personality. Every personality is the end product of this process of learning and acquisition.
6. Every person's personality has one more distinguishing feature that is, aiming to an end towards some specific goals. Man's personality can be judged through a study and interpretation of the goals he has set for himself to achieve and the approaches he makes to the personality of an individual by calling it by the name, 'life style of an individual'.
7. Indeed this short and concise explanation of the term has wide meaning. It draws a beautiful portrait of an individual's totality. It may be understood to mean as the sum total of one's way of behaving towards oneself and others as well. It also predicts one's nature of behaviour as how one will behave in a particular situation and one's pattern of adjustment to ever changing forces of environment.

(d) The impact of personality on the job satisfaction

Houge (1980) observed that special education teachers were more sensitive to others, pragmatic, imaginative, shrewder and experimental/open minded. The major difference was in the high group dependency needs of the regular class teachers as compared to special education teachers.

High school principals possessed low levels of psychological conditions thought to be tied to job stress. Anxiety, Depression, Irritation and Somatic complaints-and own amounts of stress such as role ambiguity and role conflict. Some organizational factors of job stress were found to have an impact on the job satisfaction of the principals (Damien, 1981).

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

Verma (1985) concluded from an investigation on job involvement that the association of the personality factors like outgoing, emotionally

stable, assertive, conscientious, venture-some, forthright, placid, conservative, controlled and relaxed are with job involved persons. Factors associated with subjects who were less job involved included reserved, humble, expedient, shy, undisciplined, suspicious, experimenting and tense.

Uma (1986) found that self-esteem and sense of competence significantly moderated the work variables-job satisfaction relationship. It was also found that job involvement was significantly moderated by self-esteem.

Reddy (1990) from his study on school teachers concluded that difference in the scores on personality factors did not affect the job satisfaction of the teachers, but the factors – I, M and Q3 of the 16 personality factors influence the job involvement of the subjects.

Manjuvani (1999) from her study on college teachers identified a significant relationship between some of the personality characteristics viz, C, L and O of the 16 personality factors.

Rao (2002) conducted a study on Job Satisfaction of Primary school teachers. The finding of the study revealed that out of the 16 personality

factors that only six factors namely, A, B, C, G, Q<sub>2</sub> and Q<sub>3</sub> were significantly influencing the level of job satisfaction of the teachers.

## **2.17 Appraisal**

It may be seen from the review of literature presented in the forgoing pages that a number of studies have been carried out on the relation between job satisfaction and other variables. The studies yielded contradictory results on the relation between different personal and social variables and personality variables on job satisfaction.

# METHODOLOGY

I. M. Indira “A study of the job satisfaction of women teachers in relation to select social and personality variables” Thesis. Department of Education, University of Calicut, 2004

# Chapter 3

## METHODOLOGY

- 3.1 Introduction
- 3.2 Statement of the Problem
- 3.3 Objectives of the Study
- 3.4 Specific Questions to be Answered
- 3.5 Hypotheses
- 3.6 Variables
- 3.7 Methodology
- 3.8 Sample for the Study
- 3.9 Collection of Data
- 3.10 Scoring and Consolidation of Data
- 3.11 Analysis of the Data

## **METHODOLOGY**

### **3.1 Introduction**

In Education, efforts, which until recently were focussed on the quantitative expansion of education have now been shifted towards ensuring quality improvement. In this context, it is widely established that teacher performance is the single most crucial input to improve the quality of education and the performance of the teacher is very often affected by the level of satisfaction that the teacher derives from the profession.

As 68% of the teacher population of Kerala are women teachers and the study is confined only to women teachers, it may be interesting to note the level of job satisfaction of women teachers.

### **3.2 Statement of the Problem**

As the study was to make an in depth study of the job satisfaction of women teachers the study was entitled as 'A STUDY OF THE JOB SATISFACTION OF WOMEN TEACHERS IN RELATION TO SELECT SOCIAL AND PERSONALITY VARIABLES'.

### **3.3 Objectives of the Study**

The present study was designed with following objectives,

1. To estimate the general level of job satisfaction of women teachers.
2. To identify the different factors in the teaching profession with which the teachers are satisfied or dissatisfied.
3. To find out the relationship between personal and social variables and job satisfaction of women teachers.
4. To identify the personality factors which influence the level of job satisfaction.
5. To make a comparative study of the personality characteristics of satisfied and dissatisfied teachers.
6. To develop Multiple Regression equations to predict job satisfaction.

### **3.4 Specific Questions to be Answered**

The investigation is designed to answer the following questions:

1. Are women teachers satisfied with their job?
2. What are the job factors on which the teachers are satisfied?
3. What are the job factors on which the teachers are dissatisfied?

4. Is there any significant difference in the level of job satisfaction of teachers working in rural and urban areas?
5. Is the type of management of the school influence job satisfaction?
6. Are aged teachers more satisfied than the young teachers?
7. Are experienced teachers more satisfied?
8. Is there any significant difference in the level of job satisfaction of teachers with minimum required qualifications and those with higher qualifications?
9. Is there any significant difference between the job satisfaction of married and unmarried teachers?
10. Does the number of the children of the teacher have any effect on job satisfaction?
11. What are the personality factors that influence the level of job satisfaction of teachers?
12. Is there any significant difference between the personality factors of satisfied and dissatisfied teachers?
13. Which of the independent variables turn out to be significant predictors of job satisfaction?

### 3.5 Hypotheses

Based on the above objectives and specific questions, the following hypotheses were formulated for investigation:

1. In general, the women teachers are satisfied with their job.
2. There will not be any significant difference in the level of job satisfaction of teachers working in rural and urban areas.
3. There will not be any significant difference in the level of job satisfaction of teachers working in Government and Private schools.
4. Teachers belonging to different age groups differ in the level of their job satisfaction.
5. Teachers with different level of experience differ in the level of their job satisfaction.
6. There will not be any significant difference between the level of job satisfaction of the teachers who have the minimum required qualifications and those with higher qualifications.
7. The level of job satisfaction of married teachers will be significantly different from that of unmarried teachers.

8. The number of children of women teachers have a significant bearing on the level of job satisfaction.
9. Differences in the personality characteristics would contribute to the difference in the level of job satisfaction of teachers.

Satisfied and dissatisfied teachers do not differ significantly in their personality characteristics.

### **3.6 Variables**

Present investigation was an attempt to find out the job satisfaction of women teachers in relation to personal and social variables and personality factors. An extensive review of literature was made at first which revealed the variables that are significantly correlated with job satisfaction. The review of the wide spectrum research work conducted mostly in developed countries and the few studies carried out in India facilitated the identification of variables in this context. Though the personal variables are not mentioned in the title of the study, the study has been extended to include personal variables along with social and personality variables. Accordingly, the following variables were included in the study.

### **3.6.1 Dependant Variable**

Job satisfaction

### **3.6.2 Independent Variables**

Independent variables are broadly grouped into two categories as given below:

1. Personal and social variables
2. Personality variables.

Brief description of the variables employed in the study is presented below.

#### **3.6.1.1 Job Satisfaction**

Job satisfaction is favourableness or unfavourableness with which employees view their work. It expresses the amount of agreement, rewards that the job provides. It is a dynamic feeling. It can go as quickly as it comes. So, it has to be maintained week after week, month after month and year after year.

Hoppock (1935), the first industrial psychologist defined job satisfaction as any combination of physiological, psychological and environmental circumstances that cause a person truthfully to say I am satisfied with my job.

According to Smith (1977), job satisfaction is the persistent feeling towards distinguishable aspects of the job situation. Vroom (1964) has defined job satisfaction as the positive orientation of an individual towards the work role which is presently occupying, which can be rated as an individual liking more aspects of the work than his dislikes. The other aspects such as employee's age, health, level of aspiration, his family relationships, social status, etc., also contribute to job satisfaction.

According to Katzel (1964), job satisfaction is the verbal expression of an incumbent's evaluation of his job. The verbal expression is made operational by some form of attitude scale by means of which the incumbent rates his job on a continuum of 'like-dislike'. In the present study job satisfaction of women teachers was measured by an inventory, specifically designed by the investigator.

### **3.6.2.1 Personal and Social Variables**

#### **3.6.2.1.1 Locality**

Teachers will have to work in different locality. The place of work may have some influence on their job satisfaction. According to the place of work,

the teachers were divided into two groups, viz. teachers working in rural area, that is, in small villages and Grama Panchayaths and teachers working in urban area, that is, in towns, Municipalities and Corporation. It is assumed that the rural and urban schools differ in infrastructural facilities, community involvement and socio-economic status of the pupils which may influence the level of job satisfaction of teachers. Therefore locality under which the teachers are working is taken as a variable in the present investigation.

#### **3.6.2.1.2 Management**

Under present set up of educational administration in Kerala, the schools are either under the direct control of State Government or managed by private bodies. Majority of the schools managed by the private body are recognized and aided by the Government. Only these schools were included in the study. Some of the schools are also managed by private bodies but not aided by the government. These types of schools are not included in the study. The type of management of the school in which an individual is working may have a significant influence on the level of job satisfaction. Therefore teachers working under the two types of management were included in the study.

#### **3.6.2.1.2.1 Government Schools**

The Government school are those managed and controlled directly by the State Government. The appointment of teaching staff in these schools is made by the State Government. They can be transferred to any other schools within the districts. All service conditions like salary, pension, provident fund, retirement benefits enjoyed by the state Government employees hold good for Government school teachers. Their promotions are made on the basis of a seniority list prepared for the entire state. They have a scope for promotion to higher posts like Assistant Educational Officer, District Educational Officer and Deputy Director of Education.

#### **3.6.2.1.2.2 Private Schools**

These schools are owned by private bodies. There are single management schools and corporate management schools. The appointment of the teachers to these schools is made by the management concerned. Transfer of teachers from one school to another arises very rarely. Possibilities for promotion are also very limited. All service conditions like salary, pension, provident fund, retirement benefit enjoyed by the State Government employees hold good for these teachers also.

### **3.6.2.1.3 Age**

Age was included as one of the variables in the study because contradictory result exists about the relationship between age and job satisfaction in the review of related studies. Information regarding the chronological age of the teachers was obtained through the Personal data sheet and the relationship with the job satisfaction was analyzed. The teachers were sub grouped as age below 30 years (young), 31 to 40 years (middle aged), and 41 and above (old).

### **3.6.2.1.4 Experience**

The number of years the individual has worked as a teacher may have an influence on the job satisfaction. Hence, the level of experience of the teacher is considered as one of the variables in this study. The teachers were divided into three groups depending on their school, teaching experience and significance of the difference between the level of job satisfaction of the different sub groups were tested. The three groups were: (1) Low, which is less than 5 years, (2) Moderate, which is 5 to 15 years, and (3) High, which is above 15 years.

#### **3.6.2.1.5 Qualification**

Teachers in the same designation are possessing varied general and professional qualifications. At present the minimum required qualification for the post of primary school teacher is higher secondary and teacher training certificate. But earlier it was secondary and teacher training certificate. The minimum required qualification for the post of secondary school teacher is graduation in the subject and B. Ed. The first group is the teachers with minimum required qualification and the other group is called highly qualified. To find out whether the difference in qualification would bring any variation in the job satisfaction, this variable was included in the study.

#### **3.6.2.1.6 Marital Status**

Both married and unmarried teachers were the subject of the study. On the basis of their marital status, they were grouped into two and it was analyzed to see whether it has any effect on the job satisfaction.

#### **3.6.2.1.7 Number of Children**

The number of children of the teacher has been taken as one of the variables in the present study. A woman teacher has to attend all her children at

home and also to prepare lessons for effective class room transaction. The time and energy a teacher has to spend for her lesson preparation may depend upon the number of children she has. Hence, the number of children may have an influence on the level of job satisfaction. Depending upon the number of children the teachers were divided into three categories: (1) one or no child (2) two children (3) more than two. The significant difference of these three groups was analyzed.

### **3.6.2.2 Personality Variables**

According to Cattell (1950), personality is that which permits a prediction of what a person will do in a given situation. His theory is based on personality sphere concept, a design to ensure initial item coverage for all the behaviour that commonly enters rating, and the dictionary description of personality focuses heavily on 'source trait'. He defines source trait as the spring of the human behaviour. According to him a trait of any variety is a mental structure, which is relatively, fixed characteristic of the individual functioning from time to time in behaviour.

Personality of an individual has been found to be a significant determinant of job satisfaction/dissatisfaction. The 16 PF questionnaire

(Cattell 1956) is a widely used instrument for measuring personality characteristics. Therefore, the 16 P F questionnaire was used in assessing the personality characteristics of women teachers.

### **3.7 Methodology**

The methodology of the study has been described under the following heads:

- 3.7.1 Methods used in the study
- 3.7.2 Tools used for measurement
- 3.7.3 Sample for the study
- 3.7.4 Scoring and consolidation of data
- 3.7.5 Procedure for analysis of data.

#### **3.7.1 Methods Used in the Study**

The survey method has been used in the study as it is designed to collect data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with

the generalised statistics that result when data are abstracted from a number of individual cases. It is essentially cross sectional. The present investigation is entitled 'the study of job satisfaction of women teachers in relation to select social and personality variables' with the major objective, study the job satisfaction of women teachers. The woman teacher population of the State is 120248, and data has to be collected from a large number of representative sample. Hence survey method was considered to be appropriate for the present investigation.

### **3.7.2 Tools Used for Measurement**

The dependent and independent variables of the present study were measured using tools with adequate psychometric properties. The different tools used are given below:

#### **3.7.2.1 Job Satisfaction Inventory**

According to Blum and Naylor (1968) job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense their attitudes are related to the job and are concerned with specific factors as wages, supervision, steadiness of employment, conditions of work, opportunities for

advancement, recognition of ability, fair evaluation, social relation between others, prompt settlement of grievances, fair treatment by employer and other similar factors. Other aspects such as, employee's age, health, temperament and level of aspiration should also be considered. Again, one's family relationship, social status, involvement in other organizations – labour, political or social – contribute ultimately to his job satisfaction.

According to Katznel (1964) job satisfaction is the verbal expression of an incumbent's evaluation of his job. The verbal evaluation is made operational by some form of attitude questionnaire or scale by means of which the incumbent rates his job on a continuum of 'like-dislike' or an appropriate synonym such as 'satisfied-dissatisfied', 'agree-disagree'.

Hoppock (1935) in his study proposed the following six major components of job satisfaction:

- The way the individual reacts to unpleasant situations.
- The facility with which he adjusts himself to other persons.

- His relative status in the social and economic group with which he identifies himself.
- The nature of the work in relation to his abilities, interest and preparation for the job.
- Security
- Loyalty

Vroom (1964) listed the following seven dimensions which go into job satisfaction:

- Attitude towards the company and company management.
- Attitude towards promotional opportunities.
- Attitude towards job content.
- Attitude towards supervision.
- Attitude towards financial rewards.
- Attitude towards working condition.
- Attitude towards co-workers.

All these studies show that job satisfaction is an attitude which is the result of many specific attitudes in three areas, namely: specific job factors, individual characteristics and group relationship out side the job.

### **3.7.2.1.1 Construction of Job Satisfaction Inventory**

#### **3.7.2.1.1.1 Construction of Preliminary Form**

Bearing in mind the above mentioned researches, ten job factors were selected which the investigator considered most appropriate for the present study. The ten factors selected were:

- Head of the institution
- Colleagues
- Management
- Students
- Parents
- Academic policies
- Service conditions
- Salary and fringe benefits

- Physical facilities
- Self esteem

. Fifty women teachers were requested to write their satisfaction or dissatisfaction regarding these ten job factors in the form of statements. Twenty five men teachers were also asked to write statements which cause satisfaction or dissatisfaction to women teachers. This was done to see if there was any extreme difference of opinion with regard to job satisfaction. But these statements were more or less of the same nature. They were sorted and listed. The items were edited on the basis of discussions with experts in educational and psychological research. The list of statement was also supplemented by a careful study of related literature. The pool of items or universe of item as Gutman (1947) calls it then collected was refined by observing the following criteria laid down by different authors like, Likert (1932), Edwards and Kilpatrick (1943) and Guilford (1954).

- The statements must be clear, precise and straightforward.
- They should be short and to the point.
- 'Double barrelled' statements should be removed.

- They must be constructed as expressions of desired behaviour not as statements of facts.
- They must be in such a form that the ideas can be accepted or rejected.
- Both favourable and unfavourable statements must be included.
- Statements that could be endorsed by every one or no one must be avoided.
- Negative and positive statements must be arranged randomly throughout the scale, so that any space error may be avoided.

The item pool thus refined was presented to ten experienced women teachers who were requested to;

- Add other statements that might be relevant to the subject.
- Point out redundant statements.
- Mark ambiguous and double barrelled statements if any.
- Give suggestions for refining the items.



The preliminary form of the Job Satisfaction Inventory was administered to the sample of teachers individually in their respective schools during their leisure hours. Even though the scale is a self administering one, in order to motivate the teachers the purpose of the research was explained to them and the way they had to answer the items. They have to put a tick mark on one of the five alternatives to express their degree of acceptance or rejection of the idea contained in a statement.



Table 3.2

Numerical weights given to five alternative responses

Type of Statement	Strongly Agree	Agree	Satisfied	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

For the purpose of scoring, numerical weights were assigned as shown in Table 3.2 to each of the five categories of responses, viz, Strongly Agree, Agree, Doubtful, Disagree and Strongly Disagree as suggested by Likert (1932). This method of assigning numerical weights to the responses is highly satisfactory. Likert (1932) found that scores based upon this relatively simple assignment of integral weights correlated with the complicated and time consuming normal deviate system of weighing.

The item analysis procedure used by Edwards (1968) was used for the most discriminative item. This method consists of rank ordering the respondents with respect to their total score and taking a high group and low group. On the basis of the total score the internal consistency of each statement is calculated using the formula,

Internal consistency of any statement = the difference between the Mean scores of the high and the low group on the statement.

The top 27 % and bottom 27 % respondents were identified as high group and low group respectively because with this tail proportion the coefficient is most sensitive (Kelly, 1939). The difference between the mean scores of high and low groups on each of the item was tested for significance by applying 't' test and 74 items for which 't' value was significant was selected. The 't' values of the items of the draft scale is presented in Table III. Those items for which 't' value exceeds 2.58 were selected for the final scale. In order to give equal representation to all factors 4 items whose 't' values are greater than 2.58 are also reasonably rejected. The 't' values obtained for the 100 statements in the Pilot study are presented in Table 3.3

Table 3.3

't' Values of the different statements of the Job Satisfaction Inventory

Statement No.	't'	Statement No.	't'	Statement No.	't'	Statement No.	't'	Statement No.	't'
1	3.33	25	4.71	49	4.05	73	1.63@	97	4.10
2	2.98	26	2.18@	50	3.33	74	2.16@	98	2.68
3	5.69	27	2.96	51	3.32	75	3.31	99	3.20
4	4.05	28	3.49	52	1.15@	76	4.59	100	3.73
5	2.01	29	4.71	53	1.35@	77	1.52@		
6	2.59	30	3.28	54	0.92@	78	5.78		
7	3.49	31	2.19@	55	2.02@	79	2.32@		
8	3.20	32	2.07@	56	3.18	80	3.42		
9	2.91	33	3.18	57	4.26	81	3.45		
10	4.71	34	0.98@	58	2.92	82	4.11		
11	1.35@	35	4.28	59	1.26@	83	3.62		
12	3.23	36	3.37	60	0.88@	84	4.75		
13	4.06	37	2.07@	61	2.98	85	2.39@		
14	5.31	38	2.92	62	4.86	86	5.36		
15	1.66@	39	4.01	63	4.61	87	3.24		
16	2.16@	40	3.94	64	3.45	88	3.85		
17	5.22	41	4.49	65	5.66	89	2.83		
18	4.25	42	2.16@	66	1.63@	90	2.98		
19	5.28	43	3.07	67	1.90@	91	2.62		
20	0.92@	44	3.32	68	2.97	92	3.24		
21	2.04@	45	5.69	69	3.23	93	4.08		
22	2.78	46	4.71	70	2.52@	94	4.81		
23	1.15@	47	3.46	71	2.69	95	5.22		
24	3.20	48	3.58	72	2.73	96	4.17		

The factors considered in the job satisfaction scale were,

**i) Factor (F-1) Headmaster/Principal**

There were 10 items in this factor which describes the characteristics of the Headmaster/Principal or the treatment experienced by the teachers from the head of the institution. The qualities of the head of the institutions and his relationship with his subordinate will have a profound effect on the job satisfaction of the teachers. Out of the 10 items 7 items were selected for the final form. The 7 items included the factor are:

1. Our Headmaster/Principal is impartial to all of us.
2. Staff meeting is often held to discuss various problems of the school.
3. My ability and performance are appreciated by the Headmaster/Principal.
4. Our Headmaster/Principal is inefficient.
5. I am satisfied by the methods adopted by the Headmaster/Principal in the management of the school.
6. Our Headmaster /Principal is very rude to the students.

7. Our Headmaster /Principal maintains a good relationship with the non-teaching staff than with the teaching staff.

As there are 7 factors in this factor the highest possible score on this factors 35 and lowest possible score is 7.

#### ii) Factor (F-2) Colleagues

This factor is concerned to the relationship of the co-workers with the individual. Job satisfaction of a teacher is indeed affected by the behaviour of the co-workers and their relationship with the individual. Out of the 10 items included in the pilot studies 7 items were selected for the final form. The items included in this factor are:

1. I feel that my colleagues are not sincere to their work.
2. I am teased by my colleague because I am very strict.
3. Most of my colleagues are very honest.
4. I feel happy when I am with my colleagues.
5. Senior teachers help me in my work at school.
6. My colleagues are very co-operative.
7. Women teachers are often blamed for low standards of the school.

### iii) Factor (F-3) Management

This factor deals with the relationship of the management with the individual. The management of the school can be an individual, a group or government. Ten items were included in the pilot study on this factor and 7 items were selected for the final form. The 7 items included are:

1. I am dissatisfied because the management do not consider our suggestion.
2. Our management interferes with the day to day activities of the school.
3. Severe punishments are given by the management even for minor mistakes of the teachers.
4. Teachers have good relationship with the management.
5. I am dissatisfied because I feel that the management doesn't appreciate my work.
6. Management always try to find fault with teacher.
7. I am dissatisfied with the policies of the management.

**iv) Factor (F-4) Students**

This factor deals with the feelings of the teachers, the nature of the student and the relationship with them. Out of the 10 items included in the pilot study 7 items were selected for the final form. The items included in the factor are:

1. Students come to me to solve their problems.
2. I am dissatisfied because some of the students are disobedient.
3. Students co-operate with me for the smooth functioning of the school.
4. I find time to give moral instruction to students.
5. I feel that students neglect my advice.
6. I am dissatisfied because some of the students make fun of me.
7. Students are of the opinion that I am the right person to guide them.

**v) Factor (F-5) Parents**

This factor deals with the relationship of the individual with the parents of the student. The relationship of the teacher with parents has an impact upon the job satisfaction of the teacher. Out of the 10 items 7 items were selected in the final form. The items selected in this factor are:

1. We do not have an active parent teacher association.
2. Parents find time to meet teachers and discuss the problems of their children.
3. Parents blame teachers for the indiscipline in the school.
4. I am satisfied in the way mothers take interest in the studies of their children.
5. Parents appreciate my ability.
6. I am happy that parents attend the P.T.A. meeting regularly.
7. Parents do not co-operate with the school activities.

**vi) Factor (F-6) Academic Policies**

This factor deals with aspect related to the scope for academic advancement and academic freedom of teachers. Academic policies have an impact upon the job satisfaction of the teacher. 10 items were included in the pilot study. Out of this 7 items were selected in the final form. They are:

1. I am dissatisfied with the present promotion system of student in school.
2. There are sufficient in service training programme to keep us up to date about the new trends in education.

3. I feel that the present curriculum is a burden to student.
4. I am dissatisfied with the present teacher - pupil ratio
5. I feel that teachers have heavy work load because of heavy syllabus.
6. I am dissatisfied with the present examination system.
7. Orientation programme are not given to teachers before a change in the syllabus.

**vii) Factor (F-7) Service Condition**

This factor deals with the various service conditions available to the teachers. Out of the 10 items in the pilot study 7 items were selected in the final form. They are:

1. I feel that my profession is safe.
2. I am dissatisfied with the promotion facilities in the job.
3. No incentives are given for additional qualification.
4. I am dissatisfied because teachers are sent for other duties like enumeration.
5. Study leave is not easily available for teachers to acquire higher qualification.

6. I am dissatisfied because there is no scope for professional improvement.
7. I am not satisfied with the present service conditions.

### **viii) Factor (F-8) Salary and Fringe Benefits**

This factor deals with salary and fringe benefits like pension, casual leave, earned leave, medical leave etc. that they can avail. Out of the 10 items in the pilot study 7 items were selected in the final form. They are:

1. I feel that I get adequate salary for the work I do.
2. The casual leave given to us is not sufficient.
3. We get an adequate pension when we retire from the service.
4. Duration of the maternity leave is insufficient for a women teacher.
5. I am satisfied because we have two months summer holidays.
6. The house rent allowance given to us is inadequate.
7. We have sufficient commuted leave and half pay leave.

**ix) Factor (F-9) Physical Facilities**

This factor deals with the influence of physical facilities conducive for effective teaching – learning activities. Ten items were identified for the pilot study. Out of this 7 items were selected for the final form. They are:

1. We have well furnished staff room.
2. There is adequate toilet facility in the school.
3. We have an adequate library and laboratory in the school.
4. Students are satisfied with the seating arrangements in the class.
5. We have a very good playground.
6. We have sufficient teaching aids in the school.
7. We have no separate staff room for women teachers.

**x) Factor (F-10) Self-esteem**

This factor explains the suitability of different abilities and interest of the teacher to the job and their feelings about their position in the job. Out of the 10 items in the pilot study 7 items were selected for the final form. They are:

1. I am an efficient teacher.
2. I feel that the future of the country is in the hands of teachers like me.

3. Status of teachers is considered less when compared to other profession.
4. This job suits my interest and ability.
5. I feel that teaching is an ideal profession.
6. There is a good relationship among my students, my colleagues and me.
7. The society respects me because I am a teacher.

#### **3.7.2.1.1.3 Validity**

There are various methods of estimating the validity of measuring instrument. The following types of validity were established for the job satisfaction scale that was developed for the investigation.

- a) **Content Validity:** This form of validity is established by evaluating the relevance of the test items individually and as a whole. Each item should be a sample of that aspect which the test purports to measure and all the items taken together should constitute a representative sample of the variable that is measured. In the construction of the present instrument, items were collected from a large number of school teachers. They were also supplemented by review of related literature and by interviewing

selected women teachers to make sure that all possible items were included. Thus it can be reasonably assumed that the inventory has content validity.

- b) Item validity. There are numerous procedures by which items validity were determined. The discrimination power of items were established. Thus, each items of the job satisfaction scale is valid, establishing the validity of the instruments in discriminating the high and low groups on these aspects that is measured viz: Job satisfaction.

The other form of item validity is the item total correction. It means, testing each item whether it is measuring the same aspect as the total test. Only those items which were possessing significant correlation with the total scale were included in the final scale. Thus the validity of each item as well as total scale was established.

- c) Criterion validity. At the end of the job satisfaction scale two general items were included to elicit a direct answer from the respondents about their satisfaction /dissatisfaction on their job.

1. I am satisfied with my job.

A. Strongly agree

B. Agree

C. Disagree

D. Strongly disagree.

2. I am satisfied with my job.

A. Less than others

B. As much as others

C. More than others.

On the basis of the answers to the first item 320 women teachers who participated in the pilot study were classified into four groups as those who strongly agree, agree, disagree and strongly disagree with the item. Those who gave strongly agree and agree responses were combined into one (satisfied group) and those who marked strongly disagree and disagree were merge into one (dissatisfied group). The mean scores of the satisfied and dissatisfied groups as measured by the job satisfaction inventory were 236.48 and 212.16 respectively. To test whether these two mean score were significantly different 't' test was applied. The result of a 't' test is presented in Table 3.4.

Table 3.4

Mean scores and 't' value of satisfied and dissatisfied teachers.

Group	N	M	SD	't'
Satisfied	297	236.48	24.82	5.09 **
Dissatisfied	23	212.16	21.86	

't' significant at 0.01 level

The mean score of those who were satisfied (236.48) was greater than the mean score of those who were dissatisfied (212.16). The obtained 't' value 5.09 was significant at 0.01 level. Therefore with respect to the items the satisfied teachers have significantly higher job satisfaction scores compared to those who were dissatisfied with their job.

The 320 teachers were further classified on the basis of their responses to the second item, as those who were satisfied (1) less than others (2) as much as other (3) more than others. The mean and standard deviations of the three groups are given in Table 3.5.

Table 3.5

Mean scores and S.Ds of teachers who were satisfied less than others, as much as others as and more than others.

Group	N	Mean	SD
Less than others	19	205.94	20.12
As much as others	198	225.12	21.23
More than others	103	237.18	20.54

The job satisfaction scores of the three groups of subjects were further analyzed by one way ANOVA to find out whether there was any significant difference between the levels of job satisfaction of the three groups.

Table 3.6

Result of ANOVA of the job satisfaction scores of the three sub groups of teachers.

Source	SS	MS	F (df 2, 317)
Between groups	15088.37	7544.19	12.43**
Between groups	192398.55	606.94	

F significant at 0.01 level.

The result of this analysis presented in table 6 shows that the F ratio was significant at 0.01 level for 2 and 317 df, indicating a significant difference between the three group with regard to their job satisfaction. The 't' test was applied to find out which group significantly differed from others. Mean job

satisfaction scores of the three groups of teachers and the result of the 't' test are presented in Table 3.7.

Table 3.7

Mean job satisfaction scores of the three groups of teachers and the result of the 't' test

Group	N	Mean	SD	't'
Less than others	19	205.94	20.12	Between group 1 & 2 = 3.95 **
As much as others	198	225.12	21.23	Between groups 2 & 3 = 6.20 **
More than others	103	237.18	20.54	Between groups 1 & 3 = 4.78 **

\*\* 't' significant at 0.01 level.

From the 't' values presented in the table 8 it may be seen that each group differed significantly from others. Thus the questionnaire could successfully predict the satisfied and dissatisfied teachers.

'Intrinsic validity is the degree to which a test measures what it measures', (Guilford, 1954). This also gives how well the obtained scores measure the test's true score component. This validity index is given by the square root of its reliability. Thus intrinsic validity of the job satisfaction inventory was zero.

#### **3.7.2.1.1.4 Reliability**

Like validity, the reliability of instruments can also be established by different methods. In the present study the reliability of the instrument was estimated by Split half method. The scores on the odd and even numbered items of the instrument were correlated using Product moment correlation. This gave the reliability of the half test. The reliability of the half test thus obtained was 0.84. This was correlated for full length of the test by Spearman-Brown, Prophecy formula. The reliability of the full test thus obtained was 0.91.

The preliminary form of the English version of Job satisfaction inventory, Malayalam version Job satisfaction inventory, final form of the English version of Job satisfaction inventory, final form of Malayalam version of Job satisfaction inventory and the scoring sheet are given as Appendix 1,2,3,4 and 5 respectively.

### **3.7.2.2 16 Personality Factor Questionnaire (16 PF)**

#### **3.7.2.2.1 Selection of the Tool**

Selection of a tool for measuring personality poses serious problems. The selection of Cattell's 16 PF test in the present research was not arbitrary

and has been made after a lot deliberation and study of theory which has been supported amply by Allport (1937).

Vernon (1963) says that a person's behaviour in any situation depends, of course on specific features of that situation and on his temporary feelings or state of mind, but it depends also on his more enduring characteristics – abilities, habits and more general dispositions which may be called traits.

Cattell (1956) says that the source traits, as measured by the 16 PF test, are the spring of human behaviour. His definition of personality as given earlier is consistent with the contention of Marxi and Hillix (1973) that “the theory of personality is really identical with the general theory of behaviour, for Cattell's definition would fit the theories of behaviour.”

In view of the above theoretical as well as practical considerations Cattell's 16 PF questionnaire was selected. The 16 PF questionnaire is an objectively acceptable test devised by basic researches in psychology to give the most complete coverage of personality possible in a brief time. Coverage of personality is ensured by the 16 functionally, independent and psychologically

meaningful dimension isolated by over 20 years of factor analytical research on normal and clinical groups. Therefore having a certain position on one factor does not prevent the person having some other position, whatever, on any other.

Experience with the 16 PF in clinical, educational, and industrial psychology shows that the use of the 16 traits gives actual prediction of 16 personality characteristics. In view of the above theoretical as well as practical considerations Cattell's 16 PF questionnaire was selected to be used in the study.

#### **3.7.2.2.2 Adaptation of the Instrument**

The 16 PF questionnaire as its name implies provides a multi dimensional measurement of personality through normative scores on 16 Bi-Polar factors. Cattell's 16 PF form C was modified by Sitharam in 1974 (given as Appendix), and the language is made simpler than the original form to suit Indian conditions. This modified form of 16 PF form C was translated by Rema and Anitha Raveendran in 1989 into Malayalam language (given as Appendix). This Malayalam version of 16 PF questionnaires was used in the present study.

A brief description of the meaning of low/high score on each of the 16 Personality Factors is given below:

### Factor - A

Low Score (A <sup>-</sup> )	High Score (A <sup>+</sup> )
Sysothymia	Affectothymia
Reserved	Warm hearted
Detached	Out going
Critical	Easy going
Aloof and Stiff	Participating

The A<sup>-</sup> individual i.e. the person who critically scores low on factor-A, tends to be cool, stiff, skeptical, alone. He is in no sense abnormal, but has a temperamental inclination to be cautious in emotional expression, uncompromising and critical in out look and awkwardly aloof in manner. He likes things rather than people, working alone and avoiding clash of view points. He may tend to be critical, obstructive or hard at times. The lowest ranking occupations in factor-A, are artists, electricians and research scientists.

The A<sup>+</sup> individual, who scored high on factor - A tends to be good natured, easy-going, emotionally expressive, attentive to people, soft-hearted, kindly etc. He expresses marked performance for occupations dealing with people, enjoys social recognition. He readily forms active groups. He is generous in personal relations, less afraid of criticism and better able to remember the names of the people. The highest ranking (A<sup>+</sup>) occupations on factor-A score are for social workers and business executives.

### Factor - B

Low Score (B <sup>-</sup> )	High Score (B <sup>+</sup> )
Less intelligent	High intelligent
Low mental capacity	High mental capacity
Poorer Judgment	Better judgment
of lower morale	of higher morale
Concrete thinking	Abstract thinking
Quitting	Preserving

The person scoring low on factor-B (B<sup>-</sup>) tends to be slow to learn and grasp, dull and sluggish. He tends to have little capacity for the higher forms of

knowledge and to be somewhat boorish. His dullness may be simply a reflection of low intelligence or it may represent poor functioning due to psychopathology.

The person who scores high on factor-B ( $B^+$ ) tends to be quick to grasp ideas, a fast learner and intelligent. There is some correlation with level of culture and some with alertness. High score indicates deterioration of mental functions in pathological conditions.

### Factor - C

Low Score ( $C^-$ )	High Score ( $C^+$ )
Emotional instability	Emotionally stable
Emotional when frustrated	Emotionally mature
Changeable in interests	Constant in interests
Easily upset	Calm
Worrying	Unruffled

The person who scores low on factor-C (C<sup>-</sup>) is easily annoyed by things and people. He is dissatisfied with the world situation, his family, the restrictions of life and his own health. He feels unable to cope with life. He tends to be low in frustration, worrying, easily annoyed, changeable evading necessarily reality demands and tolerance for unsatisfactory conditions. He shows generalised neurotic symptoms in the form of phobias, psychosomatic complaints, sleep disturbances etc. Low score on factor-C is common to almost all forms of neurotic and mental disorders.

The person who scores high on factor-C tends to be emotionally mature, stable, calm, realistic about life, unruffled, possessing ego strength, having an integrated philosophy of life and better able to maintain high group morale. Sometimes he may be a person making a resigned adjustment to unsolved emotional problems. The high 'C' scored individuals are for more frequently leaders than are low 'C' scored individuals.

**Factor - E**

Low Score (E <sup>-</sup> )	High Score (E <sup>+</sup> )
Submissiveness	Dominance
Submissive	Assertive
Dependent	Independent
Considerate	Stern
Diplomatic	Hostile
Expressive	Solemn
Humble	Admiration

The person who scores low on factor-E tends to be dependent, considerate, diplomatic, expressive, conventional and easily upset by authority. He becomes a follower and takes action which goes along with the group. He is often soft hearted. This positively is a part of many neurotic syndromes. Occupationally lower scores are obtained by farmers, cooks and Janitors.

The person who scores high on factor-E tends to be assertive, self assumed, independent minded, stem, hostile and authoritarian. He may at times hard, head strong and disregards authority. The higher dominance scores are obtained by athletes, research scientists and air men.

### Factor - F

Low Score (F <sup>-</sup> )	High Score (F <sup>+</sup> )
Desurgency	Surgency
Silent	Talkative
Slow and cautious	Quick and Alert
Full of cares	Cheerful
Serious	Happy-go-lucky

The person who scores low on factor-F tends to be silent introspective, full of cares, reflective, in communicative, slow and cautious. He is sometimes pessimistic anxious and considered to be swung. He sticks to inner values and tends to be a dependable person. Artists, university administrators and physicists are low scorers on Factor - F.

An individual who scores high on factor - F tends to be frank, quick, active, cheerful, alert and imperturbable. He is very talkative, frequently chosen as an elected leader and reflects the group. He may be impulsive and mercurial. Airline hostesses and sales managers scores high on Factor-F.

### Factor - G

Low Score (G <sup>-</sup> )	High Score (G <sup>+</sup> )
Low super ego strength	Stronger super ego strength
Undependable	Conscientious
Slack indolent	Consistently ordered
Frivolous	Responsible
Getting Fickle	Preserving

The person who scores low on Factor-G, tends to be self-indulgent, slack, indolent and undependable. He is often casual and lacking in effort for group undertakings and cultural demands. He disregards obligations to people.

The person who scores high on Factor-G, tends to be responsible, emotionally disciplined, planful, energetic and strong in character. He is usually conscientious and prefers hardworking people to witty companions. He is very

much concerned about moral standards and rules. He views himself as correct, in cautious, in statements and preferring efficient people to other companions.

### Factor - H

Low Score (H <sup>-</sup> )	High Score (H <sup>+</sup> )
Threctia	Parnia
Shy	Likes meeting people
Withdrawn	Adventurous
Timid	Socially - bold
Apt to be embittered	Friendly
Restrained	Impulsive
Careful	Carefree

The person who scores low on Factor - H, reports himself to be shy withdrawing, cautious, cooling. He dislikes occupations with person's contracts, preferring one or two close friends to large groups. He usually has inferiority feelings and is not given any contact with all that is going on around him.

The person, who scores high on Factor-H., tends to be friendly, bold, adventurous and ready to try new things. He shows little inhibition to

environmental threat and feels free to participate. His 'thick skinnedness' enables him to face wear and tear in dealing with people and grueling emotional situations without fatigue. He has a history of being more frequently involved in organizing clubs or teams. He tends to be 'pushy' and actively interested in the opposite sex and is associated with more heart attacks.

### Factor - I

Low Score (I <sup>-</sup> )	High Score (I <sup>+</sup> )
Harria	Premisia
Tough - minded	Tender minded
Self - reliant	Dependent
Hard	Kindly and gentle
Unsentimental	Fidgety
Unaffected by 'Fancies'	Imaginative in inner life

The person who scores low on Factor-I, tends to be unsentimental, self-reliant and hard. He is practical, realistic, masculine, independent and responsible. He is sometimes unmoved, cynical and smug. He holds responsibility and unaffected by 'Fancies' acts on logical evidence. He doesn't

dwell on physical disabilities. The professionals such as electricians, policemen and mechanics are low on Factor-I.

The person who scores high on Factor-I, tends to be kindly, gentle, day-dreaming, artistically fastidious and in-conversational. He is impatient, dependent, impractical and often seeks sympathy and help from others. He acts on sensitive intuition and dislikes crude people and rough occupations. Chemical engineers, pilots, artists, writers score high on Factor-I.

### Factor - L

Low Score (L <sup>-</sup> )	High Score (L <sup>+</sup> )
Alaxia	Protension
Trusting	Suspect
Free of Jealousy	Jealous
Adaptable	Dogmatic
Conciliatory	Irritable

The person who scores low on Factor-L, tends to be adaptable cheerful, uncompetitive and concerned about other people. He is one of the easy going

and a good team worker. He readily forgets difficulties and accepts personal unimportance.

The person, who scores high on factor-L, tends to be mistrusting, jealous and doubtful. He is often involved in his own ego and interested in internal mental life. He is self-opined and uninfluenced by the views prominent people and declines to be generous and a poor team member.

### Factor - M

Low Score (M <sup>-</sup> )	High Score (M <sup>+</sup> )
Praxernia	Aulia
Practical	Imaginative
Conventional	Unconventional
Careful	Absent-minded
Guided by objective realities	Fanciful

The person who scores low on Factor-M, tends to be anxious to do the right things, alert to practical matters and conventional. He is subjected to the

dedications of what is obviously possible. He is concerned over details and issues. But sometimes, he is unimaginative and narrowly correct. Automobile accidents are quite significantly lower for M individuals.

The person, who scores high on Factor-M, tends to be unconventional and disregarding of practical matters. He tends to feel in group, unaccepted, but unconcerned. He sometimes, makes emotional scenes and undependable. He expresses significantly more dissatisfaction with the group unity. Occupationally, high M score occurs in artists, researchers, some planning executives and many editorial workers.

### Factor - N

Low Score (N <sup>-</sup> )	High Score (N <sup>+</sup> )
Naiveté	Shrewdness
Genuine	Polished
Socially clumsy	Socially aware
Artless	Artful
Simple tastes	Aesthetically fastidious

The person, who scores low on Factor-N, tends to be unsophisticated, sentimental and simple. He lacks self-insight and sometimes crude and awkward. He has blind trust in human nature and has simple tastes. He has

vague and injudicious mind. He is easily pleased and contented with what comes. He is warm, emotionally involved.

The person, who scores high on Factor-N, tends to be polished, experienced, worldly and shrewd. He has an intellectual and unsentimental approach to situations. He is insightful regarding self and others. He emotionally detached, disciplined and possibly insecure.

### Factor - O

Low Score (O <sup>-</sup> )	High Score (O <sup>+</sup> )
Untroubled adequacy	Guilt proneness
Self-confident	Worrying, Anxious
Cheerful	Depressed
Impenitent	Easily touched
Does not care	Scrupulous
No fears	Phobic symptoms

The person, who scores low on Factor-O, tends to be cheerful, placid and impenitent. He has confidence in himself. He is expedient and insensitive

to people's approval or disapproval. He is resilient and secure. He is rudely vigorous and has no fears.

The person, who scores high on Factor-O, tends to be depressed, moody, troubled, suspicious, anxious and lonely. He has child like tendency to anxiety in difficulties and over come by moody. He has strong sense of obligation. High Factor 'O' score occurs in certain religious groups, artists, farmers and editorial workers.

### Factor - Q<sub>1</sub>

Low Score (Q <sup>-</sup> )	High Score (Q <sup>+</sup> )
Conservation	Radicalism
Conservative	Liberal
Established ideas	Free thinking
Respecting	Analytical

The person who scores low on Factor-Q<sub>1</sub> tends to be conservative, overly cautious and moderate. He is reluctant to any change, inclined to go

along with traditions and tends not to be interested in analytical 'intellectual' thought. He gives respect to established ideas.

The person who scores high on Factor-Q<sub>1</sub> is more interested in intellectual matters and has doubts on fundamental issues. He is more inclined to experiments with problem solutions. He frequently takes issues with ideas, either old or new. He tends to be well informed and less inclined to moralize. In group dynamics he contributes significantly more remarks to discussion. Occupationally, it is high in executives, professors and scientific researchers and low in policemen, nurses and semi skilled workers.

### Factor - Q<sub>2</sub>

Low Score (Q <sub>2</sub> <sup>-</sup> )	High Score (Q <sub>2</sub> <sup>+</sup> )
Group dependency	Self-sufficiency
Group dependent	Self-sufficient
Sound follower	Resourceful and Prefers own decisions

The person, who scores low on Factor-Q<sub>2</sub>, prefers to work and make decision with group, depends on social approval and admiration, and is conventional and fashionable. He may be lacking in individual resolution and needs group support.

The person who scores high on Factor-Q<sub>2</sub>, is temperamentally independent, significantly more dissatisfied with the group integration. He is accustomed to go in his own way making decisions and taking action. He discounts public opinion.

### Factor - Q<sub>3</sub>

Low Score (Q <sub>3</sub> <sup>-</sup> )	High Score (Q <sub>3</sub> <sup>+</sup> )
Low self - sentiment integration	High self - concept control
Undisciplined	Controlled
Follows own urges	Following self-image
Careless of social rules	Socially precise

The person, who scores low on Factor-Q<sub>3</sub>, will not bother about sock demands. He is negligent and follows his own rules. He may feel maladjusted and may show maladjustment. He is not over considerate, careful or pain taking.

The person, who scores high on Factor-Q<sub>3</sub>, tends to have socially approved character, responses, self-control and fore-sight. He sometime tends to be obstinate. He makes more remarks in committees than others, especially problem raising and solution offering comments. Airline pilots, university administrators, electricians and effective leaders are high on 'Q<sub>3</sub>'

#### Factor-Q<sub>4</sub>

Low Score (Q <sub>4</sub> <sup>-</sup> )	High Score (Q <sub>4</sub> <sup>+</sup> )
Low ergic tension	High ergic tension
Relaxed	Tense
Unfrustrated	Frustrated
Tranquil	Driven
Tropid	Over wrought

The person who scores low on factor-Q<sub>4</sub> tends to be relaxed, composed and satisfied. In some situations, his over satisfaction can lead to laziness and low performance. Editors and persons in jobs which may give little self-expression, but release an onslaught of environmental demands runs high. Airline pilots and air hostesses score low on this trait.

The person who scores high on the factor-Q<sub>4</sub> tends to be tense, restless, fretful and impatient. He rarely achieves leadership. In groups he takes a poor view of the degree of utility, orderliness and leadership. High "Q<sub>4</sub>" is best interpreted as an 'id' energy excited in excess of the ego strength capacity to discharge it.

In this chapter, the list of dependent and independent variables and their brief description were given. The 16 PF were also described with individual factors.

The construction of dependent variables i.e. job satisfaction and job involvement scales, selection of items for the final form, its validity and

reliability were discussed in the forthcoming chapter. The sample and design and scoring of the instruments were also given.

### 3.7.2.2.3 Validity

Years of factor analytical work sponsoring this instrument lend empirical credence to its construct validity as a personality measure and predictor.

Validity of Malayalam version (Rema and Anitha Raveendran, (1989) of 16 PF form C was established by calculating the means of the correlation of all the items with the respective factor scores. It was found out that the coefficient of correlation ranged from 0.58 to 0.90 as given in Table 3.8.

Table 3.8

Factor wise mean correlation

Factor	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
r	0.90	0.61	0.58	0.63	0.65	0.65	0.68	0.71	0.70	0.64	0.60	0.61	0.70	0.70	0.59	0.60

### 3.7.2.2.4 Reliability

A test retest reliability of the 16 PF form C on a population of 200 students by Rema and Anitha Ravindran are shown in Table 3.9.

Table 3.9

Test retest reliability of 16PF Form C Malayalam version

Factor	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
r	0.82	0.84	0.81	0.87	0.81	0.77	0.62	0.80	0.73	0.85	0.86	0.82	0.86	0.77	0.89	0.63

Test retest reliability of the questionnaire found out by the investigator (Four weeks interval between the two administrations) is given in Table 3.10.

Table 3.10

Test retest reliability of Malayalam version of 16 PF form C.

Factor	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
r	0.80	0.84	0.81	0.84	0.79	0.77	0.76	0.82	0.79	0.83	0.82	0.80	0.78	0.77	0.78	0.69

English version of 16 PF, Malayalam adaptation of 16 PF form C questionnaire and its score sheet are given as appendix 7, 8 and 9 respectively.

### **3.7.2.3 Personal Data**

In order to collect personal and social variables like locality of the school, type of management of the school, age, teaching experience, educational qualification, marital status and number of children was obtained through a carefully designed personal data sheet. The copy of personal data sheet is given as Appendix 6.

## **3.8 Sample for the Study**

The population for the present study was the female schoolteachers of Kerala. Treating this as the reference population, in sample selection the investigator had to take decision on the following aspects.

- Factors to be considered for selecting the sample
- Size of the sample
- Techniques of sampling

### **3.8.1 Factors to be Considered for Selecting the Sample**

The first task was to ensure the due representation of all the criteria, based on which the sample is to be divided in to sub samples. The following conditions were taken in to considerations.

3.8.1.1 It was decided to consider three major factors to select the strata into which the sample is to be divided that are locality, management category and efficiency level of schools. It was assumed that a due representative sample from these strata would help to get due representation of the other variable such as age, teaching experience, educational qualification, and marital status.

3.8.1.2 The sample would be selected from schools that will be willing to extent all help for conducting the study. The investigator has to look for institutions with which she can establish close personal contact and cooperation for extended data collection.

### **3.8.2 Sample Size:**

The size of the sample was fixed to be 700. The decision was based on the fact that on stratification of the sample, a sample size of about 500 would yield results as precise as it would be for the whole population and also that would keep the error within 5% (Krech , Crutchfield and Ballachey 1962) It was also considered that the sample should be small enough to permit a close study, since a series of psychological tests will have to be administered to the sample.

### 3.8.3 Technique of Sampling

Stratified random sampling technique was used for the present study because the sample for the study required the representation of different strata of the population in it.

The following strata were considered for the selection of the sample.

- Rural and urban schools
- Government and private schools
- School efficiency –superior, average, and inferior

The schools were classified into three categories viz; superior, average, and inferior based on the results obtained in the SSLC Examination for the adjacent years. Schools with percentage of pupils passed in SSLC Examination equal to or greater than 70 % were considered as superior, between 31% and 69% as average and 30 % and below inferior.

Since the study uses stratified random sampling the members of the sample were drawn randomly from each stratum. The investigator selected samples from Kozhikode, Malappuram, Wayanad and Thrissur Districts. Malappuram is a district, which is considered to be educationally backward;

Wayanad the hilly district had a tribal population and is also considered to be educationally backward.

Kozhikode and Thrissur districts are considered to have educated population and majority of the school come under urban area. Hence the selection of the districts for the study will represent the women teacher population of Kerala state.

#### **3.8.4 Sub Samples**

On the basis of the variables the following sub samples were selected.

- Based on age

Three sub samples viz teachers with age (1) below 30 years, (2) 31 to 40 years, and (3) 41 and above were selected on the basis of age.

- Based on educational qualification

Teachers with minimum required qualifications and teachers with higher educational qualifications were the 2 sub group were considered in the study.

- Based on teaching experience.

Three sub groups viz (1) less than 5 years, (2) 6 to 15 years, and (3) 16 years and above were selected based on the teaching experience.

- Marital status

Married and unmarried teachers were considered as the sub sample in the study.

### 3.8.5 Final Sample

From the 750 teachers selected for the study the score sheets of 700 teachers were available for analysis because incomplete answer sheets were deleted before scoring.

Distribution of the sample of teachers selected for the study is given in Table 12.

Table 12

Details of the break up of the final sample

Rural (N=410)				Urban (N=290)			
Primary (N=235)		Secondary (N=175)		Primary (N=170)		Secondary (N=120)	
Private	Govt	Private	Govt	Private	Govt	Private	Govt
125	110	100	75	100	70	70	50

### **3.9 Collection of Data**

After deciding the schools from which the data is to be collected, the investigator approached the Heads of the schools and their cooperation was ensured. The tools used in the study namely, the job satisfaction inventory, 16 PF questionnaire and personal data sheet which were self administering were administered to the women teachers after establishing a good rapport with them. The purpose and importance of the study was explained to them. Sufficient time was given to the teachers to respond to all the items. Their doubts regarding certain items in the scale were also cleared on the spot.

### **3.10 Scoring and Consolidation of Data**

The job satisfaction inventory which was 5 point scale was scored by assigning numerical weight to the responses as given in Table 3.2

Scoring of the answer sheets of 16 PF questionnaire were done according to the instructions given in the manual. Two separate stencil keys were used for scoring. One key for scoring the factors A, C, F, H, I, N, Q1 and Q3. Another scoring key was used for scoring B, E, G, H, M, O, Q2 and Q4

factors. And scoring was done with these two scoring keys. The obtained score of each factor was converted into Stanine Scores.

### **3.11 Analysis of the Data**

Main statistical procedures employed in this study are given below.

#### **3.11.1 Preliminary Analysis**

For the preliminary analysis of the job satisfaction scores, the important statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were computed.

#### **3.11.2 Analysis of Variance**

One way Analysis of variance was employed to find out the effect of independent variables on the dependent variable.

#### **3.11.3 Test of Significance of Mean Difference**

In order to compare the mean scores of the select independent and dependent variables, a test of significance of difference between Means was used.

### 3.11.4 Multiple Regression Analysis

To find out the relative contribution of a set of independent variable to the dependent variable, Multiple Regression analysis has been successfully employed in Educational Research. In the present investigation, stepwise Multiple Regression analysis was carried out employing personal, social and 16 PF as the independent variables to find out the most significant of them with regard to their contribution to job satisfaction of teachers and to find out the relative contribution of each of these variables to job satisfaction.

# ANALYSIS AND INTERPRETATION

I. M. Indira “A study of the job satisfaction of women teachers in relation to select social and personality variables” Thesis. Department of Education, University of Calicut, 2004

# Chapter 4

## ANALYSIS AND INTERPRETATION

- 4.1 Description of Distribution of Job Satisfaction Scores
- 4.2 Job Satisfaction of Women Teachers
- 4.3 Job Satisfaction Vs Locality of School
- 4.4 Job satisfaction Vs Management
- 4.5 Job Satisfaction Vs Qualification
- 4.6 Job Satisfaction Vs Qualification
- 4.7 Job Satisfaction Vs Experience
- 4.8 Job Satisfaction Vs Marital Status
- 4.9 Job Satisfaction Vs Number of Children
- 4.10 Job Satisfaction Vs Personality Characteristics
- 4.11 Multiple Regression Analysis

## ANALYSIS AND INTERPRETATION

### 4.1 Description of Distribution of Job Satisfaction Scores

The data collected were analysed using relevant statistical techniques like 't' test, 'F' test, Regression analysis etc. The obtained numerical values are given in tables and represented in graphs.

The dependent variable in the present study is job satisfaction. The composite index of job satisfaction for each individual was calculated and presented in the form of frequency distribution. All the descriptive statistics were calculated and necessary discussions were made to see whether the distribution followed the normality.

The obtained Mean job satisfaction score is 227.47. This indicates that majority of the women teachers stood above the midpoint 224.5. The Median and Mode values are 226 and 223.06 respectively. Since all the Measures of Central tendency values are almost the same and the

calculated value of skewness is only 0.02, the distribution is almost Normal.

Table 4.1  
Frequency Distribution of Job Satisfaction Scores

Class Interval	Frequency	Mid Point	Cumulative Frequency
160-169	2	164.5	2
170-179	8	174.5	10
180-189	11	184.5	21
190-199	32	194.5	53
200-209	82	204.5	135
210-219	104	214.5	239
220-229	167	224.5	406
230-239	93	234.5	499
240-249	93	244.5	592
250-259	57	254.5	649
260-269	23	264.5	672
270-279	22	274.5	694
280-289	6	284.5	700
	N = 700		

Mean	=	227.47	Q .D.	=	14.50
Median	=	226.00	S.D.	=	21.45
Mode	=	223.06	Sk	=	0.02
Range	=	126.00	Ku	=	3.67

The Measures of Dispersion, both Quartile Deviation (Q.D) and Standard Deviation (S.D) values are 14.50 and 21.45 respectively. The empirical relationship between these two measures in the case of Normal Distribution is  $\frac{2}{3} S.D=Q.D.$  or P.E (Probable Error). This type of relationship between the two measures of the distribution again reveals that the distribution is almost Normal.

The frequency polygon in figure 4.1 shows that the scores of job satisfaction are following normality. Hence it may be concluded that all parametric statistical tests can be employed to analyse the data on the scores of job satisfaction. The level of job satisfaction among women teachers is above the midpoint on the rating scale and hence it can be concluded that the existing level of job satisfaction is above average.

An observation into the above frequency distribution reveals that 239 teachers fall in the lower class interval; where as 294 teachers fall in the higher class interval than the middle. In other words, there is more concentration of teachers in the higher half than in the lower half of the distribution.

### Frequency Polygon for the Job Satisfaction Scores

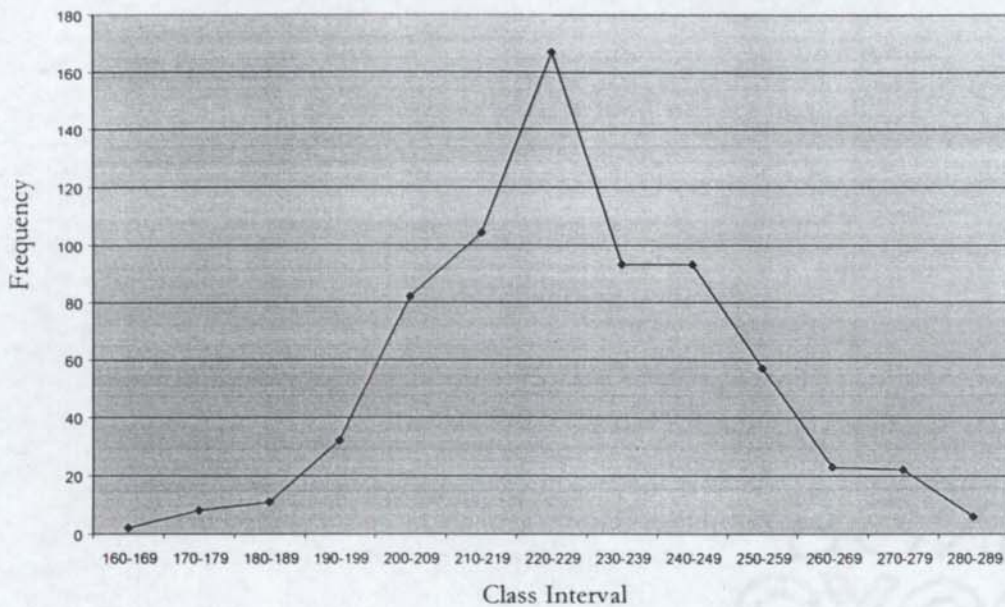


Figure 4.1

## 4.2 Job Satisfaction of Women Teachers

The job satisfaction inventory was developed to measure the level of satisfaction/dissatisfaction of the women teachers in their job and also the level of job satisfaction in relation to personality and social variables. Since the study aims at measuring the level of job satisfaction of women teachers and also to identify the factors with which the teachers were satisfied and those with which they were dissatisfied, the Mean overall job satisfaction score of the sample of women teachers and also the Mean scores on the different factors were computed.

The Mean overall job satisfaction of the subjects and the Mean score obtained on different job factors are shown in Table 4.2.

Table 4.2

Mean scores and S Ds of the whole group of women teachers on different job factors and overall job satisfaction and the result of 't' test.

Factors	Neutral point	Mean	S Ds	't'
Overall	210	227.47	21.46	21.54 **
F-1	21	26.85	4.83	32.14 **
F-2	21	26.72	4.26	35.55 **
F-3	21	23.86	5.18	14.60 **
F-4	21	25.11	3.37	30.45 **
F-5	21	22.33	4.63	7.58 **
F-6	21	16.92	4.36	24.72 **
F-7	21	18.19	4.56	16.30 **
F-8	21	20.46	4.22	3.35 **
F-9	21	20.46	5.88	2.43 *
F-10	21	27	4.61	34.44 **

Note 1: \* 't' significant at 0.05 level,  
 \*\* 't' significant at 0.01 level

Note 2: The same notation is used in all the tables that follow for indicating the level of significance of 't' or 'F' values.

## Neutral Point and Mean of the Whole Sample

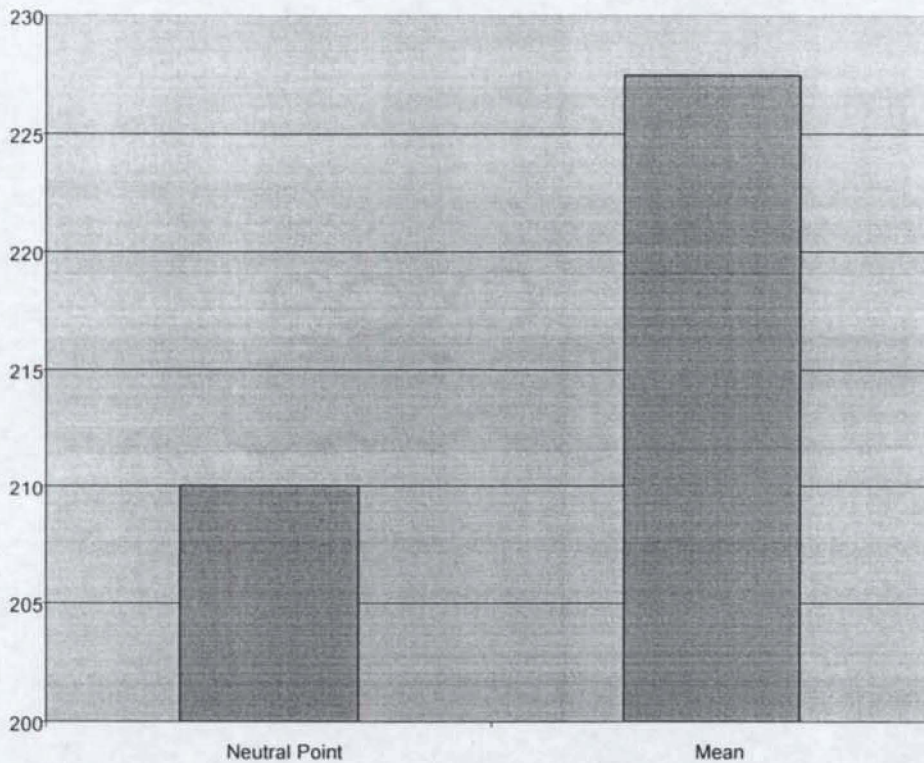


Figure 4.2

It could be seen from the Table 4.2 and graph that the Mean overall job satisfaction score is 227.47. The job satisfaction inventory contain 70 items with the score on any item ranging between 1 and 5 and the total score on the instrument could range between 70 and 350 with a neutral point 210 ( $70 \times 3 = 210$ ). In this context a few points regarding neutral point is worth mentioning.

According to Krech, Crutchfield and Ballachery (1962), attitudes may be construed as varying in quality and intensity on a continuum from positive through neutral to negative. The intensity of an attitude, positive or negative is represented by the extremity of the position occupied by it on the continuum. One may consider that an attitude is neutral to be self contradictory, indicating the presence of a response predisposition on one hand and the lack of a predisposition on the other. From this point of view the neutral position on the attitude continuum represent no attitude towards the objects in question (Shaw and Wright, 1967). The second alternative interpretation suggested by Shaw and Wright (1967) is that it represents the point of balance in the positive-negative evaluative conflict, thereby reflecting an ambivalent attitude where ambivalence is used to indicate the existence of two or more attitudes towards the same referent or several references possessing some degree of similarity of stimulus value. The second interpretation suggested by Shaw and Wright (1967) seems to be more reasonable and has been adapted by investigators like Reddy (1989) and Ramakrishnaiah (1980).

Mean score above neutral point indicates satisfaction on the job while a Mean score below the neutral point shows dissatisfaction on the

job. It is needless to point out, however, that a Means score of say 211, just one point above the neutral point does not indicate definite satisfaction. The little difference between the Mean and neutral point may be due to error variance that is bound to occur in any investigation more so in educational and psychological research. Hence the difference between the Means score and neutral point was tested for significance by applying 't' test.

The obtained Mean for overall job satisfaction is 227.47, which is above the neutral point of 210. The 't' value for the difference for the Mean score and neutral point is 21.54; significant at 0.01 level. This indicates that the women teachers in general were satisfied with their job.

Considering the different job factors it may be seen that for factors, F-1, F-2, F-3, F-4, F-5 and F-10 the Means scores were above the neutral points, the neutral point being 21 for all the factors. The Mean scores were below the neutral point for factors F-6, F-7, F-8 and F-9. It can be seen from the table that 't' values for factors F6, F7 and F8 are significant at 0.01 level and for F9 the 't' value is significant at 0.05 level. Hence it may be concluded that the women teachers were satisfied with the 6 factors namely: Head of the institution, colleagues,

management, students, parents and self-esteem. They were pleased because they could maintain a good relationship with Head of the institution, colleagues, management, students and parents. They were happy over the appreciation and recognition they got from the students and parents. They felt successful in their job. They were also satisfied with the factor, self- esteem. While the above aspects deal mostly with the intrinsic nature of the job, they were dissatisfied with the extrinsic factors like academic policies, service conditions, salary and fringe benefits and physical facilities in the school.

The result seems to corroborate to a large extent to Herzberg's two factor theory according to which intrinsic factors cause satisfaction to the worker while extrinsic factors cause dissatisfaction.

The highest Mean score is 27 for factor F-10 and the lowest Mean score is 16.92 for factor F-6. The factor F-10 is self-esteem and it shows that the women teachers had high satisfaction with this factor as compared to any other factor. They may be happy as they have become a teacher and they consider it as an ideal profession. This could also be a reason why women are attracted towards this profession.

The teachers are dissatisfied with the factor F-6, academic policies. This factor included statements about present examination system, teacher – pupil ratio and the promotion system. They are also not satisfied with the in-service training programmes given to them. The other factors of dissatisfaction are F-7, service conditions; F-8, salary and fringe benefits and F-9, physical facilities.

Hence the first hypothesis that ‘in general the women teachers are satisfied with their job’ is accepted.

### **4.3 Job Satisfaction Versus (Vs) Locality of School**

The place of work may have some influence on the job satisfaction of a individual. Based on the place of work, the teachers were divided into two groups, namely, teachers working in rural area and teachers working in urban area.

The Means and standard deviation of teachers working in rural and urban area schools on different job factors and the result of ‘t’ test are presented in Table 4.3.

Table 4.3

Mean satisfaction scores of women teachers working in rural and urban area on different job factors and the result of 't' test.

Factors	Rural N = 410		Urban N = 290		't'
	M	S D	M	S D	
Overall	226	20.69	229.55	22.38	2.16 *
F-1	26.94	4.65	26.73	5.05	0.57 @
F-2	26.91	4.55	26.47	3.81	1.35 @
F-3	23.42	5.37	24.48	4.84	2.68 **
F-4	24.81	3.82	25.53	3.15	2.62 **
F-5	22.58	4.39	21.96	4.94	1.76 @
F-6	16.58	4.29	17.4	4.43	2.45 *
F-7	17.83	4.56	18.69	4.52	2.47 *
F-8	20.11	4.09	20.97	4.36	2.67 **
F-9	19.9	5.38	21.25	6.44	3.01 **
F-10	27.64	4.59	26.35	4.58	3.16 **

Note 1: '@' : 't' not significant at 0.05 level.

2: The same notation is used in all the tables that follow for indicating the level of significance of 't' or 'F' values.

### Mean Job Satisfaction Scores of Teachers working in Rural and Urban Areas

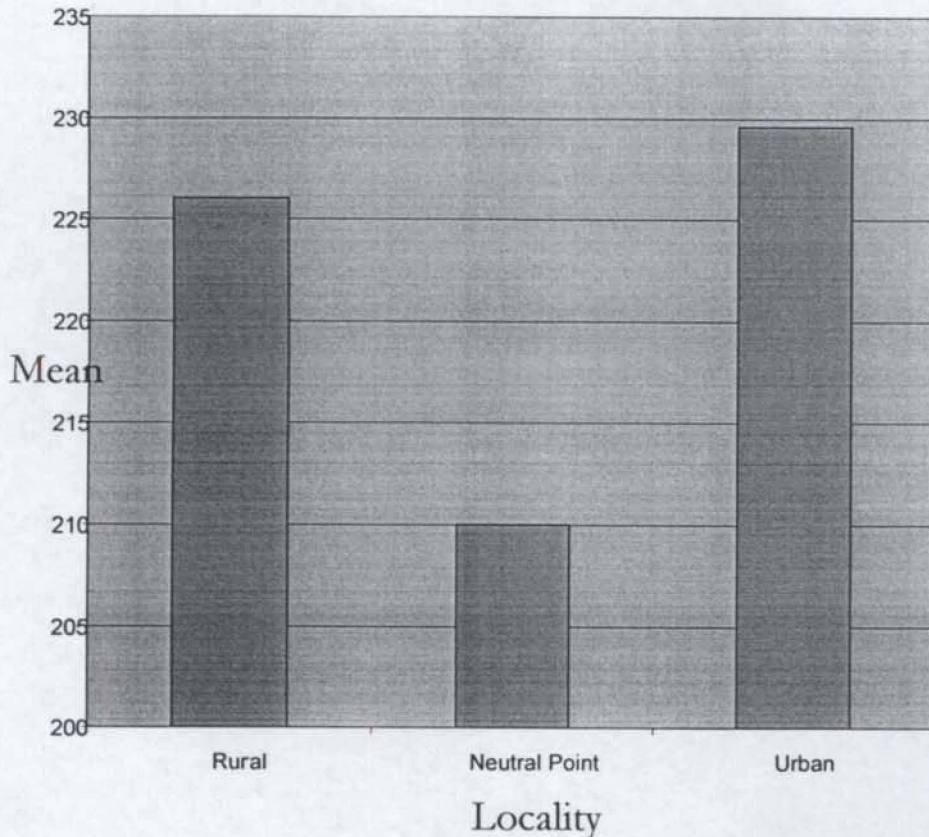


Figure 4.3

It can be seen from the Table and graph that the Mean overall job satisfaction of the teachers working in the school in rural area is 226 while that of those working in urban areas is 229.55. This indicates that the Means scores of the teachers working in rural and urban area were above the neutral point. Both these groups of teachers were satisfied with their job.

A comparative examination of the Mean scores of teachers working in rural and urban area shows that the two groups differed significantly as the 't' test was significant. The teachers working in urban area were found to be more satisfied than those working in the rural area with regard to the overall job satisfaction score. Both the group of teachers were satisfied with factors F-1, F-2, F-3, F-4, F-5 and F-10. They were dissatisfied with the factors F-6, F-7 and F-8. With regard to factor F-9, rural school teachers were dissatisfied and urban school teachers were satisfied. The factor F-9 deals with the physical facilities in the school. The two groups differed significantly with regard to the physical facilities of the school.

The 't' value was significant for factors F-3, F-4, F-6, F-7, F-8, F-9 and F-10 indicating that, with regard to factors; management, students, academic policies, service conditions, salary and fringe benefits, physical facilities and self-esteem, the two groups differ significantly. For the factors F-1, F-2 and F-5 the two groups of teachers did not differ significantly as the 't' value was not significant at 0.05 level.

The highest Mean score obtained for the teachers working in rural area is 27.64 for the factor F-10, self esteem and the lowest Mean score is 16.58 for the factor F-6, academic policies. The teachers working in rural

area had a high self esteem. They were least satisfied with academic policies. The highest Mean score obtained for the teachers working in urban area is 26.73 for the factor F-1, and they were most satisfied with the Head of the institution. The lowest Mean score obtained is for the factor F-6, and they were not satisfied with the factor, academic policies.

The above results show that the teachers working in rural and urban area schools were satisfied with their job and there was significant difference in the level of job satisfaction of these two groups of teachers at 0.05 level.

Hence the hypothesis that, there will not be any significant difference in the level of job satisfaction of teachers working in rural and urban area would not differ significantly is rejected.

The findings of the present investigation are supported by the findings of Basi (1991). But Srivastava(1986) got a contradictory result.

#### **4.4 Job satisfaction Vs Management**

Has the type of management of the school in terms of Government and aided by Government any influence on the level of job

satisfaction? To probe into this, teachers from both Government and private schools were included in the study.

The Mean and Standard Deviation of the teachers working in Government and private school on overall job satisfaction and on different job factors are presented in Table 4.4.

Table 4.4

Mean and S.Ds of the teachers working in Government and private school on overall job satisfaction and the different job factors and the result of 't' test.

Factors	Government (N= 305)		Private (N=395)		't'
	Mean	Standard Deviation	Mean	Standard Deviation	
Overall	225.37	20.19	229.09	22.29	2.28 *
F-1	27.38	4.87	26.44	4.74	2.60 **
F-2	26.65	4.27	26.78	4.26	0.43 @
F-3	22.79	5.77	24.68	4.51	4.89 **
F-4	25.07	3.61	25.14	3.54	0.27 @
F-5	22.6	4.64	22.12	4.62	1.37 @
F-6	17.09	4.56	16.78	4.20	0.90 @
F-7	18.34	5.04	18.08	4.16	0.76 @
F-8	19.95	3.93	20.86	4.40	2.84 **
F-9	19.78	6.04	20.99	5.7	2.71 **
F-10	26.48	4.99	27.49	4.26	2.65 **

Mean Job Satisfaction Scores of Teachers working in Government  
and Private Management schools

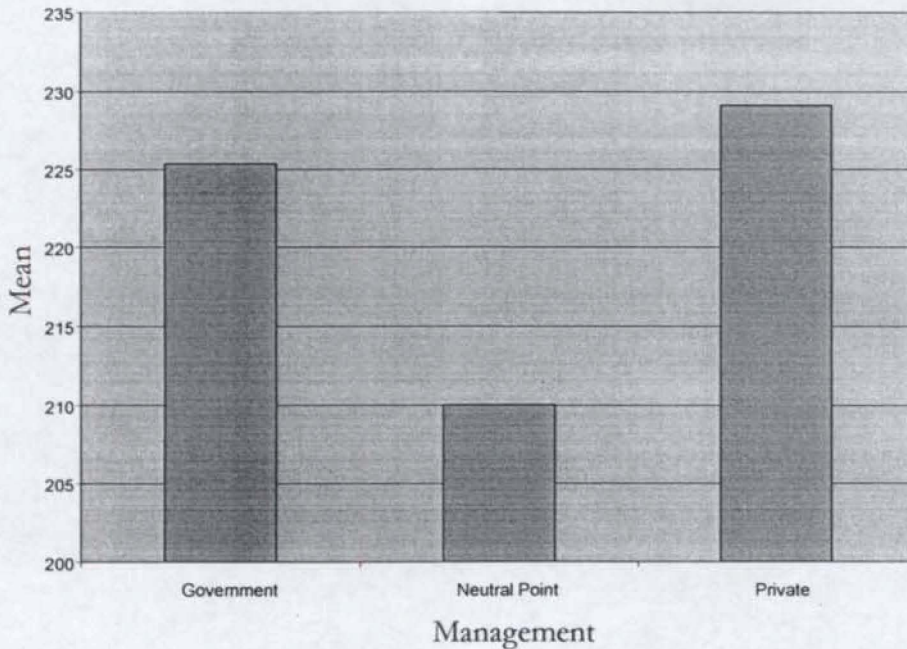


Figure 4.4

It may be seen from the Table and graph that the Mean overall job satisfaction score of the teachers in Government school is 225.37 while that of those working in private school is 229.09. This indicates that the Means scores of teachers working in Government school and private school are above the neutral point. The Mean job satisfaction score of the private school teachers were higher than the Government school

teachers. This indicates that they had a higher level of job satisfaction. 't' test was applied to see whether the two Means were significantly different. The obtained 't' value is 2.28. This shows that the teachers working in Government schools as well as private schools were satisfied with the job and the two groups differed significantly at 0.05 level. An examination of the factor-wise Mean score of the two groups of teachers shows that the Mean scores of factors F-1, F-2, F-3, F-4, F-5 and F10 are above the respective neutral points for both the group of teachers. The above results show that teachers of Government as well as private schools exhibited satisfaction with their job as measured by factors F-1, F-2, F-3, F-4, F-5 and F10. They were dissatisfied with their job as measured by factors F-6, F-7, F-8 and F-9.

When 't' test was applied to find out the significant difference between the two Means it was found out that the two groups did not differ significantly with regard to factors F-1, F3,F-8, F-9 and F-10 and there was no significant difference with regard to factors F-2, F-4, F-5, F-6 and F-7.

Considering the different job factors, the highest Mean score obtained is 27.38 for the factor F-1 for the Government school teachers

and the lowest is 17.09 for the factor F-6. Government school teachers were very much satisfied with their Head of the institution.

For the factor F-1, the private school teachers got a Mean score of 26.44. The Head of the institution in a Government school is transferable whereas in private school, once they become the Head of the institution, they retire from the service from that school itself.

The relationship of the Head of the institution with their staff may vary from a Government school to a private school. The private school teachers had a highest Mean score of 27.94 for the factor self-esteem, whereas for Government school it was only 26.48. The lowest score obtained was for the factor F-6, academic policies, and both the groups were dissatisfied with this factor.

The above results show that teachers working in Government and private schools are satisfied with their job and there is a significant difference in their level of job satisfaction.

Hence the hypothesis that there will not be any significant difference in the level of job satisfaction of teachers working in Government and private schools is rejected.

The studies conducted by Tabatabai (1981) and Sreevasthava (1986) support the findings of the investigation. Similar results were obtained by Padmanbhaiah (1984) and Ramakrishnaiah (1990). Reddy and Babjan (1980), Reddy (1989), Kurian and Muraleedharan (2003) found that teachers in Government schools and aided schools differ significantly in their level of job satisfaction.

The studies conducted by Basha and Azmal (1994) and Ramakrishnaiah and Rao (1998) gave contradictory result.

#### **4.5 Job Satisfaction Vs Age**

The review of related literature reveals that the age of the employees is one of the significant variables in determining their level of job satisfaction. There are contradictory results with regard to the age and level of job satisfaction. To probe into the question 'does the age of the teacher have any bearing on the level of their job satisfaction' the teachers were classified into three groups as (1) young: 35 years or less

(2) middle aged: 36 to 45 years (3) old: 46 and above. The job satisfaction scores of the three groups of teachers were analysed to find the Means and S.Ds of the different age groups of teachers and are presented in Table 4.5.

Table 4.5

Mean and Standard Deviations of the different age groups of teachers

Factors	Young (N = 175)		Middle aged (N=305)		Old (N=220)	
	Mean	SD	Mean	SD	Mean	SD
Overall	229.23	19.92	226.07	21.08	228.02	23.09
F-1	27.53	4.77	26.71	5.13	26.50	4.35
F-2	26.81	4.16	26.97	4.19	26.32	4.43
F-3	23.67	4.54	24.12	5.42	23.64	5.32
F-4	25.26	3.24	25.14	3.67	24.95	3.68
F-5	22.12	4.60	22.25	4.87	22.60	4.31
F-6	17.49	4.62	16.44	4.19	17.14	4.34
F-7	18.96	4.95	17.92	4.58	17.95	4.14
F-8	20.72	3.94	20.34	4.29	20.43	4.44
F-9	20.27	6.14	19.74	5.55	20.61	5.97
F-10	26.94	4.48	26.98	4.45	27.08	4.94

### Mean Job Satisfaction Scores of Teachers of different Age groups\*

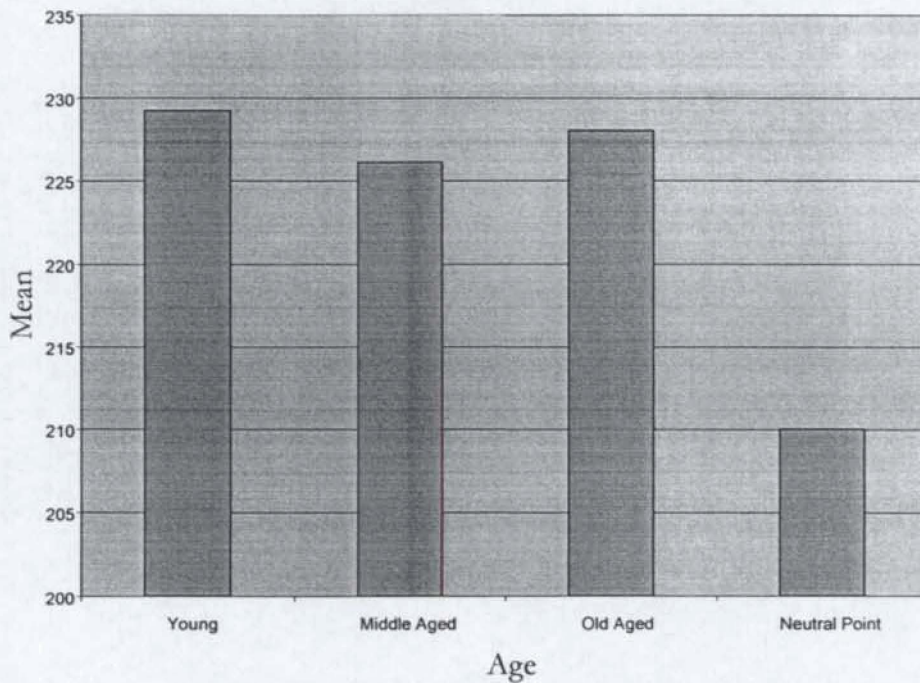


Figure 4.5

It could be seen from the Table and graph that the Mean overall job satisfaction scores of the three groups of the teachers are 229.23, 226.07 and 228.02 respectively. The Mean scores of all the three groups are above the neutral point (210) indicating that all the three groups of teachers were satisfied with their job.

An examination of the factor wise Mean score shows that the Mean scores of the three groups were above the neutral point (21) in the case of factors F-1, F-2, F-3, F-4, F-5 and F-10. In all the other factors

F-6, F-7, F-8 and F-9 the Mean scores were below the neutral point. The Mean scores of the teachers indicate that the young teachers were the most satisfied group followed by the old and the middle age.

The highest Mean score obtained for the group of young teachers was 27.53 for the factor F-1 and the lowest score was 17.49 for the factor F-6. They were most satisfied with the Head of the institution and least satisfied with academic policies. The highest Mean score obtained for the group of middle aged group of teachers was 26.98 for the factor F-10 and lowest score was 16.44 for the factor F-6. They had a very high self-esteem. They were least satisfied with academic policies. The highest Mean score obtained for the old group was 27.08 for the factor F-10 and lowest score was 17.14 for the factor academic policies. This group had also a very high self esteem while they were least satisfied with academic policies.

To examine the significance of the difference between the Mean scores of the three groups, one way ANOVA was applied and the results are presented in Table 4.6.

Table 4.6

Results of ANOVA of Job Satisfaction of Teachers of different Age groups

Job Factors	SS		MS		df (2,697) F
	Between	Within	Between	Within	
Overall	12112	320636	606	460	1.317 @
F-1	112	16097	56	23.09	2.425 @
F-2	54.66	12633	27.32	18.13	1.508 @
F-3	38.34	18715	19.17	26.85	0.714 @
F-4	10.03	8898	5.01	12.77	0.393 @
F-5	25.03	14973	12.52	21.48	0.583 @
F-6	137.91	13177	68.95	19.90	3.647 *
F-7	137.92	14380	68.96	20.63	3.342 *
F-8	16.13	12462	8.06	17.88	0.451 @
F-9	458.31	23706	2292	340.10	6.74 **
F-10	1.94	14860	0.97	21.32	0.045 @

The obtained F ratio for the overall job satisfaction scores of the three groups was not significant at 0.05 level for 2 and 697df. This shows that the difference in the age of teachers had no significant effect on the overall job satisfaction.

Considering the different job factors F ratio were significant in the case of only three factors F-6, F-7 and F-9. To find out which of the

three groups were differed significantly from the others in the case of these three factors 't' test was applied. The result of the 't' test is presented in Table 4.7.

Table 4.7

Mean Job Satisfaction Scores of different Age groups of Teachers and the Results of 't' Test on Factors F-6, F-7 and F-9

	M	O	Y
F6	<u>16.44</u>	<u>17.14</u>	17.49
F7	<u>17.92</u>	<u>17.95</u>	18.96
	M	Y	O
F9	<u>19.74</u>	<u>20.27</u>	21.61

- Note:
1. The Means are arranged in ascending order from left to right.
  2. Any two Means not underscored by the same line are significantly different at or above 0.05 level
  3. Any two Means underscored by the same line are not significantly different at 0.05 level.

The result in the 't' test presented in the Table 4.7 shows that in the case of F-6 the three groups are not significantly different at 0.05 level. In the case of F-7 the old and the young teachers are significantly

different with regard to their level of job satisfaction at 0.05 level. With regard to F-9 the old and the young teachers are significantly different in their level of job satisfaction at 0.05 level.

The overall result shows that all the three groups of teachers with different age groups were satisfied with their job. There was no significant difference among these three groups of teachers in their level of job satisfaction.

Hence the hypothesis that teachers belonging to different age groups differ in the level of their job satisfaction is rejected. The present findings are supported by the findings of Padmanabaiah (1984), Ramakrishnaiah (1989) and Rao (2002).

#### **4.6 Job Satisfaction Vs Experience**

Job tenure that is the length of the service of the employees was reported in various studies to be one of the significant variables which would influence the level of the job satisfaction. To probe into the relation between length of service and job satisfaction, the length of service was classified into three groups (1) Low: less than 5 years, (2) Moderate: 6 to 15 years and (3) High: 16 years and above and the

difference between the job satisfaction scores of the three groups were analysed. The Mean and SD of the job satisfaction scores of teachers classified according to the length of their service are given in Table 4.8.

Table 4.8

Mean and Standard Deviations of Job Satisfaction scores of different group teachers based on their Experience

	Less than 5 Year(Low) N = 154		6 to 15 Years ( Moderate ) N = 302		16 and above (High ) N = 244	
	Mean	SD	Mean	SD	Mean	SD
Overall	226.85	22.81	227.50	19.65	227.73	22.78
F-1	27.40	4.55	26.99	5.14	26.34	4.53
F-2	26.72	4.15	27.02	4.34	26.36	4.21
F-3	22.63	4.70	24.59	5.18	23.73	5.33
F-4	24.67	3.49	25.42	3.46	25.00	3.72
F-5	21.55	4.75	22.53	4.78	22.57	4.34
F-6	17.32	4.77	16.65	4.03	17.01	4.49
F-7	18.96	4.95	17.92	4.58	17.95	4.14
F-8	20.12	4.46	20.04	3.97	20.58	4.33
F-9	20.63	6.16	19.44	5.47	20.61	5.98
F-10	26.52	4.48	27.40	4.17	26.81	5.15

### Mean Job Satisfaction Scores of three Groups of Teachers based on their Level of Experience

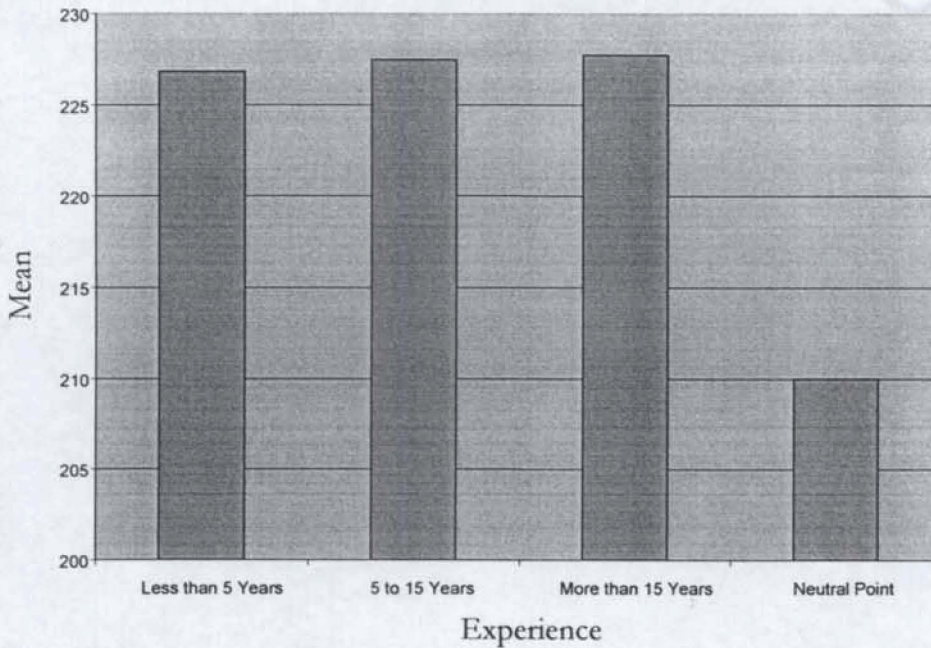


Figure 4.6

It could be seen from the Table 4.8 and graph that Mean overall job satisfaction scores of three groups low, moderate and high are 226.85, 227.58 and 227.73 respectively. The Mean scores of the three groups were above the neutral point (210), indicating that irrespective of their length of service, teachers were satisfied with their job.

Considering the factor wise scores it could be seen from the Table that the Mean scores of all the teachers were above the respective neutral

point in the case of factors F-1, F-2, F-3, F-4, F-5 and F-10, indicating that all the teachers irrespective of their length of service were satisfied with their job as measured by these factors. In the case of the remaining factors F-6, F-7, F-8, and F-9 the Mean scores were below the neutral point indicating dissatisfaction on these factors.

The highest Mean score for less experienced teachers were 27.40 for the factor F-1, Head of the institution, and the lowest score is 17.32 for the factor F-6, academic policies. Whereas for the moderate and high experienced group the highest score was for factor F-10, self-esteem and the scores were 27.40 and 26.81 respectively. The lowest score for these two groups of teachers were for the factor F-6, academic policies and scores were 16.65 and 17.01 respectively. The moderate and high experienced teachers had a high self esteem compared to the low experienced group. All the three groups were dissatisfied with the academic policies.

To examine whether there was any significant difference between the three groups of teachers with regard to their level of job satisfaction, the scores obtained by the teachers were further analysed

applying one way ANOVA. The F values obtained are presented in Table 4.9.

Table 4.9

Results of ANOVA of Job Satisfaction of three groups of Teachers with different Level of Teaching Experience

Job Factors	S.S.		M..S.		df (2,697)
	Between	Within	Between	Within	F
Overall	80.00	321756	40	461.63	0.087 @
F-1	116	16093	58	23.09	2.512 @
F-2	60	12628	30	18.12	1.66 @
F-3	399.56	18353	199.78	26.33	7.587 **
F-4	62.06	8845.68	31.03	12.69	2.445 @
F-5	118.88	14879	59.43	21.35	2.78 @
F-6	49.20	13265	24.60	19.03	1.293 @
F-7	89.45	14429	44.72	20.70	2.161 @
F-8	124.21	12354	62.11	17.72	3.504 *
F-9	643.75	23520	321.87	33.74	9.539 **
F-10	92.94	14769	46.47	21.19	2.193 @

It could be seen from the table that the F value of the overall job satisfaction was 0.087, which was not significant at 0.05 level for 2 and

697df. This shows that there was no significant difference between the overall job satisfactions of the three groups of teachers.

Similarly the F values were not significant at 0.05 level in the case of factors F-1, F-2, F-4, F-5, F-6, F-7 and F-10. The F values were significant for the factors F-3, F-8, and F-9. To examine which of the three groups differed significantly from others on these three factors, 't' test was applied. The results obtained are presented in Table 4.10.

Table 4.10

Mean Job Satisfaction Scores of Teachers with different Level of Experience and the Results of 't' Test on Factors F-3, F-8 and F-9

	L	H	M
F3	22.63	23.73	24.59
	<hr/>		
	M	H	L
F8	20.04	20.58	21.12
	<hr/>		
F9	19.44	20.61	21.63
	<hr/>		

From the Table 4.10 it is seen that with regard to the factor F-3 teachers with moderate experience had the highest satisfaction. But they differ significantly at 0.05 level with the high experienced group. But the high experienced and low experienced teachers do not differ

significantly. With regard to the factor F-8 the less experienced do not differ significantly with the high experienced where as there is a significant difference between the moderate experienced and high experienced. With regard to F-9 the less experienced do not differ significantly with the high experienced group, but there is a significant difference between the high experienced and the moderate experienced at 0.05 level.

The above results show that all the three groups of teachers with different level of experience were satisfied with their job and there was no significant difference between the three groups of teachers in their level of job satisfaction.

Hence hypothesis that the teachers with different level of experience differ in the level of their job satisfaction is rejected.

The findings of this study are supported by Ansari & Hussian (1985). They observed that there was no significant effect on length of service on the job satisfaction. Ramakrishniah(1980) also got the same result when he studied job satisfaction of college teachers. But contradictory results were also been obtained by Agarwall and Meenakshi

(1991). Sundararajan and Asharafulla (1990) studied the job satisfaction of the Harijan Welfare School teachers in Tamilnadu and found that teachers with a teaching experience of above ten years have better job satisfaction than those with less than ten years.

#### 4.7 Job Satisfaction Vs Qualification

There is no gain in saying that we are in an era of open learning and distant education. As such, unlike in the past many engaged in different walks of life are acquiring additional qualification through the institutes of distant learning.

A concomitant of this phenomenon is greater occupational mobility among the workers. Those who acquire higher qualification may aspire for higher level job either through promotion in the same organisation or elsewhere. If they do not get it they may be frustrated.

To probe into the relation between qualifications of the teachers and their job satisfaction the teachers were classified into two groups. (1) Suitably qualified (those who had minimum required qualification for the job and (2) Over qualified (those who had higher qualification)

and the difference between job satisfaction of the two groups was analysed. The result obtained is presented in Table 4.11.

Table 4.11

Means job satisfaction scores of suitably qualified and over qualified teachers on different job factors and the result of the 't' test.

Factors	Suitably qualified N = 551		Over qualified N = 149		't'
	Mean	S.D	Mean	S.D	
Overall	216.93	21.54	229.46	21.12	1.28 @
F-1	26.94	4.75	26.50	5.05	0.99 @
F-2	26.75	4.18	26.63	4.57	0.31 @
F-3	23.76	5.07	24.23	5.58	0.99 @
F-4	25.03	3.58	25.40	3.54	1.14 @
F-5	22.19	4.77	22.83	4.07	1.48 @
F-6	16.98	4.29	16.69	4.63	0.72 @
F-7	18.25	4.56	18.00	4.56	0.60 @
F-8	20.34	4.31	20.91	3.85	1.46 @
F-9	20.12	5.57	21.71	6.79	2.94 **
F-10	27.07	4.60	26.76	4.66	0.73 @

### Mean Job Satisfaction Scores of Suitably qualified and Over qualified Teachers

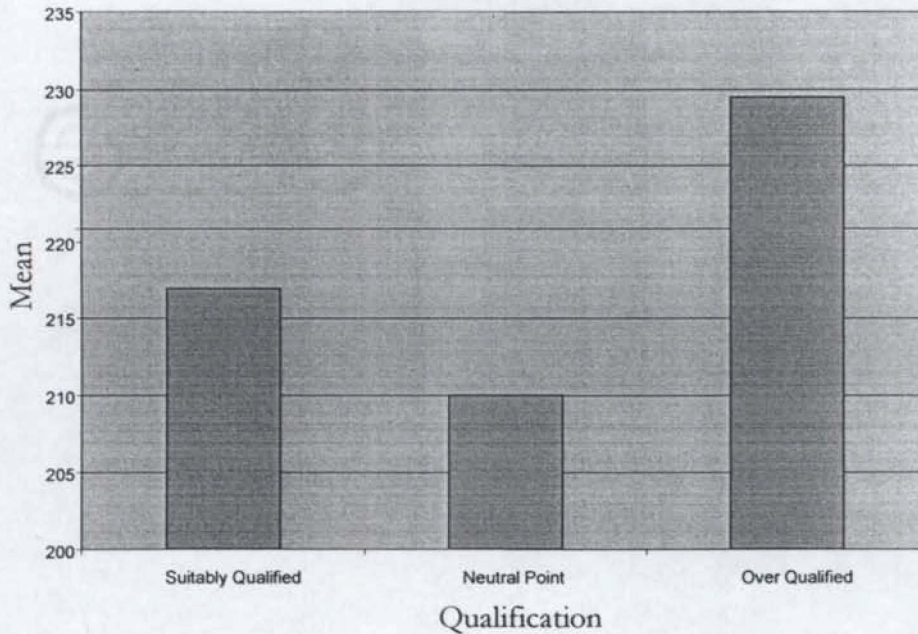


Figure 4.7

It could be seen from the Table and graph that the Mean overall job satisfaction score of suitably qualified and over qualified groups are 216.93 and 229.46 respectively. Both the Means were above the neutral point indicating that both the groups of teachers were satisfied with their job.

When 't' test was applied to examine the difference between the Mean scores of the two groups of teachers the 't' value was not significant at 0.05 level. This shows that there was no significant

difference between suitably qualified and over qualified teachers with regard to their overall job satisfaction.

The factor wise Mean scores show that the Means scores of both groups were above the corresponding neutral point in the case of F-1, F-2, F-3, F-4, F-5 and F10, whereas for factors F-6, F-7 and F-8 the Means scores of both groups were below the neutral point. But for factor 9 Mean score of the suitably qualified teachers was below the neutral point and for over qualified teachers the Mean score was above the neutral point.

A comparative examination of the Mean scores of the suitably qualified and over qualified teachers shows that there was not much difference between the levels of job satisfaction of the two groups on most of the factors. When 't' test was applied it was found that the 't' values were not significant at 0.05 level for any of the factor, except in the case of factor 9 which is significant at 0.01 level. This shows that there was no significant difference between suitably qualified and over qualified teachers with regard to their job satisfaction as measured by factors F-1, F-2, F-3, F-4, F-5, F-6, F-7, F-8 and F-10.

It may be seen from the Table 4.11 that in the case of factor F-9 there was a significant difference between the two groups of teachers as 't' value was 2.94. The Mean scores of the two groups suitably qualified and over qualified on this factor were 20.12, 21.71 respectively. This shows that over qualified teachers were more satisfied on this factor than those who had the minimum required qualification.

Factor 9 contained items related to the physical facilities in the school. There are items related to adequate library and laboratory in the school. Over qualified teachers may be concerned with facilities, which are conducive for better learning. Thus over qualified teachers may feel happy over better facilities in the school.

The highest score for both the groups were the factor F-10, self-esteem and the lowest score was for the factor F-6, academic policies. Both these groups of teachers had the highest satisfaction with regard to self-esteem and they were least satisfied with academic policies.

The above results show that suitably qualified teachers and the over qualified teachers were satisfied with their job and the two groups did not differ significantly with their level of their job satisfaction.

Hence the Hypothesis that teachers who have the minimum required qualification and those who have more than the required qualification would not differ in their job satisfaction is accepted.

Reddy (1989) has reported no relationship between job satisfaction and the level of education of the employees of various occupations. The result of the present study corroborate with this finding. On the other hand Weiner (1981) has found that employees with higher qualifications were less satisfied than those with lower qualification. The result obtained in this investigation does not support the above finding.

#### **4.8 Job Satisfaction Vs Marital Status**

Is there any significant difference between married and unmarried teachers with regard to the level of their job satisfaction? To probe into this, the sample of teachers was classified into two groups according to their marital status - married and unmarried- and their job satisfaction scores were analysed. The results obtained are presented in Table 4.12.

Table 4.12

Mean and Standard Deviations of Job Satisfaction scores of teachers  
based on their Marital Status

Factors	Married (N=659)		Unmarried (N=41)		t'
	M	SD	M	SD	
Overall	227.00	21.30	234.98	22.83	2.314*
F-1	26.83	4.87	27.10	3.80	.3362@
F-2	26.75	4.28	26.37	4.04	.5564@
F-3	23.84	5.17	24.22	5.45	.4589@
F-4	25.10	3.53	25.20	4.21	.1565@
F-5	22.41	4.60	21.00	4.95	1.89@
F-6	16.71	4.27	20.24	4.59	5.11**
F-7	17.99	4.43	21.37	5.33	4.6**
F-8	20.31	4.23	23.00	3.19	4.00**
F-9	20.37	5.94	21.95	4.68	1.675@
F-10	27.10	4.55	25.41	5.37	2.28*

### Mean Job Satisfaction Scores of Married and Unmarried Teachers \*

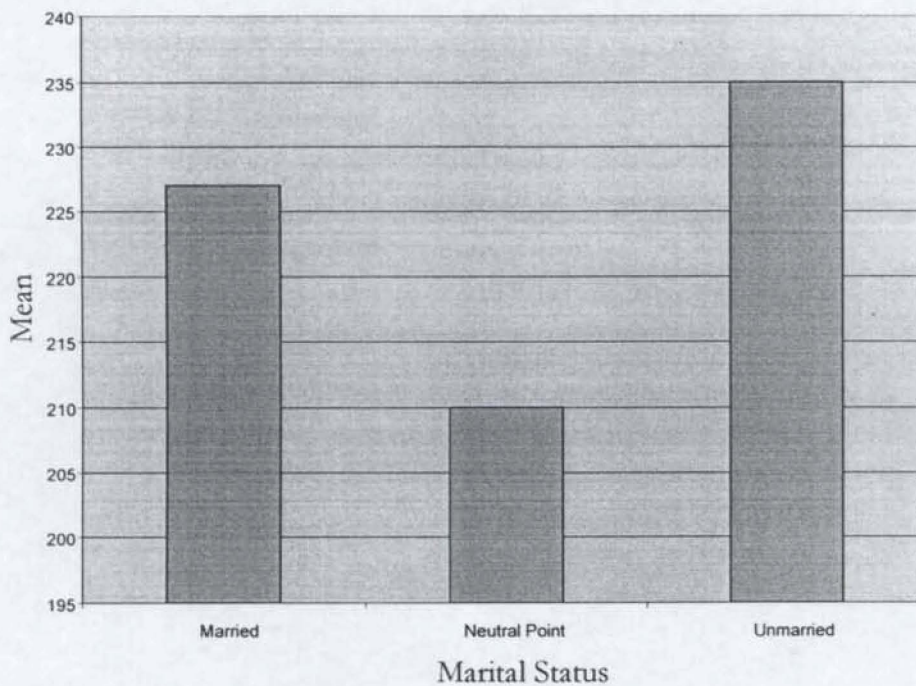


Figure 4.8

The Mean overall job satisfaction score of married teachers is 227 while that of unmarried is 234.98. Both these Mean scores were above the neutral point (210). This shows that both married and unmarried teachers were satisfied with their job.

Considering the Mean scores of the different job factors it may be seen that the Mean scores of both the groups were above the corresponding neutral points for factors F-1, F-2, F-3, F-4, F-5 and F-10.

The Mean scores were below the respective neutral points for factors F-6 for both the groups. But for factors F-7, F-8 and F-9 the Mean score of the married teachers are below the neutral point and Mean score of the unmarried teachers were above the neutral point.

The 't' test was applied to see whether the difference is between the Mean scores of the two groups were significant. The 't' values presented in the last column of the table show that 't' values were significant at 0.05 level for overall job satisfaction. Hence it can be concluded that the two groups of teachers differ in their level of job satisfaction.

From the Table 4.12 and graph, it can be seen that the Mean scores of the unmarried teachers are significantly higher than those of married on factors F-1, F-3, F-4, F-6, F-7, F-8 and F-9. The Mean scores of both the groups were below the respective neutral point for the F-6, indicating dissatisfaction on the part of both married and unmarried teachers. Married teachers were more dissatisfied with their job as measured by this factor. The F-6 deals with the service conditions of the teachers. Probably the married teachers were more concerned with the service conditions. The 't' value for the factors F-1, F-2, F-3, F-4, F-5

and F-9 shows that there was no significant difference between married and unmarried teachers with regard to these factors.

For the factors F-6, F-7, F-8 and F-10 the 't' values were significant at or above 0.05 level indicates a significant difference in the level of job satisfaction of married and unmarried teachers.

Married teachers got the highest Mean score of 27.10 for factor F-10, self-esteem and the lowest score is 16.71 for the factor F-6, academic policies. Unmarried teachers got a highest score of 27.10 for the factor F-1, Head of the institution and the lowest score was 20.24 for the factor F-6 for the factor academic policies. As compared to unmarried teachers, married teachers had a high self esteem. Both these group of teachers were least satisfied with academic policies.

From the findings it can be concluded that both married and unmarried teachers were satisfied with their job and they were significantly different in the level of job satisfaction.

Hence the hypothesis that the level of job satisfaction of the married teachers will be significantly different from that of unmarried teachers is accepted.

The findings of this study is supported by Reddy and Bajan (1980) where they observed that married teachers were more satisfied with their job than unmarried. Smith (1977) obtained a similar result. Babu (1992) found that unmarried teachers were more satisfied than the married. But Nayak (1989) while studying the job satisfaction of the teaching assistant of the M.S. University of Baroda was found that the teaching assistants did not differ in their level of job satisfaction in terms of marital status.

#### **4.9 Job Satisfaction Vs Number of Children**

A working mother has to attend all the needs of the children before leaving home for the work place. The more the number of children the more she has to attend to their needs. Does the number of children have any influence on the job satisfaction of the mother? To probe into this question the teachers were grouped into three (1) Teachers having one or no child (2) Teachers having 2 children (3) Teachers having more than 2 children and the difference between the job

satisfaction scores of the three groups was analyzed. The result obtained is presented in Table 4.13.

Table 4.13

Mean and Standard Deviations of Job Satisfaction scores of different group teachers based on the number of children they have

Factors	1 or no child (Group 1, N= 216)		2 children (Group 2, N=366)		More than 2 (Group 3, N=118)	
	M	SD	M	SD	M	SD
Overall	226.78	19.57	226.81	22.81	230.78	20.31
F-1	27.32	4.15	26.33	5.11	27.60	4.86
F-2	26.89	3.97	26.51	4.41	27.08	4.30
F-3	22.97	4.63	23.64	5.61	24.34	4.73
F-4	24.80	3.72	25.15	3.41	25.53	3.75
F-5	22.04	4.69	22.46	4.82	22.44	3.87
F-6	17.34	4.69	16.65	4.13	16.99	4.43
F-7	18.07	4.91	18.09	4.29	18.70	4.66
F-8	20.82	3.83	20.29	4.39	20.34	4.37
F-9	19.20	5.58	20.86	5.54	21.53	6.99
F-10	26.67	4.84	26.81	4.53	28.19	4.27

Mean Job Satisfaction Scores of three groups of Teachers based on the Number of Children they have

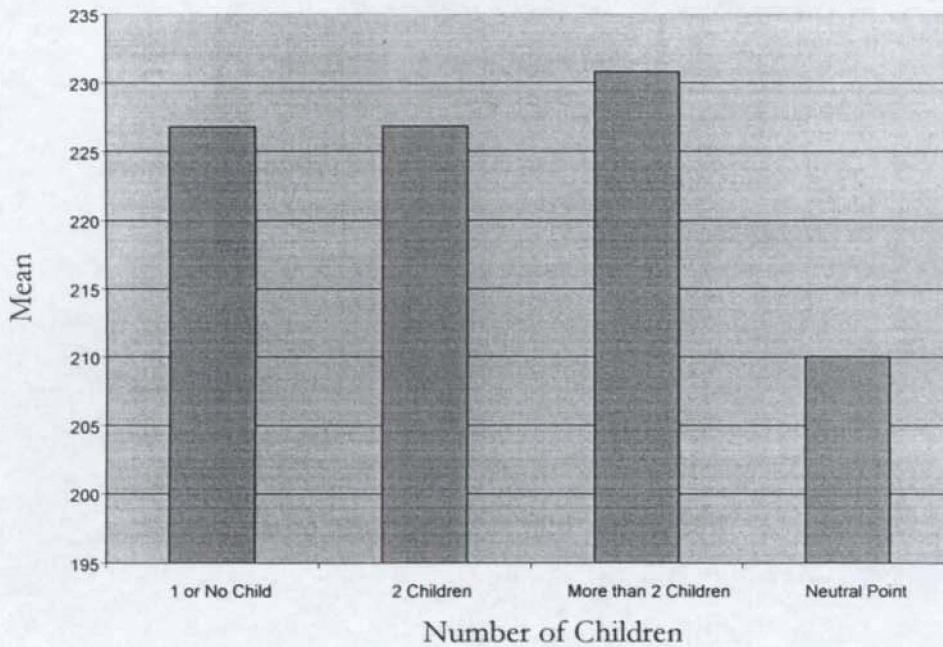


Figure 4.9

It could be seen from the Table and graph that the Mean overall job satisfaction score of the three groups of teachers are 226.78, 226.81 and 230.78 respectively. All the three Means were above the neutral point (210) and indicate that all the groups of the teachers were satisfied with their job.

The factor wise Mean scores of the three groups were above the neutral point (21) for factors F-1, F-2, F-3, F-4, F-5 and F-10. The Mean scores of teachers indicate that they were satisfied with these factors. The Mean scores of F-6, F-7, F-8 and F-9 were below the neutral point (21) for all the groups except in the case of F-9 for group three, indicating that they were dissatisfied with regard to these factors.

The highest score obtained for the first group of teachers was 27.32 for the factor F-1 and the lowest score was 17.34 for the factor F-6. The second group of teachers got a highest score of 26.81 for the factor F-10 and the lowest score was 16.65 for the factor F-6. The third group of teachers got highest score of 28.19 for the factor F-10 and lowest score of 16.99 for factor F-6. The teacher with more number of children had highest self-esteem as compared to other two groups. All the three groups of teachers had the least satisfaction with regard to the academic policies.

To examine the significance of the difference between the Mean scores of the group one way ANOVA was applied and the results are presented in a Table 4.14.

Table 4.14

Results of ANOVA of Job Satisfaction of three groups of Teachers  
based on the Number of Children they have

Factors	SS		MS		df (2,697)
	Between	Within	Between	Within	F
Overall	1552	320288	776	459.52	1.689@
F-1	213	15996.25	106.5	22.95	4.64**
F-2	38.89	12649.22	19.29	18.15	1.063@
F-3	48.06	18704.94	24.03	26.84	0.395@
F-4	42.5	8865.25	21.25	12.72	1.671@
F-5	25.44	14972.63	12.72	21.48	0.592@
F-6	65.79	13248.88	32.89	19.00	1.731@
F-7	37.33	14481.03	18.66	20.78	0.898@
F-8	39.56	12438.53	19.78	17.85	1.108@
F-9	534.12	23629.75	267.06	33.90	7.877**
F-10	204.44	14657.56	102,22	21.03	4.861**

The obtained F ratio for the overall job satisfaction scores of the three groups was not significant at 0.05 level for 2 and 697 df. This shows that the number of children that the teachers are having had no significant effect on the overall job satisfaction. F ratio was significant in the case of only 3 factors F-1, F-9 and F-10. For all the other factors F ratio was not significant.

To examine which of the three groups differed significantly from the others in the three factors F-1, F-9 and F-10 't' test was applied and the results obtained are presented in Table 4.15.

Table 4.15

Mean Job Satisfaction Scores of three Group of Teachers based on the Number of Children they have and the Results of 't' Test on Factors F-1, F-9 and F-10

Factors	Group 2	Group 1	Group 3
F-1	26.33	27.32	27.60
		<hr/>	
		Group 1	Group 2
F-9	19.20	20.86	21.53
		<hr/>	
F-10	26.67	26.81	28.19
	<hr/>		

For the factor F-1, the third group of teachers had the highest score and they were not significantly different from the first group. But

there was a significant difference between the first and second group. For the factor F-9, the third group had the highest score and they were not significantly different from the second group, whereas, the second group was significantly different from the first group. For the factor F-10, the third group had the highest score and they were significantly different from the second group. The first and second group were not significantly different with regard to this factor.

From the finding it can be concluded that all the three groups of teachers based on the number of children they have are satisfied with their job and there is no significant difference between these three groups of teachers.

Hence the hypothesis that, the number of children of the women teachers has a significant bearing on the level of job satisfaction is rejected.

Contradictory results have been obtained by Siggia (1996) while studying the supervisory staff in job satisfaction. He found that persons

with four or less dependents were found to be more satisfied with their job. Saiyidaini (1985) in a study found that the number of dependents was positively correlated to job satisfaction.

The result of the study corroborates with the finding of Ramakrishnaiah (1989) and Rao (2002) where they found that the size of the family had no bearing on the level of job satisfaction.

#### **4.10 Job Satisfaction Vs Personality Characteristics**

The 16 personality factors are measured by the 16PF questionnaire in the present study. To find out the relationship between personality factors and job satisfaction, the raw scores on each of the 16 personality factors were converted into sten values. And they were divided into three groups as recommended by Cattell, Eber and Tatsuoka (1970). For this purpose those whose sten values 1 to 4 were grouped as low scores, while those who get sten scores 5 or 6 were treated as middle scorers and those whose sten scores was 7 or above were considered as high scorers. The Mean job satisfaction scores of the three groups of teachers, then classified were presented in the Table 4.16.

Table 4.16  
Mean and Standard Deviation of the job satisfaction of teachers as Low,  
Middle and High Scorers

Factors	Low			Middle			High		
	N	M	SD	N	M	SD	N	M	SD
A	252	228.26	21.97	249	227.55	20.47	199	226.36	22.07
B	198	226.08	21.82	336	226.54	21.89	116	231.01	19.84
C	251	222.66	20.80	206	227.65	21.19	243	232.28	21.35
E	182	228.9	18.38	332	224.7	19.27	186	231.02	26.78
F	141	224.19	21.67	200	230.28	22.38	259	228.35	20.19
G	229	225.12	21.79	197	222.62	19.6	274	229.33	22.33
H	222	219.81	20.11	247	227.41	20.77	231	234.9	20.92
I	167	224.9	20.08	366	228.52	21.78	167	227.74	21.99
L	146	226.15	20.82	371	227.67	22.29	183	228.13	20.29
M	159	228.76	22.71	375	227.06	20.12	166	227.15	23.18
N	275	226.82	23.44	220	227.71	20.75	205	228.09	19.42
O	132	227.48	19.53	410	227.46	23.17	158	227.51	18.29
Q1	257	224.92	20.61	239	227.16	19.64	204	231.05	24.02
Q2	160	231.27	20.85	246	224.89	21.23	294	227.56	21.74
Q3	199	221.04	21.38	245	228.33	21.48	256	231.64	20.39
Q4	196	222.52	20.16	223	229.35	23.15	281	229.45	20.45

The Mean overall job satisfaction of the three groups of teachers classified as low, middle and high on the basis of their scores on factor A were 228.26, 227.55 and 226.36 respectively.

It may be seen that all the above Mean scores are above the neutral point (210), showing that all the three groups of teachers

irrespective of their scores on personality factor A were satisfied with their job.

Similar trends of result can be seen in the case of all other personality factors B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3 and Q4. The job satisfaction score of the three groups of teachers were further analyzed applying ANOVA as in the earlier cases to see whether there was any significant differences between the personality characteristics and job satisfaction. The result of ANOVA is presented in Table 4.17.

Table 4.17

Results of ANOVA of Job Satisfaction score of Teachers classified as Low, Middle and High groups based on the scores on different Personality Factors

Factors	SS		MS		F
	Between	Within	Between	Within	df(2, 697)
A	404	321428	202	461.15	0.438@
B	2756	319068	1378	457.77	3.01*
C	11432	310404	5716	445.34	12.84**
E	5256	316584	2628	454.21	5.79**
F	4364	317476	2182	455.49	4.79**
G	2212	319612	1106	458.55	1.41@
H	25808	296032	12904	424.72	30.38**
I	1516	320312	758	459.55	1.65@
L	348	321484	174	461.24	0.38@
M	340	321492	170	461.25	0.369@
N	208	321636	104	461.46	0.23@
O	000	321840	00	461.75	00@
Q1	4308	317524	2154	455.56	4.73**
Q2	3944	317872	1972	456.06	4.32*
Q3	12568	305444	6434	443.24	14.52**
Q4	6660	315168	3330	452.17	7.36**

It could be seen from the table that the F ratios for the factors B, C, E, F, H, Q1, Q2, Q3 and Q4 are significant at 0.05 level and the factors A, G, I, L, M, N and O the F ratios are not significant. For the case of the factors whose F ratios was significant, that is factors B, C, E, F, H, Q1, Q2, Q3 and Q4 the 't' test was applied to find out which of the three groups differed significantly from the others in the level of their satisfaction. These results were presented in Table 4.18.

Table 4.18

Mean Job Satisfaction Scores of the Teachers classified as Low, Middle and High according to their Personality Scores and the Results on the 't' test on Personality Factors B, C, E, F, H, Q1, Q2, Q3 and Q4

	L	M	H
B	<u>226.08</u>	<u>226.54</u>	231.01
C	222.66	227.65	232.28
	M	L	H
E	224.7	<u>228.9</u>	<u>231.02</u>
	L	H	M
F	<u>224.19</u>	<u>228.35</u>	230.28
	L	M	H
H	219.81	227.41	234.9
Q1	<u>224.92</u>	<u>227.16</u>	231.05
	M	H	L
Q2	<u>224.89</u>	<u>227.56</u>	231.27
	L	M	H
Q3	221.04	<u>228.38</u>	<u>231.64</u>
Q4	222.52	<u>229.35</u>	<u>229.45</u>

It may be seen from the Table 4.18 that with regard to factor B, intelligence, the Mean job satisfaction scores of less intelligent (B<sup>-</sup>), average (B) and more intelligent (B<sup>+</sup>) of the teachers are 226.08, 226.54, and 231.01 respectively. It may be seen from the Table 4.18 that more intelligent teachers were more satisfied in their job than the less intelligent. Thus the factor B which differentiates teachers as less intelligent and more intelligent proved to be a significant variable in affecting the level of job satisfaction of the teachers.

Factor C describes the emotional stability of an individual. This differentiates people from emotionally less stable to emotionally stable. The Mean job satisfaction score of emotionally less stable (C<sup>-</sup>), average(C) and emotionally stable (C<sup>+</sup>) were 222.66, 227.65 and 232.28 respectively. The F ratio was found to be significant at 0.01 level. So emotionally more stable teachers were more satisfied with their job than emotionally less stable teachers. There was significant difference between these three groups of teachers. Thus factor C, which differentiates teachers as emotionally unstable and emotionally stable proved to be a significant variable in effecting the level of job satisfaction of the teachers.

Low score on factor E indicates submissive characteristics such as dependent, considerate, expressive and conventional whereas high score reveals assertive characteristic as independent, stern, hostile and authoritarian. E<sup>-</sup> group teachers got a Mean score of 228.9 and E<sup>+</sup> group got a Mean score of 231.02. The Mean of the middle group was 224.17. E<sup>-</sup> differed significantly with the middle group. Thus it may be concluded that E<sup>+</sup> is associated with more job satisfaction.

The person whose scores less on factor F finds to be silent, introspective, concerned and slow and cautious whereas the high score indicate quick, alert, cheerful and talkative individuals. F<sup>-</sup> group of teachers obtained a Mean score of 224.19 and F<sup>+</sup> group got a high Mean score of 228.35. Though the F ratio was significant at 0.01 level, there was no significant difference between the F<sup>+</sup> group and the other two groups.

Subjects who scored low (H<sup>-</sup>) on factor H are shy, timid, restrained etc. whereas high score (H<sup>+</sup>) indicates adventurous, thick-skinned, socially bold etc. The H<sup>+</sup> group of teachers obtained a significantly higher Mean of 234.9 as compared to the job satisfaction

score of H and middle group of teachers. Thus the factor- H which differentiates teachers is proved to be a significant variable in affecting the level of the job satisfaction of the teachers.

The people with conservative temperament, who scored low on factor Q1 (Q1<sup>-</sup>) obtained a lower Mean score of 224.92 are the believers in radicalism. The teachers who scored high on factor Q1 (Q1<sup>+</sup>) obtained a higher Mean score of 234.9 on job satisfaction. The differences among the three Means were significant, indicating that this factor is an important one in contributing to the job satisfaction of women teachers.

The factor Q2 which discriminates people who are group dependents (Q2<sup>-</sup>) from those who are self sufficient (Q2<sup>+</sup>) could bring in significant difference between the high and the low group of teachers in their level of job satisfaction. The low scorers Q2<sup>-</sup> got a high Mean score of 231.27 and the high group got a Mean score of 227.56 and these groups differed significantly. Hence it could be concluded that Q2 was one of the personality characteristics which contribute to the job satisfaction of women teachers.

With regard to factor Q3 the Mean job satisfaction scores of low middle and high groups of teachers were 221.04, 228.38 and 231.64 respectively. The trend in the Mean job satisfaction scores indicate that the group of teachers who were uncontrolled and careless of social rules(Q3<sup>-</sup>), obtained lowest Mean job satisfaction score where as the group of teachers who were controlled, socially precise and following self image(Q3<sup>+</sup>), obtained highest Mean job satisfaction score. The results of the analysis of variance indicate that the difference in between the three Mean scores was significant at 0.01 level. Therefore it could be concluded that the factor Q3 was a personality factor affecting the job satisfaction of teachers.

With regard to factor Q4 the Mean job satisfaction scores of low, middle and high groups of teachers were 225.2, 229.35, and 229.45 respectively. The trend in the Mean job satisfaction score indicate that the group of teachers who were relaxed, unfrustrated and tranquil (Q4<sup>-</sup>) obtained lowest Mean job satisfaction score whereas group of teachers who were tense, restless and frustrated obtained highest job satisfaction score. The F ratio was significant between the three Mean score and the low group differed significantly with the high group. It could be

concluded that factor Q4 was a personality factor which affects the job satisfaction of women teachers.

Thus out of the 16 personality factors only 9 factors namely B, C, E, F, H, Q<sub>1</sub>, Q<sub>2</sub>, Q<sub>3</sub>, and Q<sub>4</sub> were significantly influencing the level of job satisfaction of teachers. B<sup>+</sup>, C<sup>+</sup>, E<sup>+</sup>, F, H<sup>+</sup>, Q<sub>1</sub><sup>+</sup>, Q<sub>2</sub>, Q<sub>3</sub><sup>+</sup> and Q<sub>4</sub><sup>+</sup> were significantly associated with higher job satisfaction of teachers. A careful examination among the seven factors which were not significantly influencing the level of job satisfaction of teachers A<sup>+</sup>, G<sup>+</sup>, I, L<sup>+</sup>, M, N<sup>+</sup> and O<sup>+</sup> indicated a trend of their association with higher Mean job satisfaction scores.

Hence the hypothesis that 'differences in the personality characteristics of the teachers would contribute to difference in the level of the job satisfaction' is accepted.

The result of the study corroborate with the findings of Ramakrishnaiah(1990) where he found that the differences in the personality characteristics of teachers contribute to the differences in the level of their job satisfaction. Similar finding was obtained by Rao(2002).

#### 4.10.1 Personality Characteristics of Satisfied and Dissatisfied Teachers

What would be the characteristics of personality characteristics of satisfied and dissatisfied teachers? Will there be any significant difference between them? To examine this, the teachers were divided into two extreme groups as satisfied and dissatisfied on the basis of their overall job satisfaction scores. The personality scores of these two groups on the 16 personality factors were calculated and compared.

For this purpose, teachers whose job satisfaction scores were above  $M + 1$  S.D were treated as satisfied, while those scores were below  $M - 1$  S.D that were treated as dissatisfied. Among the 700 women teachers who have participated 122 teachers were identified as satisfied while 123 teachers belonged to the dissatisfied group. The personality scores of these two groups, converted into Stens were analyzed.

Means of 16 PF scores of satisfied and dissatisfied teachers and the results of 't' test are presented in Table 4.19.

Table 4.19

Mean, SDs of 16 PF scores of satisfied and not satisfied teachers and the results of 't' test

Personality Factors	Satisfied (N=122)		Not satisfied (N=123)		't' value (df 1, 243)
	Mean	SD	Mean	SD	
A	5.43	1.76	5.19	1.70	1.178@
B	5.27	1.74	5.45	1.93	0.753@
C	5.12	2.11	5.92	1.86	3.136**
E	5.34	1.61	5.84	2.09	2.100*
F	5.34	2.11	5.69	1.99	1.354@
G	5.23	1.97	5.70	1.99	1.858@
H	4.90	1.99	6.11	1.56	5.291**
I	5.53	2.06	5.83	1.97	1.150@
L	5.48	1.76	5.56	1.90	0.366@
M	5.48	1.94	5.41	1.94	0.311@
N	5.46	1.91	5.79	2.20	1.252@
O	5.48	1.59	5.59	1.64	0.573@
Q1	5.17	2.20	5.86	2.26	2.421*
Q2	5.93	1.79	5.46	2.01	1.900@
Q3	5.01	2.12	6.31	1.95	4.995**
Q4	4.99	2.14	6.06	1.78	4.244**

The 't' values were significant at 0.011level for the factors C, H, Q3 and Q4 and it is significant at 0.05 level for the factors E and Q1. This indicates that with regard to the factors C, E, H, Q1, Q3 and Q4,

the satisfied teachers differ significantly with dissatisfied teachers. With regard to factors A, B, F, G, I, L, M, N, O and Q2 the satisfied teachers do not differ significantly with dissatisfied teachers.

### Personality Factors of Satisfied and Dissatisfied Teachers

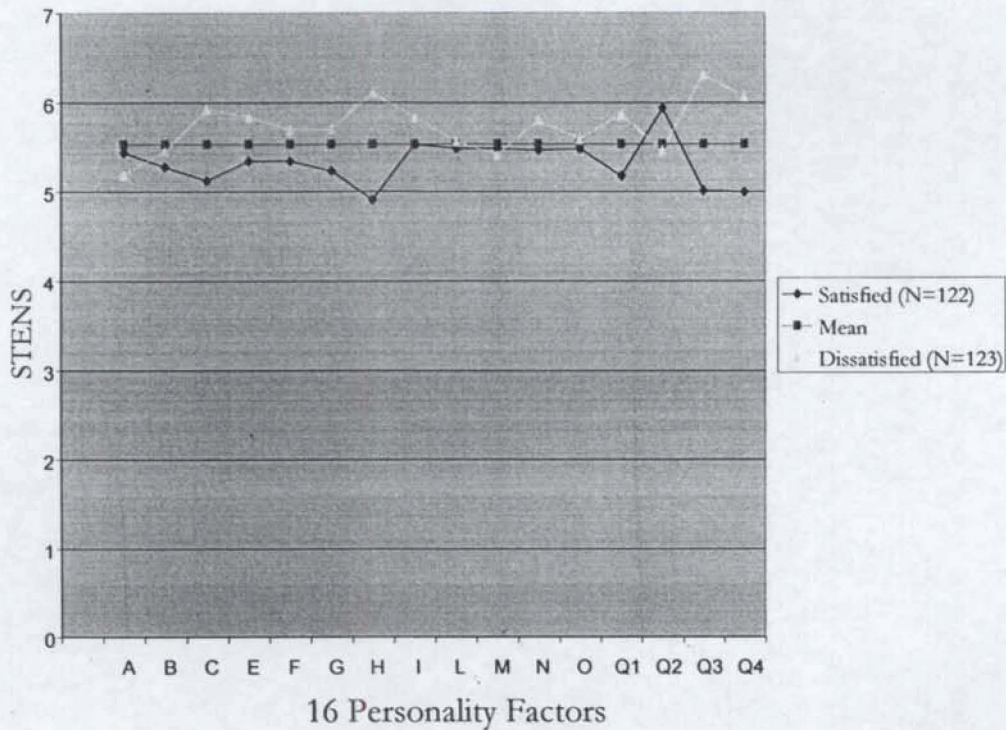


Figure 4.10

From the above findings the hypothesis that the satisfied and dissatisfied teachers do not differ significantly in their personality characteristics is rejected.

## 4.11 Multiple Regression Analysis

To find out a set of independent variables and the relative contribution of each of them to the dependent variable, Multiple regression analysis has been successfully employed in educational research. Investigations on scholastic achievement, for example, could identify a set of significant independent variables like intelligence, interest, socio-economic status etc., that contribute to achievement through multiple regression. Multiple regression equations were also constructed to predict the achievement from a given set of scores on the independent variables.

In the present investigation, step wise multiple regression was carried out, employing personal, social and 16 personality factors and the 10 job factors as the independent variables. It was carried out to find the most significant of them with regard to their contribution to job satisfaction of teachers and to find out the relative contribution of each of these variables to job satisfaction.

#### 4.11.1 Prediction of Job Satisfaction (JS) with Personal, Social Variables, 16 Personality Factors (16PF) and the 10 Job Factors

In this, Personal and social variables, 16 Personality factors and the 10 job factors were considered as independent variables and Job Satisfaction as the dependent variable. Stepwise regression was carried out to find out the maximum possible variance in job satisfaction that can be explained with the help of each of the multiple regression is given in Table 4. 20.

From the Table, it can be seen that the first variable entered into the multiple regression was Management (25<sup>th</sup> variable among the 33 independent variables). The multiple correlation (R) obtained was 0.577. The relationship was positive as indicated by the positive value of 'b', the partial regression co-efficient. This shows that higher the score on management variable, higher the job satisfaction and vice versa. It could also be observed from the table that R was significant at 0.001 level ('F'=348.09, for 1 and 698 df). The coefficient of multiple R<sup>2</sup> was 0.333. This shows that the variable management accounted for 33.28 percent of variance in job satisfaction.

The standard error of multiple R (SE of R) was 17.624. Thus nearly 47 percent of the obtained or actual job satisfaction scores would lie within +17.624 points of the job satisfaction scores predicted with the help of this variable.

The partial regression coefficient presented in column 7 was 2.402. This value indicates that job satisfaction changed by 2.402 units for every unit of change in the variable management. The value of constant that would go into the multiple regression equation that could be constructed to predict job satisfaction at this stage was 170.46.

The general form of the multiple regression equation may be given as:

$$Y = A + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_nX_n$$

Where Y is the predicted score on the dependent variable

A is constant

$b_1, b_2, b_3, \dots, b_n$  are Partial regression coefficients

$X_1, X_2, X_3, \dots, X_n$  are the scores on different independent variables.

Thus the multiple regression equation at the end of this step could be written as:

$$JS = 170.46 + 2.402 \text{ management} \quad \text{-----} \quad (1)$$

The variable, fringe benefits was entered into the stepwise regression as the second most important variable. The multiple correlation (R) between job satisfaction on one side and the two independent variables viz., management and fringe benefits on the other side was 0.706. Thus, the strength of the relationship between job satisfaction and the two independent variables put together was about 70 percent. R was significant at 0.001 level ( $F=345.26$ ,  $df= 2$  and  $697$ ).

$R^2$  was equal to 0.498. Hence, the two variables put together could explain about 49.8 percent of the variance in the dependent variable, viz., job satisfaction. Out of this 29.01 percent of variance explained by the variable management and the remaining 20.75 percent accounted for by the variable fringe benefits (column 12). These percentages can be obtained by multiplying the  $\beta$ -coefficients or standard partial regression coefficients (column 9) with the corresponding simple correlation between the dependent variable and the respective independent variables in column 11.

It is evident that by including the variable fringe benefits, the contribution of variable management was brought down from 33.28

percent to 29.01 percent due to inter correlation between the two predictor variables.

The standard error of multiple R was 15.303(column 6). Hence, 64 percent of the obtained or actual job satisfaction scores would lie within  $(+15.303 \times 1.95) = 29.84$  points of prescribed scores of job satisfaction.

The partial regression coefficients shown in column 7 show that when both variables management and fringe benefits were included as predictor variables, then the job satisfaction would change by 2.094 and 2.127 points for every unit of change in variables management and salary and fringe benefits respectively. These partial regression coefficients of management and salary and fringe benefits were significant at 0.01 level as shown in the column 8. The regression equation to predict job satisfaction with these two variables management and salary and fringe benefits as predictor variables as:

$$JS = 134.44 + 2.094 \text{ management} + 2.127 \text{ salary and fringe benefits} \quad \text{--( 2 )}$$

Where 134.44 was the constant to be considered at this step and 2.094 were partial regression coefficients of management and salary and fringe benefits and scores on the two variables respectively.

In the third step, the variable Colleagues entered as the next most important variable. The multiple correlation with the three variables, management, salary and fringe benefits and colleagues was 0.802 which was significant at 0.01 level ( $F= 419.78$  for 3 and 696 df). The value of  $R^2$  (0.644) shows that 64.4 percent of variance in job satisfaction was explained by these variables. Out of this variable 23.46, 20.25 and 20.69 percent of variance were explained by the variable management, fringe benefits and colleagues respectively. It may be observed that by including the variable colleagues as one more predictor variable, the variance accounted for by management variable had gone up from 29.01 percent to 23.46 percent and variance accounted for by the salary and fringe benefits variable has come down from 20.75 percent to 20.25 percent due to inter correlation between the three independent variables.

The obtained partial regression coefficients with these three predictor variables indicate that the change in the job satisfaction was 1.693, 2.075 and 1.999 units for every unit of change in variables management, salary and fringe benefits and colleagues respectively.

The regression equation at this step was:

$$JS = 91.597 + 1.693 \text{ management} + 2.075 \text{ salary and fringe benefits} \\ + 1.999 \text{ colleagues} \text{ ---(3)}$$

Variable: Physical facilities was entered into the stepwise regression next. The multiple correlation (0.856) was significant at 0.01 level ( $F=478.16$  for 4 and 695 df).  $R^2$  was equal to 0.733. Thus, the four variables, management, salary and fringe benefits, colleagues and physical facilities as a combination could explain 73.3% of the variance in the job satisfaction. It may be seen that out of 73.3 percent of predictable variables, management, fringe benefits, colleagues and physical facilities were 22.28 percent, 15.15 percent, 21.21 percent and 14.70 percent respectively. The 'b' coefficients presented in column 7 show that when the four independent variables viz., management, salary and fringe benefits, colleagues and physical facilities were included in the regression analysis, the job satisfaction would change by 1.608, 1.553, 2.050 and 1.166 units for every unit of change in the four variables respectively.

The regression equation, which would predict the job satisfaction with the four variables, was:

$$JS = 79.150 + 1.608 \text{ management} + 1.553 \text{ salary and fringe benefits} + 2.050 \text{ colleagues} + 1.166 \text{ physical facilities} \quad \text{----- (4)}$$

The next variable entered into the stepwise regression was parents. This variable increased R from 0.856 to 0.898 and  $R^2$  from 0.733 to

0.806. The multiple R was significant at 0.01 level. The five variables viz., management, salary and fringe benefits, colleagues, physical facilities and parents, put together could explain 80.6 percent of the variance in job satisfaction. The multiple regression equation could be written as:

$$JS = 64.183 + 1.486 \text{ management} + 1.414 \text{ salary and fringe benefits} + 1.728 \text{ colleagues} + 1.162 \text{ physical facilities} + 1.316 \text{ parents} \text{ ----- (5)}$$

The variable: Service conditions was entered in the sixth step. R and R<sup>2</sup> at this step were 0.931 and 0.866 respectively. Hence, the amount of variance contributed by these six variables was 86.6 percent. The six partial regression coefficients were significant at 0.01 level and the multiple regression equation was:

$$JS = 53.163 + 1.279 \text{ management} + 1.090 \text{ salary and fringe benefits} + 1.784 \text{ colleagues} + 1.056 \text{ physical facilities} + 1.341 \text{ parents} + 1.243 \text{ service conditions} \text{ ----- (6)}$$

The variable that entered into the seventh step was students. The multiple R at this step was 0.951 and R<sup>2</sup> at this step was 0.904. In other words 90.4 percent of the variance in job satisfaction was explained by the seven variables put together. The regression equation at this step was:

$$JS = 34.554 + 1.220 \text{ management} + 1.049 \text{ salary and fringe benefits} + 1.477 \text{ colleagues} + 1.060 \text{ physical facilities} + 1.233 \text{ parents} + 1.219 \text{ service conditions} + 1.269 \text{ students} \quad \text{----- (7)}$$

The variable Head of the institution was entered next as the most important independent variable. The values of R and R<sup>2</sup> at this stage were 0.966 and 0.933 respectively. Thus, eight predictor variables were able to predict 93.3 percent of variance in job satisfaction. The prediction equation with the eight variables could be written as:

$$JS = 24.786 + 1.013 \text{ management} + 1.073 \text{ salary and fringe benefits} + 1.275 \text{ colleagues} + 1.076 \text{ physical facilities} + 1.209 \text{ parents} + 1.217 \text{ service conditions} + 1.170 \text{ students} + 0.829 \text{ Head of the institution} \quad \text{--- (8)}$$

In the ninth step, the variable Self-esteem was taken. The values of R and R<sup>2</sup> were 0.982 and 0.964 respectively. The variance in job satisfaction could be explained with these nine variables put together was 96.4 percent. The prediction equation at this step was:

$$JS = 11.360 + 0.968 \text{ management} + 1.058 \text{ salary and fringe benefits} + 1.091 \text{ colleagues} + 1.057 \text{ physical facilities} + 1.093 \text{ parents} + 1.331$$

service conditions + 0.976 students + 0.892 Head of the institution +  
0.883 self-esteem. ----- (9)

The variable Academic policies entered in the tenth step, increased R from 0.982 to 0.997 and  $R^2$  from 0.904 to 0.995. The multiple R was significant at 0.01 level. The ten variables put together could explain 99.5 percent of the variance in job satisfaction. The multiple regression equation could be written as:

JS = 1.017+0.974 management+1.022 salary and fringe benefits+0.972  
colleagues +1.009 physical facilities+1.015 parents+0.986 service  
conditions+ 0.982 students + 0.991 head of the institution + 1.017 self  
esteem + 0.992 academic policies ----- (10)

As the partial regression coefficients of the remaining independent variables were not significant even at 0.05 level, further equations for prediction of job satisfaction were not given. However, the summary of the predicted variance in job satisfaction by the variables is shown in the Table 4.20

The total variance in job satisfaction predicted by these variables was 99.54 percent. Out of which the first ten variables viz., management, salary and fringe benefits, colleagues, physical facilities, parents, service conditions, students, Head of the institution, self-esteem and academic policies could explain about 99.53 percent of the variance. The remaining variables (23) contributing to only 0.01 percent of the variance in the job satisfaction.

Therefore, the equation – 10 would be the best equation to predict job satisfaction of the teachers employing the personal, social, 16 personality factors and the 10 job factors as the independent variables.

Table 4.20  
Multiple Regression Analysis

Step No	IV	R	'F' value for R	R <sup>2</sup>	SE of R	'b'	't' value for 'b'	Constant	$\beta$	$\gamma$	% of variance
1	2	3	4	5	6	7	8	9	10	11	12
1	26: Management	0.577	348.09** (1,698)	0.333	17.624	2.402	18.66**	170.46	0.577	0.017	3.28
2	31: Fringe benefits	0.706	345.26** (2,697)	0.498	15.303	2.094(26) 2.127(31)	18.43** 15.13**	134.44	0.503 0.413	0.070	9.01 0.75
3	25: Colleagues	0.802	419.78** (3,696)	0.644	12.891	1.693(26) 2.075(32) 1.999(25)	17.17** 17.52** 16.92**	91.59	0.407 0.403 0.395	0.119	3.46 0.25 0.69
4	32: Physical facilities	0.806	478.16** (4,695)	0.733	11.163	1.608(26) 1.553(32) 2.050(25) 1.166(32)	18.80** 14.36** 20.02** 15.27**	79.15	0.386 0.301 0.405 0.317	-0.045	2.58 5.15 21.21 4.70
5	28: Parents	0.898	576.44** (5,694)	0.806	9.532	1.486(26) 1.141(32) 1.728(25) 1.162(32) 1.316(28)	20.23** 15.25** 19.26** 17.83** 16.09**	64.18	0.357 0.275 0.341 0.316 0.282	0.091	0.58 3.80 7.88 4.66 3.67
6	30: Service conditions	0.931	746.99** (6,693)	0.866	7.924	1.279(26) 1.090(31) 1.784(25) 1.056(32) 1.341(28) 1.243(30)	20.58** 13.76** 23.90** 19.37** 19.74** 17.64**	53.163	0.307 0.212 0.353 0.288 0.288 0.264	-0.031	17.73 10.64 18.46 13.32 13.94 12.52
7	27: Students	0.951	934.82** (7,692)	0.904	6.701	1.220(26) 1.049(31) 1.477(25) 1.060(32) 1.233(28) 1.219(30) 1.269(27)	23.15** 15.63** 22.45** 22.98** 21.32** 20.45** 16.64**	34.55	0.293 0.204 0.292 0.289 0.264 0.259 0.211	0.164	16.90 10.23 15.28 13.37 12.81 12.27 9.56
8	24: Head-master	0.966	1196.54** (8,691)	0.933	5.627	1.013(26) 1.073(31) 1.275(25) 1.076(32) 1.209(28) 1.217(30) 1.170(27) 0.829(24)	22.08** 19.05** 22.57** 27.80** 24.88** 24.34** 18.20** 17.05**	24.79	0.243 0.208 0.252 0.293 0.259 0.259 0.194 0.186	0.016	14.04 10.47 13.19 13.58 12.56 12.27 8.82 8.34

1	2	3	4	5	6	7	8	9	10	11	12
9.	33: Self esteem	0.982	2021.94** (9,690)	0.964	4.148	0.968(26)	25.58**	11.36	0.233	0.346	13.41
						1.058(31)	25.49**		0.205		10.33
						1.091(25)	23.79**		0.216		11.30
						1.057(32)	37.03**		0.288		13.34
						1.093(28)	32.26**		0.234		11.36
						1.331(30)	35.81**		0.283		13.41
						0.976(27)	20.32**		0.162		7.36
						0.892(24)	24.80**		0.199		8.97
						0.883(33)	24.12**		0.189		6.87
						10.	29: Academic Policies		0.997		14748.50** (10,689)
1.033(31)	68.85**	0.198	9.97								
0.972(25)	63.87**	0.192	10.05								
1.009(32)	98.74**	0.275	12.73								
1.015(28)	78.35**	0.218	10.55								
0.986(30)	69.50**	0.209	9.93								
0.982(27)	57.25**	0.163	7.40								
0.991(24)	76.64**	0.222	9.96								
1.017(33)	76.99**	0.217	7.72								
0.992(29)	68.73**	0.200	7.53								
11.	2: Experience	0.997	13473.64** (11,688)	0.995	1.477	0.977(26)	80.55**	1.376	0.235	0.080	13.53
						1.020(31)	68.83**		0.198		9.96
						0.969(25)	63.83**		0.192		10.04
						1.011(32)	98.63**		0.275		12.76
						1.017(28)	78.43**		0.218		10.53
						0.984(30)	69.22**		0.209		9.91
						0.984(27)	57.43**		0.163		7.41
						0.988(24)	76.23**		0.221		9.93
						1.017(33)	77.15**		0.218		7.92
						0.991(29)	68.88**		0.199		7.53
	-0.160(2)	1.09@	-0.006	0.00							

THE SUMMARY OF MULTIPLE REGRESSION ANALYSIS  
 DEPENDENT VARIABLE: JOB SATISFACTION  
 INDEPENDENT VARIABLE: PERSONAL AND SOCIAL VARIABLES, 16 PF AND  
 THE 10 JOB FACTORS

Step No	IV	R	'F' value for R	R <sup>2</sup>	SE of R	'b'	't' value for 'b'	Constant	$\beta$	$\gamma$	%of variance
1	2	3	4	5	6	7	8	9	10	11	12
1.	Management	0.577	348.19** (1,698)	0.333	17.624	0.976	80.778**	0.58	.234	0.017	13.52
2.	Fringe benefits	0.706	345.26**	0.498	15.303	1.019	68.630**		0.198	0.070	9.95
3.	Colleagues	0.802	419.78**	0.644	12.891	0.972	64.099**		.192	0.119	10.06
4.	Physical facilities	0.856	478.16**	0.733	11.163	1.014	98.614**		.276	-0.045	2.79
5.	Parents	0.898	576.44**	0.806	9.532	1.019	78.577**		.219	0.091	0.60
6.	Service conditions	0.931	746.99**	0.866	7.924	0.982	69.168**		.208	-0.031	.89
7.	Students	0.951	934.82**	0.904	6.701	0.983	57.548**		.163	0.164	7.41
8.	Head-master	0.966	1196.54**	0.933	5.627	0.985	76.197**		.221	0.016	9.91
9.	Self esteem	0.982	2021.94**	0.964	4.148	1.019	77.402**		.218	0.346	7.94
10.	Academic policies	0.997	14748.5**	0.995	1.481	0.989	68.266**		.199	-0.013	7.51
11.	Experience	0.977	13473.6** (11,688)	0.995	1.477	-0.154	1.952@		-0.005	0.080	0.00

# SUMMARY, FINDINGS AND CONCLUSIONS

I. M. Indira “A study of the job satisfaction of women teachers in relation to select social and personality variables” Thesis. Department of Education, University of Calicut, 2004

# Chapter 5

## SUMMARY, FINDINGS AND CONCLUSIONS

- 5.1 Introduction
- 5.2 Statement of the Problem
- 5.3 Objectives
- 5.4 Hypotheses
- 5.5 Variables Studied
- 5.6 Methodology
- 5.7 Sample
- 5.8 Tools Used
- 5.9 Collection of Data
- 5.10 Analysis of Data
- 5.11 Findings of the Study
- 5.12 Conclusions
- 5.13 Suggestions for Improving Educational Practice
- 5.14 Suggestions for Further Research

## SUMMARY, FINDINGS AND CONCLUSIONS

### 5.1 Introduction

The system of education which prevailed in this land of Vedas was entirely different from the system that exists today. During the ancient days the teacher or the Guru or Acharya, as he was then called, devoted all his time for the upliftment of his pupils in all directions – knowledge, morals, values, etc. He was given the highest place of honour in the society. Further, there was a close relationship between the teacher and the taught. But as years passed by the system of education changed, and with it the place of honour enjoyed by the teacher was gradually lost. Teaching profession in India witnessed the worst days of its downfall in the 20<sup>th</sup> century in terms of social prestige, monetary rewards, teacher pupil relationship, etc.

Now a days teaching is considered as a dead end job with low pay, poor status and precious little power. Moreover, the society does not give the recognition either to the teaching profession or to the teacher unlike to the case of doctors, lawyers and engineers. Most of the teachers continue in the profession only as mechanical wage earners and many of the talented do

not think of becoming teachers. They prefer other lucrative profession, which offer better material rewards, power and prestige.

Teachers play an important role in building the character of future generations. The Education Commission (1966) has very aptly observed that 'the future of the nation is now being shaped in her class rooms'. Thus, it is the duty of the society to look after the welfare of the teacher and offer him worthy returns, which will make his difficult task easier. There is no gain in saying that unless the teacher is satisfied with his job, he cannot deliver the goods for nation building. A dissatisfied teacher is lost not only to himself but also to the entire society. He spells disaster to the children with whom he comes across in tune with the onerous responsibility laid on the shoulders of the teachers, and in view of the disastrous consequences of job dissatisfaction on the part of the teacher. Commission after Commission emphasised and re-emphasised the necessity to improve the lot of the teacher and several attempts were made to ameliorate the position of the teacher.

Are the teachers satisfied with their job or dissatisfied? If it is possible to find out the factors which are dissatisfying then attempts can be made either to change the dissatisfying, condition or to reduce its intensity.

Review of related literature reveals that though various studies on job satisfaction have been initiated by psychologists, much of the work has been on industrial or business workers. Not much attention has been paid by the researchers to study the job satisfaction of teachers especially women teachers.

In Kerala the teaching profession in school is dominated by women teachers. The sexual division of labour that allots the major responsibility to men for family and child care irrespective of their work roles. Educated working women have strong family values because the family in India is a major social, economic and moral base of one's identity.

In education efforts, which until recently were focussed on the quantitative expansion of education but now it has been shifted towards ensuring quality improvement. In this context it is widely established that teacher performance is the single most social input to improve the quality of education and the performance of the teacher is very often affected by the level of satisfaction that the teacher derives from the profession.

## **5.2 Statement of the Problem**

The present investigation was designed to analyse the job satisfaction of the women teachers in relation to certain variables selected. Hence the

problem was stated as 'A STUDY OF THE JOB SATISFACTION OF WOMEN TEACHERS IN RELATION TO SELECT SOCIAL AND PERSONALITY VARIABLES'.

### 5.3 Objectives

The major objectives of the study were:

1. To estimate the general level of job satisfaction of women teachers.
2. To identify the different factors in the teaching profession with which the teachers are satisfied or dissatisfied.
3. To find out the relationship between personal and social variables and job satisfaction of women teachers.
4. To identify the personality factors which influence the level of job satisfaction.
5. To make a comparative study of the personality of satisfied and dissatisfied teachers.
6. To develop Multiple Regression equations to predict job satisfaction.

## 5.4 Hypotheses

Based on the above objectives and specific questions, the following hypotheses were formulated for investigation:

1. In general, the women teachers are satisfied with their job.
2. There will not be any significant difference in the level of job satisfaction of teachers working in rural and urban areas.
3. There will not be any significant difference in the level of job satisfaction of teachers working in Government and Private schools.
4. Teachers belonging to different age groups differ in the level of their job satisfaction.
5. Teachers with different level of experience differ in the level of their job satisfaction.
6. There will not be any significant difference between the level of job satisfaction of the teachers who have the minimum required qualifications and those with higher qualifications.
7. The level of job satisfaction of married teachers will be significantly different from that of unmarried teachers.
8. The numbers of children of women teachers have a significant bearing on the level of job satisfaction.
9. Differences in the personality characteristics would contribute to the difference in the level of job satisfaction of teachers.

10. Satisfied and dissatisfied teachers do not differ significantly in their personality characteristics.

## **5.5 Variables Studied**

The variables chosen for the investigation were

Dependent variable: - Job satisfaction

Independent variables:-

- Locality of the school
- Management
- Age
- Experience
- Qualification
- Marital status
- Number of children
- Personality characteristic as measured by 16 PF.

## **5.6 Methodology**

The survey method has been used in the study as it is designed; collect data from a relatively large number of cases at a particular time.

## **5.7 Sample**

The population of the present study was the female school teachers of Kerala. Treating this as a reference population the following aspects like

the factors to be considered for selecting the sample, size of the sample, and techniques of sampling were taken care of.

The following strata were considered for the selection of the sample.

- Rural and urban schools
- Government and private schools
- School efficiency –superior, average and inferior

Since the study uses stratified random sampling, the members of the sample were drawn randomly from each stratum. The investigator selected samples from Kozhikode, Malappuram, Wayanad and Thrissur districts. Malappuram is a district considered to be educationally backward; Wayanad the hilly district had a tribal population and is also considered to be educationally backward. Kozhikode and Thrissur districts are considered to have educated population and majority of the schools come under urban area. Hence the selection the districts for the study represent the women teacher population of Kerala state.

## **5.8 Tools Used**

### **(1) Job satisfaction inventory**

The job satisfaction of the women teachers was measured with the help of an inventory specially constructed for the purpose of the study. A

large pool of items were prepared collecting the same from a number of sources. The items were edited with a preliminary tool containing 100 items. It was administered to a sample of 320 women teachers and the collected data was item analysed as suggested by Likert (1932) and 70 items for which the 't' values were significant at or above 0.05 level were selected. Ten different job factors were included in the job satisfaction scale. The validity and reliability of the job satisfaction inventory were established.

(2) 16 Personality Factor Questionnaire

The 16 Personality factor questionnaire (16 PF), as its name implies provides a multi-dimensional measurement of personality through normative scores on 16 by Polar factors. Cattell's 16 Personality factor form C was modified by Sitharam in 1974 and the language is made simpler than the original form to suit Indian conditions. This modified form of 16 Personality Factor was translated by Rema and Anitha Ravindran in 1989 into Malayalam language. This Malayalam version of 16 Personality Factor questionnaire was used in the present study. The validity and reliability of the tool were established.

(3) Personal Datasheet.

In order to collect personal and social variables like locality of the school, type of management of the school, educational qualification, marital

status, age, teaching experience and size of the family, a carefully designed personal data sheet was utilised.

## **5.9 Collection of Data**

After deciding the schools from which the data is to be collected, the investigator approached the heads of the schools and their co-operation was ensured. The tools were administered to the teachers selected randomly and necessary instruction regarding the way of entering responses was given.

## **5.10 Analysis of Data**

The data thus collected was analysed using relevant statistical techniques like, analysis of variance and 't' test for testing of hypothesis. Levels of significance were employed to test the significance of the obtained values. Multiple Regression equations were formed to predict job satisfaction. The results obtained are shown in the tables and graphical representation, wherever necessary.

## **5.11 Findings of the Study**

1. In general, women teachers are satisfied with their job.
2. Women teachers are satisfied with their job in relation to six factors; the Head of institution, colleagues, management, students, parents and self-esteem. But they are dissatisfied with factors like academic

policies, service conditions, salary and fringe benefits and physical facilities.

3. Both, urban and rural teachers are satisfied with their job. Urban teachers are more satisfied than their counterparts in rural areas and the difference is significant.
4. There exists a significant difference in the level of job satisfaction between Government and private school teachers. The private school teachers are more satisfied compared to their counter parts in Government schools.
5. The private school teachers have more self-esteem than Government school teachers.
6. There is no significant difference in the level of job satisfaction among the three groups of teachers, viz, young, middle aged and old aged.
7. The three groups of teachers with different levels of experience; less than five years, 5-15 years and above 15 years were satisfied with their job and there is no significant difference among them in their level of job satisfaction.
8. There is no significant difference between the suitably qualified and over-qualified teachers with regard to their overall job satisfaction.

9. Both married and unmarried teachers are satisfied with their job and they are significantly different in their level of job satisfaction.
10. Married teachers are more dissatisfied with service conditions than the unmarried.
11. The number of children that the women teachers have, has no bearing on their level of job satisfaction.
12. Teachers with more intelligence are more satisfied than less intelligent teachers.
13. Teachers with more emotional stability are more satisfied than teachers with less emotional stability.
14. Teachers who are dominant, assertive and independent are found to be more satisfied with job than who are dependent, considerate and diplomatic.
15. Teachers who are adventurous, socially bold, friendly and impulsive are found to be more satisfied with their job than who are shy, withdrawn and timid.
16. Teachers who are radicals are found to be more satisfied with their job than conservatives.
17. Teachers who are controlled and socially precise are found to be more satisfied with their job than the undisciplined.

18. Teachers who are tensed are found to be more satisfied with their job than the relaxed.
19. Differences in the personality characteristics of teachers contribute to the differences in the level of job satisfaction.
20. The satisfied and dissatisfied teachers differ significantly in their personality characteristics.

## 5.12 Conclusions

Based upon the results obtained by this investigation the following conclusions are drawn:-

1. The result obtained in the present investigation showed that the women teachers were satisfied with their job. Hence the hypothesis that 'in general the women teachers are satisfied with their job' is accepted.
2. The women teachers working in rural and urban areas differ significantly in the level of job satisfaction. Hence the hypothesis that 'there will not be any significant difference in the level of job satisfaction of teachers working in rural and urban area' is rejected.
3. The teachers working in Government and private schools were satisfied with their job, but these two groups differ significantly in the level of job satisfaction. Hence the hypothesis that 'there will not be

any significant difference in the level of job satisfaction of the teachers working under different management' is rejected.

4. The findings of the study shows that all the three groups of teachers with different age groups were satisfied with their job. There was no significant difference among these three groups of teachers in their level of job satisfaction. Hence the hypothesis that 'teachers belonging to different age groups differ in the level of their job satisfaction' is rejected.
5. The three groups of teachers with different level of experience were satisfied with their job and there was no significant difference between the three groups of teachers in their level of job satisfaction. Hence the hypothesis that 'the teachers with different level of experience differ in the level of their job satisfaction' is rejected.
6. The teachers with minimum required qualification and high qualification were satisfied with their job. But these two groups did not differ significantly in the level of job satisfaction. Hence the hypothesis that 'there will not be any significant difference between the level of job satisfaction of the teachers who had the minimum required qualification and those who are highly qualified' is accepted.
7. It can be concluded that both married and unmarried teachers were satisfied with their job and they were significantly different in the

level of job satisfaction. Hence the hypothesis that 'the level of job satisfaction of the married teachers will be significantly different from that of unmarried teachers' is accepted.

8. It can be concluded that all the three groups of teachers based on the number of children they have are satisfied with their job and there is no significant difference between these three groups of teachers. Hence the hypothesis that 'the number of children of the women teachers has a significant bearing on the level of job satisfaction' is rejected.
9. Out of the 16 personality factors only 9 factors namely B, C, E, F, H, Q<sub>1</sub>, Q<sub>2</sub>, Q<sub>3</sub>, and Q<sub>4</sub> were significantly influencing the level of job satisfaction of teachers. The factors, B<sup>+</sup>, C<sup>+</sup>, E<sup>+</sup>, F, H<sup>+</sup>, Q<sub>1</sub><sup>+</sup>, Q<sub>2</sub><sup>-</sup>, Q<sub>3</sub><sup>+</sup>, and Q<sub>4</sub><sup>+</sup> were significantly associated with higher job satisfaction of teachers. . A careful examination among the seven factors which were not significantly influencing the level of job satisfaction of teachers A<sup>-</sup>, G<sup>+</sup>, I, L<sup>+</sup>, M, N<sup>+</sup> and O<sup>+</sup> indicated a trend of their association with higher mean job satisfaction scores. Hence the hypothesis that 'differences in the personality characteristics of the teachers would contribute to difference in the level of the job satisfaction' is accepted.

10. With regard to factors A, B, F, G, I, L, M, N, O and Q2, the satisfied teachers do not differ significantly with dissatisfied teachers. From the finding the hypothesis that 'the satisfied and dissatisfied teachers do not differ significantly in their personality characteristics' is rejected.
11. Prediction of job satisfaction: Out of the 33 variables, the 10 variables namely, management, salary and fringe benefits, colleagues, physical facilities, parents, service conditions, students, head of the institution, self-esteem and academic policies could explain about 99.53% of the variance. The remaining variables (23) contributing to only 0.01% of the variance of the job satisfaction. The total variance in job satisfaction predicted by these variables was 99.54%.

### **5.13 Suggestions for Improving Educational Practice**

In the light of the findings of the present study, the following suggestions are made:

1. Women teachers feel teaching profession provides high job satisfaction and as such more dedication can be expected from them. To attract more women to this field, it is suggested that the present service conditions and school atmosphere shall be made more encouraging.

2. The academic policies of the state may be revised to cater to the needs of the changing society. Stability of academic policies should be assured to enhance the confidence of teachers in the system.
3. Teachers of rural area are more dissatisfied with physical facilities. Physical facilities of all schools, especially of rural schools should be improved. Certain schemes to provide minimum infra-structural facilities to schools, namely; Sarva Siksha Abhyan (SSA) and projects of local bodies are movements welcomed in this regard.
4. High self-esteem provides more job satisfaction among teachers. This can be achieved through more social approval and sense of belongingness. For this, measures like, community involvement in school activities can be thought of.
5. Over-qualification of teachers tends to maximum utilisation of school resources like, library and laboratory. So acquiring over-qualification should be welcomed in schools. Incentives for over-qualified teachers can be provided, which in turn may motivate others.
6. As job satisfaction exists irrespective of age and experience, the present norms of teacher recruitment can be continued and if

found necessary it may be relaxed in the case of highly qualified and experienced.

7. As the personality characteristics of the teachers do have influence upon their level of job satisfaction, on teacher recruitment these characteristics should be considered through giving attitude, aptitude and psychological tests.
8. The present pre-service and in-service training programmes may be streamlined so as to modify the personality characteristics of teachers which will enable to get more job satisfaction.
9. The study has revealed that academic policies, physical facilities, service conditions and salary and fringe benefits are negative factors for job satisfaction of teachers. This finding will be beneficial to the policy framers to review the present situation and to bring in modifications in the areas concerned.
10. It is found that present student evaluation and promotion system cause job dissatisfaction among teachers. The recent initiatives in the evaluation and promotion system may contribute to improve the job satisfaction of teachers.
11. The study revealed that inadequacy of physical facilities such as, accommodation, toilets, playground, drinking water facilities etc. are factors that cause job dissatisfaction. Alleviation of these

inadequacies will be helpful for enhancing job satisfaction among teachers.

12. Present service conditions related to promotion, professional improvement, incentives for additional qualification and salary and fringe benefits create dissatisfaction among teachers. It implies that timely reforms in service conditions and revision of salary are required to improve job satisfaction among the teachers.
13. It is found that the administration of the Heads of Government schools contributes to more job satisfaction than their counterparts in aided private schools. Certain elements of the administrative policies of the Heads of Government schools and their attitude towards their colleagues may be the positive factors towards this. These positive elements may be identified and disseminated to aided private schools.

#### **5.14 Suggestions for Further Research**

The findings of the present study are reasonably limited in scope due to certain methodological and conceptual limitations. Refinements necessary to advance knowledge in this area can be made if only further researches are carried out. The following areas are suggested for further research in this respect:

1. This study was limited to school teachers working in only four districts of Kerala. A more intensive study including teachers working in higher secondary schools, colleges and universities on a large population will through more light on different issues related to job satisfaction of women teachers.
2. Many independent variables are included in the study. But there are some more variables such as vocational interests, aptitudes, adjustment variables, burnout factors etc. which may be included in the further studies.
3. No attempt was made in the present study to assess the needs of the teachers. Hence, a study relating job satisfaction and needs of the teachers may be carried out.
4. An investigation may be carried out to see what are 'satisfiers' and 'dissatisfiers' to the teachers which may not only be of practical utility but also would have theoretical value because it would elucidate into Herzberg's(1966) two factor theory.
5. Recently, alternative schools with single-teacher are established under Sarva Sikshak Abhyan (SSA) in remote areas. Job satisfaction of these teachers may be studied.

6. In the present study the dependent variable – job satisfaction was measured by an inventory. It may be studied by employing job autonomy scale, job descriptive index, need satisfaction scale, work involvement scale, etc.
7. An attempt can be made by future researchers to study non-verbal communications of the pupils, which in turn may affect job satisfaction of women teachers.
8. In the present study, only 16 PF questionnaire was used. The future researches may use other personality measures for better results.
9. Studies can be conducted to measure the level of job satisfaction of Heads of schools and educational officers (Assistant Educational Officers, District Educational Officers and Deputy Directors of Education) who are the lower level and middle level managers of education department.
10. Nature of job satisfaction of men teachers and factors influencing job satisfaction may be studied in further researches. And can be compared with the job satisfaction of women teachers.
11. Studies can be conducted among aspirants of teaching profession (student teachers) and burn-outs on certain aspects of job satisfaction.

12. Unaided school teachers have different service conditions to their counterparts in Government and aided sectors. A separate study can be conducted on their job satisfaction.

The two important questions posed in the beginning of the present research; Are women teachers satisfied with their job and what are the factors influencing job satisfaction or dissatisfaction are answered. It is found that women teachers are satisfied with the job, but inadequacy of physical facilities absence of stability of academic policies and lack of encouraging service conditions are the major factors of dissatisfaction. It is hoped that the alleviation of these problems will enhance the productivity of teachers and thus, the quality of education. By solving these problems they are recognised and respected. That is what the country can do to honour teachers. The age old tradition of giving high respect to teachers equivalent to God, which is a unique characteristic of Indian culture can thus be sustained.

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# Appendix I

## JOB SATISFACTION INVENTORY

Department of Education

University of Calicut

(Dr. R. Sukumaran Nair and I.M. Indira)

Preliminary Form

അധ്യാപികമാരുടെ ജോലിയിലുള്ള സംതൃപ്തിയെപ്പറ്റിയുള്ള ഒരു ഗവേഷണത്തിനാണ് ഈ നിങ്ങളുടെ ജോലിയിലുള്ള സംതൃപ്തി/അസംതൃപ്തിയെപ്പറ്റിയുള്ള ഏതാനും പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്.

ഇതിന് ശരിയോ തെറ്റോ ഉത്തരങ്ങൾ ഇല്ല. നിങ്ങൾക്ക് നിങ്ങളുടെ ജോലിയെ സംബന്ധിച്ച് എന്താണോ തോന്നുന്നത് അതാണ് ശരിയുത്തരം. ഓരോ പ്രസ്താവനയും വായിച്ച് അതിനോട് നിങ്ങൾ പരിപൂർണ്ണമായി യോജിക്കുന്നുവെങ്കിൽ ഒന്നാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക. യോജിക്കുന്നുവെങ്കിൽ രണ്ടാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക. യോജിക്കുന്നവെങ്കിൽ രണ്ടാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക. യോജിപ്പോ വിയോജിപ്പോ ഇല്ലെങ്കിൽ മൂന്നാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക. വിയോജിക്കുന്നവെങ്കിൽ നാലാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക. ശക്തിയായി വിയോജിക്കുന്നുവെങ്കിൽ അഞ്ചാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക.

മൂന്നാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുന്നത് കഴിവതും ഒഴിവാക്കുക. ഇത് ഗവേഷണത്തിന് മാത്രമുള്ളതാണ്. നിങ്ങൾ നൽകുന്ന വിവരങ്ങൾ പൂർണ്ണമായും രഹസ്യമായിരിക്കും.

1. ഞങ്ങളുടെ H.M./പ്രിൻസിപ്പാൾ നിഷ്പക്ഷമതിയാണ്.
2. എന്റെ സഹപ്രവർത്തകർ അവരുടെ ജോലിയോട് ആത്മാർത്ഥതയില്ലാത്തവരാണെന്ന് എനിക്കു തോന്നുന്നു.
3. സ്കൂൾ മാനേജ്മെന്റ്, ഞങ്ങളുടെ അഭിപ്രായങ്ങൾ പരിഗണിക്കാത്തതിൽ ഞാൻ അസംതൃപ്തയാണ്.
4. വിദ്യാർത്ഥികൾ അവരുടെ പ്രശ്നം പരിഹരിക്കാനായി എന്നെ സമീപിക്കാറുണ്ട്.
5. ഞങ്ങൾക്ക് സജീവമായ ഒരു അധ്യാപകരക്ഷാകർമ്മ സമിതിയില്ല.
6. സ്കൂൾ വിദ്യാർത്ഥികളുടെ ഇന്നത്തെ പ്രമോഷൻ സമ്പ്രദായത്തിൽ ഞാൻ അസംതൃപ്തയാണ്.
7. എന്റെ ജോലി സുരക്ഷിതമാണെന്ന് ഞാൻ കരുതുന്നു..
8. ഞാൻ ചെയ്യുന്ന ജോലിക്ക് തക്കതായ വേതനം ലഭിക്കുന്നുവെന്ന് എനിക്ക് തോന്നുന്നു.
9. എല്ലാ സജീകരണങ്ങളോടും കൂടിയ ഒരു സ്റ്റാഫ് റൂം ഞങ്ങൾക്കുണ്ട്.
10. ഞാൻ കഴിവുറ്റ ഒരു അധ്യാപികയാണ്.

- 11 അദ്ദേഹം H.M./പ്രിൻസിപ്പാൾ തസ്തികയ്ക്ക് അനുയോജ്യനാണ്.
- 12 നിയമങ്ങളെല്ലാം കർക്കശമായി പാലിക്കുന്നതുകൊണ്ട് സഹപ്രവർത്തകർ എന്നെ കളിയാക്കാറുണ്ട്.
- 13 സ്കൂളിന്റെ ദൈനംദിന പ്രവർത്തനത്തിൽ മാനേജ്മെന്റ് ഇടപെടാറുണ്ട്.
- 14 ചില വിദ്യാർത്ഥികൾ അനുസരണശീലമില്ലാത്തവരായതിനാൽ ഞാൻ അസംതൃപ്തയാണ്.
- 15 രക്ഷിതാക്കളുമായി കൂടുതൽ സഹകരിക്കുന്നത് അധ്യാപികമാരാണെന്ന് എനിക്ക് തോന്നുന്നു.
- 16 അടിക്കടിയുണ്ടാകുന്ന സിലബസ് മാറ്റം എന്നെ ശല്യപ്പെടുത്തുന്നു.
- 17 ജോലിയിലുള്ള പ്രമോഷൻ സൗകര്യങ്ങളിൽ ഞാൻ സംതൃപ്തയല്ല.
- 18. ഞങ്ങൾക്ക് ആവശ്യമായത്ര കേഷൽ ലീവ് ലഭിക്കുന്നില്ല.
- 19 ആവശ്യമായ ടോയ്ലറ്റ് സൗകര്യങ്ങൾ എന്റെ സ്കൂളിലുണ്ട്.
- 20 എന്റെ വിദ്യാർത്ഥികൾ എന്നെ ബഹുമാനിക്കുന്നതിൽ എനിക്കഭിമാനമുണ്ട്.
- 21 ഞങ്ങളുടെ H.M./പ്രിൻസിപ്പാൾ - ന് അക്കാദമിക് ജോലിയേക്കാൾ ഇഷ്ടം ഓഫീസ് സംബന്ധമായ ജോലിക്കാണ്.
- 22 എന്റെ മിക്ക സഹപ്രവർത്തകരും വളരെ സത്യസന്ധരാണ്.
- 23 സേവന പ്രശ്നങ്ങളിൽ മാനേജ്മെന്റ് അധ്യാപകരെ സഹായിക്കാറുണ്ട്.
- 24 സ്കൂളിന്റെ നല്ല നടത്തിപ്പിനായി വിദ്യാർത്ഥികൾ എന്നോട് സഹകരിക്കാറുണ്ട്.
- 25 അധ്യാപകരെ കണ്ട് കുട്ടികളുടെ പ്രശ്നങ്ങൾ ചർച്ച ചെയ്യാൻ രക്ഷിതാക്കൾ സമയം കണ്ടെത്താറുണ്ട്.
- 26. പാഠ്യപദ്ധതിയുടെ ഇടപാടിൽ പുതിയ തന്ത്രങ്ങൾ പരീക്ഷിക്കുന്നതിൽ എനിക്ക് സ്വാതന്ത്ര്യമുണ്ട്.
- 27 അധ്യാപകർക്കുള്ള അധികയോഗ്യതകൾക്ക് പ്രോത്സാഹനം നൽകുന്നില്ല.
- 28. ജോലിയിൽ നിന്നും വിരമിക്കുമ്പോൾ നമുക്ക് മതിയായ പെൻഷൻ ലഭിക്കുന്നുണ്ട്.
- 29 ഞങ്ങൾക്ക് നല്ല ലൈബ്രറിയും ലബോറട്ടറിയും സ്കൂളിലുണ്ട്.
- 30. ഈ രാജ്യത്തിന്റെ ഭാവി എന്നെപ്പോലുള്ള അധ്യാപകരുടെ കൈകളിലാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.
- 31 ഞങ്ങളുടെ H.M./പ്രിൻസിപ്പാൾ - ന് അധ്യാപകരുടെ വ്യക്തിപരമായ പ്രശ്നങ്ങളോട് സഹതാപമുണ്ട്.
- 32 എന്റെ സഹപ്രവർത്തകരിൽ ചിലർ വർഗ്ഗീയ സ്വഭാവമുള്ളവരായതിനാൽ ഞാൻ അസംതൃപ്തയാണ്.
- 33 നിസ്സാരമായ തെറ്റുകൾക്ക്പോലും മാനേജ്മെന്റ് അധ്യാപകരെ ശിക്ഷിക്കാറുണ്ട്.
- 34 വിദ്യാർത്ഥികൾ എന്നെ ബഹുമാനിക്കുന്നു.
- 35. സ്കൂളിലെ അച്ചടക്കരാഹിത്യത്തിന് രക്ഷിതാക്കൾ അധ്യാപകരെയാണ് കുറ്റം പറയാറുള്ളത്.
- 36 ഞങ്ങൾക്ക് ഏറ്റവും നൂതനമായ അറിവ് നൽകുന്നതിനു വേണ്ടി ധാരാളം ഇൻ സർവ്വീസ് ട്രയിനിംഗ് പദ്ധതികളുണ്ട്.
- 37 അപേക്ഷിച്ചാൽ മാത്രമേ സ്ഥലമാറ്റങ്ങൾ ലഭിക്കുകയുള്ളുവെന്നതിൽ ഞാൻ സന്തോഷവതിയാണ്.
- 38. ഒരു അധ്യാപികക്ക് 3 മാസത്തോ പ്രസവാവധി അപര്യാപ്തമാണ്.
- 39 ക്ലാസ്സ്മുറിയിലെ ഇരിപ്പിട സജ്ജീകരണങ്ങളിൽ വിദ്യാർത്ഥികൾ സംതൃപ്തരാണ്.
- 40 എന്റെ താൽപര്യത്തിനും കഴിവിനും അനുയോജ്യമാണ് ഈ ജോലി.

- 41 സ്കൂളിന്റെ വിവിധ പ്രശ്നങ്ങളെപ്പറ്റി ചർച്ച ചെയ്യാൻ പലപ്പോഴും Staff meetinging കൂടാറുണ്ട്.
- 42 എന്റെ സഹപ്രവർത്തകരിൽ വിവിധ ലക്ഷ്യങ്ങളുള്ള വിവിധ ഗ്രൂപ്പുകളുണ്ട്.
- 43 അധ്യാപകർക്ക് മാനേജ്മെന്റുമായി നല്ല ബന്ധമാണുള്ളത്.
- 44 വിദ്യാർത്ഥികൾക്ക് സാൻമാർഗ്ഗീകമായ ഉപദേശം നൽകാൻ ഞാൻ സമയം കണ്ടെത്താറുണ്ട്.
- 45 അമ്മമാർ കുട്ടികളുടെ പഠന കാര്യത്തിൽ കാണിക്കുന്ന രീതിയിൽ ഞാൻ സംതൃപ്തയാണ്.
- 46 ഇന്നത്തെ പാഠ്യപദ്ധതി വിദ്യാർത്ഥികൾക്ക് ഒരു വലിയ ഭാരമാണെന്ന് എനിക്കു തോന്നുന്നു.
- 47 അധ്യാപകരെ, എന്യൂമറേഷൻ പോലുള്ള മറ്റു ജോലിക്ക് അയയ്ക്കുന്നതിൽ ഞാൻ അസംതൃപ്തയാണ്.
- 48 രണ്ടുമാസത്തെ മധ്യവേനലവധി ലഭിക്കുന്നതുകൊണ്ട് ഞാൻ സംതൃപ്തയാണ്.
- 49 ഞങ്ങൾക്ക് നല്ല ഒരു കളിസ്ഥലം ഉണ്ട്.
- 50 മറ്റു ജോലികളുമായി താരതമ്യം ചെയ്യുമ്പോൾ അധ്യാപകന്റെ ജോലി താണതാണ്.
- 51 എന്റെ കഴിവിനേയും ജോലി നിർവ്വഹണത്തേയും H.M./പ്രിൻസിപ്പാൾ വിലമതിക്കാറുണ്ട്.
- 52 എന്റെ സഹപ്രവർത്തകർ എന്റെ ജോലിയിൽ എന്തെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.
- 53 അധ്യാപകരുമായി ആലോചിച്ചശേഷം മാത്രമാണ് മാനേജ്മെന്റ് നയപരമായ കാര്യങ്ങളിൽ മാറ്റം വരുത്താറുള്ളത്.
- 54 ചില വിദ്യാർത്ഥികൾ നല്ല അച്ചടക്കമുള്ളവരല്ലെന്ന് എനിക്ക് തോന്നുന്നു.
- 55 അധ്യാപകന്മാരാണ് ജോലിയിൽ കൂടിതൽ ആതന്മാർത്ഥത കാണിക്കുന്നത് എന്നാണ് രക്ഷിതാക്കളുടെ അഭിപ്രായം.
- 56 ഇന്നത്തെ അധ്യാപക വിദ്യാർത്ഥി അനുപാതത്തിൽ ഞാൻ അസംതൃപ്തയാണ്.
- 57 ഉന്നതയോഗ്യതകൾ നേടാൻ ആഗ്രഹിക്കുന്ന അധ്യാപകർക്ക് എളുപ്പത്തിൽ പഠനാവധി ലഭിക്കുന്നില്ല.
- 58 ഞങ്ങൾക്ക് സൗജന്യ വൈദ്യസഹായം ലഭിക്കുന്നില്ല.
- 59 ഞങ്ങൾക്ക് മതിയായത്ര ക്ലാസ്സ് മുറികളില്ല.
- 60 ഞാൻ സ്വാശ്രയി ആണെന്ന ചിന്ത എന്തെ സംതൃപ്തയാക്കുന്നു.
- 61 ഞങ്ങളുടെ H.M./പ്രിൻസിപ്പാൾ - ന് അധ്യാപകരോടുള്ളതിനേക്കാൾ നല്ല ബന്ധം അധ്യാപകരോടാണ്.
- 62 എന്റെ സഹപ്രവർത്തകരുടെ സാന്നിധ്യത്തിൽ ഞാൻ വളരെ സന്തോഷവതിയാണ്.
- 63 മാനേജ്മെന്റ് എന്റെ ജോലിയെ വിലമതിക്കാത്തതിൽ ഞാൻ അസംതൃപ്തയാണ്.
- 64 വിദ്യാർത്ഥികൾ എന്റെ ഉപദേശങ്ങളെ അവഗണിക്കുന്നതായി എനിക്ക് തോന്നുന്നു.
- 65 രക്ഷിതാക്കൾ എന്റെ കഴിവിനെ വിലമതിക്കുന്നു.
- 66 രാജ്യത്താകമാനം വിദ്യാഭ്യാസ സമ്പ്രദായത്തിൽ ഐക്യപുലിഷ്ഠാത്തതിനാൽ ഞാൻ അസംതൃപ്തയാണ്.
- 67 വർഷത്തിന്റെ മധ്യത്തിൽ ഇൻസർവ്വീസ് ട്രെയിനിംഗ് നൽകുന്നതിൽ ഞാൻ അതൃപ്തയാണ്.
- 68 അവധിക്കാല യാത്രാസൗജന്യം (Leave Travel Concessions) ലഭിക്കാത്തതിൽ എനിക്ക് അതൃപ്തിയുണ്ട്.
- 69 ഞങ്ങളുടെ സ്കൂളിൽ ആവശ്യത്തിനുള്ള പഠനോപകരണങ്ങളുണ്ട്.

- 70 ഞാൻ ഒരു അധ്യാപികയായതിൽ ഭാഗ്യവതിയായി തോന്നുന്നു.
- 71 സ്കൂളിന്റെ നടത്തിപ്പിൽ H.M./പ്രിൻസിപ്പാൾ എടുക്കുന്നതായ രീതിയിൽ ഞാൻ സംതൃപ്തയാണ്.
- 72 സ്കൂളിലെ സീനിയർ അധ്യാപകർ എന്റെ ജോലിയിൽ എന്നെ സഹായിക്കുന്നുണ്ട്.
- 73 അധ്യാപകരോട് മാനേജ്മെന്റിന് ജനാധിപത്യപരമായ സമീപനമാണുള്ളത്.
- 74 വിദ്യാർത്ഥികൾ അധ്യാപികമാരെയാണ് അവരുടെ ക്ലാസ് ടീച്ചറാകുവാൻ കൂടുതൽ ഇഷ്ടപ്പെടുന്നത്.
- 75 രക്ഷിതാക്കൾ P.T.A.യോഗങ്ങളിൽ ക്രമമായി പങ്കെടുക്കുന്നതിൽ ഞാൻ സന്തോഷിക്കുന്നു.
- 76. ഭാരിച്ച സിലബസ് അധ്യാപകർക്ക് ജോലിഭാരമുണ്ടാക്കുന്നു എന്ന് എനിക്ക് തോന്നുന്നു.
- 77 വിദേശ സർവ്വീസുകളിൽ ജോലിയിൽ ചേരാൻ ശ്രമമില്ലാത്ത അവധി നൽകുന്നുണ്ട്.
- 78. ഞങ്ങൾക്ക് കിട്ടുന്ന വീട്ടുവാടകബത്ത അപര്യാപ്തമാണ്.
- 79 ഞങ്ങളുടെ സ്കൂളിൽ കായികാധ്യാപകരില്ല.
- 80. അധ്യാപനം അത്യുത്തമമായ ഒരു ജോലിയാണെന്ന് ഞാൻ കരുതുന്നു.
- 81. ഞങ്ങളുടെ H.M./പ്രിൻസിപ്പാൾ വിദ്യാർത്ഥികളോട് വളരെ പരുകൻ സ്വഭാവത്തിൽ പെരുമാറുന്നു.
- 82 എന്റെ സഹപ്രവർത്തകർ വളരെ സഹകരണമുള്ളവരാണ്.
- 83 അധ്യാപകരെ കുറ്റം പറയുവാനാണ് മാനേജ്മെന്റ് എപ്പോഴും ശ്രമിക്കാറുള്ളത്.
- 84 ചില വിദ്യാർത്ഥികൾ എന്നെ പരിഹസിക്കുന്നതുകൊണ്ട് ഞാൻ അസംതൃപ്തയാണ്.
- 85. തങ്ങളുടെ കുട്ടികൾക്ക് ശിക്ഷ ലഭിക്കുമ്പോൾ മാത്രമാണ് ചില രക്ഷിതാക്കൾ സ്കൂളിൽ വരുന്നത്.
- 86 ഇന്നത്തെ പരീക്ഷാ സമ്പ്രദായത്തിൽ എനിക്ക് അത്യുപതിയുണ്ട്.
- 87. തൊഴിൽപരമായ അഭിവൃദ്ധിക്ക് സാധ്യതയില്ലാത്തതിൽ എനിക്ക് അത്യുപതിയുണ്ട്.
- 88 ഞങ്ങൾക്ക് മതിയായ കമ്മ്യൂട്ടഡ് ലീവ് ഹാഫ് പേ ലീവ് ലഭിക്കുന്നതാണ്.
- 89 സ്കൂൾ അധികൃതർ സ്പോർട്ട്സ് ഉപകരണങ്ങൾ നൽകുന്നില്ല.
- 90 ഞാനും എന്റെ വിദ്യാർത്ഥികളും എന്റെ സഹപ്രവർത്തകരും തമ്മിൽ നല്ല ഒരു ബന്ധമാണുള്ളത്.
- 91 ഞങ്ങളുടെ H.M./പ്രിൻസിപ്പാൾ കാര്യക്ഷമതയില്ലാത്ത ആളാണ്.
- 92 സ്കൂളിലെ താഴ്ന്ന പഠനനിലവാരത്തിന് അധ്യാപികമാരേയാണ് കുറ്റപ്പെടുത്താറുള്ളത്.
- 93 മാനേജ്മെന്റിന്റെ നയങ്ങളിൽ ഞാൻ അസംതൃപ്തയാണ്.
- 94 വിദ്യാർത്ഥികളെ നയിക്കുവാനുള്ള ശരിയായ വ്യക്തി ഞാനാണെന്നാണ് അവരുടെ അഭിപ്രായം.
- 95 രക്ഷിതാക്കൾ സ്കൂൾ പ്രവർത്തനങ്ങളിൽ സഹകരിക്കുന്നില്ല.
- 96. { സിലബസിൽ മാറ്റം വരുത്തുന്നതിനുമുമ്പായി അധ്യാപകർക്ക് അതിനെപ്പറ്റി orientation programme നൽകപ്പെടുന്നില്ല.
- 97. ഇന്നുള്ള സേവന വ്യവസ്ഥകളിൽ എനിക്ക് തൃപ്തിയില്ല.
- 98 കൂടുതലായുള്ള ജോലിക്ക് ഞങ്ങൾക്ക് മതിയായ വേതനം ലഭിക്കുന്നുണ്ട്.
- 99. അധ്യാപികമാർക്കായി എന്റെ സ്കൂളിൽ പ്രത്യേക മുറിയില്ല.
- 100 ഞാൻ ഒരു അധ്യാപികയായതുകൊണ്ട് സമൂഹം എന്നെ ബഹുമാനിക്കുന്നു. നിങ്ങളുടെ അഭിപ്രായത്തിനനുസരിച്ച് താഴെ പറയുന്ന ചോദ്യങ്ങൾക്ക് ഉത്തരം എഴുതുക.
- 101. ഞാൻ എന്റെ ജോലിയിൽ സംതൃപ്തയാണ്.

102. ഞാൻ എന്റെ ജോലിയിൽ സംതൃപ്തയാണ്.

a) മറ്റുള്ളവരേക്കാൾ കുറവ്

b) മറ്റുള്ളവരെപ്പോലെ

c) മറ്റുള്ളവരേക്കാൾ കൂടുതൽ

## Appendix II

### JOB SATISFACTION INVENTORY

Department of Education

University of Calicut

(Dr. R. Sukumaran Nair and I. M. Indira)

Preliminary Form (Translation)

This tool is administered in connection with a research on job satisfaction of women teachers. Here are some statements which are related to your satisfaction / dissatisfaction towards your job. Please read each statement carefully and state whether you Strongly Agree / Agree / Doubtful / Disagree / Strongly Disagree by putting 'X' mark against each in the appropriate place.

There is no right or wrong answer. What you feel in your job is the right answer with any statement.

If you Strongly Agree (SA), put 'X' mark in the first circle.

If you Agree (A), put 'X' mark in the second circle.

If you are Doubtful (D) put 'X' mark in the third circle.

If you Disagree (DA), put 'X' mark in the fourth circle.

If you Strongly Disagree (SA), put 'X' mark in the fifth circle.

Try to avoid making the 'Doubtful' category as far as possible. Please answer all the items. This is purely for research purpose and all information will be kept strictly confidential. Please give your opinion correctly.

1. Our headmaster is impartial to all of us.
2. I feel that my colleagues are not sincere to their works.
3. I am dissatisfied because the management do not consider our suggestions.
4. Students approach me to solve their problems.
5. We do not have an active Parent-Teacher-Association.
6. I am dissatisfied with the present promotion system of students in school.
7. I feel that my profession is safe.

8. I feel that I get the right salary for the work I do.
9. We have a well furnished staff room.
10. I am an efficient teacher.
11. Our headmaster is fit for that post.
12. I am teased by my colleagues because I am very strict.
13. Our management interferes in the day-to-day activities of the school.
14. I am dissatisfied because some of the students are disobedient.
15. I feel that women teachers are more co-operative with the parents.
16. The frequent changes in syllabus disturb me.
17. I am dissatisfied with the promotion facilities in the job.
18. The casual leave given to us is not sufficient.
19. There is adequate toilet facility in the school.
20. I am proud of being a teacher because my students respect me.
21. Our headmaster is interested in office work than in academic work.
22. Most of my colleagues are very honest.
23. Our management helps the teachers in their service problems.
24. Students cooperate with me for the smooth functioning of the school.
25. Parents find time to meet teachers and discuss the problems of their children.
26. I have freedom in trying out new strategies in curriculum transaction.
27. No incentives are given for additional qualifications.
28. We get an adequate pension when we retire from the job.
29. We have an adequate library and laboratory in our school.
30. I feel that the future of the country is in the hands of teachers like me.
31. Our headmaster is sympathetic to the personal problems of the teachers.
32. I am dissatisfied because some of my colleagues are communal.
33. Severe punishments are given by the management even for minor mistakes of the teachers.
34. Students respect me.
35. Parents blame teachers for the indiscipline in the school.
36. There are sufficient in-service training programmes to keep us up-date, in the new trends in knowledge.
37. I am happy that transfer is made only on request.
38. Duration of maternity leave is insufficient for a lady teacher.
39. Students are satisfied with the seating arrangements in the school.
40. This job suits my interest and ability.
41. Staff meetings are often held to discuss various problems of the school.
42. There are different groups among my colleagues with different goals.

43. Teachers have good relationship with the management.
44. I find time to give moral instructions to students.
45. I am satisfied in the way mothers take interest in the studies of their children.
46. I feel that the present curriculum is a burden to students.
47. I am dissatisfied because teachers are sent for other duties like enumeration.
48. I am satisfied because we have two months summer holidays.
49. We have a very good play ground.
50. Status of teachers is considered to be less when compared to other profession.
51. My ability and performance are appreciated by the headmaster.
52. My colleagues encourage me in my work.
53. Our management makes any changes policy only after consulting the teachers.
54. I feel that some of the students are not well disciplined.
55. Parents are of opinion that women teachers are more sincere in their work.
56. I am dissatisfied with the present teacher–pupil ratio.
57. Study leave is not easily available for teachers who wish to acquire higher qualification.
58. We do not get free medical aid.
59. We do not have sufficient number of class rooms.
60. The thought that I am self dependent gives me satisfaction.
61. Our headmaster maintains good relationship with the non–teaching staff than with the teaching staff.
62. I feel happy when I am with my colleagues.
63. I am dissatisfied because, I feel that the management doesn't appreciate my work.
64. I feel that students neglect my advice.
65. Parents appreciate my ability.
66. I am dissatisfied because the educational system is not uniform throughout the country.
67. I am dissatisfied with the in service training given in the middle of the year.
68. I am dissatisfied because we do not have leave travel concession.
69. We have sufficient teaching aids in the school.
70. I feel lucky because I have become a teacher.

71. I am satisfied by the methods adopted by the headmaster in the management of the school.
72. Senior teachers help me at school.
73. I feel that the management has a democratic approach towards the teachers.
74. Students prefer woman teacher as their class teacher.
75. I am happy that parents attend the PTA meetings regularly.
76. I feel that teachers have heavy work load because of heavy syllabus.
77. Leave without allowance is granted to join in Foreign Service.
78. The house rent allowance given to us is inadequate.
79. We have no physical education teacher in the school.
80. I feel that teaching is an ideal profession.
81. Our headmaster is very rude to the students.
82. My colleagues are very cooperative.
83. Management always tries to find fault with the teachers.
84. I am dissatisfied because some of the students make fun of me.
85. Some parents come to school only if their children are punished.
86. I am dissatisfied with the present evaluation system.
87. I am dissatisfied because there is no scope for professional improvement.
88. We have sufficient commuted leave and half pay leave.
89. Sports equipments are not provided by the school authorities.
90. There is good interaction among me, my students and my colleagues.
91. Our headmaster is inefficient.
92. Women teachers are often blamed for the low standards of the school.
93. I am dissatisfied with the policies of the management.
94. Students are of the opinion that I am the right person to guide them.
95. Parents do not cooperate with the school activities.
96. Orientation programmes are not given to teachers before a change in the syllabus.
97. I am not satisfied with the present service conditions.
98. We are paid well for extra duties.
99. We have no separate staff room for women teachers.
100. The society respects me because I am a teacher.

Answer these two items according to your opinion.

I am satisfied with my job:

101. I am satisfied with my job :- (a) Strongly agree. (b) Agree (c) Disagree (d) Strongly disagree.

102. I am satisfied with my job: - (a) Less than others. (b) As much as others (c) More than others.

# Appendix III

## JOB SATISFACTION INVENTORY

### Department of Education University of Calicut (Dr. R. Sukumaran Nair and I.M. Indira) Preliminary Form

അധ്യാപികമാരുടെ ജോലിയിലുള്ള സംതൃപ്തിയെപ്പറ്റിയുള്ള ഒരു ഗവേഷണത്തിനാണിത്. നിങ്ങളുടെ ജോലിയിലുള്ള സംതൃപ്തി/അസംതൃപ്തിയെപ്പറ്റിയുള്ള ഏതാനും പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്.

ഇതിന് ശരിയോ തെറ്റോ ഉത്തരങ്ങൾ ഇല്ല. നിങ്ങൾക്ക് നിങ്ങളുടെ ജോലിയെ സംബന്ധിച്ച് എന്താണോ തോന്നുന്നത് അതാണ് ശരിയുത്തരം. ഓരോ പ്രസ്താവനയും വായിച്ച് അതിനോട് നിങ്ങൾ പരിപൂർണ്ണമായി യോജിക്കുന്നുവെങ്കിൽ ഒന്നാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക. യോജിക്കുന്നുവെങ്കിൽ രണ്ടാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക. യോജിക്കുന്നവെങ്കിൽ രണ്ടാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക. യോജിപ്പോ വിധോജിപ്പോ ഇല്ലെങ്കിൽ മൂന്നാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക. വിധോജിക്കുന്നവെങ്കിൽ നാലാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക. ശക്തിയായി വിധോജിക്കുന്നുവെങ്കിൽ അഞ്ചാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുക.

മൂന്നാമത്തെ വൃത്തത്തിൽ 'X' അടയാളപ്പെടുത്തുന്നത് കഴിവതും ഒഴിവാക്കുക. ഇത് ഗവേഷണത്തിന് മാത്രമുള്ളതാണ്. നിങ്ങൾ നൽകുന്ന വിവരങ്ങൾ പൂർണ്ണമായും രഹസ്യമായിരിക്കും.

1. ഞങ്ങളുടെ H.M./പ്രിൻസിപ്പാൾ നിഷ്പക്ഷമതിയാണ്.
2. എന്റെ സഹപ്രവർത്തകർ അവരുടെ ജോലിയോട് ആത്മാർത്ഥതയില്ലാത്തവരാണെന്ന് എനിക്കു തോന്നുന്നു.
3. സ്കൂൾ മാനേജ്മെന്റ്, ഞങ്ങളുടെ അഭിപ്രായങ്ങൾ പരിഗണിക്കാത്തതിൽ ഞാൻ അസംതൃപ്തയാണ്.
4. വിദ്യാർത്ഥികൾ അവരുടെ പ്രശ്നം പരിഹരിക്കാനായി എന്നെ സമീപിക്കാറുണ്ട്.
5. ഞങ്ങൾക്ക് സജീവമായ ഒരു അധ്യാപകരക്ഷാകർമ്മ സമിതിയില്ല.
6. സ്കൂൾ വിദ്യാർത്ഥികളുടെ ഇന്നത്തെ പ്രമോഷൻ സമ്പ്രദായത്തിൽ ഞാൻ അസംതൃപ്തയാണ്.
7. എന്റെ ജോലി സുരക്ഷിതമാണെന്ന് ഞാൻ കരുതുന്നു..
8. ഞാൻ ചെയ്യുന്ന ജോലിക്ക് തക്കതായ വേതനം ലഭിക്കുന്നുവെന്ന് എനിക്ക് തോന്നുന്നു.
9. എല്ലാ സൗജന്യകരണങ്ങളോടും കൂടിയ ഒരു സ്റ്റാഫ് റൂം ഞങ്ങൾക്കുണ്ട്.
10. ഞാൻ കഴിവുറ്റ ഒരു അധ്യാപികയാണ്.
11. ഞാൻ നിയമങ്ങളെല്ലാം കർക്കശമായി പാലിക്കുന്നതുകൊണ്ട് എന്റെ സഹപ്രവർത്തകർ എന്നെ കളിയാക്കാറുണ്ട്.
12. സ്കൂളിന്റെ ദൈനംദിന പ്രവർത്തനത്തിൽ മാനേജ്മെന്റ് ഇടപെടാറുണ്ട്.

- 13 ചില വിദ്യാർത്ഥികൾ അനുസരണശീലമില്ലാത്തവരായതിനാൽ ഞാൻ അസംതൃപ്തയാണ്.
- 14 ജോലിയിലുള്ള പ്രമോഷൻ സൗകര്യങ്ങളിൽ ഞാൻ സംതൃപ്തയല്ല.
- 15 ഞങ്ങൾക്ക് ആവശ്യമായത്ര കേഷൽ ലീവ് ലഭിക്കുന്നില്ല.
- 16 ആവശ്യമായ ടോയ്ലറ്റ് സൗകര്യങ്ങൾ എന്റെ സ്കൂളിലുണ്ട്.
- 17 എന്റെ മിക്ക സഹപ്രവർത്തകരും വളരെ സത്യസന്ധരാണ്.
- 18 സ്കൂളിന്റെ നല്ല നടത്തിപ്പിനായി വിദ്യാർത്ഥികൾ എന്നോട് സഹകരിക്കാറുണ്ട്.
- 19 അധ്യാപകരെ കണ്ട് കുട്ടികളുടെ പ്രശ്നങ്ങൾ ചർച്ച ചെയ്യാൻ രക്ഷിതാക്കൾ സമയം കണ്ടെത്താറുണ്ട്.
- 20 അധ്യാപകർക്കുള്ള അധികയോഗ്യതകൾക്ക് പ്രോത്സാഹനം നൽകുന്നില്ല.
- 21 നാം ജോലിയിൽ നിന്നും വിരമിക്കുമ്പോൾ നമുക്ക് മതിയായ പെൻഷൻ ലഭിക്കുന്നുണ്ട്.
- 22 ഞങ്ങൾക്ക് നല്ല ഒരു ലൈബ്രറിയും ലബോറട്ടറിയും സ്കൂളിലുണ്ട്.
- 23 ഈ രാജ്യത്തിന്റെ ഭാവി എന്നെപ്പോലുള്ള അധ്യാപകരുടെ കൈകളിലാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.
- 24 നിസ്സാരമായ തെറ്റുകൾക്ക്പോലും മാനേജ്മെന്റ് അധ്യാപകരെ ശിക്ഷിക്കാറുണ്ട്.
- 25. സ്കൂളിലെ അച്ചടക്കരാഹിത്യത്തിന് രക്ഷിതാക്കൾ അധ്യാപകരെയാണ് കുറ്റം പറയാറുള്ളത്.
- 26 ഞങ്ങൾക്ക് ഏറ്റവും നൂതനമായ അറിവ് നൽകുന്നതിനു വേണ്ടി ധാരാളം ഇൻ സർവ്വീസ് ട്രയിനിംഗ് പദ്ധതികളുണ്ട്.
- 27 ഒരു അധ്യാപികക്ക് 3 മാസത്തോ പ്രസവാവധി അപര്യാപ്തമാണ്.
- 28 ക്ലാസ്സ്മുറിയിലെ ഇരിപ്പിട സൗജ്ജീകരണങ്ങളിൽ വിദ്യാർത്ഥികൾ സംതൃപ്തരാണ്.
- 29 എന്റെ താൽപര്യത്തിനും കഴിവിനും അനുയോജ്യമാണ് ഈ ജോലി.
- 30 സ്കൂളിന്റെ വിവിധ പ്രശ്നങ്ങളെപ്പറ്റി ചർച്ച ചെയ്യാൻ പലപ്പോഴും Staff meeting കൂടാറുണ്ട്.
- 31 അധ്യാപകർക്ക് മാനേജ്മെന്റുമായി നല്ല ബന്ധമാണുള്ളത്.
- 32 വിദ്യാർത്ഥികൾക്ക് സാൻമാർഗ്ഗീകമായ ഉപദേശം നൽകാൻ ഞാൻ സമയം കണ്ടെത്താറുണ്ട്.
- 33 അമ്മമാർ കുട്ടികളുടെ പഠന കാര്യത്തിൽ കാണിക്കുന്ന രീതിയിൽ ഞാൻ സംതൃപ്തയാണ്.
- 34 ഇന്നത്തെ പാഠ്യപദ്ധതി വിദ്യാർത്ഥികൾക്ക് ഒരു വലിയ ഭാരമാണെന്ന് എനിക്കു തോന്നുന്നു.
- 35 അധ്യാപകരെ, എന്യൂമറേഷൻ പോലുള്ള മറ്റു ജോലിക്ക് അയയ്ക്കുന്നതിൽ ഞാൻ അസംതൃപ്തയാണ്.
- 36 രണ്ടുമാസത്തെ മധ്യവേനലവധി ലഭിക്കുന്നതുകൊണ്ട് ഞാൻ സംതൃപ്തയാണ്.
- 37 ഞങ്ങൾക്ക് നല്ല ഒരു കളിസ്ഥലം ഉണ്ട്.
- 38 മറ്റു ജോലികളുമായി താരതമ്യം ചെയ്യുമ്പോൾ അധ്യാപകന്റെ ജോലി താണതാണ്.
- 39 എന്റെ കഴിവിനേയും ജോലി നിർവ്വഹണത്തേയും H.M./പ്രിൻസിപ്പാൾ വിലമതിക്കാറുണ്ട്.
- 40 അധ്യാപികമാർക്കായി എന്റെ സ്കൂളിൽ പ്രത്യേക മുറിയില്ല.
- 41 ഇന്നത്തെ അധ്യാപക വിദ്യാർത്ഥി അനുപാതത്തിൽ ഞാൻ അസംതൃപ്തയാണ്.
- 42 ഉന്നതയോഗ്യതകൾ നേടാൻ ആഗ്രഹിക്കുന്ന അധ്യാപകർക്ക് എളുപ്പത്തിൽ പഠനാവധി ലഭിക്കുന്ന

43 61ത്തങ്ങളുടെ H.M./പ്രിൻസിപ്പാൾ - ന് അധ്യാപകരോടുള്ളതിനേക്കാൾ നല്ല ബന്ധം അന്യധ്യാപക  
44 എന്റെ സഹപ്രവർത്തകരുടെ സാന്നിധ്യത്തിൽ ഞാൻ വളരെ സന്തോഷവതിയാണ്.  
45 മാനേജ്മെന്റ് എന്റെ ജോലിയെ വിലമതിക്കാത്തതിൽ ഞാൻ അസംതൃപ്തയാണ്.  
46 വിദ്യാർത്ഥികൾ എന്റെ ഉപദേശങ്ങളെ അവഗണിക്കുന്നതായി എനിക്ക് തോന്നുന്നു.  
47 രക്ഷിതാക്കൾ എന്റെ കഴിവിനെ വിലമതിക്കുന്നു.  
48 തങ്ങളുടെ സ്കൂളിൽ ആവശ്യത്തിനുള്ള പഠനോപകരണങ്ങളുണ്ട്.  
49 സ്കൂളിന്റെ നടത്തിപ്പിൽ H.M./പ്രിൻസിപ്പാൾ എടുക്കുന്നതായ രീതിയിൽ ഞാൻ സംതൃ  
50 പ്തയാണ്.  
51 സ്കൂളിലെ സീനിയർ അധ്യാപകർ എന്റെ ജോലിയിൽ എന്നെ സഹായിക്കാറുണ്ട്.  
52 രക്ഷിതാക്കൾ P.T.A.യോഗങ്ങളിൽ ക്രമമായി പങ്കെടുക്കുന്നതിൽ ഞാൻ സന്തോഷിക്കു  
53 ന്നു.  
54 ഭാരിച്ച സിലബസ് അധ്യാപകർക്ക് ജോലിഭാരമുണ്ടാക്കുന്നു എന്ന് എനിക്ക് തോന്നുന്നു.  
55 തങ്ങൾക്ക് കിട്ടുന്ന വീട്ടുവാടകബത്ത അപര്യാപ്തമാണ്.  
56 അധ്യാപനം അത്യുത്തമമായ ഒരു ജോലിയാണെന്ന് ഞാൻ കരുതുന്നു.  
57 തങ്ങളുടെ H.M./പ്രിൻസിപ്പാൾ വിദ്യാർത്ഥികളോട് വളരെ പരുക്കൻ സ്വഭാവത്തിൽ  
58 പെരുമാറുന്നു.  
59 എന്റെ സഹപ്രവർത്തകർ വളരെ സഹകരണമുള്ളവരാണ്.  
60 അധ്യാപകരെ കുറ്റം പറയുവാനാണ് മാനേജ്മെന്റ് എപ്പോഴും ശ്രമിക്കാറുള്ളത്.  
61 ചില വിദ്യാർത്ഥികൾ എന്നെ പരിഹസിക്കുന്നതുകൊണ്ട് ഞാൻ അസംതൃപ്തയാണ്.  
62 ഇന്നത്തെ പരീക്ഷാ സമ്പ്രദായത്തിൽ എനിക്ക് അത്യുപ്തിയുണ്ട്.  
63 തൊഴിൽപരമായ അഭിവൃദ്ധിക്ക് സാധ്യതയില്ലാത്തതിൽ എനിക്ക് അത്യുപ്തിയുണ്ട്.  
64 തങ്ങൾക്ക് മതിയായ കമ്മ്യൂട്ടഡ് ലീവുമാറ്റം ഹാഫ് പേ ലീവുമാറ്റം ലഭിക്കുന്നതാണ്.  
65 ഞാനും എന്റെ വിദ്യാർത്ഥികളും എന്റെ സഹപ്രവർത്തകരും തമ്മിൽ നല്ല ഒരു ബന്ധമാണുള്ളത്.  
66 തങ്ങളുടെ H.M./പ്രിൻസിപ്പാൾ കാര്യക്ഷമതയില്ലാത്ത ആളാണ്.  
67 സ്കൂളിലെ താഴ്ന്ന പഠനനിലവാരത്തിന് അധ്യാപികമാരേയാണ് കുറ്റപ്പെടുത്താറുള്ളത്.  
68 മാനേജ്മെന്റിന്റെ നയങ്ങളിൽ ഞാൻ അസംതൃപ്തയാണ്.  
69 വിദ്യാർത്ഥികളെ നയിക്കുവാനുള്ള ശരിയായ വ്യക്തി ഞാനാണെന്നാണ് അവരുടെ അഭി  
70 പ്രായം.  
71 രക്ഷിതാക്കൾ സ്കൂൾ പ്രവർത്തനങ്ങളിൽ സഹകരിക്കുന്നില്ല.  
72 സിലബസിൽ മാറ്റം വരുത്തുന്നതിനുമുമ്പായി അധ്യാപകർക്ക് അതിനെപ്പറ്റി orientation  
73 programme നൽകപ്പെടുന്നില്ല.  
74 ഇന്നുള്ള സേവന വ്യവസ്ഥകളിൽ എനിക്ക് തൃപ്തിയില്ല.  
75 ഞാൻ ഒരു അധ്യാപികയായതുകൊണ്ട് സമൂഹം എന്നെ ബഹുമാനിക്കുന്നു.  
76 നിങ്ങളുടെ അഭിപ്രായത്തിനനുസരിച്ച് താഴെ പറയുന്ന ചോദ്യങ്ങൾക്ക് ഉത്തരം എഴുതുക.

**Appendix IV**  
**JOB SATISFACTION INVENTORY**  
 Department of Education  
 University of Calicut  
 (Dr. R. Sukumaran Nair and I. M. Indira)  
 Final Form (Translation)

This is administered in connection with a research on job satisfaction of women teachers. Here are some statements which are related to your satisfaction / dissatisfaction in your work. Please read each statement carefully and state whether you Strongly Agree/Agree/Doubtful/Disagree/ Strongly Disagree with each of them by putting 'X' mark in the appropriate place.

There is no right or wrong answer. What you feel in your job is the right answer with a statement.

- If you Strongly Agree (SA) put 'X' mark in the first circle.  
 If you Agree (A) put 'X' mark in the second circle.  
 If you are Doubtful (D) put 'X' mark with third circle.  
 If you Disagree (DA) put 'X' mark in the fourth circle.  
 If you Strongly Disagree (SA) put 'X' mark in the fifth circle.

Try to avoid making the 'Doubtful' category as far as possible. Please answer all the items. This is purely for research purpose and all information will be kept strictly confidential. Please give your opinion correctly.

1. Our headmaster is impartial to all of us.
2. I feel that my colleagues are not sincere to their works.
3. I am dissatisfied because the management does not consider our suggestions.
4. Students approach me to solve their problems.
5. We do not have an active Parent - Teacher Association.
6. I am dissatisfied with the present promotion system of students in school.
7. I feel that my profession is safe.
8. I feel that I get the right salary for the work I do.
9. We have a well furnished staff room.

10. I am an efficient teacher.
11. I am teased by my colleagues because I am very strict.
12. Our management interferes with the day to day activities of the school.
13. I am dissatisfied because some of the students are disobedient.
14. I am dissatisfied with the promotion facilities in the job.
15. The casual leave given to us is not sufficient.
16. There is adequate toilet facility in the school.
17. Most of my colleagues are very honest.
18. Students co-operate with me for the smooth functioning of the school.
19. Parents find time to meet teachers and discuss the problems of their children.
20. No incentives are given for additional qualifications.
21. We get an adequate pension when we retire from the job.
22. We have an adequate library and laboratory in our school.
23. I feel that the future of the country is in the hands of teachers like me.
24. Severe punishments are given by the management even for minor mistakes of the teachers.
25. Parents blame teachers for the indiscipline in the school.
26. There are sufficient in-service training programmes to keep us up-date about the trends in knowledge.
27. Duration of the maternity leave is insufficient for a woman teacher.
28. Students are satisfied with the seating arrangements in the school.
29. This job suits my interest and ability.
30. Staff meetings are often held to discuss various problems of the school.
31. Teachers have good relationship with the management.
32. I find time to give moral instructions to students.
33. I am satisfied in the way mothers take interest in the studies of their children.
34. I feel that the present curriculum is a burden to students.
35. I am dissatisfied because teachers are sent for other duties like enumeration.
36. I am satisfied because we have two months summer holidays.
37. We have a very good play ground.
38. Status of teachers is considered to be less when compared to other profession.

39. My ability and performance are appreciated by the headmaster.
40. We have no separate staff room for women teachers.
41. I am dissatisfied with the present teacher–pupil ratio.
42. Study leave is not easily available for teachers who wish to acquire higher qualification.
43. Our headmaster maintains good relationship with the non–teaching staff than with the teaching staff.
44. I feel happy when I am with my colleagues.
45. I am dissatisfied because, I feel that the management doesn't appreciate my work.
46. I feel that students neglect my advice.
47. Parents appreciate my ability.
48. We have sufficient teaching aids in the school.
49. I am satisfied by the methods adopted by the headmaster in the management of the school.
50. Senior teachers help in my work at school.
51. I am happy that parents attend the PTA meetings regularly.
52. I feel that teachers have heavy work load because of heavy syllabus.
53. The house rent allowance given to us is inadequate.
54. I feel that teaching is an ideal profession.
55. Our headmaster is very rude to the students.
56. My colleagues are very cooperative.
57. Management always tries to find fault with the teachers.
58. I am dissatisfied because some of the students make fun of me.
59. I am dissatisfied with the present evaluation system.
60. I am dissatisfied because there is no scope for professional improvement.
61. We have sufficient commuted leave and half pay leave.
62. There is a relationship among me, my students and my colleagues.
63. Our headmaster is inefficient.
64. Women teachers are often blamed for the low standards of the school.
65. I am dissatisfied with the policies of the management.
66. Students are of the opinion that I am the right person to guide them.
67. Parents do not co-operate with the school activities.
68. Orientation programmes are not given to teachers before a change in the syllabus.
69. I am not satisfied with the present service conditions.
70. The society respects me because I am a teacher.

## Appendix V

### JOB SATISFACTION INVENTORY (Score Sheet)

Qn. No	SA Strongly Agree	A Agree	D Doubtful	DA Disagree	SDA Strongly Disagree		On. No	SA Strongly Agree	A Agree	D Doubtful	DA Disagree	SDA Strongly Disagree
1							27					
2							28					
3							29					
4							30					
5							31					
6							32					
7							33					
8							34					
9							35					
10							36					
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21							47					
22							48					
23							49					
24							50					
25							51					
26							52					

53	Qn. No	SA Strongly Agree	A Agree	D Doubtful	DA Disagree	SDA Strongly Disagree	
54							
55							
56							
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59							
60							
61							
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80	On. No	SA Strongly Agree	A Agree	D Doubtful	DA Disagree	SDA Strongly Disagree	
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99							
100							
101		a	b	c	d		
102		a	b	c			

## Appendix VI

### PERSONAL DATA SHEET

Name of the teacher :

Name of the school:

Type of management: Aided / Unaided / Government

Locale : Village / Town / Municipality

Age : Below 30 / 31-40 / Above 40

Experience : Less than 5 years / 5 -15 years / More  
than 15 years

Qualification: SSLC / TTC

Designation: P.D. Teacher

Marital Status: Married/Unmarried

Number of children:

## Appendix VII

### 16 PF QUESTIONNAIRE

Sitharam

Name :.....Age :.....Sex:.....

Occupation :.....Income :.....Education :.....

#### Instructions:

Here are some questions which give you chance to say what sort of person you are, your interests and attitudes. Since each person is different there are no 'right' or 'wrong' answers, except what is true for you.

After each question are given three possible answers. Try to decide which of the answers represent your usual way of acting or feeling and put a tick mark against one of the three alternatives. Then it is absolutely impossible to use the first or the third answer choices. Try to avoid the middle answers as much as possible .In answering these questions try to remember the following.

1. Answer the questions as frankly and truthfully as possible, since there is no advantage in giving the wrong impression. Never give an untrue answer about yourself.
2. Although this is an untrimmed test, we would still like you to answer the questions as rapidly as you can. It is important that you put down your first reaction. So do not spent time thinking over the questions.
3. Use the middle answer only when it is absolutely impossible to learn toward one or the other of the answer choices. In other words 'Yes' ( or 'a') 'No' (or 'b') answer should be used in most cases.
4. Do not skip any questions. If an occasional question does not seem to apply to your interest, mark the 'the between answer'. Your answer will be kept confidential.

## Questions

1. At the present time is your memory better than it ever was  
 Yes                      Occasionally                      No
2. Could you bear to live alone like a hermit (sanyasi) far from anyone else  
 Yes                      Occasionally                      No
3. If a man said the sky was down and the winter was hot, what would you call?  
 (a) A gangster                      (b) Saint                      (c) Criminal
4. When you see unclean people do you (a) accept them (b) feel disgusted and annoyed  
 (a) a                      In between                      (b) b
5. Would you like to see the servants living more comfortably?  
 (a) Yes                      Occasionally                      (b) No
6. At a party do you do you prefer to let others take the lead and tell jokes and stories. ?  
 (a) Yes                      Sometimes                      (b) No
7. If you have extra money after meeting your daily needs do you think you should give much of it to some charitable purpose?  
 (a) Yes                      Sometimes                      (b) No
8. Are most of the people you know really glad to meet you at a party?  
 (a) Yes                      Sometimes                      (b) No
9. Would you rather do your physical exercise by (a) cycling and swimming (b) playing games and wrestling  
 (a) a                      In between                      (b) b
10. Do you feel it is funny to see the great difference between what people say and what they do?  
 (a) Yes                      Occasionally                      (b) No
11. As a child do you feel sad to leave home and go to school each day  
 (a) Yes                      Occasionally                      (b) No
12. If in a group you make a remark and it is not taken into notice by anyone  
 (a) let it go (b) repeat it till people make notice of it  
 (a) a                      (b) in between                      (c) b
13. When you think someone is showing bad manners to you (a)  
 (a) Say nothing because you may be giving undue important to very little things (b) let the person know clearly what you think

- a) a            (b) in between        (c) b
14. When you are introduced to some one would you rather  
 (a) Have a friendly on politics and social problems.  
 (b) Let him tell you a few jokes  
 a) a            (b) in between                            (c) b
15. When you promise to do something yourself do you take pride in doing  
 it alone and never getting outside help  
 a) a            (b) occasionally                            (c) No
16. Do you think it is a waste of time to think of the past  
 a) yes            (b) Sometimes                            (c) No
17. When you are going to catch a train do you generally get hurried,  
 anxious and worried though you know you have plenty of time  
 a) Yes            (b) Sometimes                            (c) No
18. Have you ever even for a moment ,had hateful feeling for your parents  
 a) Yes            (b) In-between                            (c) No
19. Would you take a job where you listen all day to complaints from  
 employers and other employees  
 a) Yes            (b) In-between                            (c) No
20. Which of the following is the opposite of inaccurate  
 a) Casual            (b) Exact                            (c) rough
21. At such times when you need plenty of energy do you generally have it?  
 a) Yes            (b) In-between                            (c) No
22. Would you feel ashamed and uneasy visiting movies which are plenty of  
 sex in them  
 a) Yes            (b) Sometimes                            (c) No
23. Do you like mixing up with people in large gatherings like parties  
 a) Yes            (b) Sometimes                            (c) No
24. Do you think  
 a) Some jobs do not need to be done as carefully as others  
 b) Any job should be done well if you do it all  
 a) Yes            (b) Sometimes                            (c) No
25. Do you like the way to which people look at you when you walk down  
 the streets  
 a) Yes            (b) Sometimes                            (c) No
26. Which would you rather be  
 a) a priest ( Purohit )  
 b) a high official in the army  
 a) a            (b) Occasionally                            (c) b

27. If a neighbour keeps cheating you over small things do you think it is better to be pleasant with him than to blame him  
 a) Yes (b) Occasionally (c) No
28. Would you rather see  
 a) a good historical movie  
 b) a clever movie or play on the society of the future  
 a) a (b) In-between (c) b
29. When you have been put in charge of a thing ,do you demand that you have your own way or else resign  
 a) Yes (b) Sometimes (c) No
30. Do you feel like keeping away from excitement because it may make you feel tired  
 a) Yes (b) Sometimes (c) No
31. If you could , which would you rather play :  
 a) Yes (b) Sometimes (c) No
32. Do you think it is cruel to vaccinate small children and that parents should have the right to ask for the vaccination to be put off  
 a) Yes (b) Sometimes (c) No
33. Is it better to believe in  
 a) Insurance (b) In-between (c)  
 personal luck
34. Do you give up worries easily  
 a) Yes (b) In-between (c) No
35. Do you find it difficult to own up ( confess ) when you are wrong  
 a) Yes (b) Sometimes (c) No
36. In an office would you rather be in charge of  
 a) the technical section working on technical advances  
 b) the administrative section interviewing and taling people for jobs  
 a) a (b) In-between (c) b
37. Which word does not belong with the other two  
 a) cat (b) Near (c) Sun
38. Is your health so uncertain that it forces you to change your plans  
 a) Yes (b) occasionally (c) No
39. Do you like being served by personal servants  
 a) Yes (b) Sometimes (c) No

40. Do you feel odd in a company because you never seem to appear as well as you should  
a) Yes (b) sometimes (c) No
41. Do you think people should stick to moral laws more strictly  
a) Yes (b) Sometimes (c) No
42. Do you get angry that you cannot say anything  
a) Yes (b) Sometimes (c) No
43. Can you do hard physical work without getting tired soon, unlike many other people  
a) Yes (b) Sometimes (c) No
44. Do you think that even when a situation becomes very difficult many of the witness tell the truth  
a) Yes (b) Sometimes (c) No
45. Do you think it help you walk up and down when you think  
a) Yes (b) Sometimes (c) No
46. Which of the following two do you think this country would do better to spend more on  
a) War weapons (b) In-between (c) education
47. Which of the following two would you prefer to spend on evening with  
a) hard games of cards  
b) looking at photos of past vacation  
a) a (b) In-between (c) b
48. Which would you rather read  
a) a good historical novel  
b) an essay of a great scientist on how to make use of world's resources  
a) a (b) In-between (c) b
49. Do you seriously think that there are more nice people than fools in the world  
a) Yes (b) In-between (c) No
50. Do you think you plan more and have more capacity than many other people in getting your things done  
a) Yes (b) In-between (c) No
51. Do you sometimes feel very sad and dull so that you do not feel like seeing anyone  
a) Very rarely (b) In-between (c) quite often
52. When you know that you are doing the right thing do you always find it  
a) Yes (b) Sometimes (c) No

53. Which would you rather be  
 a) Manager in an office organizing people  
 b) An architect drawing plans of buildings  
 a) a (b) In-between (c) b
54. Black is to grey as plain is to  
 a) Wound (b) Illness (c) Discomfort
55. Are you a sound sleeper who does not walk or talk in the sleep  
 a) Yes (b) Occasionally (c) No
56. Can you purposely tell a lie to your friend and face him/her boldly and not feel ashamed  
 a) Yes (b) Occasionally (c) No
57. Have you ever been active organizing social function  
 a) Yes (b) Occasionally (c) No
58. Do you admire more  
 a) a clever but undependable man  
 b) an average man with will power  
 a) a (b) In-between (c) b
59. When you make a complaint which is just (fair) can you generally get satisfaction  
 a) Yes (b) In-between (c) No
60. Are you brought near to tears (weeping) by discouraging circumstances  
 a) Yes (b) Occasionally (c) No
61. Do you think that many foreign countries are actually more friendly with us than we suppose  
 a) Yes (b) sometimes (c) No
62. Are there times everyday when you like to enjoy your own thoughts away from other people  
 a) Yes (b) In-between (c) No
63. Do you sometimes get upset with small rules and regulations which you approved (agree with) when you are calm  
 a) Yes (b) In-between (c) No
64. Do you think that the older idea of educating the child with punishment is better than the modern progressive education which is against punishments?  
 a) Yes (b) In-between (c) No
65. Do you learn more in schooldays by  
 a) Going to classes b) Reading books  
 a) Yes (b) Sometimes (c) No

66. Do you try not to get involved in pelt (small) social responsibilities  
 a) Yes (b) In-between (c) No
67. When a problem gets too hard, do you try a) different problem b) another approach to the same problem  
 a) a (b) In-between (c) b
68. Do you express strong emotional moods e.g.; anxiety, laughter, anger, etc with out any actual cause  
 a) Yes (b) Occasionally (c) No
69. Do you think that you cannot concentrate so well sometimes as you can at other  
 a) Yes (b) In-between (c) No
70. Do you appointments at time which are convenient to others  
 a) Yes (b) Sometimes (c) No
71. Which number would you add to the sequence to complete the series  
 a)10 (b) 5 (c) 7
72. Are you critical of other people's work  
 a) Yes (b) Occasionally (c) No
73. Do you become upset with proud and boastful people  
 a) Yes (b) Occasionally (c) No
74. Do you just love to travel almost any time  
 a) Yes (b) Occasionally (c) No
75. Have you ever come near fainting at a sudden pain at the sight of blood  
 a) Yes (b) In-between (c) No
76. Are you interested in talking to people on present problems  
 a) Yes (b) Sometimes (c) No
77. Which would you rather be :  
 a) An engineer  
 b) Teacher of social theories  
 a) a (b) In-between (c) b
78. Do you often have to stop yourself from interfering with and trying to solve other people's problem  
 a) Yes (b) Sometimes (c) No
79. How many of your neighbors do you find boring to talk to  
 a) Most of them (b) Somebody (c) None of them
80. If there is an element of propaganda in your reading ,do you notice it without someone else pointing it to you  
 a) Yes (b) Sometimes (c) No

81. Do you think that every story should point to a moral  
 a) Yes (b) Sometimes (c) No
82. In any organization do you think more trouble arises from people  
 a) who change and interfere with method that are already O.K.  
 b) Who refers to employ new up-to -date methods  
 a) a (b) In-between (c)b
83. Are you sometimes afraid to use your own ideas and opinions because they do not seem practicable  
 a) Yes (b) In-between (c) No
84. Do some proud people act as if they just hated to see you  
 a) Yes (b) sometimes (c) No
85. Can you generally depend on your memory not to make you ashamed of yourself in public ( when in company )  
 a) Yes (b) Occasionally (c) No
86. Are you sometimes less considerate ( attentive ) of other people than they are of you  
 a) Yes (b) Occasionally (c) No
87. Are you slow to say what you feel like saying compared to other people  
 a) Yes (b) Occasionally (c) No
88. If the hands of a watch come together exactly 65 minutes the watch is running  
 a) Slow (b) on time (c) Fast
89. Do you get very angry when someone keeps you waiting  
 a) Yes (b) Occasionally (c) No
90. Have people called you a proud and vain person  
 a) Yes (b) Occasionally (c) No
91. Are you slow at deciding whether to complaint if you are not given the right materials to work with  
 a) Yes (b) Some times (c) No
92. At home do you a) use spare time chatting & relaxing b) plan to fill it with special jobs  
 a) a (b) in between (c) No
93. Are you slow at making friendship with people  
 a) Yes (b) Occasionally (c) No
94. Do you think that what people try to say in poetry could be put just as well in plain English  
 a) Yes (b) some times (c) No

95. Do you doubt that people who seem friendly to you deceive you some times behind your back  
a) Yes (b) Occasionally (c) No
96. Do even the most dramatic of your experiences during the year have you with out any change?  
a) Yes (b) some times (c) No
97. Do you talk slowly?  
a) Yes (b) some times (c) No
98. Do you think that you cannot almost control your fears or dislike for some things e. g. an animal, a particular place etc.  
a) Yes (b) some times (c) No
99. In group would you like to be the person who a) works on technical advance b) keeps the record and sees that the rules are followed  
a) a (b) in between (c) b
100. To decide how to vote on some social issue would you read a) wisely read novel about it b) a text book listing statistical and other facts  
a) a (b) in between (c) b
101. Do you have quite fantastic , ridiculous dreams at night  
a) Yes (b) some times (c) No
102. If you are left in a house absolutely alone for sometimes, do you become anxious and fearful  
a) Yes (b) some times (c) No
103. Do you try to deceive people by being friendly to them when you really dislike  
a) Yes (b) some times (c) No
104. Which one of the following does not belong with the other two  
a) run (b) see (c) touch
105. If Sita's mother is Mohan's father's sister what relation is Mohan to sita's father  
a) Cousin (b) Nephew (c) Uncle



3. ആകാശം താഴെയാണെന്നും മഞ്ഞുകാലത്ത് ചൂടാണെന്നും പറയുന്ന ഒരാൾ ഒരു കുറ്റവാളിയെ എന്തു വിളിക്കും?  
(എ) അക്രമി (ബി) പുണ്യവാളൻ (സി) മോലം
4. വൃത്തിഹീനരായ ആളുകളെ കണ്ടാൽ നിങ്ങൾ സ്വീകരിക്കുമോ?  
(എ) സ്വീകരിക്കും (ബി) ചിലപ്പോൾ മാത്രം (സി) അവരോട് വെറുപ്പ് തോന്നും
5. പരിചാരകരുടെ ജീവിതം മെച്ചപ്പെടുന്നത് കാണാൻ നിങ്ങൾ ഇഷ്ടപ്പെടുമോ?  
(എ) അതേ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
6. ആഘോഷാവസരങ്ങളിൽ തമാശയും കഥകളും മറ്റുള്ളവർ ആദ്യം പറയട്ടെ എന്നാണോ നിങ്ങൾ കരുതുക?  
(എ) അതേ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
7. നിങ്ങൾ ദൈനംദിനാവശ്യം കഴിഞ്ഞു മിച്ചം പണമുണ്ടെങ്കിൽ മറ്റുള്ളവരെ സഹായിക്കുന്നതിനായി ഉപയോഗിക്കാറുണ്ടോ?  
(എ) അതേ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
8. എന്തെങ്കിലും ചടങ്ങിൽ നിങ്ങളെ കണ്ടുമുട്ടിയാൽ നിങ്ങളുടെ പരിചയക്കാരിൽ അത് വാസ്തവത്തിൽ സന്തോഷമുളവാക്കുമോ?  
(എ) അതേ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
9. താഴെപ്പറയുന്നതിലേതു വിധത്തിൽ വ്യായാമം ചെയ്യാൻ നിങ്ങൾ ഇഷ്ടപ്പെടും?  
(എ) സൈക്കിൾ സവാരിയും നീന്തലും (ബി) 'എ'യും 'സി' യും (സി) കളിയും ഗൃഹസ്മൃതിയും
10. ആളുകളുടെ പറച്ചിലും പ്രവർത്തിയും തമ്മിലുള്ള പൊരുത്തക്കേട് കാണുമ്പോൾ നിങ്ങൾക്ക് പരിഹാസം തോന്നാറുണ്ടോ?  
(എ) ഉണ്ട് (ബി) വല്ലപ്പോഴും (സി) ഇല്ല
11. നിങ്ങളുടെ കുട്ടിക്കാലത്ത് ഓരോ ദിവസവും സ്കൂളിൽ പോകുമ്പോൾ വിഷമം തോന്നിയിട്ടുണ്ടോ?  
(എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
12. നിങ്ങൾ പ്രകടിപ്പിക്കുന്ന ഒരഭിപ്രായം മറ്റുള്ളവർ ശ്രദ്ധിക്കാതെ പോയാൽ നിങ്ങൾ എന്തു ചെയ്യും?  
(എ) സാരമില്ല എന്നു വയ്ക്കും (ബി) 'എ'യ്ക്കും 'സി'യ്ക്കും ഇടയ്ക്ക് (സി) മറ്റുള്ളവർ ശ്രദ്ധിക്കുന്നതുവരെ അതാവർത്തിക്കും.
13. ആരെങ്കിലും നിങ്ങളോട് മോശമായി പെരുമാറിയെന്നു തോന്നിയാൽ നിങ്ങൾ -

(എ) അതത്ര ഗൗരവമുള്ളതല്ലെന്നു കരുതി മിണ്ടാതിരിക്കും (ബി) 'എ' യ്ക്കും 'സി'യ്ക്കും ഇടയ്ക്ക് (സി) നിങ്ങളുടെ നിലപാട് (അഭിപ്രായം) അയാളെ വ്യക്തമായി ബോധ്യപ്പെടുത്തും.

14. ആരെയെങ്കിലും നിങ്ങൾ പരിചയപ്പെട്ടാൽ

(എ) അയാളോട് നിങ്ങൾ രാഷ്ട്രീയത്തെക്കുറിച്ചും സാമൂഹിക ചിന്താഗതിയെക്കുറിച്ചും സൗഹാർദ്ദത്തോടെ സംവാദം നടത്തും (ബി) 'എ' യ്ക്കും 'സി'യ്ക്കും ഇടയ്ക്ക് (സി) നിങ്ങളോട് തമാശ പറയാൻ അനുവദിക്കും.

15. നിങ്ങൾ സ്വയം ചെയ്തുതീർക്കുമെന്ന് പ്രതിജ്ഞ ചെയ്ത ജോലികൾ പരസഹായം തേടാതെ സ്വയം ചെയ്തുതീർക്കുമെന്നതിൽ അഭിമാനം കൊള്ളാറുണ്ടോ?

(എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല

16. ഭൂതകാലത്തെക്കുറിച്ചു ചർച്ചകൊണ്ടു സമയം പാഴാക്കലാണെന്ന് തോന്നുന്നുണ്ടോ?

(എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല

17. ധാരാളം സമയമുണ്ടെന്നറിയാമെങ്കിൽ കൂടി ഒരു തീവണ്ടി യാത്രയ്ക്കൊരുങ്ങുമ്പോൾ നിങ്ങൾ തിരക്കിടുകയും അസ്വസ്ഥനാകുകയും ചെയ്യാറുണ്ടോ?

(എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല

18. മാതാപിതാക്കളോട് നൈമിഷികമായിട്ടെങ്കിലും നിങ്ങൾക്ക് വെറുപ്പ് തോന്നിയിട്ടുണ്ടോ?

(എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല

19. ജോലിക്കാരിൽ നിന്നോ ഉപഭോക്താക്കളിൽ നിന്നോ ദിവസം മുഴുവനും പരാതി കേൾക്കേണ്ടിവരുന്ന ഒരു ജോലി നിങ്ങൾ ഏറ്റെടുക്കുമോ?

(എ) അതെ (ബി) ചിലപ്പോൾ (സി) ഇല്ല

20. താഴെപ്പറയുന്നവയിൽ 'ഏകദേശം' എന്ന പദത്തിന്റെ വിപരീതമായിട്ടുള്ളതേത്?

(എ) യാദൃച്ഛികം (ബി) കൃത്യം (സി) ഏകദേശം

21. കൂടുതൽ ശക്തിയും ഊർജ്ജവും ആവശ്യമുള്ള സമയങ്ങളിൽ അവ ആവശ്യത്തിന് നിങ്ങൾക്കുണ്ടാകാറുണ്ടോ?

(എ) ഉണ്ട് (ബി) കുറച്ച് (സി) ഇല്ല

22. കൂടുതൽ ലൈംഗികതയുള്ള ചലച്ചിത്രങ്ങൾ കണ്ടാൽ നിങ്ങൾക്ക് ലജ്ജയും കുറ്റബോധവും തോന്നാറുണ്ടോ?

(എ) ഉണ്ട് (ബി) കുറച്ച് (സി) ഇല്ല

23. ധാരാളം ആളുകൾ പങ്കെടുക്കുന്ന സൽക്കാരവേളകളിലോ ആഘോഷാവസരങ്ങളിലോ നിങ്ങൾ പോകാറുണ്ടോ?

(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല

24. നിങ്ങളുടെ അഭിപ്രായം -

(എ) ചില ജോലികൾ മറ്റു ജോലികളുടെയത്ര ശ്രദ്ധയോടെ ചെയ്യേണ്ട ആവശ്യമില്ല  
(ബി) 'എ'യ്ക്കും 'സി'യ്ക്കും ഇടയ്ക്ക് (സി) ഏതു ജോലിയും ചെയ്യുന്നെങ്കിൽ നന്നായി ചെയ്യണം.

25. തെരുവിലൂടെ നടക്കുമ്പോൾ മറ്റുള്ളവർ നിങ്ങളെ ശ്രദ്ധിക്കുന്നത് നിങ്ങൾക്കിഷ്ടമാണോ?

(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) അല്ല

26. താഴെപ്പറയുന്നതിൽ ആരായിത്തീരാനാണ് നിങ്ങൾ ആഗ്രഹിക്കുന്നത്?

(എ) പുരോഹിതൻ (ബി) 'എ'യോ 'സി'യോ (സി) ഉയർന്ന സൈനികോദ്യോഗസ്ഥൻ

27. ചില നിസ്സാരകാര്യങ്ങളിൽ ഒരു അയൽവാസി നിങ്ങളെ പറ്റിക്കുകയാണെങ്കിൽ അയാളെ കുറ്റപ്പെടുത്തുന്നതിനേക്കാൾ നല്ലത് അയാളുമായി ലോഹ്യത്തിൽ കഴിയുകയാണ്.

(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല

28. താഴെപ്പറയുന്നവയിൽ നിങ്ങൾ കാണാനിഷ്ടപ്പെടുന്നതേത്?

(എ) നല്ല പുരാണ സിനിമ (ബി) 'എ'യോ 'സി'യോ (സി) സാമൂഹ്യ പുരോഗതിയെ ലക്ഷ്യമാക്കുന്ന നല്ല സിനിമയോ നാടകമോ

29. നിങ്ങളെ ഒരു ജോലിയേല്പിച്ചാൽ ഒന്നുകിൽ സ്വന്തം രീതിയിൽ തന്നെ അവ ചെയ്യും അല്ലെങ്കിൽ രാജിവയ്ക്കും എന്ന് ശരിക്കുമോ?

(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല

30. കഴിഞ്ഞിട്ടു പോകുമെന്നു കരുതി നിങ്ങൾ ആവേശകരമായ കാര്യങ്ങളിൽ നിന്നും അകന്നു നിൽക്കാനാഗ്രഹിക്കുമോ?

(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല

31. താഴെപ്പറയുന്നവയിൽ ഏതു കളിക്കാനാണ് നിങ്ങൾ ഇഷ്ടപ്പെടുക.

(എ) ചെസ്സ് (ബി) 'എ'യോ 'സി'യോ (സി) ഫുട്ബോൾ

32. കുഞ്ഞുങ്ങളെ വാക്സിനേറ്റു ചെയ്യുന്നതു ക്രൂരതയാണെന്നും മാതാപിതാക്കൾക്ക് അത് തടയാനുള്ള അവകാശം ഉണ്ടാകണം എന്നും നിങ്ങൾ കരുതുന്നുവോ?

(എ) അതെ (ബി) രണ്ടിനുമിടയ്ക്ക് (സി) ഇല്ല

33. താഴെപ്പറയുന്നവയിലേതിൽ വിശ്വസിക്കുന്നതാണ് കൂടുതൽ നല്ലത്

(എ) ഇൻഷുറൻസ് (ബി) രണ്ടിനുമിടയ്ക്ക് (സി) വ്യക്തിപരമായ ഭാഗ്യം

34. മനോവിഷമങ്ങൾ പെട്ടെന്ന് മറക്കുന്ന ആളാണോ നിങ്ങൾ?

(എ) അതെ (ബി) ഇടത്തരം (സി) അല്ല

35. നിങ്ങൾ ചെയ്തത് തെറ്റാണെന്ന് ബോധ്യമായാൽ അത് ഏറ്റുപറയാൻ പ്രയാസം തോന്നാറുണ്ടോ?

(എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല

- 36. ഒരു ഓഫീസിൽ നിങ്ങൾ പണിയെടുക്കാൻ ഇഷ്ടപ്പെടുന്നത്-  
 (എ) സാങ്കേതിക വകുപ്പിൽ (ബി) രണ്ടിനുമിടയ്ക്ക് (സി) ഇന്റർവ്യൂ ചെയ്യുകയും ആളുകളെ ജോലിക്കെടുക്കുകയും ചെയ്യുന്ന ഭരണവകുപ്പിൽ
- 37. താഴെപ്പറയുന്നവയിൽ ഏതു വാക്ക് മറ്റു രണ്ടു വാക്കുകളോട് യോജിക്കുന്നില്ല  
 (എ) പുച്ച (ബി) അരികെ (സി) സൂര്യൻ
- 38. മോശമായ ആരോഗ്യം മൂലം നിങ്ങളുടെ പരിപാടികളിൽ പലപ്പോഴും മാറ്റങ്ങൾ വരുത്തേണ്ടി വരാറുണ്ടോ?  
 (എ) ഉണ്ട് (ബി) മിക്കപ്പോഴും (സി) ഇല്ല
- 39. വ്യക്തിപരമായ ആവശ്യങ്ങൾക്ക് ജോലിക്കാരെ വയ്ക്കുന്നത് നിങ്ങൾക്കിഷ്ടമാണോ?  
 (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) അല്ല
- 40. നന്നായി പെരുമാറാൻ കഴിയാത്തതുമൂലം നിങ്ങൾ കൂട്ടുകാരിൽ നിന്നും ഒറ്റപ്പെടാറുണ്ടോ?  
 (എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 41. സദാചാര നിയമങ്ങൾ മനുഷ്യൻ കൂടുതൽ കർശനമായി പാലിക്കണമെന്ന് നിങ്ങൾക്ക് തോന്നുന്നുണ്ടോ?  
 (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 42. നിങ്ങൾ ചിലപ്പോഴൊക്കെ മിണ്ടാൻ കഴിയാത്തത്ര കോപിഷ്ടനാകാറുണ്ടോ?  
 (എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 43. ശാരീരികാധ്വാനം അധികം ആവശ്യമുള്ള പ്രവർത്തനങ്ങൾ പെട്ടെന്ന് ക്ഷീണിക്കാതെ, മറ്റു ഉളവരേക്കാൾ കൂടുതൽ ചെയ്യാൻ നിങ്ങൾക്ക് കഴിയുമോ?  
 (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 44. സാഹചര്യങ്ങൾ വളരെ പ്രതികൂലമാവുന്ന അവസ്ഥയിലും മിക്ക സാക്ഷികളും സത്യം പറയാൻ തയ്യാറാവുമെന്ന് നിങ്ങൾ കരുതുന്നുവോ?  
 (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 45. ചിന്തിക്കുമ്പോൾ അങ്ങോട്ടുമിങ്ങോട്ടും നടക്കുന്നത് നിങ്ങളുടെ ചിന്തയെ സഹായിക്കുമെന്ന് തോന്നുന്നുവോ?  
 (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 46. താഴെപ്പറയുന്നവയിൽ ഏതു കാര്യത്തിലാണ് നമ്മുടെ രാഷ്ട്രം കൂടുതൽ ധനം വിനിയോഗിക്കുന്നത്?  
 (എ) യുദ്ധോപകരണങ്ങൾക്കായി (ബി) രണ്ടിനും (സി) വിദ്യാഭ്യാസത്തിനായി
- 47. ഒരു സായാഹ്നം ചെലവഴിക്കാൻ താഴെപ്പറയുന്നവയിൽ ഏതു നിങ്ങൾ ഇഷ്ടപ്പെടും?  
 (എ) വാശിയേറിയ ചീട്ടുകളി (ബി) രണ്ടും (സി) കഴിഞ്ഞ അവധിക്കാല ചിത്രങ്ങൾ കാണുക

- 48. താഴെപ്പറയുന്നവയിൽ നിങ്ങൾ കൂടുതലായി വായിക്കാനിഷ്ടപ്പെടുന്നതേത്?  
 (എ) ഒരു നല്ല ചരിത്രനോവൽ (ബി) രണ്ടും ഒരുപോലെ (സി) ആഗോളവിഭവങ്ങൾ  
 എങ്ങനെ ഉപയോഗിക്കുമെന്നതിനെക്കുറിച്ച് ഒരു ശാസ്ത്രജ്ഞന്റെ ലേഖനം
- 49. ഈ ലോകത്തിൽ നല്ല മനുഷ്യരാണ് വിഡ്ഢികളേക്കാൾ കൂടുതലെന്ന് നിങ്ങൾ വിശ്വസിക്കുന്നുവോ?  
 (എ) അതെ (ബി) കുറയാക്കെ (സി) ഇല്ല
- 50. സ്വന്തം ജോലിയിൽ നിങ്ങൾ മറ്റു പലരേക്കാളും കൂടുതലായി കഴിവും സാമർത്ഥ്യവും പ്രകടിപ്പിക്കാറുണ്ടോ?  
 (എ) അതെ (ബി) മിക്കപ്പോഴും (സി) ഇല്ല
- 51. മറ്റാരെയും കാണാൻ തോന്നാത്തവിധം ദുഃഖിതനും നിരുത്സാഹവാനുമായി ചിലപ്പോഴെങ്കിലും നിങ്ങൾക്ക് സ്വയം അനുഭവപ്പെടാറുണ്ടോ?  
 (എ) വളരെ ചുരുക്കമായി (ബി) ചിലപ്പോഴൊക്കെ (സി) മിക്കപ്പോഴും
- 52. നിങ്ങൾ ചെയ്യുന്നത് പൂർണ്ണ ബോധ്യമുള്ളപ്പോഴൊക്കെ അത് എളുപ്പമായി ചെയ്യാൻ നിങ്ങൾക്ക് കഴിയുമോ  
 (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 53. താഴെപ്പറയുന്നവയിൽ ഏതു ജോലി നിങ്ങൾ ഇഷ്ടപ്പെടുന്നു.  
 (എ) ഓഫീസിലെ മാനേജർ (ബി) 'എ'യ്ക്കും 'സി'യ്ക്കും ഇടയ്ക്ക്(സി) കെട്ടിടങ്ങളുടെ പ്ലാൻ വരയ്ക്കുന്ന ആർക്കിടെക്റ്റ്
- 54. കറുപ്പ് ചാരനിറത്തിനോട് എന്നപോലെ വേദനയ്ക്ക്  
 (എ) മുറിവ് (ബി) രോഗം (സി) അസ്വസ്ഥത
- 55. ഉറക്കത്തിൽ സംസാരിക്കുകയോ നടക്കുകയോ ചെയ്യാതെ സുഖനിദ്രയുള്ള ആളാണോ നിങ്ങൾ  
 (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) അല്ല
- 56. സുഹൃത്തിനോട് മന:പൂർവ്വം നൂണ പറഞ്ഞശേഷം നിങ്ങൾക്ക് അയാളെ ലജ്ജയില്ലാതെ അഭിമുഖീകരിക്കാൻ കഴിയുമോ?  
 (എ) അതെ (ബി) ചിലപ്പോൾ (സി) ഇല്ല
- 57. സാമൂഹിക ചടങ്ങുകൾ സംഘടിപ്പിക്കുന്നതിനു നിങ്ങൾ എപ്പോഴെങ്കിലും ഊർജ്ജസ്വലമായി പങ്കെടുത്തിട്ടുണ്ടോ?  
 (എ) ഉണ്ട് (ബി) വല്ലപ്പോഴും (സി) ഇല്ല
- 58. നിങ്ങൾ കൂടുതൽ ആരാധിക്കുന്നത്?  
 (എ) ബുദ്ധിമാനായ വിശ്വാസിക്കാനാവാത്ത ഒരാളെ (ബി) രണ്ടിനുമിടയ്ക്ക്  
 (സി) പ്രലോഭനങ്ങളെ അതിജീവിക്കാനുള്ള മന:ശക്തിയുള്ള ഒരു സാധാരണക്കാരനെ

- 59. ന്യായമായ ഒരു പരാതി ഉന്നയിച്ചുകഴിഞ്ഞാൽ നിങ്ങൾക്ക് സാധാരണയായി സംതൃപ്തി തോന്നാറുണ്ടോ?  
(എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 63. ശാന്തനായിരിക്കുന്ന സമയങ്ങളിൽ നിങ്ങൾ അംഗീകരിക്കുന്ന ചെറിയ നിയമങ്ങളും നിയന്ത്രണങ്ങളും മറ്റും ചിലപ്പോൾ നിങ്ങളെ അലട്ടാറുണ്ടോ?  
(എ) ഉണ്ട് (ബി) കുറെയൊക്കെ (സി) ഇല്ല
- 64. ശിക്ഷക്കെതിരായുള്ള ആധുനിക രീതിയേക്കാൾ നല്ലതാണ് ശിക്ഷ നൽകിയുള്ള പഴയ വിദ്യാഭ്യാസ സമ്പ്രദായം എന്ന് നിങ്ങൾ കരുതുന്നുവോ?  
(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 65. നിങ്ങൾ സ്കൂൾ ജീവിതത്തിൽ കൂടുതലായി പഠിച്ചത്?  
(എ) ക്ലാസ്സിൽ പോയിട്ട് (ബി) രണ്ടിനുമിടയ്ക്ക് (സി) പുസ്തകം വായിച്ച്
- 66. ചെറിയ സാമൂഹിക ബാധ്യതകളിൽ നിന്നും കഴിയുന്നത്ര അകന്നു നിൽക്കാനാണോ നിങ്ങൾ ശ്രമിക്കുക?  
(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) അല്ല
- 67. ഒരു പ്രശ്നം കൂടുതൽ പ്രയാസമുള്ളതായി തോന്നിയാൽ നിങ്ങൾ -  
(എ) വേറൊരു പ്രശ്നമെടുക്കും (ബി) 'എ'യ്ക്കും 'സി'യ്ക്കും ഇടയ്ക്ക് (സി) അതേ പ്രശ്നത്തെ വേറൊരു രീതിയിൽ സമീപിക്കും
- 68. വ്യക്തമായ കാരണങ്ങളില്ലാതെ തന്നെ നിങ്ങൾക്ക് അതിയായ ആധി, കോപം, ചിരി ഇവ ഉണ്ടാകാറുണ്ടോ?  
(എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 69. ചില സമയങ്ങളിൽ മറ്റു സന്ദർഭങ്ങളിലുള്ളത്ര നന്നായി ശ്രദ്ധ കേന്ദ്രീകരിക്കാൻ കഴിയാറില്ലെന്ന് നിങ്ങൾക്ക് തോന്നുന്നുണ്ടോ?  
(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 70. മറ്റുള്ളവരുടെ സൗകര്യം കണക്കിലെടുത്ത് നിങ്ങൾ പ്രവൃത്തികളുടെ സമയം ക്രമീകരിക്കുമോ?  
(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 71. ഈ സംഖ്യാശ്രേണി പൂർത്തിയാക്കാൻ നിങ്ങൾ ഏതു സംഖ്യകൾ കൂട്ടിച്ചേർക്കും? 1, 2, 3, 6, 5 .....  
(എ) 10 (ബി) 5 (സി) 7
- 72. മറ്റുള്ളവരുടെ പ്രവൃത്തികളെ നിങ്ങൾ വിമർശിക്കാറുണ്ടോ?  
(എ) ഉണ്ട് (ബി) വല്ലപ്പോഴും (സി) ഇല്ല
- 73. അഹംഭാവങ്ങളും ഡാമോരുമായവരുടെ സാന്നിദ്ധ്യം നിങ്ങളെ അസ്വസ്ഥനാക്കാറുണ്ടോ?  
(എ) ഉണ്ട് (ബി) വല്ലപ്പോഴും (സി) ഇല്ല

- 74. ഏതവസരത്തിലും യാത്ര ചെയ്യുവാൻ നിങ്ങൾ ഇഷ്ടപ്പെടുന്നുണ്ടോ?  
 (എ) അതെ (ബി) വല്ലപ്പോഴും (സി) ഇല്ല
- 75. പെട്ടെന്നുണ്ടായ വേദനകൊണ്ടോ രക്തം കണ്ടിട്ടോ എപ്പോഴെങ്കിലും നിങ്ങൾക്ക് മോഹാലാസ്യം പോലെ വന്നിട്ടുണ്ടോ?  
 (എ) ഉണ്ട് (ബി) ചിലപ്പോഴെല്ലാം (സി) ഇല്ല
- 76. ആനുകാലിക പ്രശ്നങ്ങളെക്കുറിച്ച് മറ്റുള്ളവരുമായി സംസാരിച്ചിരിക്കാൻ നിങ്ങൾക്കിഷ്ടമാണോ?  
 (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 77. താഴെപ്പറയുന്നവയിൽ ആരാകാൻ നിങ്ങൾ ഇഷ്ടപ്പെടുന്നു?  
 (എ) എഞ്ചിനീയർ (ബി) രണ്ടും ഒരുപോലെ (സി) സാമൂഹിക സിദ്ധാന്തങ്ങൾ പഠിപ്പിക്കുന്ന ടീച്ചർ
- 78. മറ്റുള്ളവരുടെ പ്രശ്നങ്ങളിൽ ഇടപെടുകയോ അതു പരിഹരിക്കാൻ ശ്രമിക്കുകയോ ചെയ്യാനുള്ള പ്രവണത നിങ്ങൾക്ക് സ്വയം നിയന്ത്രിക്കേണ്ടി വരാറുണ്ടോ?  
 (എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 79. നിങ്ങളുടെ അയൽക്കാരിൽ എത്രപേരോട് സംസാരിക്കുന്നത് ബോറടിയാടി നിങ്ങൾക്കനുഭവപ്പെടാറുണ്ട്?  
 (എ) എല്ലാവരോടും തന്നെ (ബി) ചിലരോട് (സി) ആരോടും ഇല്ല
- 80. നിങ്ങൾ വായിക്കുന്നതിൽ പ്രചരണത്തിന്റെ അംശങ്ങൾ ഉണ്ടെങ്കിൽ മറ്റുള്ളവർ ചൂണ്ടിക്കാണിച്ചു തരാതെ നിങ്ങളത് മനസ്സിലാക്കുമോ?  
 (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 81. ഏതു കഥയിലും ഒരു ഗുണപാഠമുണ്ടായിരിക്കണമെന്ന് നിങ്ങൾ കരുതുന്നുവോ?  
 (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 82. ഏതു വ്യവസായത്തിലും കൂടുതൽ പ്രശ്നമുണ്ടാകുന്നത് താഴെ പറയുന്നവയിൽ ഏതു കൂട്ടരാണെന്നാണ് നിങ്ങളുടെ വിശ്വാസം?  
 (എ) നിലവിലുള്ള രീതികളെ മാറ്റുകയും വ്യത്യസ്തപ്പെടുത്തുകയും ചെയ്യുന്നവർ  
 (ബി) ഇരു തരക്കാരും (സി) പുതിയ രീതികൾ നടപ്പിലാക്കാൻ വിസമ്മതിക്കുന്നവർ
- 83. പ്രായോഗികമല്ലേ എന്ന സംശയം കാരണം സ്വന്തം അഭിപ്രായങ്ങളും ആശയങ്ങളും പ്രായോഗികമാക്കുവാൻ നിങ്ങൾ ചിലപ്പോൾ മടിക്കാറുണ്ടോ?  
 (എ) ഉണ്ട് (ബി) കുറെയൊക്കെ (സി) ഇല്ല
- 84. നിങ്ങളെ കാണുന്നതു തന്നെ വെറുപ്പാണെന്ന മട്ടിൽ ചില അഹംഭാവികളായ ആളുകൾ പെരുമാറാറുണ്ടോ?  
 (എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല

- 85. മറ്റുള്ളവരുടെ മുമ്പിൽ നാണക്കേടുണ്ടാകാത്തവിധം വിശ്വസനീയമായ ഓർമ്മശക്തിയുടെ ഉടമയാണോ നിങ്ങൾ?  
(എ) അതെ (ബി) ഇടത്തരം (സി) ഇല്ല
- 86. മറ്റുള്ളവർ നിങ്ങളോട് പെരുമാറുന്നതിനേക്കാൾ മോശമായ രീതിയിലാണോ നിങ്ങൾ അവരെ കരുതുക?  
(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 87. സംസാരിക്കുമ്പോൾ മറ്റുള്ളവരേക്കാൾ സാവധാനത്തിലാണോ നിങ്ങൾ പ്രതികരിക്കുക?  
(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) അല്ല
- 88. ഒരു വാച്ചിന്റെ രണ്ടു സൂചികൾ 65 മിനുട്ട് കൂടുമ്പോൾ ഒരുമിയ്ക്കുന്നു എങ്കിൽ വാച്ച് ഓടുന്നതാണ്?  
(എ) മെല്ലെയാണ് (ബി) കൃത്യമായാണ് (സി) വേഗത്തിലാണ്
- 89. മറ്റുള്ളവർക്കുവേണ്ടി കാത്തുനില്ക്കേണ്ടി വന്നാൽ നിങ്ങൾക്ക് വല്ലാത്ത ക്ഷോഭം വരുമോ?  
(എ) അതെ (ബി) ചുരുക്കമായി (സി) ഇല്ല
- 90. നിങ്ങൾ അഹംഭാവിയും അല്പനൂമാണെന്ന് മറ്റുള്ളവർ കരുതാറുണ്ടോ?  
(എ) ഉണ്ട് (ബി) വല്ലപ്പോഴും (സി) ഇല്ല
- 91. ജോലി ചെയ്യാനുള്ള ശരിയായ സാമഗ്രികൾ കിട്ടിയില്ലെങ്കിൽ പരാതി പറയണോ എന്ന് സാവധാനത്തിലാണോ നിങ്ങൾ തീരുമാനിക്കുക?  
(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) അല്ല
- 92. വീട്ടിൽ നിങ്ങൾ ..  
(എ) വിശ്രമസമയം കൊച്ചുവർത്തമാനം പറഞ്ഞ് ഉല്ലസിക്കും (ബി) രണ്ടും  
(സി) പ്രത്യേക ജോലികൾ ചെയ്യുവാൻ ഉപയോഗിക്കും
- 93. മറ്റുള്ളവരുമായി സൗഹൃദം സ്ഥാപിക്കുന്നതിൽ നിങ്ങൾ മെല്ലെയാണോ?  
(എ) അതെ (ബി) വല്ലപ്പോഴും (സി) അല്ല
- 94. ആളുകൾ കവിതയിൽ പറയാൻ ശ്രമിക്കുന്ന കാര്യങ്ങൾ സാധാരണ ഗദ്യത്തിൽ നേരെ പറഞ്ഞാൽ പോരെ എന്ന് നിങ്ങൾ ചിന്തിക്കാറുണ്ടോ?  
(എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
- 95. സൗഹൃദം ഭാവിക്കുന്നവർ ചിലപ്പോൾ ചതിക്കുമെന്ന് നിങ്ങൾ സംശയിക്കാറുണ്ടോ?  
(എ) ഉണ്ട് (ബി) കുറയൊക്കെ (സി) ഇല്ല
- 96. നിങ്ങളിൽ കാര്യമായ യാതൊരു മാറ്റവുമുണ്ടാക്കാതെയോണോ നിങ്ങളുടെ ഈ വർഷത്തെ ഏറ്റവും നാടകീയമായ അനുഭവങ്ങൾ കടന്നുപോകുന്നത്?  
(എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) അല്ല
- 97. നിങ്ങൾ സാവധാനമാണോ സംസാരിക്കുക?

- (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) അല്ല
98. നിങ്ങൾക്കു ചില കാര്യങ്ങളിൽ ഉള്ള ഭയമോ അനിഷ്ടമോ നിയന്ത്രിക്കാൻ കഴിയാതെ വരാറുണ്ടോ? ഉദാഹരണമായി ഒരു മൃഗം, ഒരു പ്രത്യേക സ്ഥലം മുതലായവ.
- (എ) അതെ (ബി) ചിലപ്പോഴൊക്കെ (സി) അല്ല
99. ഒരു സംഘത്തിൽ താഴെ പറയുന്നവയിലേതാകാൻ നിങ്ങൾ ഇഷ്ടപ്പെടും?
- (എ) സാങ്കേതിക പുരോഗതിക്കുവേണ്ടി പണിയെടുക്കുന്നയാൾ (ബി) രണ്ടിലേതെങ്കിലും
- (സി) റിക്കാർഡുകൾ സൂക്ഷിക്കുകയും നിയമങ്ങൾ പാലിക്കപ്പെടുന്നോ എന്ന് പരിശോധിക്കുകയും ചെയ്യുന്ന ആൾ
100. ഒരു സാമൂഹിക പ്രശ്നത്തെപ്പറ്റിയുള്ള വോട്ടെടുപ്പിൽ ഏതഭിപ്രായം രേഖപ്പെടുത്തണമെന്ന് തീരുമാനിക്കാൻ നിങ്ങൾ താഴെ പറയുന്നവയിൽ ഏതു വായിക്കും?
- (എ) അതെക്കുറിച്ചുള്ള ഒരു നല്ല നോവൽ വായിക്കും (ബി) രണ്ടിലേതെങ്കിലും
- (സി) സ്ഥിതി വിവരക്കണക്കുകളും മറ്റു വസ്തുക്കളും അടങ്ങുന്ന ഒരു പുസ്തകം വായിക്കും
101. രാത്രിയിൽ നിങ്ങൾ തികച്ചും അർദ്ധുതകരവും അർത്ഥശൂന്യവും ആയ സ്വപ്നങ്ങൾ കാണാറുണ്ടോ?
- (എ) ഉണ്ട് (ബി) ചിലപ്പോൾ (സി) ഇല്ല
102. വീട്ടിൽ തികച്ചും ഏകാകിയായി കുറച്ചു സമയം ചിലവഴിക്കേണ്ടി വന്നാൽ ആധിയും ഭയവും ഉണ്ടാകുമോ?
- (എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
103. തീരെ ഇഷ്ടമില്ലാത്ത ആളുകളോട് സൗഹൃദം ഭാവിച്ച് അവരെ നിങ്ങൾ വഞ്ചിക്കാൻ ശ്രമിക്കാറുണ്ടോ?
- (എ) ഉണ്ട് (ബി) ചിലപ്പോഴൊക്കെ (സി) ഇല്ല
104. ഏതാണ് മററു രണ്ടിനോടും യോജിക്കാത്തത്?
- (എ) ഓടുക (ബി) കാണുക (സി) തൊടുക
105. സീതയുടെ അമ്മ മോഹന്റെ അച്ഛന്റെ പെങ്ങളായാൽ മോഹനു സീതയുടെ അച്ഛനോടുള്ള ബന്ധം
- (എ) സഹോദരൻ (ബി) അനന്തിരവൻ (സി)അമ്മാവൻ / ചിറ്റപ്പൻ

# Appendix IX

## ANSWER SHEET THE 16 P.F. FORM

SCHOOL ADDRESS :

NAME: .....

SEX : .....

AGE : .....

DATE : .....



NIB 4625

1-25			26-50			51-75			76-100			101-105		
A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
1	<input type="checkbox"/>	<input type="checkbox"/>	26	<input type="checkbox"/>	<input type="checkbox"/>	51	<input type="checkbox"/>	<input type="checkbox"/>	76	<input type="checkbox"/>	<input type="checkbox"/>	101	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	27	<input type="checkbox"/>	<input type="checkbox"/>	52	<input type="checkbox"/>	<input type="checkbox"/>	77	<input type="checkbox"/>	<input type="checkbox"/>	102	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	28	<input type="checkbox"/>	<input type="checkbox"/>	53	<input type="checkbox"/>	<input type="checkbox"/>	78	<input type="checkbox"/>	<input type="checkbox"/>	103	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	29	<input type="checkbox"/>	<input type="checkbox"/>	54	<input type="checkbox"/>	<input type="checkbox"/>	79	<input type="checkbox"/>	<input type="checkbox"/>	104	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	30	<input type="checkbox"/>	<input type="checkbox"/>	55	<input type="checkbox"/>	<input type="checkbox"/>	80	<input type="checkbox"/>	<input type="checkbox"/>	105	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	31	<input type="checkbox"/>	<input type="checkbox"/>	56	<input type="checkbox"/>	<input type="checkbox"/>	81	<input type="checkbox"/>	<input type="checkbox"/>			
7	<input type="checkbox"/>	<input type="checkbox"/>	32	<input type="checkbox"/>	<input type="checkbox"/>	57	<input type="checkbox"/>	<input type="checkbox"/>	82	<input type="checkbox"/>	<input type="checkbox"/>			
8	<input type="checkbox"/>	<input type="checkbox"/>	33	<input type="checkbox"/>	<input type="checkbox"/>	58	<input type="checkbox"/>	<input type="checkbox"/>	83	<input type="checkbox"/>	<input type="checkbox"/>			
9	<input type="checkbox"/>	<input type="checkbox"/>	34	<input type="checkbox"/>	<input type="checkbox"/>	59	<input type="checkbox"/>	<input type="checkbox"/>	84	<input type="checkbox"/>	<input type="checkbox"/>			
10	<input type="checkbox"/>	<input type="checkbox"/>	35	<input type="checkbox"/>	<input type="checkbox"/>	60	<input type="checkbox"/>	<input type="checkbox"/>	85	<input type="checkbox"/>	<input type="checkbox"/>			
11	<input type="checkbox"/>	<input type="checkbox"/>	36	<input type="checkbox"/>	<input type="checkbox"/>	61	<input type="checkbox"/>	<input type="checkbox"/>	86	<input type="checkbox"/>	<input type="checkbox"/>			
12	<input type="checkbox"/>	<input type="checkbox"/>	37	<input type="checkbox"/>	<input type="checkbox"/>	62	<input type="checkbox"/>	<input type="checkbox"/>	87	<input type="checkbox"/>	<input type="checkbox"/>			
13	<input type="checkbox"/>	<input type="checkbox"/>	38	<input type="checkbox"/>	<input type="checkbox"/>	63	<input type="checkbox"/>	<input type="checkbox"/>	88	<input type="checkbox"/>	<input type="checkbox"/>			
14	<input type="checkbox"/>	<input type="checkbox"/>	39	<input type="checkbox"/>	<input type="checkbox"/>	64	<input type="checkbox"/>	<input type="checkbox"/>	89	<input type="checkbox"/>	<input type="checkbox"/>			
15	<input type="checkbox"/>	<input type="checkbox"/>	40	<input type="checkbox"/>	<input type="checkbox"/>	65	<input type="checkbox"/>	<input type="checkbox"/>	90	<input type="checkbox"/>	<input type="checkbox"/>			
16	<input type="checkbox"/>	<input type="checkbox"/>	41	<input type="checkbox"/>	<input type="checkbox"/>	66	<input type="checkbox"/>	<input type="checkbox"/>	91	<input type="checkbox"/>	<input type="checkbox"/>			
17	<input type="checkbox"/>	<input type="checkbox"/>	42	<input type="checkbox"/>	<input type="checkbox"/>	67	<input type="checkbox"/>	<input type="checkbox"/>	92	<input type="checkbox"/>	<input type="checkbox"/>			
18	<input type="checkbox"/>	<input type="checkbox"/>	43	<input type="checkbox"/>	<input type="checkbox"/>	68	<input type="checkbox"/>	<input type="checkbox"/>	93	<input type="checkbox"/>	<input type="checkbox"/>			
19	<input type="checkbox"/>	<input type="checkbox"/>	44	<input type="checkbox"/>	<input type="checkbox"/>	69	<input type="checkbox"/>	<input type="checkbox"/>	94	<input type="checkbox"/>	<input type="checkbox"/>			
20	<input type="checkbox"/>	<input type="checkbox"/>	45	<input type="checkbox"/>	<input type="checkbox"/>	70	<input type="checkbox"/>	<input type="checkbox"/>	95	<input type="checkbox"/>	<input type="checkbox"/>			
21	<input type="checkbox"/>	<input type="checkbox"/>	46	<input type="checkbox"/>	<input type="checkbox"/>	71	<input type="checkbox"/>	<input type="checkbox"/>	96	<input type="checkbox"/>	<input type="checkbox"/>			
22	<input type="checkbox"/>	<input type="checkbox"/>	47	<input type="checkbox"/>	<input type="checkbox"/>	72	<input type="checkbox"/>	<input type="checkbox"/>	97	<input type="checkbox"/>	<input type="checkbox"/>			
23	<input type="checkbox"/>	<input type="checkbox"/>	48	<input type="checkbox"/>	<input type="checkbox"/>	73	<input type="checkbox"/>	<input type="checkbox"/>	98	<input type="checkbox"/>	<input type="checkbox"/>			
24	<input type="checkbox"/>	<input type="checkbox"/>	49	<input type="checkbox"/>	<input type="checkbox"/>	74	<input type="checkbox"/>	<input type="checkbox"/>	99	<input type="checkbox"/>	<input type="checkbox"/>			
25	<input type="checkbox"/>	<input type="checkbox"/>	50	<input type="checkbox"/>	<input type="checkbox"/>	75	<input type="checkbox"/>	<input type="checkbox"/>	100	<input type="checkbox"/>	<input type="checkbox"/>			

ROW SCORE
A
B
C
E
F
G
H
I
L
M
N
O
Q <sub>1</sub>
Q <sub>2</sub>
Q <sub>3</sub>
Q <sub>4</sub>