Abstract

Indian education commission (1964-66) rightly said that of all the different factors which influence the quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant”. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching professions producing them with the best possible. Professional preparations and creating satisfactory conditions of work in which they can be fully effective. Job satisfaction one of the important factors that have drawn attention in resent period of educational institutions. It is defined in manifold ways and elicits need significance in an institution. Although there is no conclusive evidence that job satisfaction effects performance directly because performance depends on so many components. It can be stated as that mental feeling of favors abbess which an individuals has about his job in an institution. Annamalai, A.R. (1999) studied on the job satisfaction of teacher in relation to certain selected variables. The sample of the present study consists of 200 higher secondary school teachers. Among them 88 are male and 112 are female. The survey method is followed to collect the data. The data was quantified and analyzed in the term of f-test and percentage.
I. INTRODUCTION

Job satisfaction is one of the important factors that have drawn attention in recent period of educationist and administrators for the educational institutions. It is defined in manifold ways and elicits need significance in an institution. Although there is no conclusive evidence that job satisfaction affects performance directly because it depends upon so many components. It can be stated as that mental feeling of favorableness which an individual has about his job in an institution.

1.1. Statement of the Problem

The problem under taken by the investigator may be restated as “Job Satisfaction Of Higher Secondary School Teacher’s In Pudukkottai District.”

1.2 Operational Definition - Job Satisfaction

Job satisfaction is the amount of pleasure or contentment associated with a job.

II. CONCEPT OF JOB SATISFACTION

The term job satisfaction has been defined in several ways. Blum (1955) defined job satisfaction as the result of various attitudes that the person holds towards his Job, towards related factors and towards life in general. For DuBrins, job satisfaction is the amount of pleasure or contentment associated with a job. If you like your job intensely, your experiences will high job satisfaction. If you dislike your job intensely you will experience job dissatisfaction. Job satisfaction describes how content of an individual is with his or her job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person’s parent. There are varieties of factors that can influence a person’s level of job satisfaction. some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working condition, leadership and social relationships, and the job itself (the variety of tasks involved, the interests and challenging the job generates, and the clarity of the jobs description \requirements).

III. DEFINITIONS OF JOB SATISFACTION

Job satisfaction has been defined as the pleasurable emotional state resulting from the appraisal of one job; an affective reaction to ones job; and an attitude towards ones job.

Weiss (2005) has argued that the job satisfaction is an attitude but points out the researchers should clearly distinguish the objects of cognitive evaluation which affect emotion, beliefs and behaviors. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors.

IV. NEED AND IMPORTANCE OF THE STUDY

High quality teaching staffs is the corner stone of a successful educational system. Teachers are both the largest cost and the largest human capital resource of an education system. Attracting and retaining high quality teachers is thus a primary necessity for educational institutions. However good teachers are difficult to be recruited almost impossible to retain if the rewards of teaching do not outweigh the possible frustration and
human capital. Satisfaction with teaching as career is not merely as a job is an important policy issue since, it is associated with teacher qualities and surroundings and facilities. Therefore understanding the various factors that contribute to teacher satisfaction is essential to improving the information base needed to support a successful educational system Resource. The role of the teacher is an agent of change is increasingly recognized. The people of the land are enlarged replica of their teachers. Today teachers are expected to nurture in their students in addition to values high level intellectual skills and the ability to learn independently.

In India salaries of teachers are low when compared to other professions which demand equally qualified persons. The implementation of the revised pay scales in respect of teachers is often delayed. If the teachers have to perform their different roles effectively they must be satisfied with the job. Otherwise decline in job satisfaction may lead to strikes neglect of work and giving up the job and poor adjustment. It is essential at this context to study about the teacher’s job satisfaction. The investigator has made an attempt to study the job satisfaction of higher secondary school teachers in pudukkottai district. In order to address the real problems of teachers that they face in connection with job satisfaction this study remains to be important.

V. OBJECTIVES OF THE STUDY
1. To find out the level of job satisfaction of higher secondary school teachers.
2. To find out any significant difference among Boys, Girls and Co-education higher secondary school teachers in respect of their job satisfaction.
3. To find out any significant difference among Arts, Science, Mathematics and Literature teachers working different type of schools in respect of their job satisfaction.
4. To find out any significant difference among higher secondary school teachers based on their teaching experience in respect of their job satisfaction.

VI. HYPOTHESES OF THE STUDY
1. Higher secondary school teachers have average job satisfaction.
2. There is no significant difference among Boys, Girls and Co-education higher secondary school teachers in respect of their job satisfaction.
3. There is no significant difference among Arts, Science, Mathematics and Literature teachers working different type of schools in respect of their job satisfaction.
4. There is no significant difference among higher secondary school teachers based on their teaching experience in respect of their job satisfaction.

VII. COMPREHENSIVE RESEARCH METHODOLOGY
7.1 Tools of the Study: The collected data are necessary for carrying out research with some special instruments or devices. The successful outcome of research mainly depends upon proper selection of the research tool. So the investigator has used the following tool.

➢ Job satisfaction scale.
7.2 Methods of the Study: For the present investigation, the investigator adopted normative survey method. It involves describing, recording, analyzing, and interpreting the data which all directed towards a better understanding of the present (i.e.) study of job satisfaction of higher secondary school teachers in Pudukkottai district.

7.3 Sample of the Study: A sample is a small proportion selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. The present study consists of 200 higher secondary school teachers working in Pudukkottai district. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Due proportionate weightage was given to various sub-samples.

7.4 Job Satisfaction Scale (Jayalakshmi Indiresan): Description of the Tool - Job Satisfaction Scale

In the present study, the investigator has used the job satisfaction scale, which was constructed and standardized by Jayalakshmi Indiresan. This scale consists of 30 statements. Each statement is set against a five-point scale namely very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, and very dissatisfied. 4 for very satisfied, 3 for satisfied, and 2 for neither satisfied nor dissatisfied, 1 for dissatisfied, 0 for very dissatisfied. An individual score is sum of all the scores for the 30 statements. The score in this scale ranges from 0 to 120. Anyone who gets a score upto 40 indicates low job satisfaction and a score 41-80 indicates average job satisfaction and above 81 indicates high job satisfaction of higher secondary school teachers.

7.4.1 Reliability: The reliability of the scale was established by the investigator by using split-half method and test-retest method. The reliability coefficient of the test is calculated by using the product moment coefficient of correlation. The correlation coefficient computed is 0.86.

7.4.2 Validity: The investigator also ensured the content validity of the tool by getting the opinion from the experts in the field of study and experienced teachers.

7.5 Statistical Techniques Used: For the analysis of the data, the following statistical techniques have been used.

1. Descriptive analysis (Mean & S.D)
2. Different analysis (‘t’ test & ‘f’ test)

7.6 Administration of the Tools: To collect data for the present study, the investigator administered the tool of the study individually with prior permission from the head of the institution. The investigator gave brief introduction about his research to the respondents and the Tools were handed over to them. There was good response from the teachers in this manner; the investigator collected all the research tools from the selected sample.

VIII. ANALYSIS OF JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHERS

One of the importance objectives of the present study is not finding the job satisfaction of higher secondary school teachers. For this the investigator administered a research tool.
The bar diagram showing the mean and standard deviation of entire job satisfaction score of higher secondary school teachers. Hence the teachers are working in Pudukkottai district have highly job satisfaction in his/her works.

Entire sample

null hypothesis - 2: Differential analysis-job satisfaction scores of higher secondary school teachers Analysis of mean job satisfaction scores of teachers based on their school types

There is no significant difference among of higher secondary school teachers based on types of the school in respect of their job satisfaction. It has been shown in below table that the significant difference among of higher secondary school teachers based on types of the school in respect of their job satisfaction.

Table 2: Significant difference among of higher secondary school teachers

<table>
<thead>
<tr>
<th>School types</th>
<th>Sum of squares</th>
<th>df</th>
<th>Variance</th>
<th>'F, values</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2145.3991</td>
<td>2</td>
<td>1072.695</td>
<td>5.2165</td>
<td>Significant</td>
</tr>
<tr>
<td>Within groups</td>
<td>40509.9262</td>
<td>197</td>
<td>205.6341</td>
<td></td>
<td>3.04175303</td>
</tr>
<tr>
<td>Total</td>
<td>42655.3253</td>
<td>199</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

J. Rekha, B. Prabakaran :: Job Satisfaction of Higher Secondary School Teachers In Pudukkottai District
From the above table it is clear that there is significant difference among higher secondary school teachers in respect on types of school with respect to job satisfaction. Therefore investigator applied ‘t’ test to determine the significance of difference between groups.

Table-3: Showing the significant difference among of higher secondary school teachers based on types of the school in respect of their job satisfaction.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
<th>Between</th>
<th>Significant at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Education</td>
<td>50</td>
<td>93.54</td>
<td>17.495</td>
<td>0.03678</td>
<td>C &amp;G</td>
<td>Not significant (1.96)</td>
</tr>
<tr>
<td>Girls</td>
<td>87</td>
<td>93.6436</td>
<td>12.596</td>
<td>3.21462</td>
<td>G&amp;B</td>
<td>Significant (1.96)</td>
</tr>
<tr>
<td>Boys</td>
<td>63</td>
<td>86.5555</td>
<td>13.835</td>
<td>2.30771</td>
<td>C&amp;B</td>
<td>Significant (1.98)</td>
</tr>
</tbody>
</table>

From the above table it is evident that there is no significant differences between teachers are working in co-education schools and girls’ schools (Calculated t-value 0.03678 is less than Critical t-value 1.96). There is a significant difference between teachers are working in girls schools and boys schools (Calculated t-value 3.21462 is less than Critical t-value 1.96). There is a significant difference between teachers are working in boys schools and co-education schools (Calculated t-value 2.30771 is less than Critical t-value 1.96).

Null hypotheses -3: Analysis of mean job satisfaction scores of teachers based on their optional subject.

There is no significant difference among of higher secondary school teachers based on their optional subject in respect of their job satisfaction.

Table-4: Showing the significant difference among of higher secondary school teachers based on their optional subject in respect of their job satisfaction.

<table>
<thead>
<tr>
<th>Major groups</th>
<th>Sum of squares</th>
<th>Df</th>
<th>Variance</th>
<th>‘F, values</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1115.7947</td>
<td>3</td>
<td>371.9316</td>
<td>1.6708</td>
<td>Not significant (2.68)</td>
</tr>
<tr>
<td>Within groups</td>
<td>44075.8184</td>
<td>196</td>
<td>222.6051</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45191.6131</td>
<td>199</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table it is clear that there is no significant difference among higher secondary school teachers in respect on their optional subject with respect to job satisfaction.

Null hypothesis – 4: Analysis of mean job satisfaction scores of teachers based on their teaching experience

There is no significant difference among of higher secondary school teachers based on their teaching experience in respect of their job satisfaction.

Table-5: Showing the significant difference among of higher secondary school teachers based on their teaching experience in respect of their job satisfaction.

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Sum of squares</th>
<th>df</th>
<th>Variance</th>
<th>‘F, values</th>
<th>Significant at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>943.4401</td>
<td>2</td>
<td>471.7200</td>
<td>2.2110</td>
<td>Not significant (3.04175303)</td>
</tr>
<tr>
<td>Within groups</td>
<td>42029.3545</td>
<td>197</td>
<td>213.3470</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>42972.795</td>
<td>199</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the above table it is clear that there is no significant difference among higher secondary school teachers in respect on their teaching experience with respect to job satisfaction.

IX. FINDING OF THE STUDY
The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.
1. The mean value of Job satisfaction of Higher Secondary School Teachers in Pudukkottai District is high. But 24% of the Higher Secondary School Teachers in Pudukkottai have average job satisfaction and 76% of the Higher Secondary School Teachers in Pudukkottai have average job satisfaction.
2. (i) There is no significant differences between teachers are working in co-education schools and girls schools. (ii) There is a significant difference between teachers are working in girls schools and boys schools. (iii) There is a significant difference between teachers are working in boys schools and co-education schools.
3. There is no significant difference among higher secondary school teachers in respect on their optional subject with respect to job satisfaction.
4. There is no significant difference among higher secondary school teachers in respect on their teaching experience with respect to job satisfaction.

X. RECOMMENDATIONS
1. 24% of higher secondary school teacher have average job satisfaction, so find the teacher’s problem through further study and find the suitable solution of such problem. This step improve their high job satisfaction may be attain.
2. Job satisfaction of boys’ higher secondary school teacher, is very lower than job satisfaction of other two types of school. So what causes affect the job satisfaction of boys higher secondary school teachers.

XI. CONCLUSION
The present study is made on the job satisfaction of the higher secondary school teachers. The findings of the present study reveal that the higher secondary school teachers have high job satisfaction. Therefore, the schools and government should find suitable measures to provide job satisfaction among of higher secondary school teachers.

XII. REFERENCES

TO CITE THIS PAPER