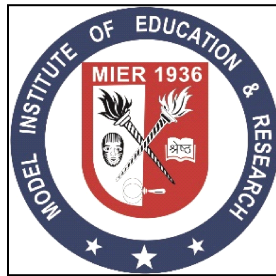


**JOB SATISFACTION OF LECTURERS WORKING IN TEACHER
EDUCATION INSTITUTIONS IN RELATION TO THEIR AGE,
GENDER, MARITAL STATUS AND ACADEMIC
BACKGROUND LEVEL**



A

DISSERTATION

**SUBMITTED TO THE MIER COLLEGE OF EDUCATION
(AUTONOMOUS)
UNIVERSITY OF JAMMU
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION**

SUPERVISOR

Dr. BINDU DUA
Assistant Professor

INVESTIGATOR

REENU DEVI
M.Ed. Sem. IV
Roll No. 1801015

MIER COLLEGE OF EDUCATION (Autonomous)

JAMMU

2020

CERTIFICATE

This is to certify that **Ms. Reenu Devi** student of M.Ed., Semester IV, Session 2018-20, bearing Roll No.1801015 has worked under my supervision for the dissertation entitled:

"JOB SATISFACTION OF LECTURERS WORKING IN TEACHER EDUCATION INSTITUTIONS IN RELATION TO THEIR AGE, GENDER, MARITAL STATUS AND ACADEMIC BACKGROUND LEVEL"

Her dissertation is fit for submission, in partial fulfillment of their requirements for the award of Degree of Master in Education.

Date:

**(Dr. Bindu Dua)
Supervisor**

ACKNOWLEDGEMENT

I am highly indebted and express my heartfelt gratitude to my guide Dr. Bindu Dua, Assistant Professor, MIER College of Education, for the unprecedented help and scholarly skills that she imbibed in me. It was only due to his valueable academic guidance, encouragement, deep personal interest and inspiration that the present study could be completed well in time.

I wish to place on record my heartfelt gratitude to Dr .Arun K. Gupta, Chairman MIER Group of Institutions, Dr. Renu Gupta, vice chairperson MIER Group of Institutions, Dr. Adit Gupta, Principal MIER College of Education, Dr. N.R Sharma Dean Academic MIER College of Education, Dr.Mool Raj Sharma, H.O.D, PG Department who deserve special mention and appreciation for providing me valuable access to various facilities for conducting research and also the freedom to interact with the students and staff of the different wings of the institution. Their intellectual and academic inputs have helped improved the quality of this work significantly.

I am thankful to the Principals of all the Teacher Education Institution who allowed me to collect data from their colleges. I wish to acknowledge the invaluable support and cooperation rendered to me by the staff members of Computer Science Department at MIER in setting up and making operational the technology classrooms which was the nerve center of the entire study. I would also like to acknowledge the support provided at the MIER College of Education, library by Mrs. Eesha Sharma, my special thanks are due to Mrs. Rohini Sharma for providing Computer Assistance.

Last but not the least, I thank my sister who stood behind me like a rock and her inspirational spirit gave me a renewed vigorous and impetus to work with devotion, dedication and absolute commitment in every way possible. Finally, I wish to sincerely thank my peer group for understanding and cooperating with me in times of difficulty. Their love and support contributed immensely in the completion of this research.

Reenu Devi

LIST OF CONTENTS

S.No.	Contents	Page No.
1.	Supervisor's Certificate	i
2.	Acknowledgement	ii
3.	List of Contents	iii
4.	List of Tables	iv
5.	List of Figures	v
6.	Appendices	vi
7.	Abbreviations Used	vii
8.	Abstract	viii

CHAPTER – I

S. No.	Contents	Page No.
1.1	Teaching	1-2
1.2	Job Satisfaction	2-4
1.3	Factors Affecting Job Satisfaction	4-7
1.4	Theories Of Job Satisfaction	7-9
1.5	Lecturers	9-10
1.6	Teacher Education Institution	10
1.7	Need and Significance of the Study	10
1.8	Statement of the Problem	10
1.9	Operational Definitions	10-11
1.10	Objectives of the Study	11

1.11	Hypotheses of the study	11
1.12	Delimitations of the study	11

CHAPTER -II

REVIEW OF RELATED LITERATURE

S. No.	CONTENTS	PAGE NO.
2.1	Introduction	12-13
2.2	Reviews	13-21
2.3	Conclusion	21

CHAPTER - III

RESEARCH METHODOLOGY

S.NO.	CONTENTS	PAGE NO.
3.1	Introduction	22-23
3.2	Design of the Study	23
3.2.1	Method	23
3.2.2	Variables of the study	23-24
3.2.3	Population of the study	24
3.2.4	Sample	24-25
3.3	Tool Employed	25 - 26
3.3.1	Scoring Procedure	26
3.4	Data Collection	27
3.5	Administration of the Tool	27
3.6	Statistical Techniques Employed	27

CHAPTER -IV

ANALYSIS AND INTERPRETATION OF DATA

S.NO.	CONTENTS	PAGE NO.
4.1	Introduction	28-29
4.2	Results and Findings	29
4.2.1	Research Objective 1	29-30
4.2.2	Research Objective 2	30
4.2.3	Research Objective 3	30-31
4.2.4	Research Objective 4	32

CHAPTER-V

FINDINGS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

S.NO.	CONTENTS	PAGE NO.
5.1	Introduction	33
5.2	Major Finding of the Study	33
5.2.1	Research Objective 1	34
5.2.2	Research Objective 2	34
5.2.3	Research Objective 3	34
5.2.4	Research Objective 4	34
5.3	Discussions and Conclusion	34-35
5.4	Educational Implications of the Study	35
5.5	Suggestions for Further Research	35-36

SUMMARY	37-42
REFERENCES	43-45
APPENDICES	46-54

LIST OF TABLES

TABLE NO.	TITTLE	PAGE NO
Table 3.1	List of colleges from where the sample was collected.	25
Table 3.2	Showing split-half and test re-test reliability.	26
Table 3.3	Showing Percentile norms	27
Table 4.1	Showing Job satisfaction of Lecturers working in teacher education institutions in relation to their age.	29-30
Table 4.2	Showing Job satisfaction of Lecturers working in teacher education institutions in relation to their qualification.	30
Table 4.3	Showing Job satisfaction of Lecturers working in teacher education institutions in relation to their Experiences.	30-31
Table 4.4	Showing Job satisfaction of Lecturers working in teacher education institutions in relation to their marital status.	31-32

LIST OF APPENDICES

S.No.	Title	Page No.
Appendix-A	Consumable Booklet of Job Satisfaction	43-44
Appendix-B	Manual for Job Satisfaction Scale for Teachers by S.K. Saxena.	44-50

ABBREVIATIONS USED

S.D.	Standard Deviation
SPSS	Statistical Package for Social Science
D.F.	Degree of Freedom
M	Mean

ABSTRACT

The present study attempts to examine the Job Satisfaction of Lecturers working in teacher education institutions in relation to their age, gender, marital status and academic background level. The study is quantitative in nature and the sample consists of 100 Lecturers of working in teacher education institutions selected from 1 Government and 4 private colleges (all colleges from urban areas) located from Jammu District through Stratified Random Sampling Techniques. The main objective of the study to find out the significant difference in Job Satisfaction of Lecturers working in teacher education institutions in relation to their age, gender, marital status and academic background level. In this study one standardized tool name *Job Satisfaction Scale for teachers* developed by Dr S.K. Saxena. T-test has been employed for analyzing the data. It is found that there exists significant difference in Job Satisfaction of Lecturers working in teacher education institutions in relation to their income. However, no significant difference in Job Satisfaction of Lecturers working in teacher education institutions in relation to their age, qualification, experience and marital status.

CHAPTER- I

INTRODUCTION

1.1 TEACHING

Teaching is a social process, to define it is very difficult, because the teaching is influenced by the political and social backgrounds of the country. Teaching is a process in which one individual teaches or instruct another individual. Teaching is considered as the act of imparting instructions to the learners in the classroom situation. Teaching is regarded as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teacher can perform teaching work to the maximum of his capacity to his/her satisfaction. Every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teacher derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcome to cater to the needs of the pupils. Education is a continuous process, formal, informal or non-formal. Teachers role in society in general education has been changing with time but the importance of his position is same. The teacher is the pre-requisite of the success of educational programs.

Teachers are highly conceived as the real nation builders; hence they should play roles that are expected of them and also ponder over the responsibilities and the roles that the society places on them. He may act as instructor, motivator, creative, inspiring, purposeful and favourable classroom environment developer which may be broadly classified into two categories-physical and emotional. Rabindranath Tagore has rightly remarked "a teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."

DEFINITIONS

Skinner," Teaching is the arrangement of contingencies of reinforcement."

Bachruber," Teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so on.

HC Morrison, "Teaching is an intimate contact between the more mature personality and a less mature one."

Jackson," Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in others participants (students)."

1.2 JOB SATISFACTION

Human resources management is considered to be the most valuable asset in any organization. It is the sum-total of inherent abilities, acquired knowledge and skills represented by the talent and aptitudes of the employed persons who comprise of executive, supervisors and the rank and file employees. It may be noted here that human resources should be utilized to the maximum possible extents, in order to achieve individual and organizational goals. It is thus the employees' performance which ultimately decides the attainments of goals. However, the employees' performance is to a large extent, influenced by motivation and job satisfaction.

Human resources management is a specialized functional area of business that attempts to develop programmed, policed, and activities to promote the job satisfaction of both individual and organizational needs, goals and objectives.

People join organizations with certain motives like security of income and jobs, better prospects in future and satisfaction of social and psychological needs every person has different sets of needs at different times, it is the responsibility of management to recognize this basic fact and provide appropriate opportunities and environments to people at work at satisfy their needs

Job satisfaction or employee satisfaction is a measure of workers 'contentedness with their job. Job satisfaction, as the name suggests, is the feeling of contentment or a sense of accomplishment, which an employee derives from his or her job. It is result of appraisal that causes one to attain their job values or meet out their basic needs. The employee's attitude toward the job and organization as well become positive when they realize their job facilitates them in achieving their needs and values, directly or indirectly.

Job satisfaction is a feeling or state of mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors. Example the quality of one's relationship with their supervisor, the quality of the physical environment in which they work degree of fulfillment in their work etc. Due the popularity of job satisfaction within in the field of occupational and organizational psychology various researchers and describe job satisfaction as the pleasurable emotional state resulting from the appraisal of one's job values and the extent to which people like or dislike their job. In general, most definitions cover the affective feeling of an employee has towards their job. This could be their job in general or their attitudes towards specific aspects of it such as their colleagues, pay of working conditions. In addition, the extent to which work outcomes meet or exceed expectations may determine the level of job satisfaction. However, job satisfaction is not only about how much an employee enjoys work. Taber and Aligner found that when employee of American educational institute how much they enjoyed individual tasks within their role, their scores were moderately correlated.

Job satisfaction is defined as the extent to which an employee feels self – motivated, contented and satisfied within his or her job. Job satisfaction happens when an employee feels he or she is having job ability career and growth comfortable work life balance. This implies that the employee is having satisfaction at job as the work meets the expectations of the individuals. Job satisfaction describes the degree to which individuals enjoys their job. It was described by Edwin Locke 1976 as the state of feeling resulting from appraising one's job experiences. The term job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Job satisfaction is an individual's feeling regarding his or her work. It can be influence by a multitude of factors. Satisfaction does not mean the simple feeling state accompanying the attainment of any goal, the end state feeling accompanying the attainment by an impulse if its objectives. The term job satisfaction was brought to limelight by Hop pock (1935). Hop pock describes job satisfaction as, any combination of psychological, physiological and environmental circumstances that causes and person fruitfully to say I am satisfied with my job.

Job satisfaction has many dimensions. Commonly noted facts are satisfaction with the work itself, wages and recognition, rapport with supervisors and co- workers and chance for advancement. Job satisfaction at work is getting under attentions at this time. It is the satisfaction which one feels while doing the job. Job satisfaction focuses on the role of the employ in the workplace thus he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964).

Job satisfaction represents a combination of positive or negative feeling that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs , desires and experiences which determinates expectations that he has dissatisfaction . It is a complex and multifaceted concept which can mean different things to different peoples. But different people define the “job” differently. There arethree important dimensions to Job satisfaction: _

- Job satisfaction refers to one's feeling towards one's job. It can be have inferred but not seen.
- Job satisfaction is often determined by how well outcomes meet or exceed expectations. Satisfaction is one's job means increased commitment in the fulfillment of formal requirements. There is greater willingness to invert personal energy and time in job performance.
- The terms job satisfaction and job attitudes are typically used inter-changeably. Both refers to effective orientations on the part of individuals towards their works

roles. Job satisfaction on the other hand, relates to performance factors. Attitudes reflects one's feelings towards individual's organizations, and objects. But satisfaction refers to one's attitude to Job. Job satisfactions are therefore, a specific subject of attitudes.

Attitudes endure general but Job satisfaction is dynamic; it can decline even more quickly than it developed. Managers therefore cannot establish the conditions leading to high satisfaction now and then neglect it, for employee needs may change suddenly. Managers need to pay attentions to job satisfaction constantly

- According to C.A Locke "Job satisfaction is as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience".
- Feldman and Arnold define Job satisfaction as the amount of overall positive affect (or feelings) that individuals have towards their jobs"
- Reinter and Kinaki described, "Job satisfaction is an affective more emotional response towards various facts of one jobs." Thus definition means job satisfaction is not a unitary concept "analysis according to workers' gender show that although men and women take into account the same dimensions, the degree to which each dimension has an impact in different for each sub – sample.

1.3 FACTORS AFFECTING JOB SATISFACTION

Job satisfaction is a big factor in employee engagement, and the level of discretionary effort team members are likely to make. No doubt, people's work performance suffers when they do not feel satisfied with their jobs, not to mention their quality of life. Of course, every person is unique in what they wish to achieve from their work, but there are some job satisfaction factors that psychologists usually agree on. Job satisfaction depends on several different factors such as satisfaction with pay, promotion opportunities, fringe benefits, job security, relationship with co-workers and supervisors, etc. Job satisfaction may lead to cost reduction by reducing absences, task errors, conflicts at work and turn over. As work is an important aspect of people's lives and most people spend a large part of their working lives at Work, understanding the factors involved in job satisfaction is crucial to improving employees 'performance and productivity. Factors affect Job satisfaction are...

Environment factor

1) Working Environment

It is essential to provide employees with a work environment, which is conducive to their overall development. They need an environment which is healthy and safe and which caters for both personal comforts and facilitates doing a good job. If the working conditions are good (clean, attractive surrounding), the personnel will find it easier to carry out their jobs. On the other hand, if the working conditions are poor (hot, noisy surrounding), personnel will find it more difficult to get things done.

Hence, it can be said that having a friendly and supportive environment can lead to increased job satisfaction.

2) Communication Overload and Communication Under Load

One of the most important aspects of an individual's work in a modern organization concerns the management of communication demands that he or she encounters on the job. Demands can be characterized as a communication load, which refers to the rate and complexity of communication inputs an individual must process in a particular time frame. Individual in an organization can experience communication overload and communication under load which can affect their level of job satisfaction. Communication overload can occur when "an individual receives too many messages in a short period of time which can results in unprocessed information or when individual faces more complex messages that are more difficult to process. In comparison, communication under load can occur when messages or inputs are sent below the individual's ability to process them."

3) Superior-Subordinate Communication

Superior –subordinate communication is an important influence on job satisfaction in the work place. The way in which subordinate perceive a supervisor's behavior can positively or negatively influence job satisfaction. Communication behavior such as facandt expression, eye contact, vocal expression and body movement is crucial to the superior- subordinate relationship. Non –verbal immediately from the supervisor are less willing to communicate or have motivation to work whereas individuals who like and think positively of their supervisors are more likely to communicate and are satisfied with their job satisfaction from a subordinate. Conversely, a supervisor who is antisocial, unfriendly, and unwilling to communicate will naturally receive negative feedback and create low job satisfaction in their subordinates in the workplace.

Individual Factor

i) Emotions

Moods and emotions form the affective element of job satisfaction. Moods tend to be longer lasting but often weaker states of uncertain origin, while emotions are often more intense, short-lived and have a clear object or cause. Some research suggests moods are related to overall job satisfaction. Positive and negative emotions were also found to be significantly related to overall job satisfaction. Emotion management includes all of the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion. It was found that suppression of unpleasant emotions decrease job satisfaction and the amplification of pleasant emotions increase job satisfaction.

ii) Genetics

Genetic influence a variety of individual differences of job satisfaction like challenge and achievement. One experiment used sets of monozygotic twins, reared apart, to test for the existence of genetic influence on job satisfaction. While the results indicate the majority of the variance in job satisfaction was due to environmental factors (70%) genetic influence is still a minor factor.

lii) Personality

Some researchers suggest an association between personality and job satisfaction. Specially, this research describes the role of negative affectivity and positive affectivity. Negative affectivity is related strongly to the personality trait of neuroticism. Positive affectivity is related strongly to the personality trait of extroversion.

Psychological Factor

Psychological well-being (pwb) is defined as “overall effectiveness of an individual’s psychological functioning” as related to primary facets of one’s life; work, family, community, etc. There are three defining characteristics of PWB. First, it is a phenomenological event, meaning that people are happy when they subjectively believe themselves to be so. Second, well-being involves some emotional conditions. Particularly, PWB people are more prone to experience positive emotions and less prone to experience negative emotions. Third, well-being refers to one’s life as a whole. It is global evaluation.

1.4 Theories of job satisfaction

Several theoretical foundations are there which explain the dynamics of job satisfaction and general impact on employer's behavior.

i) Vrooms theory

Vrooms theoretical model regarding job satisfaction reflects valence of job for its incumbent. The strength of the force on an employer to remain on his job is an increasing function of the valence of the job. Thus satisfaction should be negatively related to turnover and absenteeism, which it seems to be. Whether or not his valence should also lead to greater production while on the job is less clear.

ii) Stogdill Theory

According to Stogdill (1959) individuals' job satisfaction depends upon the individual's views about the organization as a whole. He concluded that organizational structure, group integration and cohesiveness determine the morale and the production. Therefore, morale and production only determine the satisfaction. High morale and high production lead to more satisfaction.

iii) Herzberg Theory

Herzberg and his associates (Herzberg, Mausner and Snyderman, 1959) postulated two general classes of work variables- satisfiers and dissatisfies. Satisfiers are those things, which lead to job satisfaction; they are generally job content factors or "motivators". Dissatisfies are those things, which result in job dissatisfactions; they are generally job context or "hygiene" factors. The model postulates these two general classes of variables on class, which can satisfy but not dissatisfy and one, which causes dissatisfaction but not satisfaction the model, has been designated as Herzberg two- factor theory.

iv) Discrepancy Theory

Another name of Discrepancy Theory is "Affect Theory" which is developed by Edwin A. Locke in 1976 and is considered the most famous job satisfaction model. Many theorists have tried to come up with an explanation for why people feel the way they do in regards to their job. Locke developed the idea known as discrepancy theory. This theory suggests that a person's job satisfaction comes from what they feel is important rather than the fulfillment or unfulfillment of their needs. A person's importance rating of a variable is referred to as "how much" of something is wanted. Discrepancy theory suggests that dissatisfaction will occur when a person receives less than what they want.

vi) Process Theory

Process theory describes the process of how behavior is energized, directed, sustained, and stopped. Process theory sees job satisfaction as being determined not only by the nature of the job and its context within the organization but also by the needs, values, and expectations that the individuals have about their job. There are three sub-theories of process theory have been developed. These are the theory based on the discrepancy between what the job offers and what is expected, theory based on what an individual needs, and theory based on what the individual values.

vii) Hierarchy of Needs

Although commonly known in human motivation literature, Maslow's needs hierarchy theory was one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy consisting of physiological needs, safety, and belongingness/love, esteem, and self-actualization. Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants apply to the work setting and have been used to explain job satisfaction. Within an organization, financial compensation and healthcare are some of the benefits, which help an employee, meet their basic physiological needs. Safety needs can manifest itself through employees feeling physically safe in their work environment, as well as job security. When this is satisfied, the employees can focus on feeling as though they belong to the workplace. This can come in the form of positive relationships with colleagues and supervisors in the workplace. Once satisfied, the employee will seek to feel as though they are valued and appreciated by their colleagues and their

organization. The final step is where the employee seeks to self-actualize; where they need to grow and develop to become everything, they are capable of becoming.

1.5 LECTURER

Lecturer is an academic rank within many universities, though the meaning of the term varies somewhat from country to country. It generally denotes an academic expert who is hired to teach on a full- or part-time basis. They may also conduct research. A Person who gives lectures especially as an occupation at a university or college of higher education. In many states of India, the term lecturer or Post Graduate teacher. It is also used for the intermediate college teachers.

1.6 TEACHER EDUCATION INSTITUTION

The teacher education institution which includes programs in the area of teacher education Teacher education institution will provide support to help you find the appropriate program pathway for you. Teacher education institution will experience a practical and valuable understanding of the amazing and rewarding field of teaching.

1.7 NEED AND SIGNIFICANCE OF THE STUDY

The whole system of education depends upon how much satisfied the teachers are with their jobs because it is their satisfaction level, which will help them to be well adjusted in the society. The results of this study will help to find the level of job satisfaction among teachers working in teacher education institutions relation to their age, marital status and academic background. The present study has been planned to get insight into job satisfaction of male and female lecturers working in teacher education institutions. The study would have wider implications for policy maker's administrators and principals of the teacher education institutions.

1.8 STATEMENT OF THE PROBLEM

JOB SATISFACTION OF LECTURERS WORKING IN TEACHER EDUCATION INSTITUTION IN RELATION TO THEIR GENDER, AGE, MARITAL STATUS AND ACADEMIC BACKGROUND LEVEL.

1.9 OPERATIONAL DEFINITIONS OF THE KEY CONTENT

Job Satisfaction: Job satisfaction, as the name suggests is the feeling of contentment or a sense of accomplishment, which an employee derives from his/her job. Job Satisfaction of Lecturers has been assessed through the standardized tool *Teacher's Job Satisfaction Scale* constructed by S.K. Saxena in 1994.

Lecturers: A Person who gives lectures especially as an occupation at a university or college of higher education. In many states of India, the term lecturer or Post Graduate teacher. It is also used for the intermediate college teachers.

Teacher Education Institution: The teacher education institution which includes programs in the area of teacher education Teacher education institution will provide support to help you find the appropriate program pathway for you. Teacher education institution will experience a practical and valuable understanding of the amazing and rewarding field of teaching.

1.10 OBJECTIVES OF THE STUDY

1. To study the difference in Job satisfaction of Lecturers working in teacher education institution in relations to their age.
2. To study the difference in Job satisfaction of Lecturers working in teacher education institution in relations to their marital status.
3. To study the difference in Job satisfaction of Lecturers working in teacher education institution in relations to their academic background Level.
4. To study the difference in Job satisfaction of Lecturers working in teacher education institution in relation to their experience.

1.11 HYPOTHESES OF THE STUDY

1. There is no significant difference in job satisfaction of Lecturers working in teacher education institution in relations to their age.
2. There is no significant difference in job satisfaction of Lecturers working in teacher education institutions in relations to their marital status.
3. There is no significant difference in job satisfaction of Lecturers working in teacher education institutions in relation to their academic background.
4. There is no significant difference in job satisfaction of Lecturers working in teacher education in relation to their experience.

1.12 DELIMITATIONS OF THE STUDY

- The present study is limited to 100 Lecturers in five colleges.
- The present study is confined only one tool namely *Teacher's Job Satisfaction Scale* developed by S.K. Saxena (1994).
- The present study is confined to Jammu city only.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate and clarify the previous research. The literature review acknowledges the work of previous researcher and in doing so, assures the reader that your work has been well conceived. A literature review creates a “landscape” for the reader, giving him or her full understanding of the development of the field. In writing the literature review, the purpose is to convey the reader what knowledge and ideas have been established on a topic. Review of related literature provided a summary of the existing writing of recognized authorities and the previous researches provided evidence that the researcher had been familiar with what is already known and what is still unknown and not investigated. Since effective research is looked upon on past knowledge, this step helped to eliminate the duplication of what has been done and provided useful hypothesis and helpful suggestions for significant investigation. It also provided solution to some unanswered questions after experimentation on a sample. Review of related literature, provides a comprehensive understanding about what has already been known about a topic. It forms the basis for subscribing rationale for having chosen the problem for the study. Review of related literature allows the researcher to acquaint himself with the current knowledge in the field or area in which he is going to conduct his research. It enables the researcher to delimit and define his problem. The knowledge of the related literature brings the researcher update on the work, which others have done and thus state the objectives clearly and concisely.

2.2 REVIEWS STUDIES ON JOB SATISFACTION

Keeping in view the objectives of the present investigation the review of related literature is presented in chronological order as under:

Mehrotra (2002) conducted a study on the relationship between job satisfaction of teachers and leadership climate of the school and also compared the job satisfaction of teachers of government and private schools of Delhi. The sample consisted of 1120 teachers from 28 governments and 8 private senior secondary schools of Delhi. *Self-Prepared Questionnaire* was used. The results showed that the significant difference found to exist in job satisfaction namely, pay scale promotion and supervision. But work group and working conditions revealed that there existed no significant difference between the two types of schools.

Giametti (2005) investigated factors affecting job satisfaction and retention of beginning teachers. The study aimed at investigating the factors that affect job. The study to investigate the domains that discriminate teachers who choose to stay or leave the teaching profession. The results showed that 11% of the respondents choose to leave the teaching profession. Apart from this, emotional factors were the best predictor in choosing to leave or stay in teaching profession.

Mishra (2005) conducted a study on organizational climate of different types of secondary schools and its relationship with leadership behavior of Principals and teachers' job satisfaction. The samples consisted of 184 teachers were taken from 46 secondary schools. *School Organizational Climate Description Questionnaire [SOCDO]* by Sharma, *Leadership Behavior Questionnaire* by Halpin and Winner (1966) and Saroj Pandey and *Teachers Job Satisfaction Description Questionnaire* by Gupta were used to measure organizational climate, leadership behaviour of principals and teachers' job satisfaction. Findings of the study indicated that rural schools were more open than urban schools. The other major finding of study was that organizational climate was significantly correlated with leadership behaviour of principals. There was significant and positive relationship between leadership behaviour and job satisfaction of teachers.

Raj and Marry (2005) conducted a study on job satisfaction of government school teacher in Pondicherry region. The study aimed to determine level of job satisfaction of government school teachers in Pondicherry region and to find out differences in job satisfaction of government school teachers on the basis of locality, medium of instruction,

gender, educational qualifications, salary and region. Results of the study indicated that overall job satisfaction level of teachers was not high. Apart from that, 39 % teachers had low job satisfaction, 40 % teachers had medium level of job satisfaction and 21 % had high level of job satisfaction. Male and female, urban and rural, high educationally qualified and less educationally qualified teachers were found to have similar level of job satisfaction. The results also indicated no significant difference found to exist among teachers on the basis of age, experience and type of schools.

Sharma (2005) conducted a study on job satisfaction among the Physical Education Teachers working in Himachal Pradesh schools. The study sought to compare the job satisfaction of three groups of physical education teachers teaching in high schools of Himachal Pradesh in having good, average and poor sports facilities with respect to following factors: work conditions, salary, security, promotional policies, institutional plan and policies, authority, their competence and functioning. Findings of the study revealed that majority of teachers were satisfied with their jobs according to the job satisfaction components. They were satisfied with their work, working conditions, salary, security, promotional policies, institutional plan and policies, relationship to their co-workers and functioning of authorities.

Rathod and Verma (2006) investigated the job Satisfaction of teachers in relation to role commitment. The study aimed to determine the impact of sex and experience on Job Satisfaction and to determine the impact of role commitment on job satisfaction. The major findings of the study were :(i) there was significant correlation between gender and job Satisfaction. Female teachers experienced more job satisfaction than their Male counterpart. (ii) The teachers with high teaching experience had higher level of job satisfaction than the teachers who had less teaching experience. (iii) The teachers who had high level of role commitment had high level of job satisfaction whereas the teachers who had low level of role commitment had low job satisfaction.(iv) Urban teachers were found to be more satisfied with job than rural teachers.(v) There was significant interaction impact between gender and role commitment on job satisfaction of teachers. (vi) There was no interaction impact between teaching experience and role commitment on job satisfaction of teachers.

Tasnim (2006) conducted a study on job satisfaction among female teachers. The study was conducted to analyze job satisfaction among female teachers of government primary schools. Results of the study indicated that there are some factors like salary, academic qualifications, working environment, which affect job satisfaction of teachers. Data analysis showed that both male and female teachers were dissatisfied but female teachers were more satisfied than male teachers.

Joseph, Thomas and Reio (2007) studied the relationship of school climate, school culture, teacher efficacy, collective efficacy and teacher job satisfaction. The study aimed to determine the relationship between school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover in the context of year round education calendars. The study indicated that there were positive correlations between school climates. School culture, teacher efficacy, collective efficacy and job satisfaction.

Neelekandan and Rajendran (2007) conducted a study on the level of job satisfaction of industrial employees in a public sector organization. A sample of 320 employees selected randomly using *Muthaya Job Satisfaction scale*. The results revealed that employees differed in job satisfaction on the basis of marital status years of services.

Chamundeswari and Vasanthi (2009) investigated occupational commitment and job satisfaction among teachers. The study aimed to find out significant difference in job satisfaction and occupational commitment among teachers. The other objective of the study was to find relationship between job satisfaction and occupational commitment. Findings of the study revealed that job satisfaction was significantly and positively correlated with occupational commitment of teachers. The study indicated that there was a significant difference in job satisfaction and occupational commitment between teachers in different type of schools. It was concluded that if teachers get satisfaction from job, they would be able to achieve educational objectives as well as national goals.

Sylvester(2010) has conducted a study on "attitude towards teaching profession and job satisfaction of teacher education"and *self-prepared questionnaire was used* and revealed that the factors like gender, location of the institution teaching experience of teacher

education have no significant impact on the attitude towards teaching professions as well as level of job satisfaction.

Bandhana (2011) attempted to find job satisfaction and values among kendriya vidyalaya teachers. The study aimed at studying job satisfaction and values among teachers of kendriya vidyalayas. The study was conducted on a sample of 150 teachers for collecting the data. To measure the level of job satisfaction, *Job Satisfaction Scale developed by Meera Dixit* and to measure values among teachers. *Teachers Value Inventory developed by Harbhajan L. Singh and S.P. Ahluwalia's* was used for data collection. Findings of the study showed that there was significant and positive relationship between job satisfaction and values of secondary school teachers. It was found that economic, theoretical and religious values were significant and positively correlated with job satisfaction but there was no significant relationship between job satisfaction and aesthetic values. Apart from this, there were no significant difference Male teachers with high job satisfaction and low job satisfaction in values (theoretical, economic, aesthetic, social, religious and political).

Karabasanagoudra (2011) conducted a study on job satisfaction of D.Ed. teacher educators. The study aimed to find out differences in the job satisfaction of teacher educators belonging to different age groups (less than 35 years, 35-50 years and above 50 years) and to find out differences in the job satisfaction of male and female teacher educators. Findings of the study indicated that teachers who working in aided and unaided D.Ed. colleges were not significantly satisfied with their jobs. It was also found that the teachers who were not 50+ years of age had higher job satisfaction.

Latif, Shahib, Sohail and Shahbaz (2011) conducted a study on job satisfaction among public and private college teachers of district Faisalabad. The study sought to identify influential factors contributing to job satisfaction. It was noticed that there was significant differences in job satisfaction between public and private college teachers. Apart from this, public college teachers were more satisfied than private college teachers in the six components (educational qualifications, nature of work, pay, job security, promotional opportunities and family and work life balance) of job satisfaction.

Mudor and Tookson (2011) investigated the conceptual framework and the relationship between human resource management practices, job satisfaction and turnover. The purpose of the study to propose a conceptual framework consisting of three human resources management (HRM) practice (supervision job training and pay practice). Findings indicated that human resource management practice was positively and significantly related with job satisfaction. Besides that, human resource management practice and job satisfaction were negatively and significantly correlated with turnover. It was also found that human resource management practice and job satisfaction were strong predictors of turnover.

Mishra (2011) studied the teacher effectiveness, job satisfaction and institutional commitment among secondary school teachers. Findings of the study indicated that teacher effectiveness, job satisfaction and institutional commitment were positively and significantly correlated with each other. It was also found that male teachers had more commitment than their female counterpart and female teachers were more satisfied than their male counterparts.

Sridevi(2011) has conducted a study on job satisfaction of teacher education of university of mysore" and *self-prepared tool was used* in this study and revealed that (i) the majority of the teacher education expressed moderate level of job satisfaction. (ii) there is no significant difference were found in the job satisfaction of the teacher educators with respect to gender and locale. And (iii) the teacher educators working in aided institution were highly satisfied with their job than the teacher education of unaided and government institutions.

Aggarwal (2012) examined correlational study of teacher effectiveness and job satisfaction of higher secondary school teachers. Results showed that there is no significant relationship between teacher effectiveness and job satisfaction of Government higher secondary boys, girls and co-educational school teachers. Apart from this, the relationship between teacher effectiveness and job satisfaction of government aided boys' school teachers were found to be significantly positive at 0.01 level of significance. Results of the study indicated that government aided girl's school teachers and total

school teachers showed significant positive relationship between teacher effectiveness and job satisfaction.

Anari (2012) conducted a study on teachers' emotional intelligence, job satisfaction and organizational commitment. The results indicated positive significant relationship found to exist between emotional intelligence and job satisfaction between emotional intelligence and organizational commitment and between job satisfaction and organizational commitment. Apart from this, no significant difference was found to exist among high school English teachers of different genders and ages regarding their job satisfaction and organizational commitment.

Raj and Lalita (2013) attempted to assess the job satisfaction among teachers of private and government Schools. The study aimed to identify the level of job satisfaction among the private and government school Teachers. Hundred school teachers were selected by using convenient sampling method. To measure level of job satisfaction, *five point Likert scale was used*. Findings of the study indicated that the level of job satisfaction of male teachers was high than the female teachers regarding the dimensions viz, they enjoyed their work, were interested in work, opportunity for further advancement, good salary, rewarded fairly for experience and opportunity for career development. But there was no significant difference in job satisfaction of male and female teachers. Apart from this, the other major finding was that there was no significant difference found to exist in the job satisfaction of government and private secondary school teachers.

Beni (2013) investigated job satisfaction among primary school teachers in relation to decision making styles of their heads. The study aimed to find relationship between job satisfaction of teachers and decision making styles of their heads. The other objective was to find differences on the basis of gender and locality. For collecting the data two questionnaires were used. *Job satisfaction scale (1993)* by Meera Dixit was used to measure level of job satisfaction of primary school teachers and *Decision Making Style* developed and standardized by Noorjehan and Ganihar (1971) was used to measure decision making style of primary school teachers. Results of the study revealed that majority of heads of primary schools possessed decision making style as routine style.

The other major finding was that majority of primary school teachers had higher job satisfaction. There was no significant difference in the job satisfaction of male and female school teachers and similar job satisfaction was found to exist between urban and rural primary school teachers.

Prajapati and Mohalik (2013) conducted a study on job satisfaction of teacher educator in relation to sex, educational qualifications, teaching, experience and age. The objectives of the study were to determine level of job satisfaction of teacher educators on the basis of gender, educational qualifications, teaching experience and age and to compare the level of job satisfaction of teacher educators on the basis of sex, educational qualifications, teaching experience and age. *Job Satisfaction Scale* by S.P. Anand (1993) was used to measure level of job satisfaction of teacher educators. Findings of the study revealed that 22.5% teacher educators were less satisfied. 30% of teacher educators were moderate and 47.5% teacher educators were highly satisfied. Apart from this, 15% teacher educators (having 10 years of teaching experience) were less satisfied and 27.5% teacher educators were moderately satisfied and 57.5% teacher educators were highly satisfied. On the other hand, 30% teacher educators with 20 years of teaching experience were less satisfied, 32.5% teacher educators were moderately satisfied and 37.5% teacher educators were highly satisfied with their teaching job. It implies that teacher educators with 10 years of teaching experience were less satisfied than the teacher educators who had twenty years of teaching experience.

Ghosh and panda (2014) have conducted a study on "A comparative study on job satisfaction among teacher educators in different types of secondary teachers training institutions in west Bengal". The researcher was used *self-prepared questionnaires* in the study. The study results that (i) the level of job satisfaction of teacher training institutions are better than the teacher educators working in self- financing teacher training institutions. And (ii) there is a significant difference among teacher educators of government aided and self-financing teacher training institutions regarding their job satisfaction.

Hans, Mubeen, Khan and Saudi (2014) assessed the stress and job satisfaction among headmasters. The results indicated that headmaster were under stress due to work load, bad working conditions, poor organizational climate etc. it can be concluded that presence of stress diversely affect performance of employees. So, there should be proper training for dealing with stress and getting higher satisfaction from their profession.

Bordhan (2015) has conducted a study on "job satisfaction of teacher educators in relation to their sex, qualification, experience and age at secondary level in kamrup and Nagaon districts assam". The investigator used *self-prepared questionnaires* in the study. The study revealed that (i) 47.5% of teacher educators are highly satisfied and 22.5% of teacher educators are low satisfied with their job which indicates that 50% of teacher educators are not highly satisfied with their job. (iii) age, gender, qualification and experience have a significant effect on the level of job satisfaction of teacher educators.

Whistle (2016) conducted a study and observed that world's best business communicators have strong body language that reflects confidence, competence and chairman. The investigator concluded that developing appropriate body there was significant correlation between job satisfaction and job adjustment.

Okele and Mtyuda (2017) conducted a study on job satisfaction and results that lack of resources, too much crowd of courses and indiscipline amid pupils were severe sources of disappointment amid teachers. Other causes of job dissatisfaction and teachers are management consequences. All these factors create disengagement among teachers and filled negativity in their job.

2.3 Conclusion

Studies reviewed revealed that the job satisfaction of Lecturers working in teacher education institutions as determinant factors in the whole process of learning . It was found from the studies that include many variables which directly or indirectly were responsible for Job satisfaction of Lecturers working in teacher education institutions.

Age, gender, marital status, experience, qualification, Income was some Variables that affect Job satisfaction.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. It is considered to be the more formal systematic and intensive process of carrying on the scientific method of analysis.

This chapter present the detailed of research methodology being adopted for the present research study. Here research objectives and design of the study i.e. sample for the study, tool used for the collection of data and statistics for analyzing the data are discussed in detail.

The decision about the method employed depends upon the nature of the problem selected and the kind of data necessary for its solution. Whatever the method to be employed, it is essential that it should be describable otherwise it may lose its significance and effectiveness.

Research is a diligent and systematic inquiry or investigation into a subject in order to discover or devise facts, theories and application. Methodology is the system of methods followed by particular discipline. Thus, research methodology is the way how we conduct our research.

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomenon are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research. It is necessary for a researcher to design a methodology for the problem chosen. One should note that even if the method considered for study of two problems is same the methodology may be different. It is important for the researcher to know not only the research methods necessary for the research undertaken but also the methodology.

“Research is considered to be the more formal systematic and intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal procedure and a report of results in conclusion.” {Best 2003]

The present chapter provides a detailed overview of the research methodology adopted for the present study. In the chapter sample of the study and selection of the research

instrument are discussed. Methods for the collection of the data and statistics for the analyzing the data have been presented under.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blue print of the procedure for the completion of various research steps and thus to reach at valid conclusions. “A research design is the arrangement of collections and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.”

3.2.1 Method

By method one means a systematic approach towards a particular phenomenon. Methodology used in an investigation determines its destiny. It is the nature of the techniques and procedures adopted which determines the reliability, precession and validity of the data. Therefore, it is essential that in order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of the present study, random sampling method has been used.

3.2.2 Variables for the Study

Variables are those which may vary or change from person to person or situation to situation. In the present study independent and dependent variable were taken for the study.

A) Independent Variable: The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. In this study, the following independent variables are:

- Gender-Male/Female
- Qualification
- Marital Status
- Age

B) Dependent Variable: The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. In this study, the following dependent variables are:

- Job Satisfaction

3.2.3 Population of the Study

The population refers to any collection of specific group of human beings or non-human entities such as objects, educational institutions, time unit, geographical areas or salaries drawn by individuals. Some statisticians call it universe and the present study the population comprised of all lecturers working in teacher education institutions.

The population of the present study comprised of Lecturers working in teacher education institutions.

3.2.4 Sample of the Study

Sampling is an essential activity in the field of research. A sample is a small proportion of a population selection for observation and analysis. It is a collection consisting of a part or sub- set of the object or individual of the population for the purpose of representing the population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population. For this present study, sample of 100 teachers of educational institution program were selected.

Table no.3.1

Distribution of the Sample Government and Private Colleges

	NAMES OF COLLEGE	MALE	FEMALE	NO. OF TEACHER TEACHERS
1.	MIER College of Education, Jammu	6	16	22
2.	M.C Khalsa college of education, Jammu	6	12	18
3.	B.N college of education, Jammu	2	14	16
4.	K.C College of Education, Jammu	3	15	18
5.	Govt. college of education	12	14	26
		Grand total		100

3.3 TOOL EMPLOYED AND IT'S DESCRIPTION

The instruments employed to collect data and explore new fields of knowledge are called tools. The selection of tool depends upon the nature of the problem. The selection of appropriate tool leads the researcher towards the generalization about the problem. The selection of suitable tools is of vital importance for successful research. The success of any research endeavor is largely dependent upon the tools which are used for the data collection. For the accomplishment of objectives, the following tools of research has been used by the researcher

1. job satisfaction scale

(a) job satisfaction scale is developed by S.K Saxena in 1984 is used to collect the sample for teachers.

Scoring

All the items except 1, 2, 3, 5, 7 and 21 are positively worded. All these items are a score of '1' for positive responses except for items 1, 2, 3, 5, 7 and 21, in which case reverse is applicable (i.e, 0.). The sum of these values gives the job satisfaction scores for the subject. The total score varies from 0 to 32, showing lowest job satisfaction to highest job satisfaction for the subject.

Reliability

The spilt –half reliability (correlating the odd –even items) of the test applying spearman – brown formula is .85 (N =100) with an index of reliability of .92. The test re-test reliability of the test is .84 (N =100) , time interval = 2 months) with an index of reliability.92 (table-3).

Table-3.2 showing Split-Half and Test-Retest Reliability.

	N	r-value	Index of reliability
Split-half	150	.92	.94
Test-retest	175	.84	.86

Validity

Only highly discriminating items are included in the questionnaire following items analysis (Garret, 1961). The upper 27% served as criterion groups (Kelly, 1939). The face validity of the measures is very high. The content validity is ensured as the items for

which there has been 100 percent agreement amongst judges regarding their relevancy to teacher's job satisfaction are included in the questionnaire.

Percentile Norms:

The percentile norms are given in table-4. These are to be interpreted in the conventional manner.

Table -3.3 showing percentile norms (N=360).

Percentile	Scores	Job satisfaction
90	28.60	Very good
80	24.78	
75	22.62	good
70	20.18	
60	17.28	Average
50	17.48	
40	14.50	
30	13.30	Poor
25	11.01	
20	10.14	Very poor
10	8.64	
Median:		18.48

3.4 Data collection

The data collected for the study was quantitative in nature. The quantitative data for measuring the Job Satisfaction of lecturers working in teacher education institutions in relations to their age, gender, marital status and academic back ground level.

3.5 ADMINISTRATION OF THE TOOL

For the collection of data, teacher job satisfaction scale was administered through personal contact. General instructions about the questionnaires were given to the teacher and purposes of the questionnaires were explained to them. Having established the rapport, the teacher was given the questionnaires with cover notes requesting them to answer the questionnaires as required and filled up questionnaires were collected on the spot by the researcher.

3.6 STATISTICAL TECHNIQUES USED

In order to arrive at certain conclusions, it was necessary to analyze the success of subjects obtained from the test. After tabulation of the scores following statistical techniques were applied to analyze the scores.

In this study, the investigators employed the following statistical techniques.

- Mean
- *t*-Test

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 INTRODUCTION

Analysis of data means categorizing; ordering, manipulating and summarizing the data obtain answers to the research questions. The purpose of analysis is to reduce data into and to interpretable form so that meaningful results can be arrived at. Analysis of the data can be done in the light of the objective of the study.

The most important step in any research project is the analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. Analysis of data means the study of the tabulated material in order to determine inherent facts of meanings. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking up of complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly, analyzed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important step in the total procedure of research.

The present chapter describes the results from the quantitative analysis of data obtained through the administration of the Teacher Job Satisfaction Scale. Data was collected and tabulated manually. Data was further processed and analyzed using SPSS as per the research design.

4.2 RESULTS AND FINDINGS

4.2.1 RESEARCH OBJECTIVE 1

To study the difference in Job satisfaction of Lecturers working in teacher education in relations to their age.

The resulting data has been analysed using statistical techniques namely mean, standard deviations and *t-test*. Mean standard deviation and *t-test* has been computed. The result has been given in table 4.1

Mean standard deviation and *t*- value for scores with respect to age among Lecturers working in teacher education institutions on Job Satisfaction Scale.

Table 4.2.1

AGE	N	Mean	S.D.	df	t-value	Level of significant
Group 25-30	13	19.23	3.58	98	.99	No significant
Group 31-65	87	20.22	3.28			

The table 4.1 indicates that the mean value of group 25-30 and group 31-65 mean is 19.23 and 20.22 and the value of standard deviation is 3.58 and 3.28. The calculated of Job Satisfaction t-value is 0.999 (less than the table 1.98) which is not significant at 0.05 levels. Hence the t-value is not significant.

Hence, it the hypothesis no 1. Stating that there is no significant difference in Job satisfaction of lecturers working in teacher education institutions in relation to their age stands accepted.

4.2.2 To study the difference of job satisfaction of Lecturers working in teacher education institutions in relation to their qualification.

The resulting data has been analyzed using statistical techniques namely mean, standard deviation and *t-test*. Mean standard deviation and *t-test* has been computed. The result has been given in table 4.3.

Mean standard deviation and t-value for scores with respect to qualification among Lecturers working in teacher education institutions in relation on Job Satisfaction Scale.

Table 4.2.2

Qualification	N	Mean	S.D.	df	t-value	Level of significant
Ph.D. NET JRF	65	20.03	3.37	98	.24	No significant
M.A, M.ED B.ED	35	20.20	3.27			

The table 4.2 indicates that the mean value of Ph.D., NET and M.A. M.Ed. is 20.03 and 20.20 and the value of standard deviation is 3.37 and 3.27. The calculated of Job Satisfaction t-value is .242 (less than the table 1.98) which is not significant at 0.05 level. The t-value is not significant.

Hence, the hypothesis no.2 is stating that there is no significant difference in Job satisfaction of Lecturers working in teacher education institution in relations to their qualification stands accepted.

4.2.3 To study the difference of Job satisfaction of Lecturers working in teacher education institution in their experiences.

The resulting data has been analyzed using statistical techniques namely mean, standard deviation and *t-test*. Mean standard deviation and *t-test* has been computed. The results have been given in table 4.3.

Mean standard deviation and t-value for scores with respect to experiences among Lecturers working in teacher education institutions on Job Satisfaction Scale.

Table 4.2.3

EXPERIENCE	N	Mean	S.D.	df	t-value	Level of significant
Group 1-15	81	20.06	3.28	98	.17	No significant
Group 16-30	19	20.21	3.58			

The table 4.3 indicates that the mean value of group 1-15 and 16-30 is 20.06 and 20.21 and the value of standard deviation is 3.28 and 3.584. The calculated of Job Satisfaction t-value is .175 (less than table value 1.98) which is not significant at 0.05 levels. The t-value is not significant.

Hence, hypothesis no.3 stating that there is no significant difference in Job satisfaction of Lecturers working in teacher education in relations to their experiences stands accepted.

4.2.4 To study the difference of Job satisfaction of Lecturers working in teacher education institutions in relations to their marital status.

The resulting data has been analyzed using statistical techniques namely mean, standard deviation and *t-test*. Mean, standard deviation and *t-test* has been computed. The result has been given in table 4.4.

Mean standard deviation and t-value for scores with respect to marital status among Lecturers working in teacher education institutions on Job Satisfaction Scale.

Table 4.2.4

MARITAL STATUS	N	MEAN	S.D.	df	t-value	Level of significant
married	78	20.06	3.37	98	.14	Not significant
unmarried	22	20.18	3.23			

The table 4.4 indicates that the mean value of married and unmarried is 20.06 and 20.18 and the value of standard deviation is 3.37 and 3.23. The calculated of Job Satisfaction t-value is -.146 (less than the table value 1.98) which is not significant at 0.05 levels. The t-value is not significant.

Hence, the hypothesis no.4 stating that there is not significant the difference in Job satisfaction of Lecturers working in teacher education institutions in relations to their marital status stands accepted.

CHAPTER-V

FINDING, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.1 Introduction:

After processing the data, obtaining and interpreting the results, the findings have been obtained and discussed in the present chapter. The finding and generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show these findings are concurrent with some of the concurrent studies already conducted in the field. Keeping the major finding in view, the educational Implications of the study have been worked out. But these findings and implications do not fit in all the concerns of the study as some suggestions have been given for further research. The chapter is therefore devoted to focusing the conclusions, discussion of the study and for indicating their implications and suggestions for further research.

5.2 Major Finding of the study

The major finding of the present study among job satisfaction of lecturers working in teacher education institutions in relation to their age, gender marital status and academic background level have been analysed as the objectives in the present study. The major finding of the present study is reported in the following section.

5.2.1 Research Objective 1

To study the difference in job satisfaction of lecturers working in teacher education institutions in relations to their age.

The calculated t-value is -.999 which is not significant. Hence it can be concluded that Job satisfaction of lecturers working in teacher education institutions in relation to their age differ not significant in their level of Job Satisfaction.

5.2.2 Research Objective 2

To study the difference of Job Satisfaction of lecturers working in teacher education institutions in relation to their qualification.

The calculated t-value is .242 which is not significant. Hence it can be concluded that Job Satisfaction of lecturers working in teacher education institutions in relation to their qualification differ not significant in their level of Job Satisfaction.

5.2.3 Research Objective 3

To study the difference of Job Satisfaction of lecturers working in teacher education 5.4 institutions in relation to their experience.

The calculated t-value is -1.75 which is not significant. Hence it can be concluded that Job Satisfaction of lecturers working in teacher education institutions in relation to their experience differ not significant in their level of Job Satisfaction.

5.2.4 Research Objective 4

To study the difference of Job Satisfaction of lecturers working in teacher education institutions in relation to their marital status.

The calculated t-value is -1.46 which is not significant. Hence it can be concluded that Job Satisfaction of lecturers working in teacher education institutions in relation to their marital status differ not significant in their level of Job Satisfaction.

5.3 Conclusion and Discussion

On the basis of the interpretation of the results drawn in the present study, following has been drawn:

- 1) The present study revealed that there is no significant difference found to exist on the basis of age. Studied by Raj and Marry (2005) also reveals that the same results whereas studies by Rathod and Verma (2006) and karabasanagoudra (2011) results contrary to the present study.
- 2) The present study that there is no significant difference found to exist in experience. Studied by Sylvester (2010) also reveals that the same results. Whereas studied by Bordhan (2015) results contrary to the present study.
- 3) The present study that there is no significant difference found to exist in marital status. Studied by Neelekandan and Rajendran (2007) results contrary to the present study.
- 4) The present study that there is no significant difference found to exist in qualification. Studied by Tasnim (2006) and Prajapati and Mohalik (2013) results contrary to the present study.

5.4 Educational Implications

Based on the study of the present study the following important implications can be offered:

- 1) Workshop should be organized for in-service training for lecturers in time to time.
- 2) Seminars and Refreshers courses should be organized to enhance and improve their teaching skills.
- 3) To provides proper facilities and suitable environments for lecturers working in teacher education institutions.

5.5 Suggestions for further Research

After a Research is completed researchers feels certain gaps and lapses during the process of investigation which are not be removed or improved due to some reasons.

During research, an investigator realizes servals view related to their research and others aspects. In the light of the experiences gained during their research work, the investigator suggests following topics for research in future.

- 1) The present study was limited to only lecturers working in teacher education institutions, therefore similar studies can be carried out on the lecturers of all grades of higher education.
- 2) A similar study can be carried on lecturers of different grades and different state.
- 3) Sample of 100 lecturers from five education institutions from Jammu district was taken from the present study. A similar study can be conducted on large sample of lecturers.
- 4) Some studies can be initiated to investigate the relative contribution of different subjects at the different stages or level of education.

SUMMARY

TITLE -- JOB SATISFACTION OF LECTURERS WORKING IN TEACHER EDUCATION INSTITUTIONS IN RELATION TO THEIR AGE, GENDER, MARITAL STATUS AND ACADEMIC BACKGROUND LEVEL.

SUPERVISOR
DR. BINDU DUA

INVESTIGATOR
REENU DEVI

A. Teaching:

Teaching is one of the instruments of education and is a special function is to impart understanding and skill. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related to each other. Teaching is considered as the act of imparting, instructors to the learners in the classroom situation. Teaching is a social process, to define it is very difficult, because the teaching influenced by the political and social backgrounds of the country. Teaching is a process in which one individual teaches or instruct another individual.

B. Job Satisfaction

Job Satisfaction describes the feelings attitudes or preference of individuals regarding work. It indicates how content an individual is towards his or her work. (Armstrong, 2006) defines Job Satisfaction as the attitudes and feelings people have about their work. Positive and favorable attitude towards the Job Satisfaction, negative and unfavorable attitude indicate dissatisfaction. Work plays a tremendous role in people's lives, as it is a significant source of income, personal and professional improvement. Because of the central role that work occupies in many peoples life, satisfaction with one's job is an important component in overall wellbeing (Smith, 2007). Job Satisfaction has been a topic of great interest for researchers and practitioners in a wide range of fields including organizational psychology, public administration and management. It has been researched for more than 50 years and to this day continues to be a topic of research interest. Human resources management is considered to be the most valuable asset in any organization. It is the sum total of inherent abilities, acquired knowledge and skills represented by the talent and aptitudes of the employed persons who comprise of executive, supervisors and the rank and file employees. It may be noted here that human resources should be utilized to the maximum possible extents, in order to achieve individual and organizational goals. It is thus the employee's performance which ultimately decides the attainment of goals. However, the employee's performance is to a large extent, influenced by motivation and job satisfaction. Job Satisfaction or employee satisfaction is a measure of worker's contentedness with their job. Job Satisfaction, as the name suggests, is the feeling of contentment or a sense of accomplishment, which an employee derives from his or her

job. It is result of appraisal that causes one to attain their job values or meet out their basic needs. The employee attitude toward the job and organization as well become positive when they realize their job facilitates them in achieving their needs and values, directly or indirectly.

Job Satisfaction is defined as the extent to which an employee feels self - motivated, contented and satisfied within his or her job. Job Satisfaction happens when an employee feels he or she is having job ability career and growth comfortable work life balance.

C. NEED AND SIGNIFICANCE OF THE STUDY

The whole system of education depends upon how much satisfied the teachers are with their job because it is their satisfaction level which will help them to be well adjusted in the society. The results of this study will help to find the level of Job Satisfaction among teachers working in teacher education institutions relation to their age, gender marital status and academic background level. The present study has been planned to get insight into Job Satisfaction of Male and Female Lecturers working in teacher education institutions. The study would have wider implications for policy maker administration and Principals of the teacher education institutions.

D. OBJECTIVES OF THE STUDY

1. To study the difference in Job Satisfaction of Lecturers working in teacher education institutions in relation to their age.
2. To study the difference in Job Satisfaction of Lecturers working in teacher education institutions in relation to their education.
3. To study the difference in Job Satisfaction of Lecturers working in teacher education institutions in relation to their marital status.
4. To study the difference in Job Satisfaction of Lecturers working in teacher education institutions in relation to their experience.

E. HYPOTHESES OF THE STUDY

1. There is no significant difference between Job Satisfaction of Lecturers working in teacher education institutions in relation to their age.
2. There is no significant difference between Job Satisfaction of Lecturers working in teacher education institutions in relation to their education.
3. There is no significant difference between Job Satisfaction of Lecturers working in teacher education institutions in relation to their marital status.
4. There is no significant difference between in Job Satisfaction of Lecturers working in teacher education institutions in relation to their experience.

F. SAMPLE OF THE STUDY

Sampling is an essential activity in the field of research. A sample is a small proportion of a population selection for observation and analysis. It is a collection consisting of a part or sub-set of the object or individual of the population for the purpose of

representing the population. By observing the characteristics of the sample one can make certain inferences about the characteristics of the population. For the present study sample of 100 teachers of educational institution program were selected.

G. TOOL USED

In the present study, the following tool has been used:
Job Satisfaction Scale for Teacher by Dr.S.K Saxena .

H. VARIABLES OF THE STUDY

Variables are those which may vary from person to person or situation to situation. In the present study the variables are...

A) INDEPENDENT VARIABLES

- ❖ Gender
- ❖ Age
- ❖ Marital status

B) DEPENDENT VARIABLE

- ❖ Job Satisfaction

I. RESULTS AND FINDINGS.

In order to accomplish the objectives of the study the following statistical techniques has been employed and the results are given in table 1, 2, 3, 4, 5 respectively.

To study the difference in Job satisfaction of Lecturers working in teacher education in relations to their age.

Mean standard deviation and t- value for scores with respect to age among Lecturers working in teacher education institutions on Job Satisfaction Scale.

Table 4.1

AGE	N	Mean	S.D.	df	t-value	Level of significant t
Group 25-30	13	19.23	3.58	98	.99	No significant

Group 31-65	87	20.22	3.28			
----------------	----	-------	------	--	--	--

To study the difference of job satisfaction of Lecturers working in teacher education institutions in relation to their qualification.

Mean standard deviation and t-value for scores with respect to qualification among Lecturers working in teacher education institutions in relation on Job Satisfaction Scale.

Table 4.2

Qualification	N	Mean	S.D.	df	t-value	Level of significant
Ph.D. NET, JRF	65	20.03	3.37	98	.24	No significant
M.A, M.ED. B.ED.	35	20.20	3.27			

To study the difference of Job satisfaction of Lecturers working in teacher education institution in their experiences.

Mean standard deviation and t-value for scores with respect to experiences among Lecturers working in teacher education institutions on Job Satisfaction Scale.

Table 4.3

EXPERIENC E	N	Mean	S.D.	df	t-value	Level of significant
Group 1-15	81	20.06	3.28	98	.17	No significant
Group 16-30	19	20.21	3.58			

To study the difference of Job satisfaction of Lecturers working in teacher education institutions in relations to their marital status.

Mean standard deviation and t-value for scores with respect to marital status among Lecturers working in teacher education institutions on Job Satisfaction Scale.

Table 4.4

MARITAL STATUS	N	MEAN	S.D.	df	t-value	Level of significant
Married	78	20.06	3.37	98	.14	Not significant
unmarried	22	20.18	3.23			

J. Educational Implications

Based on the study of the present study the following important implications can be offered:

- 1) Workshops should be organized for in-service training for lecturers in time to time.
- 2) Seminars and Refreshers courses should be organised to enhance and improve their teaching skills.
- 3) To provides proper facilities and suitable environments for lecturers working in teacher education institutions

K. Suggestions for further Research

After a Research is completed researchers feels certain gaps and lapses during the process of investigation which are not be removed or improved due to some reasons. During research, investigators realize several view related to their research and others aspects. In the light of the experiences gained during their research work, the investigator suggests following topics for research in future.

- 1) The present study was limited to only lecturers working in teacher education institutions, therefore similar studies can be carried out on the lecturers of all grades of higher education.
- 2) A similar study can be carried on lecturers of different grades and different state.
- 3) Sample of 100 lecturers from five education institutions from Jammu district was taken from the present study. A similar study can be conducted on large sample of lecturers.

4) Some studies can be initiated to investigate the relative contribution of different subjects at the different stages or level of education.

BIBLIOGRAPHY/REFERENCES

- Anari, N.N. (2012). Teachers: emotional intelligence, job Satisfaction, and organizational commitment. *Journal of Workplace Learning*, 24 (4), 256-269. Retrieved on December 20, 2019 from <http://www.scirp.org/reference/Papers.aspx?ReferenceID=1927911>. References
- Bandhana,S. (2011). Job Satisfaction and values among kendriyavidyalaya teachers. *Journal of Education and Practice*. 2(11& 12), 17-24. <http://www.iiste.org/Journals/index.php/JEP/article/view/879>.
- Beri, N. (2013). Job satisfaction among primary school teachers in relation to decision making styles of their heads. *Educationia Confab* 2 (13), 21-29. Retrieved December 13, 2016 from <http://confabjournals.com/confabjournals/images/8102013759234.pdf>.
- Bordhan, S (2015). Job satisfaction of teacher educators in relations to sex, qualification, experience and age at secondary level in kamrup and Nagaon districts of Assam. *International journal of multidisciplinary Research and Development*, 2(3),703-706.
- Giacometti, K.S.M. (2005). Factors affecting Job satisfaction and retention of beginning teachers. (Doctoral Thesis, Virginia Polytechnic, USA). Retrieved from https://open.library.org/books/OL15577681M/Factors_affecting_job_satisfaction_and_retention_of_beginning_teachers.
- Ghosh, T.K., Panda, U.K (2014). A comparative study of job satisfaction among Teacher Educators in Different Types of Secondary Teacher Training Institution in West Bengal. *Indian Journal of Applied Research*, 4(6),163-165.
- Hans, A. and Mubeen, S.A, Khan, S. and Saadi, A.S.M.A (2014). A study on work stress and job satisfaction among headmasters. A case study of Bilingual schools in sultanate of Oman-Muscat. *Journal of sociological Research*, 5(1), 40-46.
- Joseph, T., and Reio (2007). Relationship of school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover

in the context year round education calendars. *Dissertation Abstracts Internationals* 68(10).

- Janathan, H., Darroux, C. and Massele, J.M.(2010). Perceived job satisfaction and its impact on organizational commitment: An empirical study of public secondary teachers in Dodoma, Tanzania. *Journal of Bussiness aand Management*, 13(12), 41-52.
- Kaur, G. and Sidana , J.J.(2010). Job Satisfaction of college teachers of Punjab with respect to area, gender and type of institution. *Edutracks*, 10(11), 27-35.
- Karabasasangoudra, A.V.(2011). A study on job satisfaction of D.Ed. Teacher Educators. *International Referred Research Journal*, 3(34), 23-24.
- L.K. Shahid, M.N., Sohail, N and Shahbaz, M.(2011). Job satisfaction among public and private college teachers of district Faisalabad, Pakistan. A comparative analysis. *Interdisciplinary Journal of Contemporary Research in Bussiness*.3 (8), 235-242.
- Mehrotra, Anju(2002). A comparative study of Leadership Styles of Principals in relation to job satisfaction of teachers and organizational climate in Government and Private senior secondary schools of Delhi. Ph.D. Thesis, Jamia Milia Islamic University, Delhi 2012.
- Mishra, R.(2005). A study of organizational climate of different types of secondary schools and its relationship with leadership behavior of Principals and Teachers Job Satisfaction .*Researcher and Studies*, 56(4), 42-44.
- Mishra, R. (2011). Teacher effectiveness, job satisfaction and institutional commitment among secondary school teachers on both the sexes. *Behavioural scientist*, 12(2), 195- 200.
- Mudor, H. and Tookson, P. (2011). Conceptual framework on the relationship between human resource management practice, Job satisfaction and turnover, *Journal of Economics and Behavioural studies*, 2(2), 41-49.
- Neelekandan, R. and Rajendran, K. (2007). Job satisfaction of public sector employees. *Community guidance and Research*. 24 (2), 115-120.
- Prajapati, S. and Mahalik, R. (2013). Job satisfaction of teacher education in relation to sex, qualification, experience and age at secondary level in Bihar. *International Educational, Journal*, 2(3), 122-221.
- Raj, S.and Mary (2005). Job satisfaction of teachers in Pondicherry region. *Indian Education Abstracts*, (6).

- Rathod, M.B. and Verma, M. (2006). A study of Job satisfaction of teachers in relation to role commitment. *MERI Journal of Education* 2(1) 144- 150.
- Raj T.and Lalita.(2013). Job satisfaction among teachers of private and government school: a comparative analysis. *International Journal of Social Science and Interdisciplinary Research* 2(9), 151-158.
- Sharma, Y.P. (2005). A study of job satisfaction among the physical education teachers working in Himachal Pradesh Schools. *Indian Educational Review*, 41 (2), 53-62.
- Sylvester, J.M.(2010). Attitude towards teaching profession and Job satisfaction of teacher educators. *Edutracks*, 9(8), pp. 36-38.
- Sridevi, K.V.(2011). Job satisfaction of teacher educators of university of Mysore, *Edusearch: Journal of Educational Research*, 20(1), pp.59-65.

APPENDICES

TEACHER'S JOB SATISFACTION SCALE (FOR COLLEGE OR UNIVERSITY TEACHERS)

By

Dr. S. K. Saxena

Education Dept., D. B. S. College, Kanpur

Name

Age Income

Qualification Experience

Name of the Institution

Instruction :

Some questions related to the teaching work have been given in this scale. If you like to give answer of any question in 'Yes' then encircle 'Yes' and in same manners, if you give your answer in 'No' then encircle 'No'. You have to answer according to your judgement. Your answers will be kept strictly confidentially.

Published By :

Agra Psychological Research Cell

Tiwari Kothi, Belanganj, Agra-282004

		Scores	
		Yes	No
1.	Society expect that teachers should be 'Simple in living and possess the quality of high thinking; but society do not eliminate his problems.	()	()
2.	The teachers have very less important place in the society.	()	()
3.	The teacher do not get any proper reward according to his work.	()	()
4.	Do you get salary accordingly to your work in your teaching profession.	()	()
5.	In my opinion, no one give any suggestion for selecting the job of teaching.	()	()
6.	Your's suggestion or advise get proper place in college's activities and administration.	()	()
7.	I am waiting for that day on which I get free from the College/ University Teaching work.	()	()
8.	I am totally satisfied with our 'Institutional Teachers-Promotion Policy.'	()	()
9.	My Colleagues as well as the students always praise my teaching work.	()	()
10.	Do you feel proud on your Institution ?	()	()
11.	I feel pleasure in my own teaching work.	()	()
12.	I my opinion Teaching profession is an ideal occupation.	()	()
13.	Are you satisfied with the present laws of your service conditions.	()	()
14.	Do you feel that your College/University's management Committee property conduct the Institution.	()	()
15.	Do you feel satisfied with the opportunities provided by the Institution for the deloping your educational/votational qualification ?	()	()
16.	Do you feel that your Institution a best place for Teaching ?	()	()
17.	Only Teachers Can determine the future of the Nation.	()	()
18.	For the unemployment, Teaching Job is the proper work.	()	()
19.	Teaching Profession provides Mental peace to the Teachers.	()	()
20.	The school's Management Committee behave properly with the College Teachers.	()	()
21.	I am waiting for that day on which I get free from the Teaching work.	()	()
22.	Through the present teaching occupation, I can display good results.	()	()
23.	My College are very helpful in my work.	()	()
24.	I get proper respect in my College/University.	()	()
25.	I feel that my work is comfortable and interesting.	()	()
26.	Do you feel proud on your teaching institution ?	()	()
27.	Do you feel fortunate, in getting this Job of teaching.	()	()
28.	Do you feel that your College's Management Committee takes ^{interest} un interest in your welfare.	()	()
29.	Do you feel that your College's president and principal are neutral person.	()	()
30.	Do you feel that you get proper salary according to your work and qualification ?	()	()

MANUAL
for
Job Satisfaction Scale for Teachers^{reliability.}
(Form C—For College and University Teachers)^{reliability}

By

Dr. S.K. Saxena

D.B.S. College, Kanpur

1984

Published By—

AGRA PSYCHOLOGICAL RESEARCH CELL

TIWARI HOTI, BELANGANJ, AGRA-282004

(Phone : 362964)

MANUAL
FOR
JOB SATISFACTION SCALE FOR TEACHER'S
(Form C – For College and University Teachers)

Introduction :

"What the soul is to the body, what the mind is to the man, that the teacher is to the School". —BISHOP SPAULDING

"Teaching is the most difficult of all arts and the profoundest of all Science". MANN (1853), in his First Annual Report.

Here, job satisfaction is the result of various attitudes possessed by an employee (teacher) towards his teaching profession. These attitudes are related to different areas of job as interesting, chance for progress, use of ability, authority, co-workers, chance to be creative independence, social status, security, relation with the Principal as well as to the Management, variety in teaching work, service conditions, personal recreation, moral values, social prestige and identification. So, job satisfaction may be defined as the result of various attitudes possessed by the teachers who are employed as an employee in Degree-Postgraduate College or University. So we can say in nut shell that job satisfaction may be defined as an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. (Bullock, 1952). The job satisfaction questionnaire has been developed with a view of provide an instrument to assessing the job satisfaction of College/University level teachers both for applied and research purposes.

Development of the Scale :

Initially job satisfaction questionnaire consisted of 50 'Yes-No' type items selected on the basis of previous studies and

Item Selection :

All the items were scored out to obtain the frequency distribution. 27 of the subjects with the highest scores and 27 of the subjects with the lowest score served as criterion groups (Kelley, 1939). Discriminating value for each item was then determined, 32 items with discriminating value of 25 and above were finally selected for the questionnaire (Garrett, 1960).

The Questionnaire :

The teacher job-satisfaction Questionnaire (TJQ) consists of 39 highly discriminating 'Yes-No' type items.

Administration :

(i) The Job Satisfaction Questionnaire is a self-administering questionnaire. The purpose of the questionnaire is frankly explained to the subjects. It is assured that their replies would be kept confidential. The subject is requested to read the instructions carefully and to ask the tester, if there is any difficulty in the understanding of the instruction. It is emphasized that no item should be omitted and there is nothing 'right' or 'wrong' about these questions. There is no time limit for the questionnaire. However, it takes approximately 20 minutes to complete it.

(ii) *Scoring*—All the items except 1, 2, 3, 5, 7 and 21 are positively worded. All these items are given a score of '1' for positive responses except for items 1, 2, 3, 5, 7 and 21, in which case reverse is applicable (i.e.0.). The sum of these values gives the job satisfaction scores for the subject. The total score varies from 0 to 32, showing lowest job satisfaction to highest job satisfaction for the subject.

(iii) *Sample*—The Sample consists of 202 male and female teachers of the College and University of Kanper city.

Results :

The Mean, Median and S.D. for the sample are given in ^{Table-1} *Table-1*. The distribution seems to be slightly positively skewed.

Table-1 : Showing mean, median and S.D. ($N=387$).

Mean	Median	S.D.
18.40	16.68	6.90

Table skewness and kurtosis for the sample are found to be .070 and .264 respectively. (Table-2).

Table-2 : Showing skewness, kurtosis and S.E. ($N=302$).

	Value	S.E.	
Skewness	.123	.178	ns
Kurtosis	.248	.056	ns

Since the S.E. of skewness and Kurtosis is less than ± 1.96 , the 51 level of confidence it is interpreted that the sample does not differ from normality. (Mc Namar, 1962).

R eliability :

The split-half reliability (correlating the odd-even items) of the test applying Spearman-Brown formula is .85 ($N=100$) with an index of reliability of .92. The test-retest reliability of the test is .84 ($N=100$) ; time interval=2 months) with an index of reliability .92 (Table-3).

Item Table-3 : Showing split-half and test-retest reliability.

	n	r-value	Index of reliability
Split-half	150	.92	.94
Test-retest	175	.84	.86

Validity :

Only highly discriminating items are included in the questionnaire following items analysis (Garrett, 1961). The upper 27% and lower 27% served as criterion groups (Kelly, 1939). The face validity of the measures is very high. The content validity is ensured as the items for which there has been 100 percent agreement amongst judges regarding their relevancy to teacher's job-satisfaction are included in the questionnaire.

Percentile Norms :

The Percentile norms are given in table-4. These are to be interpreted in the conventional manner.

Table-4 : Showing percentile norms ($N=360$).

Percentile	Scores	Job satisfaction categories
90	28.60	Very good.
80	24.78	
75	22.62	Good.
70	20.18	
60	17.28	Average.
50	17.48	
40	14.50	
30	13.30	Poor.
25	11.01	
20	10.14	Very poor.
10	8.64	

REFERENCES

- Bullock, R.P. (1952) : *Social factors related to job-satisfaction* ; Research monograph No. 70. Ohio state University Bureau of Business Research.
- Garrett, H.E. (1964) : *Statistics Psychology and Education*, Bombay : Allied Pacific.
- Kelly, T.L. (1939) : "The selection of upper and lower group for the validation of items". *J. Edu. Psychol*, 30, 17—20.
- Kumar, P., & Mkathur, D.N. (1975) : "Standardisation of Job-satisfaction questionnaire". *Behavlourometric*. (Under Publication).
- McNemar, Q. (1962) : *Psychological statistics*, New York John Wiley and Sons (3rd. Ed.).

Copyright and Publishers

AGRA PSYCHOLOGICAL RESEARCA CELL (APRC)
TIWARI KOTHI, BELANGANJ,
AGRA — 282004
(Phone : 362964)

