# JOB SATISFACTION OF SECONDARY AND HIGHER SECONDARY SCHOOL TEACHERS IN ASSAM

**A THESIS**
**SUBMITTED TO ASSAM UNIVERSITY, SILCHAR IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN THE DEPARTMENT OF EDUCATION**


**BY**

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# CERTIFICATE

This is to certify that research reported in the thesis entitled ***"Job Satisfaction of Secondary and Higher Secondary School Teachers in Assam"*** undertaken by Bahar Uddin Laskar, research scholar, Department of Education, Assam University, Silchar, has been conducted under my guidance and supervision. It is further certified that he was in continuous touch with me and has acquainted himself adequately with the latest development of theory and method of research to the best of my knowledge and belief. This thesis is an original piece of work in the field of education and have not been submitted in support of an application for the degree of any Indian or foreign University or Institute of Learning and is fit for submission for the award of Ph.D. Degree in Education.

Place: - Assam University, Silchar
Date: -…….

**(Dr. Swapan Kumar Dutta)**
**Supervisor**

# DECLARATION

I, Bahar Uddin Laskar, bearing Registration number Ph.D. / 1936/ 2012 dated 24.09.2012 hereby declare that the subject matter of the thesis entitled "***Job Satisfaction of Secondary and Higher Secondary School Teachers in Assam"*** under the supervision of Dr. Swapan Kumar Dutta, is a record of work done by me and that the contents of this thesis did not form the basis for award of any degree to me or to anyone else to the best of my knowledge. The thesis has not been submitted to any other University/Institution and is being submitted to Assam University for the degree of Doctor of Philosophy in Education.

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**Date:**

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**Place: - Silchar**
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# CHAPTER- I

# EMERGENCE OF THE STUDY

## 1.1. Introduction:

Education is one of the chief factors which formulate the persona of a person. Education is a productive and positive factor in a person's life. It is every one's right to get. The training of a human mind is not complete without education. Only because of education, a man is able to receive information from the external human race to notify him with passed and receive all essential information concerning the present. Education is a crucial element for the progress and prosperity of the nation. It must be noted at the outset that true education is a powerful force in bringing about desired change. It is education alone that can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us. No human beings are able to stay alive properly without education. By means of education one's potential can be used to maximum level. Education directs men how to think, how to work, how to take decision properly etc. Through education only one can make separate identity. It is most important in life like our basic needs – foods, clothes and shelter. Certainly any philosopher can comment that the ultimate aim of education is to make a man of good character and useful citizen of the cosmos. This can be achieved only through the quality education, quality of teachers and quality of teaching–learning process.

It is well known to us that successful educational system requires a shining, reputed and quality teaching staff. The success of the educational system depends upon the involvement, effort and the contribution of the academic staff and their professional expertise. The role of teachers is very important to enable students to make all round development in practical life as they employ the most effective teaching learning skills and strategies, so a study of the satisfaction of teachers towards their job is very important. The keystone in the educational edifice is doubtless- the teacher. On him depends much more than any other, the progress and prosperity of children. Nobody can effectively take his place or influence children in

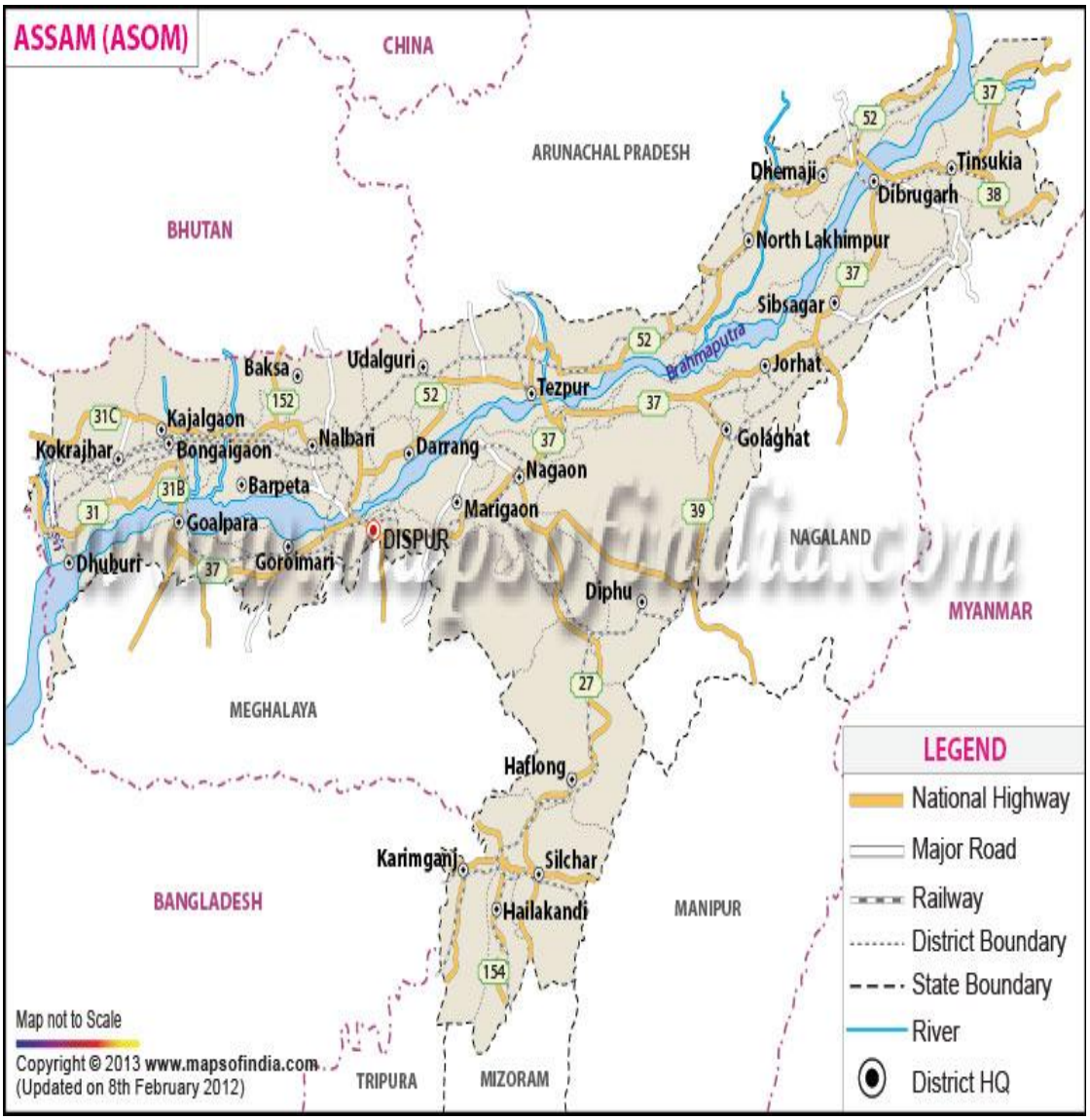
the manner and to the degree; it is possible, for him alone to do. It is strongly believed that to be a teacher is to be the member of a holy order.

Students are one of the precious assets of any society. Well-being of society depends upon its students because the student will take the responsibility of the society in future and in achieving this goal teacher's role is extremely important. They are the source of guidance at many crucial steps in academic life. Job satisfaction, retention and commitment to the organization are essential for all the academic institutions. When teachers are satisfied with their job they can perform their responsibilities with more concentration, devotion and competence. Higher job satisfaction of the faculty results in the healthy and positive climate of the institute. Positive climate of the institution not only increase the job satisfaction of the staff but also the overall productivity of the institution. The job satisfaction is very broader concept in every profession. Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state, resulting from the appraisal of one's job experience". In most studies job satisfaction is described as how people feel about their jobs and its different aspects.

So in the light of above, managers, human resource specialists, supervisor and workforce itself are involved in investigating the ways that how the job satisfaction can be improved because job satisfaction has a significant relationship with the performance of the workforce, overall productivity and profitability of the organization. So, a study on job satisfaction of secondary and higher secondary school teachers in Assam becomes undeniably an important issue because job satisfaction is very important for the psychological adjustment and happy living of teaching personnel. In fact, job satisfaction and life satisfaction are inextricable bound.

## 1.2. Locale of the study:

Assam is one of the important states of North East India. The state has two valleys; Brahamputra valley and Barak valley. Barak valley is named with the name of Barak river. It consists of three districts namely Cachar, Karimganj and Hailakandi.


ASSAM (ASOM)
CHINA
ARUNACHAL PRADESH
BHUTAN
Dhemaji
Tinsukia
Dibrugarh
North Lakhimpur
Sibsagar
Jorhat
Golaghat
Brahmaputra
Baksa
Udalguri
Tezpur
Kajalgaon
Kokrajhar
Bongaigaon
Nalbari
Darrang
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Barpeta
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Goalpara
DISPUR
Dhuburi
Goroimari
Diphu
NAGALAND
MYANMAR
MEGHALAYA
Haflong
Karimganj
Silchar
Hailakandi
BANGLADESH
MANIPUR
TRIPURA
MIZORAM
LEGEND
National Highway
Major Road
Railway
District Boundary
State Boundary
River
District HQ
Map not to Scale
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(Updated on 8th February 2012)

Map of Assam

Map of Barak Valley

Assam forms the core of the north eastern region. Assam lies between 24°8´N to 28°2´N latitudes and 89°42´ E to 96°10´ E longitudes and a land surface of 78,523 sq km accounting for 2.4 percent of the total geographical area of the country and 30.75 percent of the north eastern region. The state is bounded on the north by Bhutan and Arunachal Pradesh, on the east by Arunachal Pradesh, Nagaland and Manipur, on the south by Nagaland, Manipur, Mizoram, Meghalaya and Bangladesh and on the west by Bangladesh, Tripura and West Bengal.

The state can be divided into two distinct natural divisions, viz, the plain and the hills. The plain division consists of 25 districts of Brahmaputra and the Barak Valleys. The hills division consists of the two autonomous districts of Karbi Anglong and N.C. Hills. The two hills districts cover an area of 15,222 sq. km and accounts for about 19.04 percent and the plains division covers an area of 63.301 sq. km. and accounts for 80.96 percent of the total land surface of the state. About 89 percent of the plains area is in the Brahmaputra valley and 11 percent in the Barak Valley.

The plain division is subject to floods caused by the two major rivers, viz. the Brahmaputra and the Barak. These two rivers cross international boundaries. The Brahmaputra crosses the international boundaries with China, India and Bangladesh and the Barak with India and Bangladesh. The river Brahmaputra flows about 450 km. from east to west through the state with a width of 5 to 8 km. It has more than 35 tributaries. The Barak river has 7 important tributaries.

The hills division comprising of two districts is located on the Shillong plateau and the Barail range. About two-third of the area of the Karbi-Anglong district is hilly. The N.C. Hills district has only about 15 percent plain area. The average height of the valley is around 900 metres. The highest peak in the hills division is the Chengiheheisan (1935 metres) and in the N.C.Hills district, the Kapili and the Dhansiri is the two main river of the hills division.

Assam is rich in mineral resources. The main natural resources are mineral, forest and power resources. Assam was the only oil producing state in India till the oil fields of Gujrat were discovered. Along with oil, there are reserves of natural gas, coal, clays, feldspar, mica, beryl, gypsum, iron ore, gold, pyrite etc.

Nature has endowed Assam with a rich potential for the development of forest based industries. The forests are rich in flora and fauna. There are different varieties of timber like sal, teak, khair, bansam, gameri, sonaru etc. Among the fauna the most attractive is the single horned Indian Rhino. The Assam forests provide a habitat for a variety of other animals such as the wild elephant, wild buffalo, wild pig, tiger etc.

The soils of Assam can be classified into alluvial, red loam and laterites. The soil in the Brahmaputra Valley is alluvial. The soil in the Barak Valley is gradually laterite.

The climate of Assam is characterized by a fairly long period of monsoon from April to September with relatively high humidity and rise in the temperature. The average temperature of the state varies from 20°c to 37°c during summer and from 4°c to 19°c during the winter. The annual average rainfall of the state as a whole is about 290 cm. The climate condition of the state is suited for the growth of rice, tea and jute. The agro-climatic condition in the hill districts is suitable for the development of the agriculture and horticulture.

Assam is predominately a rural economy where more than 90 percent populations live in villages and depend on agriculture. Industrial development in Assam is slow. There are handlooms and handicrafts which provide part time employment to a sizeable section of the population. Assam suffers from transport and communication bottle necks. At the time of independence, Assam was virtually cut off from the rest of India, until the Assam rail link was completed. The per capita income is very low. More than 40 percent of the Assam's population lives below the poverty line.

According to the census of India 2011, the total population of Assam counted for about 3.12 crore persons of which male constitute 15,939,443 and female constitute 15,266,133. Rural-urban compositions in Assam are 88.92% and 11.08% respectively. Scheduled Castes (SC) population constitutes 7.40% and Scheduled Tribes (ST) population constitutes 12.81%, out of the total population the major religions Hindu and Muslims constitutes 64.89% and 30.92% respectively. Christians constitute 3.70%, Sikhs constitutes 0.08%, Buddhist 0.19% and Jainas 0.09%. According to the Assam Government statistical hand book 2011, the total literacy in Assam was 72.19% with 77.85% for male and 66.27% for female literacy. The literacy rate of Assam is slightly below the national average of 74.04%.

School education in Assam is imparted through a number of pre-primary, primary, middle, high and higher secondary schools. The state contains the National Institute of Technology, Silchar; Indian Institute of Technology, Guwahati; and several others add to the higher education system of Assam. The other higher educational institutions are Assam University, Silchar; Guwahati University, Guwahati; Dibrugarh University, Dibrugarh; Tezpur University, Tezpur; different medical colleges; agricultural University and Engineering colleges. The medium of instruction in Assam at the school level is usually Assamese; though there are many schools in the state that also use English as their medium of study. In Barak Valley usually Bengali is used as the medium of instruction in Government schools. Assam had 27 districts and very recently five new have been added to the existing number of districts.

The study has been conducted in Barak valley of Assam. The Barak valley which derives its name from the river Barak is situated in the southern part of Assam.

It has its distinct geography, culture and society. The name “Barak” has been derived from the Dimasa words “Bra” and “Cro”. Bra means bifurcation and cro means upper portion or stream. The river Barak is bifurcated near Haritikar in the Karimganj district into Surma and Kushiyara. The upstream of this bifurcated river was called Brakro by the local Dimasa people over the years, Brakro got converted into Barak.

The three districts of Southern Assam, Cachar, Karimganj and Hailakandi together constitute Barak valley which in the pre- independence period was a part of the erstwhile Surma valley. The valley has a total area of 6922 sq kms representing about 9% of the total land area of Assam. It is situated between longitudes 92°15´ and 93°15´ and latitudes 24°8´ and 25°8´. Cachar district alone accounts for 57.4% of the total area, the shares of Hailakandi and Karimganj district being 19.2% and 26.1% respectively.

The valley drained by river Barak and it is bounded by the North Cachar Hill district of Assam and Jaintia hills district of Meghalaya in the north, Mizoram in the south, Manipur in the east and the state of Tripura and Syllhet district of Bangladesh in the west. The valley is bounded by the Borail hills in the north, the Bhuban Hills in the east and the hills of Mizoram in the south which in turn extends as Arakan Yama in Myanmar.

The topography of the valley is composed of high hills, low lands and level plains. Vast tracts in the southern part of the valley are covered with forests .The valley is almost shut in by the hill ranges on the north east and south which occupy considerable area of the valley. Low range hills are scattered in the entire valley which are called “tillahs”. The area of the present valley and its constituent district is shown in the following table:

**Table No. 1**
**Area of the Barak valley**
**(in square kilometers)**

| DISTRICT | AREA |
|---|---|
| CACHAR | 3786 |
| KARIMGANJ | 1809 |
| HAILAKANDI | 1327 |
| Total | 6922 |

The river Barak is the principal river of the valley, which rises from the southern slopes of the lofty ranges of Nagaland and after flowing in a south west direction through Manipur and Cachar, it flows a distance of 192 kms receiving a number of tributaries viz., Juri, Chiri, Badri, Madhura, Jatinga, Hareng and Kalaincherra on the north and the Sonai, Rukni, Ghagra and Katakhal on the south. The river Barak itself bifurcates into the Surma flowing northwards and the Kushiara flowing southwards at Haritikar near Badarpur. Longai and Singla are the important tributaries of Kushiara while Ghumra is the most important tributary of Surma. All these rivers, especially the Barak which adopt a meandering path through the alluvial planes frequently shift their courses and form ox-bow lakes. In addition, this region abounds in other freshwater system including floodplain wetlands, tanks and ponds of varying sizes, streams and marshes. These eco- systems help in storing the excess water after heavy rainfall.

The valley has a tropical climate with three principal seasons – summer, monsoon and winter. Summer is severe extending from April to September-October, while monsoon coincides with summer and starts from early May extending up to September-October. Winter is short and mild from December to February. The months of March and April witnesses severe storms with strong wind, thunder and hail. Temperature and relative humidity are high and vary over a rather narrow range.

The region was originally part of the Tripura kingdom which was annexed by Chilarai in the 16$^{th}$ century to the Koch Kingdom and administered by his brother Kamalnarayan. After the death of Nara Narayan, the kingdom, which came to be called the kingdom of Khaspur, became independent and was ruled by the descendants of Kamalnarayan. In the 17$^{th}$ century, the last Koch ruler's daughter married the king of the Kachari kingdom, and the rule of Khaspur passed into the hands of the Kachari rulers, who eventually moved their capital from Maibang to Khaspur. The Kachari kingdom was annexed to British- India in 1832. However, the dominance of Mughal Empire in Karimganj and Hailakandi finally ended with the introduction of British rule in Bengal. The undivided Cachar district which also includes presently known as Hailakandi district was included to Assam by British rulers in 1832. The headquarters of the district was Silchar. In 1947, when a plebiscite was held in Sylhet, the district was divided into two; the eastern part of Sylhet which is known as Karimganj remained with India whereas the other part fall under

Bangladesh. Geographically the region is surrounded by hills from all three sides except its western plain boundary with Bangladesh. Nihar Ranjan Roy, author of Bangalir Itihash, says that "South Assam or Barak valley is the extension of the Greater Surma/ Meghna valley of Bengal in every aspect from culture to geography"

The vegetation in the valley is mostly tropical, evergreen and there are large tracts of Rainforests in the northern and southern-eastern parts of the valley, which are home to Tiger, Elephants, Malayan sun bear, Capped langur, hoolock gibbon, etc. Barak valley suffers from poor means of communication due to landslides and flood induced by heavy rainfall, as well as earthquake.The only airport of the whole valley is located at Kumbhirgram. There are regular direct flights from Kolkata, Imphal and Guwahati to Silchar. Barak valley is covered by the North-East Frontier Railways. The valley is only connected to Lumding (Central Assam) through single route broad gauge rail-line recently. Valley is connected to rest of India and capital city only through National Highway 44 (India), which passes through Indian state Meghalaya. Private as well as ASTC buses are operational in connecting Barak-Valley to Guwahati, Shillong, Imphal and Agartala.

### 1.3. Rationale of the study:

Since the Independence of India, there were different commissions and committees formed to improve the quality of education as well as the quality of teachers. Indian Education Commission (1964-66) describes teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programmes, such as curriculum, syllabus, text books, evaluation etc. rotate. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly states, "No people can rise above the level of its teachers."

Education is basically the influence which the teacher exerts on the students entrusted to his care. Effective teachers are required in the class room because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. The teaching profession, according to Daniels (1973) inherently entails certain well known self obvious and implicit obligations, commitments and

expectations from its members. The society bestows its trust on all the professionals to rise to the demands of the profession. In order to perform his role of paramount and vital significance effectively, a teacher should be professionally aware of professional demands and obligations placed on him by the profession. Further, the role of teachers in influencing the future of our advancing national development is becoming increasingly important. Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources.

Now a days, there is, however a general feeling that the teachers do not have satisfaction in their Job. There seems to be growing discontentment towards their job as a result of which standard of education is falling. Teachers are dissatisfied in spite of different plans and programmes, which have been implemented to improve their job. Job satisfaction consists of total body of feeling about the nature of job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors arises to feelings of satisfaction, individual has job satisfaction. Under such circumstances, it is essential that the proper understanding concerning satisfaction emanating from the job life be obtained.

Job satisfaction is the result of influential interactions of varied types of attitudes possessed by the teachers which is directly or indirectly linked with the organizational commitment, organizational performance, teacher's effectiveness and attainment of educational objectives, more broadly speaking, the attainment of national goal. Each and every positive outcomes or outputs are the result of efficient educational system. It is the teacher who will provide proper informative guidance for the attainment of the same. So, their 'professional satisfaction' is an influential factor to enrich the human resources of the living world.

The Secondary Education Commission (1953) defined that "We are however, convinced that most important factor in the contemplated educational reconstruction is the teacher -his quality, his educational qualification, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it."

"Schools are the nurseries of the Nation." And 'Teachers are the architects of the future' are no mere figurative expressions but truthful statements, as significant as

they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture, where children in whose hands quiver the destiny of the future are trained and from their ranks will come out when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teacher's role is thus as important as his responsibility is onerous.

The imperative that the entire process of teaching – learning transaction depend on the efficiency of a teacher, who is in turn able to manifest potentialities of a child into actuality, be accepted with no hesitation. Teaching-learning process cannot be undertaken in vacuum but it is a positively directed action, for which teachers are to be endowed with teaching competency. There has been an enormous amount of research which could answer to such questions as - what teaching behaviors are related to pupil's outcomes in different areas of class room learning? In what way they are related? What are the characteristics of effective and ineffective teachers? How can teaching behaviors be incorporated in teachers during their training?

Although, lot of research efforts have been directed on teaching competency but unfortunately much attention of research is not drawn to correlate teaching competency in relation to teacher's job–satisfaction, especially in higher secondary level. Fontana D. (1986) regarded that "if the teacher is too rigid or has a doctrinaire belief of that his methods are right and those of any one who disagrees with him are wrong, then he will be depriving his children of a range of possible learning experiences, to their disadvantage and to his own." Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided if he satisfied in his profession. But no significant efforts are found to study the competency in relation to job satisfaction among teachers.

So, a study on the job satisfaction is as must as it gives management an indication of general levels of satisfaction of the teachers and specific areas of satisfaction or dissatisfaction, improves upward communication helps to discover the

causes of indirect problems (poor quality of work), helps management to assess training needs and improves attitudes of the teachers.

As the sound educational outcomes depend on the efficient educational system, which in turn depend on the teaching personnel; so their satisfaction–dissatisfaction is an important issue. If they are psychologically tensed for some prevailing casual factors, if they do not get proper and appropriate financial support, if they are not treated democratically by the supervising authority, if the managerial system of the institution does not favour them positively in all aspects of daily duties, then appropriate functioning of the total system approach can never be possible, and so the processing of the input will be hampered and stepped down.

Kothari Commission rightly remarked, "The destiny of the Nation is being shaped in her class room." In short, Teachers are born and also made. The number of the borned teachers are too less to cope up with the 'student–explosion' with new outlook. So teachers should be trained to compensate the demand. It is the teachers of Higher Secondary and Secondary level who engage themselves or who are obligated to engage themselves in the process of modifying the student's behaviour to cope up with the challenging contemporary situation of the class and institution positively. So, the issue of job satisfaction of Secondary and Higher Secondary school teachers becomes an important challenging issue automatically. Teachers of Secondary and Higher Secondary level should be made saturated psychological aspects, economical aspects, and social aspects and also should be kept free from political torture.

Teachers have a very vital role in moulding and refining the intellectual capacity of children during the phase of student-hood or the formative period in the school. The values and the knowledge that the teacher imparts and instills to the students to determine the future of the child and future of the nation as they are the citizens of tomorrow. On visiting the reviews conducted by Bruce Fuller, with regard to the factors that causes the students achievement level, it was found that teachers' content level, pedagogy and education level caused the level of students progression. (Fuller, 1987; Fuller and Clarke, 1994 cited by Sargent & Hannum, 2003). It is known to all that "the future of our nation lies in the hands of our children and the future of the children lies in the hands of the teachers." As a teacher, challenging though but it

is quite rewarding and satisfying to witness the student's progress, thus giving a zeal and drive for further challenges in store.

On the contrary, the teaching profession becomes frustrating and stressful when one has to deal with larger class strength, bigger school as a whole which means a greater work load, unmotivated perks, less recognition, top down management, non conductive working environment, less training opportunities, striving hard in meeting the national education goal, school climate and school culture and so on. In the process of teaching-learning, teachers are the main stake holder, should be satisfied with his job as it's the basic requirement in the profession (Digumarti Baskara Rao and Damera Sridhar, 2003). In any of the educational setting, the goals and objectives can be scaled and conquered only if the teachers are satisfied with their job.

Job satisfaction has been the centre of the concentration for researchers over a few decades. The reasons for such concentration are manifolds. Therefore, the investigator is interested to make a study on the job satisfaction of Secondary and Higher secondary school teachers in Assam because of many reasons. They are –

Dissatisfaction with one's job may have especially volatile spillover effects on many other things such as family life, leisure activities etc. Many unresolved personality problems and maladjustments arise out of person's inability to find satisfaction in his work. Job satisfaction is important for the psychological adjustment and happy living of individual. In fact, job satisfaction and life satisfaction are inextricable bindings.

Occasionally, teachers have to encounter with the rude behaviors of the students, coming in better terms with the society and the people around. Almost all the teachers in Assam work for 10 months from January to December with three weeks mid terms break in July making it a 180 working days and spending almost 6 hours daily in the school excluding the time spent at home correcting students assignments and planning course outlines. The only break for one month during the puja vacation is the time to spend with family and meeting kith and kin and visiting one's home town and attending the personal needs. Once the academic session starts, teachers have no time to attend to one's personal needs and duties. Obligations are overshadowed by the professional duties. Paying visit to the hospital, visiting the bank, paying electricity, telephone and other bills, paying condolence to someone the

teacher knows, have to be bargained with the 15 days entitled casual leave. With such scenario existing, job satisfaction is always questioned, which in fact, gives way to the question of quality education.

A study by Palmore has come to the conclusion that "people who like work, are likely to live longer". Here the logic behind such comment is that people with greater satisfaction tend to have greater incomes and more education and thus coincidently enjoy greater benefits. To make this authentic, a study is required on job satisfaction.

### 1.4. Research questions:

1. Whether teachers are interested in teaching or not?
2. Whether teachers have positive attitude towards teaching or not?
3. Are the teachers of secondary and higher secondary stages satisfied with respect to their salary, job security, academic freedom, opportunities for professional development, adequacy of curriculum and working environment?
4. How far the teachers of secondary and higher secondary stages are satisfied with respect to their gender, locale and type of schools?

### 1.5. Title of the study:

**Job satisfaction of secondary and higher secondary school teachers in Assam.**

### 1.6. Objectives of the study:

1. To examine the extent of job satisfaction of secondary and higher secondary school teachers in Assam with respect to their interest and attitude towards teaching, salary, academic freedom, job security, interpersonal relationship, opportunities for professional development, adequacy of curriculum and working environment.

2. To compare the extent of job satisfaction of the secondary and higher secondary teachers in Assam with respect to their -

   (a) Gender

   (b) Locale

   (c) Type of schools.

3. To suggest some remedial measures to minimize job dissatisfaction of the teachers teaching in secondary and higher secondary stages of higher secondary schools in Assam.

### 1.7. Operational definition of the terms used:

**Job satisfaction:** Job satisfaction refers to the feelings of the teachers towards their teaching profession. It can be positive or negative thought towards the teaching profession. It can be measured through the contentment the teacher undergoes. If the teacher is content with what he receives during the job, it is a positive feeling which means that the teacher is satisfied with it. But the negativity arises when a teacher is not content with teaching.

**Secondary teacher:** Secondary teachers refer to those teachers who are teaching to the students of classes IX and X.

**Higher secondary teachers:** Higher secondary teachers refer to those teachers who are teaching to the students of classes XI and XII.

**Interest and attitude:** Interest refers to a feeling which accompanies special attention to some content or objects. An attitude is a particular feeling about something. Interest and attitude towards teaching denotes the positive or negative feeling or disposition associated towards teaching.

**Salary:** Salary refers to the amount paid by the government to the teachers at the end of each month.

**Job security:** The fear of losing job may create unnecessary stress and fear in the mind of a teacher and by dint of this a teacher may be unable to concentrate on his / her work. Here, job security refers law and order of the state where teachers are working, pension rule of the teachers.

**Interpersonal relation:** Interpersonal relation refers to team work, consultation, friendliness and supportive relation with the Heads and co-workers.

**Working condition:** Working condition refers to the availability of the basic infrastructure like the sch**o**ol buildings, enough space, power ventilation, furniture, teaching learning materials, safe environment which is free from the health hazards and proper place for the teachers to plan and work.

**Gender:** Gender refers to the male and female teachers teaching in secondary and higher secondary stages of higher secondary school in Assam.

**Locale:** Here, locale refers to rural and urban area.

**Type of schools:** Type of schools refer to the two levels of schooling system- government school and provincialised school.

### 1.8. Delimitation of the study:

The study has been delimited within the Govt. and Provincialized higher secondary schools where IX and X (secondary) and XI and XII (senior secondary or higher secondary) classes are taught. It has been further delimited within the Barak valley (Cachar, Karimganj and Hailakandi districts) of Assam.

# CHAPTER- II

# THEORETICAL FRAMEWORK

## 2.1. Meaning and concept of job satisfaction:

The concept of job satisfaction is of great interest to social scientists and managers because they recognize the importance of a job in the total life experience of an individual. Mitchell and Larson (1987) examined over 3000 studies on job satisfaction over the past a few decades and concluded that there is no universal definition of job satisfaction. A commonly accepted job satisfaction definition is offered by Locke (1976): "The pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values".

Hammer and Organ (1978) proposed five reasons for the sustained interest in job satisfaction over the last fifty years. First, western society holds certain value judgments about satisfaction at work. Second, there is a relationship between job satisfaction and mental health. Third, there is an association between job satisfaction and physical health. Fourth, there is the relationship between higher levels of job satisfaction and lower levels of turnover, and to a lesser extent, between higher levels of job satisfaction and absenteeism. Finally, job satisfaction is an important variable because employees represent a public relations asset for the organization.

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual. It is defined as the positive emotional response to the job situation resulting from attaining what the employee wants from the job. This implies that job satisfaction can be captured by either a one dimensional concept of Global Job Satisfaction or a Multi Dimensional faceted construct of job satisfaction capturing different aspects of a job satisfaction that can vary independently. In the study job satisfaction is defined as member's attitude towards their present working conditions. Job satisfaction is a pleasurable emotional state of the appraisal of one's job; an effective reaction and an attitude towards one's job. No doubt job satisfaction is an attitude but one should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and

behaviours (Weiss, H.M 2002). Hence, Job satisfaction is an attitude towards job taking into account feelings, beliefs and behaviors. According to Dictionary.Com, job satisfaction is an act of satisfying; fulfillment; gratification. It is the state of being satisfied or contended. It is the cause or means of being satisfied. According to Dictionary of Education, job satisfaction is the quality, state and level of satisfaction as a result of various interests and attitudes of a person towards his job. It is the desire or undesired with which employees view their work. It expresses the extent of match between the employer's expectations of the job and rewards that the job provides.

Job satisfaction is not an easy concept to understand and can mean a variety of things to different people. It is a complex notion that manifests itself in different ways in different people. Whether job satisfaction is high or low depends on a number of factors including how well a person’s needs and wants are met through work, working conditions, the extent to which an individual defines himself or herself through work and individual personality traits.

Job satisfaction is a generalized attitude towards the job which is the result of many specific job factors, individual characteristics and group relationships outside the current job. More importantly what an employee wants in a job will depend among others on the individual’s age, desires, level of aspiration, social status, recreational outlets, family relations, education, job level and tenure and so on. Five other related attitudes that represent the most important characteristics of the job about which people have affective responses are work itself, pay, promotion opportunities, supervision and co-workers.

Job satisfaction comprises satisfaction with work, pay, supervision, benefits and promotions, opportunities, working conditions, co-workers and organizations practices. Job satisfaction is the total of sentiments related with the job conducted. If the worker perceives that his / her values are realized within the job he / she exhibit a positive attitude towards his / her job and acquire job satisfaction.

Researchers have also turned their attention to determine the critical variables which can improve job satisfaction (Agho et al. 1993, Blegan 1993, Campbell el al. 1976, King et al. 1982, Mottaz 1985, Weaver 1977). A review of empirical studies by Savery (1989) showed that there are seven working conditions or variables which lead to job satisfaction for a majority of people. These conditions are: interesting and

challenging work, a feeling of achievement, relationship with immediate supervisor and other professionals, opportunities for friendship, advancement, security of employment and recognition. Most of these conditions / variables have been identified as intrinsic motivators, and meeting these expectations is important to achieve high levels of job satisfaction for an individual, or at least preventing dissatisfaction. Mottaz (1985) showed that extrinsic organizational rewards can be an important determinant but only in lower level occupations. He further argued that there is a strong relationship between job satisfaction and intrinsic reward (such as achievement, recognition, advancement etc.) regardless of occupational levels. The value of intrinsic motivators to job satisfaction is well acknowledged among organizational researchers.

Formally defined job satisfaction is the degree to which individuals feel positively or negatively about their jobs. It is an emotional response to one's tasks as well as to the physical and social conditions of the work place. In concept, job satisfactions also indicate the degree to which the expectations in someone's psychological contract are fulfilled. Job satisfaction is likely to be higher for persons who perceived an inducement–contribution balance in their relationship with the employing organization (Schermerhorn, 1991).

The concept of job satisfaction will be more cleared after considering the following quotations and comments:-

a) Straus and Sayles (1960) explain that it is an optimum positive feeling derived after the completion of a task in lieu to achieving the target of the organization. Thereby benefit the organization and in return the worker is rewarded either in cash or kind. This definition gives importance to the commitment between the job satisfaction and the benefit of the work.

b) Smith (1964) defines that it is related with the individual need and job satisfaction can be classified as per the needs of the individual. It is the feeling associated with the mind and the environment the individual lives in.

c) Similarly Vroom (1967) defines job satisfaction as the response of the individual towards the role played at work.

d) Porter and Lawler (1968) define as the level of remuneration acknowledged is at par or exceed the expected reward.

e) Similarly Ivancevich and Donnelly (1968) expresses as a positive perception of the individual with the work he does.

f) Blum and Naylor (1968), explain job satisfaction as an overall attitude turned out by the work and other factors like that of work load, salaries, advancement and other variables.

g) On the other hand, Green (1972) drew a conclusion saying that people who are satisfied with the job has the willingness to give optimum input in the work for the cause of the organization.

h) Good (1973) interprets job satisfaction as the point of satisfaction born out of zeal and individual's feeling towards the work.

i) Anjaneyulu (1970), explained 'job satisfaction as it involves liking for the work and acceptance of the pressures and aspiration connected with that work."

j) Gilner (1966), "Job–Satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general."

k) Schneider and Snyder (1975), explained, "It is most adequately conceptualized as a personality evaluation of conditions existing on the job (work, supervision), or outcomes that arise as a result of having a job (pay, security). It is the perception of internal responses (i.e. feelings)."

l) Rao (1970), "Job satisfaction is a complex phenomenon having multiple inter correlated casual factors: personal, social, cultural and economic."

m) Feldman and Arnold (1983), "Professional satisfaction is the amount of overall positive effect (or feeling) that individuals have towards their profession."

n) According to Bullock (1952), Gitmer (1966) and Schulz (1973), "Job satisfaction is an attitude which results from a balance and summation of many specific likes and dislikes experienced in connection with job."

o) Katzell (1964), remarks that the job satisfaction has been used, “In a variety of ways inter changeably with job morale, vocational satisfaction and job attitude by various authors.”

p) Smith, et. al. (1969), “Job satisfaction is the employee’s judgment of how well his job on the whole satisfying his various needs. He also indirectly refers to a fit between what the job demands from the job–doer in terms of his / her needs – material and non-material.”

q) Rownstree Derek (1981) defined “Job satisfaction as the extent to which each person in each organization obtains satisfaction from the processes and content of his work.”

r) According to Paul Specters (1985), “Job satisfaction is liking of one’s job and finding fulfillment in what you do. It combines an individual’s feeling and emotion about their and how their job effect their personal lines.”

s) Locke (1976) defined, “Job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.” In more simplified terms job satisfaction is how an employee feels about his or her job. It is the result of employees’ perception of how well their job provides those things which are viewed as important. It seems plausible to note, that workers do except their job and their work to provide a reasonable degree of satisfaction to their expectation. The framework for this expectation is in the structure of the organization itself. The achievement of one’s job values in the work situation result in job satisfaction. Similarly the frustration of one’s job results in job dissatisfaction (Adams, 1965).

t) McCormic and Tiffin (1974) regarded, “Job satisfaction comprises satisfaction with work, pay supervision, benefits, and promotion, opportunities, working conditions, co-workers and organization practices. Job satisfaction is the total of the sentiments related with the job conducted. If the worker perceives that his / her values are realized within the job, he / she exhibit a positive attitude towards his / her job and acquire job satisfaction.”

u) Hoppock (1935), reviewed 32 studies on job satisfaction and observed, “It is a combination of physiological, psychological and environmental circumstances.”

v) Elaine and Marie (1984) job satisfaction can be achieved if the individual needs and the job characteristics can go hand in hand and if the bar of expectation and the reality is decreased.

w) Halloran and Benton (1987) explain it as how a person perceives about the job depending on the personal inclusion of the values and attitudes.

x) Miner (1992) defines as the level of disparity between the personal expectation and what is received in reality from the job.

y) Baron (1991) explains that there is vast difference between the individuals who has a positive outlook and negative outlook towards work.

Looking through all these various definitions and concepts provided by various experts, one can say that there is various similarities and dissimilarities but however concludes in the similar note at the end. Therefore, it can be concluded that, the work itself is very vital and it determines job satisfaction and job satisfaction means overshadowing the glimmer aspects, it’s the optimum level of positive feeling and attitude derived from the work and towards the work and other physical and environmental factors related to the work and the work place. It is the outcome of the appraisal of work and experiences while working, which befit perfectly the physical and mental needs.

In the light of these definitions, we can define job satisfaction as the sum of all negative and positive aspects related to the individual’s salary, his / her physical and emotional working conditions, the authority he / she has, the automation usage of this authority, the level of success he / she has maintained and the rewards given due to this success, the social statute maintained in relation with his / her job, and his / her relations with his / her colleagues and administrators. Individual elements exist in a place in harmony (Kaya, 1995).

.Thus, from the above, we can conclude that job satisfaction is a complex phenomenon involving various personal, institutional and social aspects. It is a primary requisite for any successful teaching learning process. If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals.

## 2.2. Significance of job satisfaction:

The most important evidence which indicates that the conditions of an organization got worsened is the low rate of job satisfaction. The job satisfaction is the condition of establishing a healthy organizational environment in an organization (Kaya, 1995). Individuals want to maintain statute, high ranks and authority by giving their capabilities such as knowledge, ability, education, health etc. to their jobs for which they spend most of their time. The individual who cannot meet their expectations with regard to their jobs become dissatisfied. Thus, this dissatisfaction affects the organization for which he / she works. Job satisfaction is very important for a person's motivation and contribution to production. Job satisfaction may diminish irregular attendance at work, replacement of workers within a cycle or even the rate of accidents (Kahn, 1973). Job satisfaction has been the centre of the concentration for researchers over three decades. The reasons for such concentration are manifolds:

**(I) Job satisfaction has some relation with the mental health of the people:** Dissatisfaction with one's job may have especially volatile spillover effects on many other things such as family life, leisure activities etc. Many unresolved personality problems and maladjustments arise out of person inability to find satisfaction in his work. Both scientific study and casual observation provide ample evidence that job satisfaction is important for the psychological adjustment and happy living of individual. A classic study by Arthur Kornhausen provides empirical evidence for the relationship between job satisfaction and mental health. In fact, job satisfaction and life satisfaction are inextricable bound.

**(II) Job satisfaction has some degree of positive correlation with physical health of individuals: -** A study by Palmore has come to the conclusion that people who like work, are likely to live longer. Here the logic behind such result is that people with

greater satisfaction tend to have greater incomes and more education and thus coincidently enjoy greater benefits, which promote longevity. On the other side of the coin, it was contended that chronic dissatisfaction with work represents stress, which, in turn, eventually takes its toll on the organization. Emotional stress, as physicians contend has been implicated as a contributory factor in the genesis of hypertension, coronary artery disease, digestive ailments and even some kinds of a cancer. Therefore, job satisfaction is essential to maintain physical health also.

**(III) Spread goodwill about the organization:** From the point of view of an organization, people who feel positively about their work life are more apt to voice 'favorable sentiments' about the organization to the community at large. When the goodwill of the company goes up, new, qualified and dynamic entrants show their interest in joining the organization. The organization thus will be in a position to enjoy the talents of people as job satisfaction fosters a pervasive residue of public goodwill towards the organization.

**(IV) Individuals can 'live with' the organizations:** A happy and satisfied individual can find it easy to live within the organization as well as outside it. On the contrary, a chronically upset individual makes organization life vexations for others with whom he interacts.

**(V) Reduces absenteeism and turnover:** The calculable costs-employee turnover and absenteeism are sufficient to accept the importance of job satisfaction. Higher job satisfaction reduces labor turnover and absenteeism, and the managers are compelled, if they are unconvinced about the merits of job satisfaction, to give priority, and adequate weightage to job satisfaction. A serious consequence of job dissatisfaction can be the employee turnover.

Now-a-days, the concept of job satisfaction is not only limited to employee sector, but covers all the sectors, where there is involvement of the employees and workers. Job satisfaction is likings of one’s job and its fulfillment what one does. It is acquiring an increasingly important role in modern society, in which man spends most of his time on his job, basically undertaken for payment received in lieu of it. Job satisfaction is important both to the employee as well as the employer. Greater job satisfaction is likely to lead eventually to more effective functioning of the individual and the organization as a whole. In fact, working life is to be evaluated not simply in

terms of the amount of goods turned out, the productive efficiency and the profit it brings but the level of satisfaction that the participants derive from it. Generally work is approached from three perspectives important for job satisfaction. If you approach work as a job, you focus primarily on the financial rewards. The nature of the work has little interest for you and money is more important. If a job with more pay comes your way, you'll likely move on. If you approach work as a career, you are interested in advancement. You want to climb the career ladder or be among the most highly regarded professionals. You are motivated by the status, prestige and power that come with the job. If you approach your job as a calling, you focus on the work itself. You work less for the financial gain or career advancement than for the fulfillment of work. The satisfied worker is in general a more flexible and better adjusted who has the capacity to overcome the effects of an environment. He is more realistic about his own situation and goals. The worker dissatisfied with his job, in contrast, is often rigid, inflexible, unrealistic in his choice of goals, unable to overcome environmental obstacles and generally unhappy and dissatisfied. Lack of job satisfaction can be a significant source of daily stress. There can be various reasons of job dissatisfaction, such as, bickering co-workers supervisor; conflict with your supervisor; not having necessary equipment or resources to succeed; lack of opportunities for promotion; having little or no say in decisions that affect you; fear of losing your job; work that you find boring or overly routine and work that does not tap into your education, skills or interests. A study of job satisfaction classifies and categorizes the conditions and factors that lead to job satisfaction or dissatisfaction. Besides one could reinforce conditions that make work more satisfying and fulfilling instead of dull and disappointing.

### 2.3. Concept of job dissatisfaction:

Job dissatisfaction is not antonymous to job satisfaction. The term dissatisfaction denotatively refers to “a feeling that you are not pleased and satisfied...” (*Oxford Advanced Learner’s Dictionary*, 7th edition, 2005). This is similar to Organ and Bateman (1991), who argue that an employee’s attitudes towards his or her work are either positive or negative. In other words, teachers’ job dissatisfaction refers to workers negative or bad feelings or attitudes on their jobs (ibid). Similarly, if workers

have negative attitudes towards their work, they are then said to be dissatisfied. However, this resorts to Specter's definition of the concept of job dissatisfaction. According to him, job dissatisfaction refers to the degree to which employees dislike their works ( Spector, 1997).

### 2.4. Approaches of professional / job satisfaction:

Basically, there are four approaches of professional / job satisfaction. These approaches are:-

a) **Fulfillment approach: -** There is a positive relation between professional satisfaction and the actual satisfaction of the expected needs, i.e. professional satisfaction is measured in terms of rewards a person receives.

b) **Discrepancy approach:-** Satisfaction is the function of what a person actually receives from his professional situation and what he thinks he should receive or what he expects to receive. When the actual satisfaction derived is less than expected satisfaction, it results in dissatisfaction.

c) **Equity approach:-** A person's satisfaction is determined by his perceived equity, which in turn is determined by his input–output balance compared to his comparison of others input–output balance. Input–output balance is the perceived ratio of what a person receives from his profession relative to what he contributes to the profession.

d) **Two factor approach:-** Motivating factors such as achievement, recognition, responsibility, etc. results in job satisfaction. On the other hand, hygiene factors such as rigid supervision, poor salary, unpleasant working conditions etc. results in job dissatisfaction.

### 2.5. Factors affecting job satisfaction:

Numerous research results show that there are many factors affecting the job satisfaction. Satisfying factors motivate workers while dissatisfying ones prevent. Motivating factors are achievement, recognition, the job conducted responsibility,

promotion and the factors related to the job itself for personal development. Motivating factor in the working environment result in the job satisfaction of the person while protective ones dissatisfy him / her (Herzberg, 1968). If people compare their achievement and the resulting awards with other's achievements and awards, and the result is balanced, then we can talk about job satisfaction. In contrast, if the result is imbalanced, then dissatisfaction will exist. In addition, if some workers receive several awards compare to others, this will result in a feeling of guilt after a certain period of time which causes dissatisfaction (Adams, 1963).

**Job satisfaction and age:** In the relationship of the age to job satisfaction (Lee and Wilbur, 1985) suggest that job satisfaction increase with age. One explanation for such a finding is that older employees are better able to adjust their expectations to the returns work can provide (DeSantis and Durst, 1996). According to Glenn and Weaver (1985), young workers are unhappy with their jobs than older workers. They stated that part of the reason for this difference is that younger workers are more educated and thus expect more from their jobs. Another part of the explanation is that older workers either have been able to find work adequate to their needs or have made downward adjustments in their aspirations so that they are less troubled by non-fulfilling work (Hall, 1986).

In a review of 23 studies, Herzberg and his associates discuss the relationship of satisfaction and age. These investigators reported that 17 out of 23 studies showed that morale is high when personnel start their job, declines during the next few years, and remain at a relatively low level until workers move into their late twenties. Morale in the early thirties begins to increase and continues to rise for the remainder of the worker's lives.

**Job satisfaction and gender:** Findings on the impact of gender on job satisfaction are at present not consistent. While some of the findings suggest that there are no differences in the level of job satisfaction among men and women (Mannheim, 1983), others do suggest that the expectation of working women in terms of job satisfaction are different from those of men (Martin and Hanson, 1985). Female workers tend to have lower-paying jobs, more repetitive work, fewer chances for advancement and fewer opportunities to exercise high levels of skills than male workers. Despite these differences research consistently indicates that women are

about as satisfied as men with their jobs (Phelan et al 1993). One explanation is that women are socialized to be more acquiescent and, therefore, simply do not verbalize their complaints. The explanation that has received the most support, however, is that women evaluate their jobs on a different basis than men that is relative to those of other women, not relative to those of men. Length of time on the job also makes a difference in how workers feel about their work. New workers are more interested in the importance of their job than are workers with greater tenure, but they are not as concerned about having a high degree of autonomy. Once workers have been on the job for several years, their attitudes and desires begin to change, and they become more interested in autonomy and variety and less interested in the centrality of their task within the organization (Katz, 1978).

**Job satisfaction and marital status:** Bruce and Blackburn (1992); Locke et al. (1983) concludes that individuals social needs can be satisfied through the love and compassionate feelings shared with the family members, spouse and other kith and kin. Empathetic and helpful family members can raise the level of job satisfaction of an individual. Researchers have discovered that the positive characters displayed in a work place are the ones coming from a well groomed family. These are the people who are very kind and helpful to others. And such people tend to have higher level of job satisfaction compared to others because of the frank and open communication with the family members.

**Job satisfaction and education:** One's level of education influences job satisfaction through creating expectation about the rewards that the work place should offer. Holding job quality constant, more educated workers are less satisfied (Burris, 1983). Klein and Maher (1966) also suggest that this may be a function of differences in expectations regarding pay, with better educated workers possessing higher expectations regarding what they could be making on another job. The available evidence however, indicates that there is a positive relationship between overall measures of job satisfaction and education. Both the 1969 and 1973 surveys of employment quality found a progression in job satisfaction scores as one moves up the education ladder. Hence, when job satisfaction is viewed as a general summary evaluation of a job, higher level of education seem to improve the likelihood that a worker will respond positively to the global aspects of work.

**Job satisfaction and teaching experience:** Fraser, Draper & Taylor (1998) research about the professional lives of the teachers focusing on the teachers and the job satisfaction level. Samples were collected from teachers who have the working experience from 5, 10 and 15 years work. The data was compared among different cohorts of teachers. The result showed that teachers with longer service are overall less satisfied with teaching, and on some specific aspects of satisfaction, differences are statistically significant.

**Job satisfaction and position:** All teachers in the school shoulder various responsibilities depending on the seniority and individual profiles. The position that the teacher shoulder will determine level of job satisfaction as various teachers has various job responsibilities. The work of ordinary class room teachers will differ from the Master teacher. Classroom teachers shoulder the responsibilities of teaching in the class and follow the duties assigned by the curriculum where as Master Teachers are concerned with the implementation of the curriculum and help the school administration with the day to day working. Therefore various teachers have various roles to play. The policy in Bhutan is that, there are specified numbers of teaching periods for the teachers, the number of teaching periods will also differ depending on the strength of the school and the number of teachers in the school. Depending on the roles the teacher shoulder and the work the shoulder determines the level of job satisfaction.

**Job satisfaction and work load:** Researchers have concluded that there is strong correlation between the job satisfaction and the work load the individuals' shoulders. By principle, when individual tend to spend more time with the work, so as the level of stress goes higher and greater the chance of burnout. And when the individual spend more time with the work, the individual compromise with the private life and family life. Teaching jobs demands more time to prepare and think the pedagogy to be used so that the stake holders can learn from the input of the teachers.

In places where there is no uniformity of teacher deployment, faces acute teacher shortage and there by the available teachers are used to the optimum giving more work load. In Bhutan, as per the policy the teachers in secondary schools are supposed to teach a minimum period of twenty two hours but in reality it goes far beyond the time. It happens due to the shortage of teachers and leads to compromising

with the quality of education. Teachers are frustrated because, it demands more time and makes them do that they are not specialized at all and which is far beyond the capacity of the individual and giving way towards frustration.

**Job satisfaction and school level:** Various school levels differs the working environment and the work load. In a higher secondary school, teachers needs to concentrate more on the content of the subject so need to change the pedagogy of teaching concentrating on the content. Similarly in the middle secondary school the teachers need to concentrate on the student activity as well as the content of the subject. But in the lower secondary school level the teachers are much concerned about the student activity as the curriculum demands learning by doing or in other words it's focused on the discovery learning. Therefore, depending on the school level, the teacher's cognitive domain and psychomotor level is challenged and if the teacher feels that the job is challenging and useful, it will lead the person to be satisfied with the work.

**Job satisfaction and belongingness:** Workers will be more or less satisfied with what their job offers depending on the weight that their prior socialization leads them to give specific aspects of the work, such as autonomy, congenial co-workers, fringe benefits, or the development of new skills. Prior values have been shown to be one of the most important determinants of overall satisfaction with one's job (Kalleberg, 1977). Thus satisfaction is determined not only by the characteristics of the job, but also by the fit between these characteristics and the co-worker's values and dispositions. In turn, early occupational experiences can influence the development of values and dispositions that influence after occupational choices and satisfaction with those choices. Most people prefer to work as a member of a group rather than in isolation. "Workers prefer jobs that permit interaction are more likely to quit jobs that prevent peer interaction, and cite congenial peer relationships as among the major characteristics of good jobs" (Hodson and Sullivan, 1995).

**Job satisfaction and promotion policies:** Workers with low likelihood of promotion often come to feel disenchanted with their job (Ohinoy, 1955). If there are few prospects for promotion workers often lose hope of advancing to new and more challenging job. For a job to be fulfilling, it is necessary to have not only rewarding tasks but also a meaningful carrier prospects. This problem is even more acute when

people define their self worth in terms of their advancement at work as is so common today (Sennett and Cobb, 1972). Similarly, (Witt and Nye, 1992) also suggest that employees seek fair promotion policies and practices. Promotion provides opportunities for personal growth, more responsibilities and increased social status. Individuals who perceived that promotion decisions are made in a fair and just manner, therefore, are likely to experience satisfaction from their jobs.

### 2.6. Other factors contributing to job satisfaction:

**Work** (Locke, 1976; Baron, 1991): Work which satisfies the needs of the employees is work providing opportunity to use one's value skills and abilities, creativity and variety. Also work which has just sufficient difficulty, amount of work, responsibility, autonomy and complexity.

**Income** (Organ, 1986; Locke, 1976): When the difference of valued pay and the obtained pay arises the income satisfaction. People with higher income are more satisfied with their job than the individuals with lower income. But money cannot be termed as the most determinant factor contributing to the job satisfaction but money does make things worthwhile. Income level is associated with status, lifestyle and independence.

**Working conditions** (Locke, 1976; Baron, 1991): Generally, employees are satisfied with physical surroundings which are not dangerous or uncomfortable. Moderated rather than extreme degrees are preferred, since extremes cause physical comfort and reduce ability of work. Most employees also value a location close to home, new buildings, cleanliness, and adequate tools and equally as working conditions.

**Self esteem** (Locke, 1976; Baron, 1991): One of the subjects in the area of job attitudes is the individual's views of himself and how various job experiences and conditions affect him. Persons who are high in self-esteem or who have a position self-image appear to be more satisfied with their jobs.

**Policy and management** (Locke, 1976): The organization has more ultimate control over these factors than the employee's immediate supervisor. The

organization policies which are incomplete, unclear or undefined have been found to be associate with job satisfaction.

**Intrinsic rewards** (Organ, 1986): Professionals derive greater rewards from works, including the challenge of their work, the use of the skills and knowledge, the opportunity for self-development, learning and growth.

**Interpersonal relations** (Baron, 1991): Friendly and positive relation with coworkers subordinates and supervisors contribute to high level of satisfaction.

**Job satisfaction and organizational commitment:** Organizational commitment is the degree to which an employee identifies with the organization and wants to continue actively participating in it. It is a measure of the employees' willingness to remain with a firm in future. It often reflects the employees' belief in the mission and goals of the firm, willingness to expend effort in their accomplishment and intentions to continue working there. Broader in scope than just loyalty, it is usually stronger among longer term employees, those who have experienced personal success in the organization, and those working within a committed employees group. Organizationally committed employees will usually have good attendance records, willing adherence to company policies and lower turnover rates (Newstrom and Davis, 1993).

**Job satisfaction and employee attitudes:** When employees are dissatisfied with their jobs, lack job involvement, and are low in their commitment to the organization, a wide variety of consequences may follow (Newstrom and Davis, 1993). This is especially true if the feelings are both strong and persistent. Dissatisfied employees may engage in psychological withdrawal (like day dreaming on the job). Physical withdrawal (unauthorized absences, early departures, extended breaks or work slowdowns) or even over acts of aggression and retaliation for presumed wrongs.

**Consequences of job satisfaction and dissatisfaction:** Some behavioral scientists have studied job satisfaction because they believe that the quality of work experience has important implication for a person's mental health and psychological adjustment (Kornhauser, 1965). A second reason for studying job satisfaction is that it may have direct or indirect consequences for organizational effectiveness. Most of the

research on job attitudes has reflected a greater concern for organizational effectiveness than for employees' welfare. As a result numerous studies have been conducted to determine whether job attitudes affect productivity, absenteeism, turnover and other aspects of employee behavior relevant to organizational effectiveness.

**Satisfaction and performance:** In the early research on job attitudes, it was commonly assumed that employees who were satisfied would be more motivated and thus more productive than dissatisfied employees. If true, this assumption would imply that an organization could improve productivity providing employees with working conditions, a fair salary considered supervisors and sufficient amounts of other kind of rewarding outcomes (Yukl, Wexley and Seymour, 1972). Reviews of the research literature by (Brayfield and Crockett, 1955: Vroom, 1964) found that satisfaction and performance were not closely related to each other in any simple fashion. In a majority of studies there was a positive correlation, but the size of the correlation was usually quite small. Thus the assumption that job satisfaction leads to superior performance was discredited. Building on the analysis and recommendations made by Brayfield and Crockett (1955), more complex and sophisticated models have been developed to explain how satisfaction and performance are related. One of such models was proposed by Lawler and Porter (1967). According to their model, performance causes satisfaction either than the other way around. However, the causal connection only occurs when employees perceive that intrinsic and extrinsic rewards are associated with superior performance. Intrinsic rewards result from superior performance in those situations where an employee can assume credit for successfully accomplishing a challenging task that required the use of important skills. Extrinsic rewards are administered by the organization and include such things as pay, promotion, status symbol and formal recognition. When the organization makes extrinsic rewards contingent on performance, employees with superior performance will receive more rewards than employees with average or inferior performance. As long as these extrinsic rewards are perceived to be equitable, the superior performers will also tend to be more satisfied. However, the results of research conducted to test the Lawler-Porter model have not been consistent. Despite numerous researches and studies on job satisfaction woefully few of them if any, relate to developing countries. It seems, however, that elsewhere in the developing countries, intrinsic factors such as

freedom to plan one’s own work is more valued than extrinsic factors such as pay, fringe benefits and job security. To the African and other nations, however, work is an instrumental activity. It is a means to an end.

### 2.7. Theories of job satisfaction:

The father of scientific management Taylor's (1911) approach to job satisfaction was based on a most pragmatic and essentially pessimistic philosophy that man is motivated by money alone. That the workers are essentially 'stupid and phlegmatic' and that they would be satisfied with work if they get higher economic benefit from it. But with the passage of time Taylor's solely monetary approach has been changed to a more humanistic approach. It has come a long way from a simple explanation based on money to a more realistic but complex approach to job satisfaction. New dimensions of knowledge are added every day and with increasing understanding of new variables and their interplay, the field of job satisfaction has become difficult to comprehend.

The term job satisfaction was brought to limelight by Hoppock (1935). He reviewed 32 studies on job satisfaction conducted prior to 1933 and observed that job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say. 'I am satisfied with my job'. Locke defines job satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". To the extent that a person's job fulfils his dominant need and is consistent with his expectations and values, the job will be satisfying.

One way to define satisfaction may be to say that it is the end state of feeling- The word 'end' emphasizes the fact that the feeling is experienced after a task is accomplished or an activity has taken place whether it is highly individualistic effort of writing a book or a collective endeavour of constructing a building. These activities may be minute or large. But in all cases, they satisfy a certain need. The feeling could be positive or negative depending upon whether need is satisfied or not and could be a function of the effort of the individual on one hand and on the other the situational opportunities available to him.

This can be better understood by taking example of a foreman in an engineering industry. He has been assigned the task to complete a special order by a certain deadline. Person may experience positive job satisfaction because he has been chosen to complete the task. It gives him a special status and feeling that he has been trusted and given a special task, he likes such kind of rush job and it may get him extra wages. The same could be the sources of his dissatisfaction if he does not like rush work, has no need for extra wages. Each one of these variables led to an end state of feeling, called satisfaction.

Sinha (1974) defines job satisfaction is ‘a reintegration of affect produced by individual's perception of fulfillment of his needs in relation to his work and the situations surrounding it'.

Job satisfaction is one of the most researched attitudes in the literature of industrial / organizational psychology, social psychology, and organizational behavior (Alotaibi, 2001; Parnell and Crandall, 2003). It is certainly a vital component of the work environment to measure and monitor for any employer. Job satisfaction is essential for organizations interested in developing and retaining productive employees for organizational success (Siegel and Lane, 1974). It is defined by Locke as a pleasurable and positive emotional state caused by the appraisal of one's job or job experience (1976). Such a definition suggests that job satisfaction contains an affective component (emotional state) and a non-affective or cognitive component (appraisal) (Organ, 1988; Organ and Konovsky, 1989).

The determinants of job satisfaction are analyzed in two general categories in the literature: dispositional (personal) characteristics and work motivation (Pool, 1997). Ability, experience, knowledge, work history, and work ethic are some of the factors that constitute the individual characteristics category. Positive/negative affect distinction is important for personal factors according to Arvey et al. (1989). The capacity a person has to experience enthusiasm about his or her job and to experience feelings of trust towards the organization describes positive effect, while negative effect involves how much a person tends to be worried, suspicious, fearful, or dissatisfied towards an organization.

According to some researchers, personal traits have a secondary role with respect to situational or motivational factors (e.g., Pool, 1997). Work motivation,

leadership behaviors of consideration and initiating structure, task substitutes, and organizational characteristics such as cohesive work groups, advisory support from staff, formalization, inflexible rules, and rewards are considered to be strong predictors of job satisfaction. Security, advancement, benefits, information on success or failure, type of work, vacation and holiday practices, and working conditions are factors that are related to job satisfaction (Siegel and Lane, 1974). Pay is also an important factor that cannot be neglected since it is both a satisfier of basic needs such as food, shelter, clothing, and a symbol of status. Furthermore, considerate supervisors who are supportive, warm, and employee-centered rather than hostile, apathetic, and job-centered are also considered as a source of satisfaction from the point of view of employees. The best supervisor-employee relationships occur when the supervisor helps the employee satisfy his or her values or perceived needs and the attitudes and values of the supervisor match closely those of the employee. Kreitner and Kinici (2003) argued that need fulfillment, discrepancies between expectations and receipts, value attainment, equity and dispositional / genetic components were five major factors that contributed to an employee's job satisfaction. Recognition, achievement, the work itself, and responsibility advancement are considered as important motivators that increase satisfaction.

However, a few satisfaction theories of more limited scope have been proposed including (i) Hierarchy of Need Theory, (ii) Herzberg's Two-Factor Theory, (iii) E.R.G. Theory, (iv) Vroom's Expectancy Theory, (v) Discrepancy theory, (vi) Equity theory, (vii) Loke's value theory, (viii) Social reference group theory, (ix) Dispositional theory, (x) Social influence theory.

**Hierarchy of Need Theory:**

Abraham Maslow (1954) a well known figure in the area of psychology and psychologist by profession believes that in the quest to fulfill the needs, individuals behaves and exhibit in a certain manner. Human get satisfaction only when their needs are fulfilled. His theory has three assumptions i.e. – human needs never ends, when one need is fulfilled, the next hierarchy of need to be fulfilled so as to be satisfied and lastly human needs can be divided into various level depending on the importance. As and when the lowest level of need is fulfilled, the next level needs to

be scaled and fulfilled to derive satisfaction. Maslow has divided the needs into 5 levels with the lower-order needs to higher-order needs.

Level 1 Physiological Needs – are the basic nitty-gritty for survival like food, air, shelters, clothing, medicines and sex. For the quest of basics the organizations pay in cash in terms of salary. And also by providing convenience for other physiological needs at the work place like providing dining room, nursing room, rest room, air-conditioned office and residence etc.

Level 2 Security and Safety Needs – once the level one is met, humans crave for the next hierarchy, the safety like protection from the life risking hazards like safety equipment.

Level 3 Social or Belonging Needs – need for social acceptance and by the inner circle like the peers. At this stage, human crave for respect from the colleagues and counter parts, for it the organization answers by organizing get together and field trips or by end of the company party.

Level 4 Esteem Needs – were the need to become popular and praised. Human with such thirsty needs are ready to sacrifice anything to succeed so that can create an image of worthiness and responsibility at work.

Level 5 Self – Actualization Needs – it's the highest order of needs. Individuals view it differently from each other. Like aim and goal during the life time. Scaling the highest level of excellence in contributing to the society and leaving behind legacy.

**Figure. Maslow's Hierarchy of Need Pyramid**

The physiological need is the base line and act as the stepping stone or the spring board for the other hierarchy of needs. Once it is attained, humans crave for the other needs in the pyramid till the apex.

**Herzberg's Two-Factor Theory:**

Fredrick Herzberg's theory (1979) of motivation is another relative and realistic model of job satisfaction. Herzberg's theory consists of two main components: motivations and hygiene factors. Motivators describe the features of content of the job like responsibility, autonomy, self-esteem, and self-actualization opportunities. Herzberg and his colleagues are with the notion that criteria, when implemented to the optimum, motivates the individual with extra energy to work much harder and because of it results with the improved job performance. On the other side, the hygiene factor prevents dissatisfaction as it takes care of the lower needs like that of physiological, security, or social needs preventing dissatisfaction. And the list is physical working conditions, salary, company policies and practices, and benefits. Herzberg feels that the hygiene factor needs to be at an acceptable standard if the organization wants the employees to work harder and increase some extra effort. In principle, better performance level is not because of the hygiene factors. That is why many a times; Herzberg's theory had often been widely criticized. Critics are with full of criticism when it comes to certain factors like that of the salary, they are of the notion that salary can be both motivators as well as the hygiene factor. Individual differences and individual preferences are overshadowed in Herzberg's theory, thereby it was concluded that the theory gave more emphasis towards pleasure as the outcome.

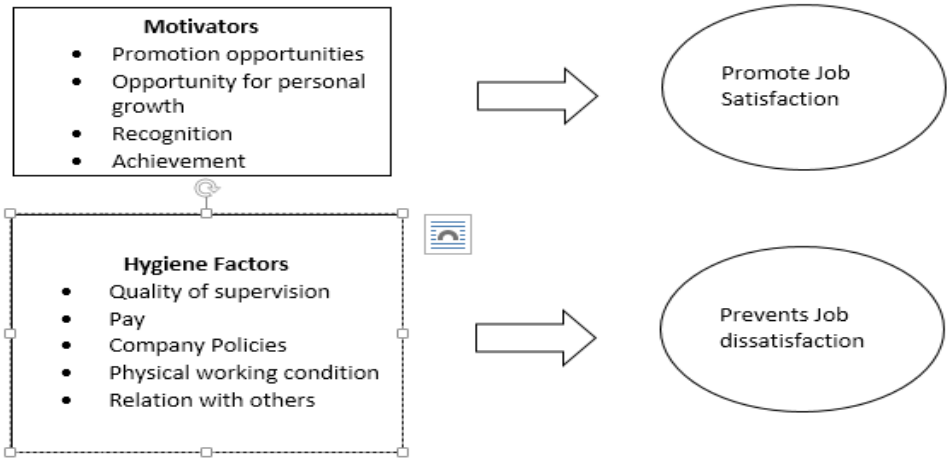


**Figure: Herzberg's Two-factor theory**

Motivator or the motivating factors are those factors associated directly with the job. It is also called as the intrinsic factor or job content. This factor has a strong hold over the personal emotion towards the job thereby generates the individual efficiency and satisfaction at work. Motivators towards satisfaction are derived from:

1. Achievement is referred as the potential of the individual to tackle any sort of problem related to work. Which means has the capacity to do the work effectively.
2. Recognition means irrespective of the people around, be it the immediate boss or the colleagues, the individual is always praised for the assistance rendered at work effectively. The individual is appreciated by all and sundry at the work place.
3. The work itself means the satisfaction derived from the job through the intrinsic aspects.
4. Responsibility means the responsible shouldered by the individual at work and the satisfaction derived through it in terms of decision making and supervision.
5. Advancement means getting promoted to the next level of the job in the organization.

The Hygiene factor prevents the worker from getting dissatisfied but it need not be at the acceptable level as it can lead to dissatisfaction too.

1. Salary and Advancement – At the end of the day it's the salary that matters to the worker, if the salary is not satisfactory, it can lead to dissatisfaction. And the opportunity that the worker gets to climb the carrier ladder can also prove futile if the worker remains stagnant in one position.
2. Supervision – The leadership style of the manager is accountable to dissatisfaction too.
3. Company policy and administration – The house of the management and administration of the company, the climate of the organization and the communication style are accountable.

4. Interpersonal relation – the relationship among the workers and the tempo of the relationship between the colleagues.
5. Job security – It's the permanence of the job and the company.
6. Status – it means how the society looks at the job and the individual who does the job. It's the place where the individual is regarded.
7. Working conditions – means the place physical attributes of the work place, including the materials available to make the work easier.

Upon comparison of the two theories of Maslow's theory with Herzberg's theory, it can be concluded that Maslow's higher – order needs are like that of the motivators in Herzberg's theory, which makes the person to be satisfied with the work. Whereas the Maslow's lower order needs can be compared with the hygiene factors of Herzberg's.

**E.R.G. Theory:**

Alderfer's (1972) E.R.G Theory is a modified version of Herzberg and Maslow's theories. He segments the human needs into three segments.

Existence Needs: which is denoted by E, are the basic needs of humans like the food, shelter, clothing, salary which provides basic needs to survive. It's more of a physiological need.

Relatedness Needs: represented by R, are the needs to have relationship with the society and the people living in it, including friends, well-wishers, supervisors, family members and so on.

Growth Needs: represented by G, are the human needs to scale the ladder of success with work and in life. It's the growth and advancement.

Alderfer's E.R.G theory explains that if there are conditions supplied to fulfill the higher need, the individual can pursuit from the base the lowest level too. It is in fact a two way traffic, one can either chose from the top or the bottom level of needs.

**Vroom's Expectancy Theory:**

Vroom's (1982) expectancy theory is based on the equation of three variables expectancy, instrumentality and valence. It explains that the individual's decision making ability with regard to the work is derived from the perception of work and the reward derived from the work. It explains that people are the slave of the needs but also bounded by the will power of the individual. The variable expectancy is the confidence level of the individual, the confidence to perform the given task efficiently and successfully. On the other hand, the variable 'instrumentality' is the level of individual's confidence for getting the reward if the task is performed successfully. And 'valence' is the value of the expected reward.

Since the model is multiple, the three variables are given provable values. Therefore for the implication if positive and motivated performance of all three variables must have high positive values. By any chance the probable value of any of the variable drops to zero, than the motivated performance will also drop to the same value and vice versa when high. The theory predicts that the job satisfaction derived from both personality and situational variables.

**Discrepancy theory:**

According to Locke (1969), satisfaction or dissatisfaction with some aspect of the job depends on the discrepancy between what a person perceives, he / she is getting and what is desired. The 'desired' amount of a job characteristic is defined as the minimum amount necessary to fulfill the person's current needs. A person will be satisfied if there is no discrepancy between desired and actual considerations. A person will be dissatisfied if there is less than the desired amount of a job characteristic. The greater deficiency and the more important the thing desired, the greater will be the dissatisfaction. Other variations of the discrepancy model of job satisfaction have been proposed. For example, Porter, 1961 defined satisfaction as the difference between how much of something there 'should be' and how much there 'is now'. The conception is basically similar to Locke's model but Porter's 'should be' implies more emphasis on equity consideration and less on needs as the determinant of the preferred amount of a job factor.

**Equity theory:**

Equity theory specifies the conditions under which an employee will perceive the benefits which are reasonable one. The theory was developed by Adams (1963) and it is a variation of earlier theories of social comparison process. The principal components in equity theory are 'inputs', 'outcomes', 'comparison person' and 'equity-inequity'. An input is anything of value that employees perceives that they contribute to the job, such as education experience, skills amount of effort expended, number of hours, works and personal tools, supplies or equipment used on the job. An outcome is anything of value that the employee perceives which they obtain from the job such as pay, fringe benefits, status symbols, recognition and opportunity for achievement or self expression.

According to this theory, an employee judges the fairness of outcomes by comparing his / her outcome / input ratio to the outcome / input ratio of one or more comparison persons either in the same organization or in a different organization. Inequity can occur in many ways, for example, an employee will perceive his / her salary to be inequitable if other employees with similar qualifications are receiving a higher salary or if employees who are less qualified are receiving the same salary.

Reviews of the equity theory research by Campbell (1976) found that the empirical evidence is mixed. The occurrence of social comparison processes among employees and the phenomenon of perceived inequity are well validated. However, the implications of inequity for performance have not been exclusively demonstrated. Thus for the present, equity theory appears to be less useful for predicting effort and performance than for predicting whether an employee will be dissatisfied with certain aspects of the job for which social comparisons are likely to occur, such as pay advancement, recognition, and status symbols.

**Locke's Value Theory:**

Locke's (1976) value theory explains that job satisfaction is related to the match between the job outcome and the expectation desired by the individual. The value of job outcome and the expectation desired by the individual. The value of job satisfaction becomes higher when the match is closer to the perceived desired outcome. But it is not necessarily be the basic needs when it comes together outcome

that individual value like explained by the Herzberg's theory. It can be anything that is related to the job and the wants. Greater difference gap comes out with more dissatisfaction and narrowed the gap closer the satisfaction.

**Social references-group theory:**

It takes into account the point of view and opinions of the group to whom the individual looks for the guidance. Such groups are defined as the 'reference-group' for the individual in that they define the way in which he should look at the world and evaluate various phenomena in the environment (including himself). It would be predicted, according to this theory that if a job meets the interest, desires and requirements of a person's reference group, he will like it and if it does not, he will not like it.

A good example of this theory has been given by C.L. Hulin. He measures the effects of community characteristics on job satisfaction of female clerical workers employed in 300 different catalogue order offices. He found that with job conditions held constant job satisfaction was less among persons living in a well-to-do neighborhood than among those whose neighborhood was poor. Hulin, thus provides strong evidence that such frames of reference for evaluation may be provided by one's social groups and general social environment.

To sum up, we can say, job satisfaction is a function of or is positively related to the degree to which the characteristics of the job meet with approved and the desires of the group to which the individual looks for guidance in evaluating the world and defining social reality.

**Dispositional theory:**

Another well-known job satisfaction theory is the Dispositional Theory, which suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach becomes a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-Evaluations Model, proposed by Timothy A. Judge in 1998. Judge

argued that there are four Core Self-Evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control and neuroticism. This model states that higher levels of self-esteem (the value one place on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her / his own life, as opposed to outside forces having control) lead to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

**Social influence theory:**

Salancik and others (1977) have questioned the validity of such complicated social comparison notions as equity theory in explaining job satisfaction. These authors also take issue with the basic need satisfaction model that forms the foundation of job enrichment approaches. Instead, they suggest that perhaps people decide how satisfied they are with their jobs by simply making observations about other employees' satisfaction levels. This implies that an employee enters a level of his / her own satisfaction by merely seeing how co-workers behave and by listening to what they are saying about their jobs. That is satisfaction may be more of a result of how one's co-workers react to the job rather than the job itself.

Few empirical studies have however tested this assumption. In one study the researcher manipulated both the characteristics of the job (high job enrichment versus low job enrichment) and informational cues (positive versus negative) in a simulated personal selection task. They found that the informational cues (i.e what other workers wrote about the task) had a greater impact on their job satisfaction than did the objective characteristics of the task itself (O'Reilly and Caldwell 1979). In another study, 41 part time student employees worked in a simulated organizational setting involving a routine clerical task. As in the first study, the job satisfaction scores were significantly higher for those people receiving position social cues from co-worker than for those receiving negative cues. These results held regardless of whether employees were assigned enriched or non-enriched conditions.

This theory of job satisfaction is interesting because it recognizes the social factors that influence employees' affective reactions at work. Apparently, one's co-workers have a greater influence on one's satisfaction level than we realize.

Another important antecedent of job satisfaction is communication. Employees devote a considerable portion of the work day collecting and disseminating information concerning such crucial matters as corporate policy, performance feedback, role expectation, task introduction and the like communication thus prepare a central place in the organization and should be a two way rather than a one way process. Additional empirical research also supports the communication job satisfaction relationship.

### 2.8. Job characteristics theory:

There have been many attempts of researchers in the organizational behavior literature to determine whether job scope, job design or characteristics of a job are related to employee behavior (e.g., Boonzaier, Bernhard and Braam, 2001; De Jong, Mandy and Jansen, 2001). Hackman and Lawler (1971) suggested that certain job characteristics, such as skill variety, task identity, autonomy and feedback motivated employees in their job performance. According to this study, job enrichment could affect job satisfaction, as well as work performance. The development of job characteristics theory (Hackman and Oldham, 1980) is a result of this study. Job characteristics theory was built upon the premise that specific core job characteristics must exist in work settings so as to create job outcomes of high job satisfaction, high job performance and low turnover. Hackman and Oldham (1980) measured how job characteristics, such as skill variety, task identity, task significance, autonomy, and feedback, influenced employee satisfaction, motivation, and performance in this model.

Skill variety is the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person for successful completion. For example, low skill variety exists when an assembly-line worker is performing the same two tasks repetitively, or when a body shop worker is spraying paint eight hours a day. When such routine work environments are compared with other job environments that are made of a variety of tasks with many different skills and abilities such as an owner-operator of a garage who is doing electrical repair, rebuilding engines, doing body work, and interacting with customers, the importance of skill variety as a motivating core job

characteristic is highlighted. The more skills are involved, the more meaningful is the job. Skill variety can be enhanced in several ways such as job rotation, enrichment and enlargement.

Task identity is the degree to which a job requires completion of a "whole" and identifiable piece of work that is doing a job from beginning to end with a visible outcome (Hackman and Oldham, 1980). For example, one corporation changed its customer service processes so that when a customer calls with a problem, one employee, called a customer care advocate, handles most or all facets of the problem from maintenance to repair. As a result, more than 40 percent of customer problems are resolved by one person while the customer is still on the line. Previously, less than 1 percent of the customer problems were resolved immediately because the customer service representative had to complete paperwork and forward it to operations, which then followed a number of separate steps using different people to resolve problems. In the new system, the customer care advocate can more closely solve a customer's problem and find his/her job more meaningful due to the experience of task identity at work. The same situation is valid for a cabinet maker who is designing a piece of furniture, selecting the wood, building the object, and finishing it to perfection.

Task significance is the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or in the world at large. A job is more meaningful if it is important to other people for some reason. For instance, a soldier might experience more fulfillments when defending his or her country from a real threat than when merely training to stay ready in case such a threat arises. In the earlier example, the customer care advocate's task has significance because it affects customers considerably.

Autonomy is the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out. More autonomy leads to a greater feeling of personal responsibility for the work. Efforts to increase autonomy might lead to job enrichment. Giving more freedom and authority so the employee could perform the job and increasing an employee's accountability for work by reducing external control are some of the means related to actions that increase

autonomy. Since the results of job performance would depend on me employees' own efforts and decisions, a sense of responsibility occurs.

Feedback is the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance. Feedback is intrinsically motivating because it helps employees to understand the effectiveness of their performance and contributes to their overall knowledge about the work. An electronics factory worker who is assembling a radio and then testing it to determine if it operates properly, an accountant when an accounting period is closed without any difficulty, or a salesperson when a sale is completed are examples of employees receiving task feedback.

Meaningful work is the result of the combination of the first three dimensions of skill variety, task identity, and task significance. The incumbent views the job as being important, valuable, and worthwhile when such a scope exists in a job. According to the model of Hackman and Oldham (1980), when job incumbents know (knowledge of results) that they individually (experienced responsibility) have carried out well on a task that is important to them (experienced meaningfulness), they obtain intrinsic rewards from a motivational point of view. The higher the presence of these three psychological states in the workplace, the greater will be employees' motivation, performance, satisfaction, commitment, and the lower their turnover. Psychological responses, such as motivation and satisfaction, to core job characteristics exhibit a stronger relationship than performance. The reason for this is the assumption of the job characteristics model: if jobs are redesigned to provide employees with higher levels of intrinsic motivation, employee performance will improve. However, factors beyond job characteristics might influence behavior. Therefore, there is a stronger potential for the job characteristics to influence psychological reactions (such as job satisfaction and intrinsic motivation) than performance. Incentive systems and performance norms of the teams are some of the situational differences that might affect performance more than job characteristics. An enriched job results in a satisfied job incumbent, but such a job incumbent may be impeded by low work group norms that prevent him/her from working to his/her full potential (Namm, 2003).

The inability of many job characteristics researchers to show a strong relationship between job characteristics and work performance might be due to in-role performance measures that are dependent on constraints such as ability and work group norms (Organ et al., 2006). Factors such as skills and abilities are not likely to affect performance of the extra-role behaviors (Bateman and Organ, 1983; Smith et al., 1983). For instance, when jobs are enriched for a group of employees, they might not perform as well initially since they are not experienced with the new tasks. Although they are satisfied with the variety of tasks, their skills might be lacking for the duties necessary. However, such a deficiency of skills will not impede them from performing citizenship behaviors that are representatives of job satisfaction and organizational commitment. Traditional performance measures constrained by skills and abilities may be the reason for the weak relationship between job characteristics and performance. Other measures of performance, such as OCB, may relate more strongly to the job characteristics since it is based on affective reactions to a job, rather than skills and abilities (Organ et al., 2006).

Higher levels of work effectiveness are reached through jobs high in motivating potential. Therefore, when a job is enriched, both the quality and quantity of work output is affected (Hackman and Oldham, 1980). Since employees that carry out their jobs with high motivation are rewarded by positive feedback, the quality of work improves. A sense of pride at high quality work will further motivate the job incumbents through leading to positive affect. Routine and repetitive jobs cause some avoidance behaviors, such as taking frequent rest breaks. However, enriched jobs result in fewer counterproductive behaviors and therefore increase efficiency. A variety of tasks in an enriched work environment create the necessity to stay focused on the job from the point of view of employees and consequently, the quantity of work increases. When a task identity characteristic is added to the scenario above, employees will need to focus on doing a job, from beginning to end, which might foster a further increase in the amount of work accomplished since time wasted for work transfer between employees does not exist. As a result, the coordination and the switching of tasks require less time to accomplish (Hackman and Oldham, 1980).

The relationship between job characteristics and outcomes are moderated by the individual's growth need strength; that is, by the employee's desire for self-esteem and self-actualization (Hackman and Oldham, 1980). Individuals with a high growth

need are more likely to experience the psychological states of knowledge of results, experienced responsibility, and experienced meaningfulness when their jobs are enriched than are their counterparts with a low growth need. Moreover, they will respond more positively to the psychological states when they are present than will individuals with a low growth need.

The core job characteristics compose the motivating potential score of a job (MPS) (Hackman and Oldham, 1980). A greater motivating potential is reached when a job is high on at least one of the three components of experienced meaningfulness and both of the core job dimensions of autonomy and feedback. Higher motivation, performance, and satisfaction, and lower absenteeism and turnover are reflected with a higher motivating potential job score in any work setting. Motivation is a result of person-job fit and higher levels of person-job fit are expected with these core job characteristics. Therefore, restructuring job characteristics is a key to improving employee satisfaction and motivation, rather than choosing new employees.

The job characteristics model suggests multidimensional core job characteristics affecting behaviors (Boonzaier et al., 2001). However this five-dimensional structure and the motivating potential scores (MPS) are subject to discussion. Fried and Ferris (1986) studied a sample of 7,000 employees and 900 jobs. They questioned the role of the dimensions of skill variety, task significance, and autonomy since they found a three-factor solution retaining task identity and feedback as legitimate job dimensions but detected a third dimension that collapsed skill variety, task significance, and autonomy into a single factor. Their results challenge the theoretical notion that job characteristics are best depicted with a five-dimensional representation. Furthermore, some research proposes different methods to calculate the MPS such as adding all the variables of skill variety, task identity, and task significance instead of multiplying them (Boonzaier et al., 2001). Dunham (1976) found that a single factor solution accounted for 83 percent of the explained variance in a study of 3,610 employees of a large merchandising corporation. Researchers such as Ferrid and Gilmore (1985), Evans and Ondrack (1991), Fried and Ferris (1987) recommended the simple additive index for use instead of the MPS index.

It is interesting to note that Hackman and Oldham (1980) defined job feedback the same way as Organizational Citizenship Behaviour (OCB) researchers defined

task feedback (Podsakoff and MaeKenzie, 1995). Similarly, OCB researchers defined task reutilization as the opposite of Hackman and Oldham's skill variety concept (Podsakoff et al., 1993). Therefore, these studies are particularly important because they provide preliminary evidence for the relationship between the theories of job characteristics and OCB.

According to the job characteristics model, people who work in jobs with high job scope are more motivated and satisfied than those who do not. Jobs designed to increase the job scope are likely to be positively perceived by employees. Change in the design of jobs due to the effects of job characteristics on employee satisfaction, motivation, and performance is suggested by the job characteristics model (Hackman and Oldham, 1980).

### 2.9. Job satisfaction and emotions:

Mood and emotions are the raw materials which cumulate to form the affective element of job satisfaction while working. Moods tend to be long lasting with weaker state of uncertain origin. On the other hand, emotions are more intense, short-lived and have a clear object or cause. Positive and negative emotions are significantly related to overall job satisfaction. Frequency of experiencing net positive emotion will be a better predictor of overall job satisfaction.

Emotion regulation and emotion labour are also related to job satisfaction. Emotion work or management refers to various efforts to manage emotional states and displays. Emotion regulation includes all the conscious and unconscious efforts to increase, maintain, or decrease one or more components of an emotion. Although early studies of the consequences of emotional labour emphasized its harmful effects on workers, studies of workers in a variety of occupations suggest that the consequences of emotional labour are not uniformly negative. It was found that suppression of unpleasant emotions decreases job satisfaction and the amplification of pleasant emotions increases job satisfaction. There are two types of model for understanding how emotion regulation relates to job satisfaction.

**(I) Emotional Dissonance:** Emotional dissonance is a state of discrepancy between public displays of emotions and internal experiences of emotions that often

follows the process of emotion regulation. Emotional dissonance is associated with high emotional exhaustion, low organizational commitment and low job satisfaction.

**(II) Social interaction model:** Taking the social interaction perspective, workers' emotion regulation might beget responses from others during interpersonal encounters that subsequently impact their own job satisfaction. For example, the accumulation of favourable responses to display of pleasant emotions might positively affect job satisfaction. Performance of emotional labor that produces desired outcomes could increase job satisfaction

## 2.10. Relation between job satisfaction and performance:

Generally, the level of job satisfaction seems to have some relation with various aspects of work behaviour like absenteeism, adjustments, accidents, productivity and union recognition. Although several studies have shown varying degrees of relationship between them and job satisfaction, it is not quite clear whether these relationships are correlative or casual. In other words, whether work behaviour make him more positively inclined to his job and there would be a lesser probability of getting to an unexpected, incorrect or uncontrolled event in which either his action or reaction of an object or person may result in personal injury. Experiments have shown us that there is very cordial relationship between the job satisfaction and job performance of an individual. It is closely affected by the amount of rewards that an individual derives from his job. These are:-

**Staff rewards:**

Rewarding staff appropriately is important. Experienced human resources consultancies and practitioners who are engaged in staff selection, assessment and recruitment are often able to evaluate and assess the needs and wants of individuals fairly accurately. By having them, especially those with many years of expertise and experience, organizations can develop strategic and creative benefits and wages to attract, retain and motivate talent who will achieve high performance for the organizations and job satisfaction for themselves. Job satisfaction is often achieved where performance is recognized by appropriate reward.

**Strong motivator:**

Job satisfaction is often a strong motivator in work endeavors. Research has shown that job satisfaction can lead to high job performance especially for professionals and high-level employees, commonly known as talent. As jobs and work in the new economy shift to professionalized knowledge based, info-tech, info-corn and bio-science characteristics, job satisfaction will increasingly become a key driver of individual motivation and effort. Research has also shown that there exists a relationship between individual performance measured at a certain time and later job satisfaction. However, this relation is conditional to performance being family rewarded in appropriate form as perceived by the recipient.

**Quality of work-life:**

One of the hallmarks of a socially responsible organization is its success in achieving not only high performance outcomes, but also in helping its team members experience a high level of job satisfaction. Quality of work-life (QWL) is a key indicator of the overall quality of human experience at the workplace. QWL expresses a clear way of thinking about people, their work and the organization in which their careers are fulfilled. QWL establishes a clear objective that high performance can be achieved with high job satisfaction.

**High job satisfaction:**

Achieving high job satisfaction needs some simple strategies. Offer your team members a variety of meaningful tasks. Repetitive routine work often leads to job dissatisfaction. As a leader, think about introducing application of creativity in their work. Rotate the staff of different task at regular intervals so that their work remains challenging. If you have to supervise do it unobtrusively. Give more responsibility by empowering your team members. Allow them opportunity to self.

**Effective communication among employees:**

Unclear targets and objectives and poor communication can contribute to dissatisfaction and eventually lead to poor work performance. If you are administering rewards, make sure that they match their expectations. If their expectations are unrealistic, take time to make comparison to equivalent and comparable jobs and

broad work related environmental conditions to similar employers. Explain this to your team members.

Job satisfaction needs effective communication about the tasks, which have to be done. The team member must know the performance achieved in relation to the goal. Regular work appraisal should therefore be provided. More importantly they must have an awareness of departmental and organizational changes, which affects their job. Change agents should periodically meet team members to share the progress on changes in the tasks no matter how small they are. Critical to this is, listening to employees' feedback and their perception as it is more likely to affect their job satisfaction and work performance.

**Organizational benefits:**

Improved job satisfaction in the work place reduces social problems. The creative aspects of achieving satisfaction will reduce if not overcome boredom and monotony in work, physical strain and mental stress. This will have a lower absenteeism rate and lower staff turn-over, which translated into lower losses, less late-coming, fewer grievances and more effective cost control. Satisfied team member are generally more committed to the work place success than those non job satisfactory. A satisfied team member is more likely to perform optimism wholly than other employees.

Job satisfaction is an emotion, a feeling or an attitude and a matter of perception. It arises from the employee's appraisal of experience at work. It involves likes and dislikes as well as needs and wants both internal and external. As an employer or leader if you fail to meet them, there is a high probability you will also not achieve high performance. Creating job satisfaction remains a challenge for many human resources managers. An experienced business partner specialized in human resource management can greatly help in meeting this challenge. Achieving high job satisfaction for employees or team members is pre-requisite for becoming ***Leader and a Champion!***

**2.11. Teacher's job satisfaction:**

The term job satisfaction is generally used in organizational venture in business management. Job satisfaction is the favourableness or unfavourableness with which employees view their work (Bruneberg, 1976). It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides. Job satisfaction is concerned with a person or a group in the organization. Job satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job then only it will be considered as group job satisfaction.

Generally job satisfaction is related with number of employee's variables such as turnover, absence, age, occupation and size of the organization in which he/ she works. The degree of satisfaction of job is largely depends on satisfaction of employee variables. According to Garton (1976), employee's satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs as an employee.

The concept of Maslow's need hierarchy (1943) and the early studies on job satisfaction in the workplace provided the basis for studies on teacher job satisfaction. Expanding on their research, Herzberg, Maunser and Snyderman (1959) identified recognition and achievement as the most powerful satisfiers for teachers. They found that teachers experienced a higher level of satisfaction when school leaders emphasized the positive, demonstrated a belief in their teachers' dignity and worth, and established teacher empowerment within the school.

Herzberg (1966) described a two-factor theory concerning teacher job satisfaction. Achievement, recognition, the work itself, and the intrinsic interest of the job were motivators which lead to increased job satisfaction. On the other hand, working conditions, pay, job security, policy, administration, and relationships with peers were hygiene which led to decreased job satisfaction. Herzberg referred to motivators as intrinsic factors and hygiene as extrinsic factors.

Sergiovanni (1992) suggested that teacher job satisfaction is related to participation and performance. Participation referred to the minimal commitment

necessary. Although school leaders can require participation, performance is voluntary and personal. Therefore, the intrinsic rewards of recognition and meaningful work opportunities are critical to job satisfaction (Sergiovanni, 1992).

Herzberg (1982) developed an approach to work design called job enrichment whose purpose is to motivate employees to improve work performance by increasing psychological growth. For example, providing achievement and recognition creates opportunities to increase knowledge; providing responsibility creates opportunities to enhance understanding; and providing advancement creates opportunities to experience empowerment and decision-making. People use motivators efficiently, which increases individual growth, individual satisfaction and organizational productivity.

Ratsoy (1973) concluded that teacher job satisfaction is lower in schools where teachers perceive a high degree of bureaucracies, hierarchy of authority and centralization. Factors that clarify the job objectives and yield equal applications of school policy promoted high levels of satisfaction. Miskel, Defrain, and Wilcox (1980) stated that work motivation is also consistently correlated to teacher job satisfaction. Teachers who believe that they have the capability to do the job and experience positive consequences for their efforts generally have high levels of job satisfaction. Nicholson (1980) added that leadership, decision-making and communication processes impact teacher job satisfaction. Greater participation in decision-making and open communication concerning goals and objectives throughout the school are positively correlated with teacher job satisfaction.

Most teachers report greater job satisfaction when they are assigned to work on teams. Research has indicated that teachers from teamed schools feel a greater sense of professionalism as a result of having the opportunity to work together on important professional concern (Garner, 1995; Lipsitz, 1984). Larson and LaFasto (1980) concluded that when those with the technical skills and desire to contribute, work together in collaborative setting, “The observable outcome is an elevated sense of confidence among individual team members”. This sense of confidence leads to increased feelings of belonging, self-esteem, and an increased in the level of their job satisfaction.

Hackman and Oldham (1980) created a job-characteristic model that identified seven critical teacher job characteristics that influenced job satisfaction levels. The job characteristics were:

1. Dealing with others: The degree to which the job required one to interact and deal with multiple others.
2. Skill variety: The need for many different skills to accomplish job tasks.
3. Task identity: The completion of a whole task or piece of work.
4. Task significance: The degree to which a job affected others or their work in the organization or work interdependence.
5. Work discretion or autonomy: The freedom, independence, and discretion in scheduling or carrying out work assignments.
6. Feedback from others about one's work performance.

Specifically, Hackman and Oldham (1980) concluded that enhancement and enrichment of these job characteristics favorably influence teachers' critical psychological states, including the meaningfulness of work, responsibility for work, and knowledge of work results. These critical psychological states influence work outcomes, including internal work motivation, growth satisfaction, general satisfaction, and work effectiveness. Research has suggested that teaming in schools enhance these work related outcomes. More specifically, teaming teachers experience greater work satisfaction, sense of professionalism and professional efficiency than do non-teaming teachers (Lipsitz, 1984; Ashton & Webb, 1986).

Curtis (1994) derived job from belonging to a team with real responsibilities that gives all members new challenges and a reason to feel proud of themselves and their team. This pride fills a critical need in an attempt for the teachers to feel sense of belonging and ownership in their work.

On the basis of the above definitions, the investigator use the concept of teachers' job satisfaction to simply refer to the teachers' attitudes, perceptions and feelings that they have towards their job. Teachers' job satisfaction refers to whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are taken to describe a

satisfied dimension (Organ and Bateman, 1991). The concept of teacher job satisfaction is defined as the “teacher’s affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher” (ibid).

The Indian Education Commission (1964-66) also states that 'nothing is more important than providing teacher’s best professional preparation and creating satisfactory conditions of work in which they carefully be effective.'

# CHAPTER – III

# REVIEW OF RELATED LITERATURE

## 3.1 Introduction:

Review of related literature is an essential part of a research study. Review of related literature means to view again the literature which is related to the researcher's field of interest. Review of related literature helps the researcher to acquaint himself / herself with the current knowledge in the field or area in which researcher is going to conduct his / her research and also helpful in planning the study properly. Review of related literature means the systematic enquiry and rational analysis of the past studies with a mission to search what has been done and what needs to be done realizing the crying importance in relation to the present study. It helps a researcher to define his / her position in the respective field, avoiding duplication. John W. Best remarks, "a familiarity with the literature in any problem area helps the students to discover, what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing, what problems remained to be solved." Review of literature also provides the basis for planning the research study. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problems to be investigated is one of the important steps in the preparation of the research study. Review of literature helps in developing, understanding and to acquire better knowledge on methodology and procedures and creates confidence in carrying out research work properly.

Here in this chapter an attempt has been made to present a review of the relevant and representative studies and the observations on the different fields of education for the last few decades. Considering the stated objectives, a careful review of some related literature was done by the investigator, which consists of review of research journals, books and dissertations, thesis, volumes of survey reports edited by M.B. Buch (1974, 1979, 1987 and 1992) and encyclopedia of educational research.

### 3.2. Studies conducted in different states of India:

Here, an attempt has been made to review the related studies highlighting a study on the job satisfaction of secondary and higher secondary school teachers in Assam:

**Kolte N.V. (1978) of National Institute of Rural Development, Hyderabad made a study on "The job satisfaction of primary school teacher: a test of generality of the two factor theory"** with a view to identify the factor responsible for between teacher's job satisfaction and dissatisfaction and also to test the validity of Herzberg's two factor theory of job satisfaction. Notably he also found that achievement was responsible for the feelings of satisfaction in about 42 of the collected satisfaction incidents. In his study he found that 30 numbers of good incidents revealed recognition as a factor for the feeling of satisfaction from the job. His study did not support the Herzberg's dual factor theory in toto.

**Jaleel, S.S and Pillay, G.S. (1979) conducted a study on "Bureacratism of college teachers and their attitude towards teaching profession"** with a view to analyze the attitude of college teachers towards teaching with respect to age and professional experience; and to find the relationship between attitude of College Teachers towards teaching their bureaucratism. The major findings of the study were- nearly two- third of the college teachers in the sample were highly bureaucratic; bureaucratism was negatively correlated with age and experience; bureaucratism as an aspect of personality was related to the attitude of college teachers towards the teaching profession.

**Gupta, S.P. (1980) conducted "A study of job satisfaction at three levels of teaching,"** with a view to measure the job satisfaction of Primary school teachers, Secondary school teachers and College teachers; And to compare the job satisfaction of teachers of different age groups. The major findings of the study were- attitude towards teaching as a career and personality maturity were positively related to the job satisfaction of primary school teachers; marital status, age and teaching experience were not associated to the job satisfaction of primary school teachers; marital status, age and teaching experience were not associated to the job satisfaction of secondary school teachers; marital status age and teaching experience were not associated to job satisfaction of college teachers; secondary school teachers and college teachers were almost equally satisfied with their job.

**"A study of the relationship among attitudes, job satisfaction, adjustment and professional interests of teacher educators in India," was done by Goyal, J.C. (1980)** with a view to find out the relationship among attitude, job satisfaction, adjustment and professional interests of teacher educators of different categories; And also to measure attitudes, job satisfaction, adjustment and professional interest of teacher educators of different categories based on sex, age, qualifications and experience. The major findings were- a large majority of the teacher educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest; the attitude and job satisfaction of different groups did not differ significantly; a majority of the teacher educator had low interest in the profession; job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

**Ramakrishnaiah, D. (1980) conducted "A study of job satisfaction, attitude towards teaching and job involvement of college teachers"** with a view to estimate the level of job satisfaction of college teachers; to find out the relationship between personal and demographic variables and job satisfaction of teachers; to find out the relationship between attitude towards teaching and job satisfaction and; to find out the relationship between job involvement and job satisfaction. The major findings were- college teachers, in general, were satisfied with their job; teachers working in private colleges were more satisfied than those working in government colleges; female teachers were found to be more satisfied than the male teachers; there was no significant differences between the level of job satisfaction of junior college teachers and of degree college teachers; teachers belonging to different socio economic strata did not differ in the level of their job satisfaction; the level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

**R.K. Chopra of Agra University (1982) made a study on "The organizational climate of schools in relation to job satisfaction of teachers and students achievement".** The objectives of the study were- to study the overall job satisfaction of teachers working in school having different organizational climate; to study the relationship between the teachers job satisfaction and student's achievement after partialling out the effects of intelligence and socio-economic status on achievement scores and to identify the area of job satisfaction on which teachers of schools having different organizational climate. It is on the basis of the above

objective found out that overall job satisfaction of the teacher in the open climate school was significantly different from that of the teacher in the closed and paternal climate schools at 0.05 levels. He also opined that there exist no significant relationship between the teacher's job satisfaction and student's achievement.

**"A study of the organizational climate of schools in relation to job satisfaction of teachers and students' achievement" was made by Chopra, R.K. (1982)** with the object to study the overall job satisfaction of teacher working in school having different organizational climates. The major findings were- overall job satisfaction of teachers in the open climate schools was significantly different from that of the teachers in the closed and paternal climate schools at 0.05 level; out of the 15 (fifteen) areas of teachers' job satisfaction, only in two areas, namely, supervisor and identification with the institution, there were significant differences among different climate type schools; job satisfaction of the teachers related to the area identification with the institution was significantly higher in the open climate schools than in the paternal and closed climate schools at 0.05 level; the teachers in the open climate school had significantly higher job satisfaction in the area supervisor than those in closed climate schools at 0.05 level.

**Mistry, T.C. (1985) conducted a study on "Need achievement, job satisfaction, job involvement as a function of role stress, locus of control and participation in academic climate: A study of college and secondary teachers."** The investigation was an attempt to fill some of the gaps in the existing field of knowledge regarding job satisfaction, job involvement and need achievement as outcome variables of locus of control, motivational climate, participation in academic climate and various types of role stresses the teaching population faced. The major findings were no significant relationship were observed between locus of control and various dimensions of job satisfaction; the climate of academic motivation was found to be significantly associated with such dimension as job satisfaction, involvement as well as overall satisfaction; the climate of dependency had no effect on various aspects of job satisfaction and job involvement; job satisfaction was found to be significantly and positively related with different aspects of job satisfaction.

**Dixit, M.A. (1986) conducted "A comparative study of job satisfaction among primary school teachers and secondary school teachers",** with a view to

measure job satisfaction among primary and secondary school teachers; and to observe the effect of sex, teaching experience and medium of instruction on the level of satisfaction with their profession. The major findings were- in Hindi medium schools primary school teachers were more satisfied than secondary school teachers; in English medium schools the level of job satisfaction among primary and secondary schools teachers was the same; female teachers were more satisfied than male teachers both at the primary and secondary level.

**"A study of job satisfaction and professional honesty of primary school teachers with necessary suggestions" was made by Srivastava, Shobha (1986)** with a view to examine the extent of job satisfaction and professional honesty among primary school teachers; to make suggestion for creating a suitable environment in primary education in the above context. The major findings of the study were- the primary teachers of the area were found to have high job satisfaction and professional honesty; female teachers as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers, and non-agricultural family occupation background teachers were significantly higher in job satisfaction and professional honesty; young teachers as compared to old teachers, junior teachers as compared to senior teacher and high academic achiever teacher as compared to low achiever teachers were also significantly higher in job satisfaction.

**"A study of organizational climate of government high schools of Chandigarh and its effect on job satisfaction of teachers" was done by Abdul Samad (1986)** with a view to identify the climate of schools as well as the degree of job satisfaction of teachers; and to determine whether a significant relationship existed between organizational climate and job satisfaction of teachers. The data for the study were collected from 175 teachers selected randomly from 18 Govt. High Schools of Chandigarh. The major findings of the study were- teachers in more open climate schools enjoyed job satisfaction than teachers of less open climate schools; teachers in more open climate schools were more satisfied with respect to colleagues than teachers in less open climate schools; teachers in more climate schools were more satisfied with the facilities provided in schools than teachers in less open climate schools; teachers with least years of teaching experience (0-5 yrs.) indicated significantly less satisfaction with 'Principal' than teachers with more years of teaching experience.

**Ahmad, Q. (1986) conducted a study on "Determinants of job involvement among teachers"** with the object to examine the relationship between value orientation and job involvement; and to investigate the job involvement and one's satisfaction with the institution where one worked were significantly correlated; and to investigate the relationship between job involvement and job satisfaction. The major conclusions were- both individual and organizational factors determined job involvement of college teachers. Job involvement was positively correlated with job satisfaction and college satisfaction; constituent colleges induced more job involvement, identification with institution and job satisfaction among its teachers compare to affiliated colleges; some job attributes such as variety, autonomy, interaction and feedback contributed to job satisfaction.

**Balwindarkaur, (1986) conducted a study on "Job satisfaction of home science teachers: Its relationship with personal, professional and organizational characteristics"** with a view to study the relationship between personal characteristics and job satisfaction of home science teachers; to identify the factor structure underlying personal, professional and organizational characteristics and job satisfaction of home science teachers. The major findings of the study were- from among personal variables (age, intelligence, socio-economic status and need satisfaction), need satisfaction including physical security, social, ego and total need satisfaction was found to be a correlated of job satisfaction; personal and organizational characteristics can jointly were found to be better predictors of job satisfaction than when taken separately.

**"A study of secondary school teachers' job satisfaction and job motivation in Cuttack district of Orissa" was made by Das, Bijoy Laxmi (1988)** with a view to study the extent of job satisfaction in and motivation of; (i) rural and urban teachers; (ii) trained and untrained teachers; (iii) male and female teachers; (iv) Govt. school and privately managed school teachers and (v) teachers from different age groups. The sample consisted of 230 secondary school teachers drawn randomly from 35 Govt. and privately managed schools in the Cuttack District. The tools used included the Job Satisfaction Scale developed by S.P. Anand and Kaur's Motivational Scale. The data were analyzed by using the statistical techniques of 't' test, percentages, chi square and product moment correlation. The major findings of the study were- it was found that 92% and 24% of the rural and urban teachers

respectively were positively motivated towards teaching, 62% and 46% of the trained and untrained teachers respectively and 53% each of the male and female teachers were positively motivated towards teaching; again 77.6% and 25.33% of the Govt. and privately managed school teachers respectively were positively motivated. 2.64% and 47% of the rural and urban teachers respectively, 67.33% and 20% of the trained and untrained teachers respectively and 65% and 26% of the female and male teachers respectively, were found satisfied with their profession; teachers who were motivated were also found highly satisfied in their jobs.

**Sekar, G. and Ranganathan, S. (1988) conducted a study on "Job satisfaction of Graduate teachers in Coimbatore"** with a view to study the problem of job satisfaction of graduate teachers and its level and relationship with sociological factors. The sample of the study constituted 75 teachers from 12 randomly selected schools in Coimbatore (Tamil Nadu). Out of 75 teachers, 22 were from aided schools, 30 from Government schools and 23 from Corporation schools. A questionnaire was used to collect the data. Mean, SD and chi-square were used while treating the data. The major findings of the study were- salary, nature of work, personal policies, personal achievement in the profession, relationship with superior, subordinates and colleagues, job security, recognition and appreciation and working conditions were identified as factors for job satisfaction; the relationship between types of school and levels of job satisfaction was found to be significant; the association between job satisfaction and sociological factors like sex, age, community, family size and experience was not found to be significant.

**Singh, Triveni (1988) conducted "A study of teaching efficiency in relation to job satisfaction and socio economic status of secondary school teachers"** with a view to study the relationship between teaching efficiency and job satisfaction of secondary school teachers; to study the relationship between teaching efficiency and socio economic status of secondary school teachers; to study the relationship between satisfaction and socio economic status of secondary school teachers; to compare the teaching efficiency of trained and untrained secondary school teachers; to compare the teaching efficiency of male and female secondary school teachers. The major findings were- a positive relationship existed between teaching efficiency and job satisfaction, and teaching efficiency and socio economic ratios of secondary school teachers; a positive relationship existed between job

satisfaction and the socio economic status of secondary school teachers; the teaching efficiency of rural and urban trained and untrained secondary school teachers did not differ significantly; the teaching efficiency of male and female secondary school teachers differed significantly; the female teachers were found to be more efficient than male teachers.

**Sharma, Suman. (1988) conducted "A study of attitudes and frustration in relation to caste, sex and residential area among primary and secondary teachers**" with a view to compare the attitudes and frustration of primary and secondary teachers in relation to caste, sex and residential area. In this study, 500 teachers from rural schools situated in Aligarh District were involved. The tools used were the Attitude Scale of Chauhan and the Frustration Test of N.S.Chauhan and G.Tiwari. Mean, SD and't' test were used to treat the data. The major findings were- caste had no effect on attitudes; sex did not affect attitudes and frustration level; there was no effect of caste, sex and residential area on the attitudes and frustration of primary school and secondary school teachers.

**Ramakrishnaiah, D. (1989) conducted a study on "Job satisfaction of college teachers"** with a view to estimate the general level of job satisfaction among college teachers; to identify factors with which the teachers were satisfied / dissatisfied; and to identify personality factors which influence the level of job satisfaction. The data were collected from four hundred and eighty college teachers, equally distributed between the two sexes, two types of management (Govt. and Private) and two levels of teaching (Junior college lecturers and Degree college lecturers), served as the subjects for the study. The sample was selected by a multi stage stratified random sampling procedure from three districts of Andhra Pradesh. A Job Satisfaction Scale, an Attitude Inventory, Cattell's 16 Personality Factors Questionnaire (Form C) and a personal data sheet were used to collect the data. ANOVA Test, profile similarity coefficient and multiple regressions were used to analyze the data. The major findings of the study were - the teachers in general were satisfied with their job; 3 factors which contributed to dissatisfaction and 6 factors which contributed to satisfaction were identified; considering overall JS, teachers working in Junior colleges were less satisfied than those working in Degree colleges; those who had more favourable ATT were more satisfied with their job; college teachers in general had a favourable ATT.

**"A critical study of the job satisfaction of the primary teachers" was done by Gonsalves, F. (1989)** with a view to study and compare the job satisfaction of the teachers belonging to Zilla Parishad and Private schools; and to compare the job satisfaction of male and female teachers. The sample comprised 793 teachers from 137 schools of Vasai Taluka. The data were collected through official records of the schools and a tool specially constructed to measure the job satisfaction of the teachers. The data were analyzed by using statistical techniques such as percentage and critical ratio. The major findings of the study were - the percentage of teachers who were satisfied with their job was less than 50% with respect to all types of teachers; the teachers were dissatisfied with their job because of their transfer to remote places and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys etc.; the teachers were quite satisfied with respect to the Education policy, the teacher administrator relationship, teachers' ethical values and teachers' service conditions.

**Reddy, Balakrishna, P. (1989) conducted a study on "Job satisfaction of primary school teachers"** with a view to assess the level of job satisfaction, attitude towards teaching and job involvement of primary school teachers; to find out different job factors which contribute to the satisfaction / dissatisfaction of the teachers; to set up multiple regression equation to predict JS, ATT and JI. The major findings were- considering overall job satisfaction, the teachers were satisfied with their job; considering overall JS, women teachers were more satisfied with their job than male teachers, while male teachers were more satisfied than woman teachers on one factor; suitably qualified teachers were more satisfied with their job, young teachers were more satisfied with their job than middle aged and aged teachers: this was true for overall JS; there was significant difference between the level of JS of teachers classified as low, middle and high groups on the basis of their involvement in the case of seven factors.

**"A study of teachers' values and job satisfaction in relation to their teaching effectiveness at degree college level", was made by Atreya, Jai Shankar (1989)** with the aim to identify teachers of high, average and low teaching effectiveness; to find out the values and magnitude of job satisfaction associated with teachers of high, average and low teaching effectiveness and; to find out the degree of influence of teachers' values and job satisfaction on teaching effectiveness. The study

was an ex-post facto research wherein 600 teachers from 11 colleges of Meerut University were selected through random sampling. The tools used for the study were a new Test for Study of Values by Gilani; the Teacher's Job Satisfaction Questionnaire of Kumar and the Teachers Effectiveness Scale (adopted form, by Kumar and Mutha). The data were treated with't' test, partial correlation and multiple correlation. The major findings were- it was found that at degree level, teaching effectiveness was significantly related to values and job satisfaction; teaching effectiveness was found to be a normally distributed trait; the effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

**Reddy, Subramanyam M. (1990) conducted a study on "An investigation into the job satisfaction of university teachers in relation to some variables"** with a view to prove into the job satisfaction of university teachers in relation to variables like attitude towards teaching, job involvement, type of university, sex, cadre, faculty, age, marital status, caste, type of family, size of family, nearness of work place to native place, possession of properties at the native place, general status of health, effectiveness as a teacher, effectiveness as a researcher, teaching work load, research output, number of research publications, number of books published, life satisfaction and family satisfaction and; to analyze the attitude of the teachers towards teaching and their job involvement in relation to the variables. The sample for the study was 210 university teachers selected by the stratified random sampling procedure. A job satisfaction scale, a scale to measure attitude towards teaching, a job involvement scale and a personal data sheet were used to collect data. Analysis of variance, 't' test and multiple regression were used to analyze the data. The major findings were- the mean of overall job satisfaction (JS) score of the teachers were 307.26, indicating that the teachers were satisfied with their jobs; similar results were obtained for JS as measured by eight of the ten factors; sub groups of teachers classified on the basis of their ATT differed significantly in their overall JS; the F- values were significant for overall JS and five factors; the teachers had a favourable attitude towards their profession; the teachers exhibited a high level of psychological involvement in their job.

**Ray, S. (1990) conducted "A study of the attitude of teachers towards pupils and their job satisfaction"** with a view to find out the relation between

attitude of teachers towards students, their job satisfaction and mental health. The investigation had an experimental design wherein a sample of 100 teachers (male and female) of five schools of Cuttack City (Orissa) was chosen through random sampling. The tools used were the Mental Health Scale, the Job Satisfaction Scale, and the Teacher's Attitude towards Children. The data were treated with mean, SD, correlation, chi-square, and't' test. The major findings were- the mental health of teachers bore a significant and positive correlation with their job satisfaction and their attitude towards children; teaching experience, mental health, job satisfaction and teachers' attitude towards children were significant and positively correlated with their age.

**"A study of some correlates of job satisfaction in the teaching profession." was done by Saxena, Nirmal (1990)** with a view to determine the relationship between attitude and job satisfaction of persons serving in the teaching profession; to find out as to what extent aptitude for teaching profession yields job satisfaction; to suggest some remedial measures to minimize job dissatisfaction. In this descriptive survey, 600 teachers from different levels were involved. The purposive random sampling procedure was used. The tools used were the Job Satisfaction Test of Kumar and Mutha, the Socio-economic Status Scale of B. Kuppuswami, the TAT Battery of R.P. Singh and S.N. Sharma, and the Teachers' Attitude Inventory of S.P. Ahluwalia. Mean, S.D., correlation and't' test were computed while treating the data. The major findings were- positive correlation was found between aptitude and job satisfaction; positive but not significant correlation was found between attitude and job satisfaction; job satisfaction was negatively correlated to socio economic status.

**"A study of the elements which affect the job satisfaction of lecturers working in higher secondary schools of Madhya Pradesh" was done by Saxena, P.L. (1990)** with a view to examine the elements which affect the job satisfaction of lecturers of the higher secondary schools of Madhya Pradesh. In this descriptive survey, the sample consisted of 600 male and 300 female teachers chosen through random sampling. From 12 divisions of M.P., 118 schools were selected for the study. The tools used were a General Information Proforma, a Job Satisfaction Opinionnaire, and an Interview Schedule. Mean, 'F' test and critical ratio were calculated while treating the data. The major findings were- there was no significant difference between male and female, and between science and arts lecturers on the job

satisfaction of social, individual, vocational, moral and economic elements; however, a significant difference existed between non government rural and urban schools lecturers having more than 10 years and less than 10 years teaching experience with regard to the above mentioned elements.

**Naik, G.C. (1990) conducted a study on "Job satisfaction of teaching assistants of the M.S. University of Baroda"** with a view to find out the job satisfaction of teaching assistants; to find out the relationship between job satisfaction and sex, age, experience of teaching and marital status and; to find out the intentions of teaching assistants in joining the job. In this descriptive survey an incidental sample of the teaching assistants of the M.S. University of Baroda was selected. An information schedule was used to collect personal data. C.N. Daftwar's Job Satisfaction Scale was used to collect data regarding the job satisfaction of the teaching assistants and a personal interview was conducted to know their intentions. Percentages, mean, SD, 't' tests, ANOVA and chi square test was employed while analyzing the data. The major findings of the study were - most of the teaching assistants were satisfied with their job responsibility and the social conditions within the department; they did not differ in their level of job satisfaction in terms of sex, age group, experience and marital status; the main intentions of joining as teaching assistants were a favourable attitude towards the teaching profession, facilities for further study and financial consideration.

**"A study of professional attitudes of secondary school teachers of Gujarat State" was conducted by Tapodhan, H. N. (1991)** with a view to construct and standardize an attitude scale for secondary school teachers (ASSST) of Gujarat State, and to study the professional attitudes of teachers in relation to various variables like sex, area, caste, qualification, type of school, marital status, various faculties of education, age and experience. In this normative survey, 224 schools were selected from all the 19 districts of Gujarat. From these schools, 1,644 male teachers and 942 female teachers were selected, which was representative, proportionate and voluntary, drawn from all the three faculties (arts, commerce and science graduate teachers). A Likert- type attitude scale was constructed and standardized by the investigator. After carrying out pre-pilot and pilot studies, teachers from 40 schools were selected. After item analysis by the method suggested by Allen Edward, the final tool comprised 30 statements. The major findings of the study were- sex, area (urban/ rural) and caste

(SC/ non SC) had a main effect on professional attitudes, while qualification had no effect; area, sex and caste had significant interaction effect, while sex and qualification had interaction effect at 0.05 level; area and caste; area and qualification; caste and qualification as well as sex, area, and caste; sex, area and qualification had no significant interaction effect on professional attitudes.

**Agarwal, Meenakshi (1991) conducted a study on "Job satisfaction of teachers in relation to some demographic variables and values"** with a view to study the job satisfaction of teachers in relation to their achieved characteristics; to study the job satisfaction of teachers in relation to their ascribed characteristics and; to study the values of teachers having high job satisfaction and poor satisfaction. In this survey, the sample comprising 338 female and 265 male primary and secondary school teachers was administered. The Job Satisfaction Test (Gupta and Srivastava), the Teachers Personal Blank (by the investigator) and the Value Test (Bhargava), Mean, SD, 't' test and bi-serial correlation were calculated for the analysis and interpretation of data. The major findings of the study were - non SC, Urban and Hindi speaking teachers were found to be more satisfied. The male teachers had greater job satisfaction than the female teachers; trained Post graduate teachers, single- family teachers and the more experienced government school teachers were found to be more satisfied with their jobs; economic and political values were significantly related to job satisfaction. Caste, place of work and mother tongue influenced job satisfaction whereas age and marital status did not.

**"A study of the teaching competency of language teachers in relation to their job satisfaction, locus –of– control and professional burnout" was done by Basi, Satpal Kaur (1991)** with a view to measure the teaching competency of language teachers of Ferozepur, Ropar and Ludhiana districts; to ascertain the difference between the more competent and less competent language teachers in relation to the measure of job satisfaction, locus-of-control and professional burnout; to study the relationship between the various criterion measures of teaching competency and; to study the significance of difference among the language teachers teaching in Ludhiana, Ferozepur and Ropar districts. The major findings were- it was indicated that language teachers had a moderate sense of personal accomplishment and success and so they did not experience any professional burnout; there was no difference between the teaching competency and job satisfaction of teachers on the

basis of their locus-of-control; female teachers, urban school language teachers and higher secondary level language teachers were found more externally controlled and satisfied with their job than the rural and high school language teachers; there existed a positive correlation between the measure of job satisfaction and the criterion measures of teaching competency; and a negative correlation between locus-of-control and teaching competency, professional burnout variables and criterion measures of teaching competency.

**Rawat, S. (1992) conducted "A Study of the expectations and realities of job, job satisfaction and values: Pattern of secondary school teachers in relation to their sex"** with a view to find out the job expectations, job realities, job satisfaction and value pattern of fresh teachers in relation to sex, locality, type of organization and level of teaching; to determine the differences between job expectation and job reality in relation to the above variables; to measure the effect of the above variables on job realities, job satisfaction and value pattern of fresh teachers having high and low job expectations. The sample comprised 569 fresh teachers of secondary schools of Bareilly, Moradabad and Rampul Districts and was selected by the multi stage random sampling technique. The sample represented the variations in sex, locality, and type of organization and level of teaching. The tools used were the Personal Date Schedule, the Teacher Job Expectation Scale of Shah and Rawat, Teacher Job Realities Scale of Shah and Rawat, The Job Satisfaction Scale of Uniyal, and the Eight Value Scale of Shah. The collected date were treated with mean, SD,'t' test and product moment correlation. The major findings were- in most of the dimensions of job expectation, female and L.T. grade teachers were found to be more expectant than their male and other grades counterparts; in most of the dimensions of job realities, male and urban teachers experienced better job realities than their female and rural counterparts; sex, locality, type of organization and grade of teachers very feebly affected their value pattern; in all the cases of comparison the expectations of teachers were significantly higher than the job realities.

"A **comparative study of teachers' attitude towards pupils and their job satisfaction" was done by Ray, Sipra (1992**) with a view to study the extent and direction of correlation between job satisfaction and attitude towards pupils, teaching experience, and mental health; and to compare the male and female teachers with regard to their attitude towards pupils, their mental health, and professional

satisfaction. In this study the researcher developed and used the Mental Health Scale, the Job Satisfaction Scale and the Teachers' Attitude Towards children Scale. Further, the researcher also used the Minnesota Teacher Attitude Inventory. The data were treated with percentages, mean, SD, correlation, chi-square,'t' test and regression analysis. The major findings were-the mental health of teachers bore a significant and positive correlation with their job satisfaction and attitude towards pupils; teachers' teaching experience, mental health, job satisfaction and their attitude towards teaching were positively and significantly correlated with their age; women teachers, on an average, cherished a favourable attitude towards pupils, had better mental health and were satisfied in their profession as compared to men.

**"A study of job satisfaction of secondary school teachers in Shillong and leadership characteristics of the heads / principals" was done by Nongrum, Medalin (1992)** with a view to assess the job satisfaction of secondary school teachers in Shillong and to find out the relationship of job satisfaction to factors like gender difference, level of education, religious affiliation and work experience; to study the leadership characteristics of Principals or the Heads of schools as perceived by teachers and; to investigate if there is any association between job satisfaction of teachers and their perception of leadership characteristics of Heads / Principals of schools. A representative sample of 20 schools out of a total of 49 schools in Shillong was chosen keeping in view the location of the school, the management pattern, the type of organization etc. A Job Satisfaction Scale was prepared as per the Standard Scaling technique. A rating scale to assess the leadership characteristics of heads of schools, as perceived by the teachers working under them was also prepared. Critical ratio and chi-square test were used to analyze the data. The major findings were- the type of management appeared to be associated with teachers' job satisfaction, the government school teachers showing significantly more satisfaction; no significant differences were found in job satisfaction between male and female teachers between teachers from different religions backgrounds and between teachers with different lengths of experience; educational qualifications appeared to be positively associated to job satisfaction; teachers tended to be more satisfied if they perceived the heads of schools as being concerned with achievement of group goals and objectives.

**Rama Mohan Babu, V. (1992) conducted a study on "Job satisfaction, attitude towards teaching, job involvement, efficiency of teaching and perception**

**of organizational climate of teachers of residential and non residential schools"** with a view to examine the level of JS, ATT and JI of secondary school teachers; to find out whether men and women teachers differed with regard to variables ATT, JI, TE, POC; to find out whether there is any significant difference between the JS, ATT, JI and TE of teachers working in different types of climate and; to find out whether there is any association between type of school and the type of organizational climate. The major findings were- considering overall JS, the teachers were neither satisfied nor dissatisfied with their job; considering overall attitude, the teachers had a favourable attitude towards teaching; the teachers exhibited a significant level of job involvement. This was true for overall job involvement as well as JI, as measured by different factors; teachers of R schools exhibited a significantly higher level of overall JS compared to teachers of NR schools; there was no significant difference between the level of efficiency of men and women teachers; teachers who had moderate to high work load exhibited higher JS, ATT and TE; the more efficient teachers had a better ATT.

**Barua D.P. (1997) made a study on the "Role conflict and its correlation with job satisfaction and secondary school women teachers: A comparative study in Dibrugarh district, Assam".** The study aimed at to determine the extent of role conflict of women teachers in their family and school settings, to assess the job satisfaction of rural and urban school women teachers and to ascertain the family background of urban and rural secondary school teachers. The sample for the study was 200 women teacher (100 rural -100 urban) from 23 secondary schools randomly. The tools used were -Role conflict scale of A.K. Pandey, Job Satisfaction Scale of Amar Singh and J.R. Sharma, and Socio-Economic Status Scale of Bhadrawaj and Gupta. He found out that there exists significant difference of job satisfaction between trained and untrained women teachers. Also significant difference exists between women teachers of high economic status. It is also to be noted that women teachers belonging to high caste and low caste did not show any significant difference of job satisfaction.

**Chakraborty, Amitabha (2008) conducted a study on the ''Job satisfaction of B. Ed. college teachers of Karimganj and Cachar districts of Assam''** with a view to find out the job satisfaction level of B. Ed. College teachers of Karimganj and Cachar districts of Assam; to find out the significant difference, if

any, between Govt. and non Govt. B. Ed. College teachers of Karimganj and Cachar districts of Assam; to find out the significant difference, if exists between male and female teachers of B. Ed. Colleges of Karimganj and Cachar districts of Assam. The major findings were- the Govt. B. Ed. College teachers though more satisfied in terms of salary but less satisfied with infrastructural facility and dead locked recruitment is concerned. On the other hand, the non Govt. B. Ed. College teachers are satisfied when the democratic autonomy of the administrative climate is concerned but not satisfied with salary and work status of their institutions; the female teachers are less satisfied with salary and promotional opportunities of their job.

**‘‘A study on job satisfaction of college teachers in Hailakandi district’’ was conducted by Laskar, B. U. (2011)** with a view to study the personal interest of teachers in job; to study the interpersonal relation of the teachers in their job. The sample consisted of 89 college teachers drawn randomly from 07 Degree colleges in Hailakandi District. Self developed questionnaire was used to collect data from these colleges. The data were analyzed by using the statistical techniques of percentage. The major findings of the study were – the majority of the teachers (74.16%) feel themselves temperamentally fit for teaching; 77.53% teachers feel proud of their teaching profession; they also feel fortunate in getting this job and consider that teacher should have a sense of humor; 62.92% college teachers share the classes of their colleagues and 77.53% teachers think that they are not troubled by their colleagues.

**‘‘In service training and job satisfaction among library professionals in academic library of Barak valley’’ was conducted by Choudhury, A. S. (2013)** with a view to find out the job satisfaction among the library professionals; to find out the attitude of library information service professionals; to find out the training provided for manpower improvement. The major findings were- the most of the library professionals are satisfied with their jobs in regard to pay package, pay scale and with general policies and administration of the academic libraries of Barak valley; most of the library professionals are agreed with the statements that libraries play an important role in socio-economic and cultural development of a country; the most of the professionals preferred librarianship than other professions where therein more emoluments and facilities; majority of the professionals are satisfied with the training provided for their manpower improvement.

**Bharathi, B. and Pushpa Rani, S.M. (2013), conducted "A study on job satisfaction of St. Joseph's higher secondary school teachers at Trichy"** with the view to assess the socio –demographic characteristics of the teachers; to assess the level of job satisfaction among the teachers; to find out the factors influencing the job satisfaction among the respondents; to study the respondents perception about their job. The Sampling technique adopted in the study is random sampling technique. This study was descriptive in nature. The sample size of the respondents is 100. The study revealed that majority of the respondents are satisfied with the policies and practices, job security, compensation, working conditions, suitability of job, security of future creativity, and the management support. They feel that they have full credit in the work they do and also feel that their job is interesting and challenging. Factors like extra benefits for coaching and their services, recognition from superiors for work done, motivation from the management play a vital role in their encouragement to do more work efficiently, over all, majority of the respondents are satisfied with their work and other job related factors.

**Raj Tilak and Lalita (2013) conducted "Job satisfaction among teachers of private and government school: a comparative analysis.**" with a view to measure the level of job satisfaction of the teachers; to undertake a comparative study between male and female teachers regarding job satisfaction; to undertake a comparative study between govt. and private school teachers regarding job satisfaction. In this research, 50 Govt. and 50 Private teachers, 100 in total, working in different government and private schools were examined. The obtained data were analyzed based on the descriptive statistics using SPSS Version 16. Independent sampled t-test has been used in this study to analyze the job satisfaction level among male and female teachers and government and private school teachers. The study revealed that there is no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there is no significant difference in the level of satisfaction of government and private school teachers.

### 3.3 Studies in abroad:

Here an attempt has been made to review the related studies outside of India. They are:

**Van Dersal (1968) studied on "Factors facilitating job satisfaction."** It was found that there were many factors facilitating job satisfaction such as organizational policy and management, supervision salary, work condition and characteristics, opportunity for advancement.

**Robert (1971) had studied on "Job satisfaction of teachers taking special class in lower state applying Herzberg's theory".** It was found that factors affecting job satisfaction of teachers were work advancement and acceptance. The factors affected the job dissatisfaction were supervision, work security, relationship, salary, work characteristics and working climates.

**G.B. Probe, (1971) made a study on "An investigation of the relationship between teacher, job satisfaction and selected personal characteristic."** The core objective of the study was to find out the relationship between job satisfactions of the teachers with the selected personal experiences. He found that there was significant relationship between job satisfaction and sex, age, education, teaching level, infrastructure facilities and some other demographic variables.

**Clements (1983) had studied on "Relationship between motivational factors and maintenance factors with job satisfaction of student activity staff in the Community College of Massachusetts."** It was found that critical factors drawing job satisfaction were work characteristics, wages, supervision, opportunity for advancement, relations with colleague, work security. Motivational factors and maintenance factors against job satisfaction had higher degree than motivational factors concerning wages, opportunity for advancement. Female staff and male staff had no satisfaction concerning opportunity for advancement. However, female staff dissatisfied rather than male staff.

**Randy Hodson (1989) conducted a study on** "**Gender differences in job satisfaction: why aren't women more dissatisfied?''** The data that were used to examine gender differences in the determination of job satisfaction are taken from the Wisconsin Longitudinal Study of Schooling and Attainments (WLS). The WLS

provides detailed information about current job characteristics and job attitudes, as well as data on respondents' past work, family histories, and expectations for the future. The WLS is based on a one-third random sample of all 1957 high school graduating seniors in Wisconsin.' Respondents were initially interviewed during their senior year in high school and re- interviewed in 1964 and 1975. The selected respondents who were employed full-time in 1975 (N = 5,573). The analysis of gender differences in the determination of job satisfaction has found only minor differences in the process between men and women. At least some women do not like complex work as much as men. Women express slightly greater job dissatisfaction than men if they have children under six years of age. Finally, women are slightly more satisfied if their mothers did not work outside the home and if they are employed in a female-typed occupation. These findings provide little support for the various theories of gender differences in job satisfaction, with the exception of theories that hypothesize the use of different reference groups by men and women. If employed women continue to use as comparison groups women who work at home and their fellow incumbents in female typed occupations, they will, in all likelihood, also continue to voice greater satisfaction with their jobs than men.

**McKee (1991) conducted a study on "The leadership styles of community college presidents based on faculty perceptions, job satisfaction of faculty, and the possibility of a correlation between presidential leadership styles and faculty job satisfaction".** McKee concluded that leadership style makes a difference in job satisfaction level. A high relationship/low task leadership style corresponded with high job satisfaction. Another interesting finding was the significantly lower job satisfaction experienced by faculty who had been over 15 years at their institutions.

**McBride et al. (1992) examined "The effects of ten job satisfaction factors, role ambiguity, and role conflict on community college faculty's propensity to leave".** They discovered that as satisfaction levels of growth opportunities, salary, work, policy and administration, and supervision decreased, turnout intent, an attitude not widely represented, increased. Propensity to leave increased as role conflict increased. Work itself reflected the highest satisfaction and salary the lowest. The generally satisfied faculty appeared to experience a moderate amount of role conflict and a very low level of role ambiguity. Age was the only demographic variable that significantly influenced propensity to leave.

**Torres Belinda, M. Kapes, Jerome, et. al., (1992) conducted a study on the "Relationship between work value and job satisfaction for community college leadership trainees: A Replication and Cross Validation."** The core objective of the study was to explore the work value and job satisfaction of minority professionals in community colleges and technical institute who aspire to advance in leadership position. The sample consisted of 59 Black and His panic educator from Community College and Technical Institute who participated in Leadership Development Programme at Texas A and M University. The tools used in the study were Demographic sheet, Value scale (VS) and Minnesota satisfaction questionnaire (MSQ). The major findings of the study indicates that the participants valued advancement, altruism, authority, creativity and personal development and were satisfied with the activity and social service aspects of their work more than one Norm group with which they were compared.

**Federiuk, C.S. et al. (1993) in Oregon conducted "A cohort analysis study on specific factors importance in paramedic job satisfaction and job performance".** The population of the study was private and public agency paramedics with sample size of 194. The result indicated type of agency and gender affect job satisfaction. Male public paramedics are most satisfied, and female private agency paramedics are least satisfied with their jobs. Analysis of the attitudes toward paramedic job performance scale suggested that male paramedic are more likely to believe that female paramedics are not as capable of performing certain job functions. However age and length of time on job were not significant determinants of job satisfaction in the analysis of covariance.

**Titus Oshagbemi, (1996) conducted a study on "Job satisfaction on U.K. Academics."** The core objective of the study was to find out Job satisfaction with respect to interaction with their colleagues and working condition. 23 Universities in England, Wales, Scotland and Northern Ireland with their teachers were surveyed. The major findings were that they were generally satisfied with their job. They were particularly satisfied with teaching, research and interaction with colleagues. They were moderately satisfied with departmental head's behavior and physical conditions and express dissatisfaction with salary, promotion and performance of administrative affairs.

**Antonio James Soto, Valdez James. R, (1998) made a study on "An exploration of the job satisfaction of American part-time college faculty."** The core objective of study was to examine factors associated with job satisfaction among part time faculties at different types of institution of higher education. The data were collected from National Survey of Post Secondary Faculty, 1992-93, whose sample strength was 974 institutions and 31,354 faculties. The major findings of the study was that the part time faculties were statistically less satisfied than fulltime faculty in term of autonomy and students, but were equally satisfied with demands and rewards. Part time faculties were more satisfied than full-time faculty to leave their current jobs for other opportunities.

**Dorji Kinley (2007) carried out "A study on job satisfaction of primary teachers under Samtse district of Bhutan"** with a view to find out the significant differences on the level of satisfaction by the socio-demographic factors and organizational factors. The population of the study where the primary school teachers in the Samtse district of Bhutan with the sample of 136 teachers. The result indicated that the overall job satisfaction was at the satisfied level. Both the motivation and hygiene aspects were at the satisfied level with very little difference in the mean scores. However, when the two aspects were compared the hygiene aspect was slightly higher than the motivation aspects. With regard to the significant difference on the level of job satisfaction by its socio-demographic factors and organizational factors, age, educational level, experience in teaching, position and their commitment were found to be statistically significant, while gender, marital status, size of the school and teaching load were not statistically significant.

**"Relationship between teacher job satisfaction and teaming structure at the middle school level'' was conducted by Randy Eugene Oliver, Jr.(2007)** with a view to examine the relationship between the nature of the teaming characteristics established in a middle school organization, and teacher job satisfaction. Specifically, the study examined the perceptions of middle school teachers in middle schools with an Average Daily Attendance (ADA) of between 400 and 800 students regarding the characteristics of highly effective teams in their school, and job satisfaction levels. This study was unique in its use of teacher perceptions to assess the characteristics of highly effective teams in schools, and their relationship to teacher job satisfaction. Spearman correlations were computed to investigate whether teacher ratings on eight

dimensions of team effectiveness are related to their intrinsic and extrinsic job satisfaction. These findings are presented for the overall sample. Correlations range from .0 to .99, with a range of. 20 to .30 indicating a weak correlation, a range of .40 to .60 indicating a moderate correlation, and a correlation over .60 indicating a strong correlation.

**"Job satisfaction among urban secondary-school teachers in Namibia'' conducted by Evy George, Daniel Louw and Gerhard Badenhorst (2008)** to investigate biographical variables pertaining to the teachers' gender, age, marital status, school resources, teaching experience, academic qualifications, and rank to determine whether these had any significant relevance, or made any notable contribution, to the level of job satisfaction experienced. Also, the correlation between burnout and job satisfaction was investigated to determine the extent to which these two factors are related. A sample of 337 secondary-school teachers randomly selected from 17 government schools, in the Windhoek region of Namibia, voluntarily participated in the study. The study reveals that the biographical variable, school area, was found to be significant on the 0.01 level. No significant results were found for the other four variables. For the variable, school area, the difference was further analysed by means of Student's't' tests for independent groups. The analysis of multiple comparisons was done by means of separate't' tests for the three dependent variables. Results showed significant levels of dissatisfaction pertaining to intrinsic factors of work and, more especially, those factors relating to school area and rank. A significant correlation between levels of burnout and job satisfaction was found, particularly in respect of emotional exhaustion and depersonalization, which were shown to correlate with low levels of job satisfaction.

**M. D. Pushpakumari (2008) made a study on** "**The impact of job satisfaction on job performance: an empirical analysis''** The specific problem addressed in this study is to examine the impact of job satisfaction on performance. It considered which rewards (intrinsic and extrinsic) determine job satisfaction of an employee. It also considered influence of age, sex and experience of employees on level of job satisfaction. In addition, it investigated in most satisfying event of an employee in the job, why employees stay and leave the organization. Data were collected through a field survey using a questionnaire from three employee groups, namely Professionals, Managers and Non-managers from twenty private sector

organizations covering five industries. The analysis of data revealed that there exist positive correlation between job satisfaction and performance of employees.

**PhanTuiLuyen (2009) studied on "Factors affecting job satisfaction of the staff in Cantho university of medicine and pharmacy – Vietnam"** The population of the study were the staff of medicine and pharmacy department of Cantho university of Vietnam and found out that, the staff with different age, commitment level and work settings was found to have statistically significant differences with the level of job satisfaction while gender, marital status, educational level, year of experience and rank were not found to be statistically significant on the level of job satisfaction.

**Fredy Wilson Ngimbudzi, (2009) conducted a study on "Job satisfaction among secondary school teachers in Tanzania: the case of Njombe District"** with a view to examine the factors that are associated with teachers' job satisfaction. It determines the kind of factors or facets which teachers are satisfied with. It also determines whether teachers differ significantly in their job satisfaction in relation to personal or demographic factors such as gender, age, marital status, type of school, location of school, type of teacher, teaching experience, promotional position (leadership position) and educational qualification. Moreover, it is aimed at determining the factors which contribute significantly to teachers' intention to remain in the job. Lastly, the study is aimed at determining whether there is a significant relationship between teacher job satisfaction and job dimensions namely: Job Characteristics (JC); Social Benefits (SB); Meaningfulness of the Job (MJ); Support from Administrators (SA); and teachers" Intentions to Remain on the job (IR). The results of this study shows that teachers are satisfied with the following job dimensions. Firstly, teachers indicated that they are satisfied with the meaningfulness of the job (MJ). This job dimension included such aspects as collegial recognition of one's contribution in the school (esteem from others), school's physical working environment or working conditions (physiological need), teaching as an opportunity to use one's skills (Self-actualization or Nature of work-itself) and teaching as a challenging job (Self-actualization). The results of this study support Herzberg and his colleagues (1959) findings on the aspects of recognition and nature of the job as satisfiers, but contradict them on the aspect of physical working environment in which participants in the current study indicated that they are to some extent happy with

their schools physical and environmental working conditions. The results would differ if a similar study was conducted in all the Community-Government Secondary Schools in all the wards in the district that are located in very remote areas where transport, electricity, water, hospitals, communication services are not available. In other words, the schools in which this study was conducted appear to be located in places where such problems are not serious and that influenced the current results on this aspect or job dimension.

"**Job satisfaction of secondary school teachers in Lahore District of Pakistan'' was conducted by Iqbal Asif and Akhtar Saeed (2011)** with the object to explore teachers' satisfaction working in public sector secondary schools in Lahore district; to compare the level of job satisfaction between male and female secondary school teachers. Six facets of job satisfaction were developed to compare gender, age, teaching experience, and location of the school with teachers' job satisfaction. The population comprises all public sector secondary school teachers working in district Lahore, Pakistan. Data were collected personally. Job Satisfaction Scale for Teachers (JSST) was used for this purpose. One way ANOVA and t-test were applied. The results are interpreted in the context of Pakistan. Findings of the study suggested that female teachers were more satisfied with work and supervision aspects of job as compared with male teachers. No significant difference was found in the job satisfaction between science and arts; urban and rural school teachers. Age and work experience did not explore the job satisfaction difference in teachers.

**"Job satisfaction of secondary school teachers in Thimphu district of Bhutan" was conducted by Drukpa, Sangay (2010)** with the view to identify the level of job satisfaction of teachers teaching in secondary schools of Thimphu district of Bhutan; to compare the job satisfaction of teachers teaching in secondary schools of Thimphu district of Bhutan with regard to the personal characteristics and job characteristics. The population of the study was all the teachers teaching in secondary schools in Thimphu district of Bhutan and the sample size were 267 teachers teaching in various secondary schools of this district. A descriptive survey method was used as the research method and the questionnaire was developed and used as the key instrument. Descriptive statistics like, percentage, mean, standard deviation was used in addressing the general characteristics of the same. ANOVA and t-test were used in comparing the personal characteristics, job characteristics with the aspects of job

satisfaction. The major findings of the study were- the average mean score were 3.61 and 0.73. Out of the 7 aspects of job satisfaction 4 aspects like work, working condition, policy and management and interpersonal relation were at satisfied level and the rest 3 aspects like income, self esteem and intrinsic reward falls in a moderate level. However, there is no much of difference in the mean score. Thereby the findings of the overall satisfaction were satisfied. The result also demonstrated that teachers in Thimphu have job satisfaction in interpersonal relationship and the least satisfaction is the income with the minimum mean score of 3.25.

**"The level of the job satisfaction of teachers in Botswana" was conducted by Pedzani Perci Monyatsi (2012), University of Botswana, Faculty of Education, Gaborone, Bostwana.** The study was aimed to investigate the level of job satisfaction of the teachers of all categories in Botswana. The population of the study comprised all categories of primary school teachers, junior secondary school teachers and senior secondary school teachers; that is teachers, senior teachers, and heads of department, deputy head teachers, and head teachers in Botswana. The sample consisted of 150 teachers (50, primary, 50 junior secondary, and 50 senior secondary); 150 senior teachers (25, primary, 100 junior secondary, and 25 senior secondary), 80 heads of departments (20 primary, 40 junior secondary and 20 senior secondary), 75 deputy head teachers (25 primary, 25 junior secondary and 25 senior secondary); and 55 head teachers (20 primary, 20 junior secondary and 15 senior secondary) selected randomly. A modified version of the Job Descriptive Index (JDI) was used to collect data for this study. The results of this survey, using the Job Description Index (JDI) and the Job in General (JIG) scale as published by Bowling Green State University. The major findings of the study were that all categories of teachers in Botswana schools are generally satisfied with their job of teaching. The majority of respondents in this study are not satisfied with opportunities for promotion in general. This may be because promotional chances in the teaching field are limited as teaching is a dead-end job. Generally, the results of this study show that all categories of teachers are satisfied with the supervision they get as it is not annoying but it is given tactfully; and they are praised whenever they do a good job. The majority of the respondents found their current job satisfying which is good because as illustrated earlier, a satisfied employee tends to be absent less often, to make positive contributions, and to stay with the organization longer. An organization with satisfied employees is bound

to be productive. They feel that they are not well paid and therefore can barely live on the income from their salaries. However, a large number of head teachers and deputy head teachers believe that their pay is not that bad; may be because in Botswana they are paid more than any category of teachers. This study also shows that the respondents were satisfied with the people they work with.

### 3.4. Conclusion:

The researches reviewed here have been conducted largely outside the Barak Valley. The findings of these studies have a very significance with the present study. This review of above researches provide an idea to the investigator about the setting of objectives, the methodology to be adopted in terms of collection of data, selection of method, samples and tools for the present study.

# CHAPTER – IV

# METHODOLOGY

## 4.1. Introduction:

Meaningful and successful educational investigation stands on the suitability and opportunities of the method adopted and the specific technique employed for collecting the data. So, selection and implication of method, more broadly speaking 'methodology' is an important task of research. Methodology is a way to solve research problem systematically. In it, researcher studies the various steps are generally adopted in studying research problem along with the logic behind them. Methodology provides the researcher direction to plan, to solve the research problem under study. In adopting proper methodology for solving research problem, it is necessary to identify the research problem and to classify the problem in which category it falls. A good research always follows a sound methodology and procedure, which leads the investigator to the target. Selection of methodology and the specific design within that will depend upon the kind of data that problem entails. Methodology of a research involves consideration in the following aspect:-

Method of study

Population

Selection of sample

Data gathering instruments

Procedure of data collection

## 4.2. Method of study:

The present study employs descriptive survey method. This method includes surveys and enquires of different kinds. This method helps researcher to get detailed description about the existing conditions. It involves the description, recording, analysis and interpretation of condition that now exists. Descriptive research studies

are designed to obtain information concerning the current status of phenomena. The descriptive research method is the most popular and most widely used research method in education. Descriptive survey is the means through which opinion, attitudes, suggestions for improvement of educational practices and instructions and other data can be obtained. Survey data may be collected from different unit of population or from a representative sample. The information gathered may be concerning a large number of related factors or may be confined to few selected items. The design of survey studies focuses attention on the following aspects:

a) Formulating the objectives of the study.

b) Designing the method.

c) Selecting the samples.

d) Collecting the data.

e) Processing and analyzing the data.

f) Reporting the findings.

In this study a survey is conducted with 207 (two hundred seven) Nos. of teachers of secondary stage and 108 (one hundred eight) Nos. of teachers of higher secondary stage teaching in higher secondary schools of Barak valley in Assam where secondary and senior secondary (ix to xii) classes are taught. A self developed tool (questionnaire) is prepared by the investigator to collect the data from the thirty numbers of higher secondary schools of Barak valley in Assam.

### 4.3. Population of the study:

The identification of population and drawing a representative sample from the population is an utmost important task in any research work upon which the logical conclusion of the study and findings rest. Population refers to any collection of specified group of human beings or entities such as educational institutions, areas and so on. The whole group from which the sample has been drawn is known as population. As stated by Guilford (1981) the term includes all sets of individuals, objects that can be described by having a unique combination of qualities. Population is defined to be the totality of objectives under consideration.

The population in the present study comprises all the teachers teaching in secondary and senior secondary stages in Government and Provincialised higher secondary schools in Barak valley of Assam.

### 4.4. Sample of the study:

A sample is a small proportion of population selected for observation and analysis. The sample selected from population is a representative, adequate and free from bias so that data gathered can provide reliable estimates and inferences about the attributes of population. To get the real and true representation of the population, sample is systematically and scientifically selected after considering the different characteristics of population. Sampling is the process of obtaining information about the entire population. One of the important purposes of research is its universal application. To study a large size of population is not possible. In that case the representative group of people from that large population is selected.

In the present study, the researcher visited the three offices of Inspector of Schools of Cachar, Karimganj and Hailakandi districts and collected the list of higher secondary schools. After receiving the list, it has been found that there are altogether 60 number of higher secondary schools in Cachar, Karimganj and Hailakandi districts (Barak valley) in Assam where both secondary and senior secondary classes are taught. It is not possible to collect information from all the teachers of these higher secondary schools. So, 50% schools (30 numbers) and 50% of the teachers teaching in secondary stage and 50% of the teachers teaching in higher secondary stages of these 30 selected schools have been selected randomly through lottery method. The sample size is represented in the following table.

**Table No. 2**

**Sample of the study**

| School | Total no. of schools | Sampled schools | Total no. of teachers | Sampled teachers |
|---|---|---|---|---|
| Higher secondary school | 60 | 30 | 414 (Secondary stage) | 207 |
| | | | 216 (Higher secondary stage) | 108 |

### 4.5. Tools of the study:

The instruments which are employed for gathering new facts for exploring new fields are called tools. A research tool plays a major role in the research programme. It is the sole factor, which helps in colleting sound information and arriving at a perfect conclusion and helping in providing suitable remedial measure to the problem concerned. The success of a research depends upon the tools used. A researcher in the process of data collection requires various types of tools which vary in their complexity and interpretation. In this study, the investigator has developed a questionnaire consists of 45 items consulting with the supervisor keeping in view of the objectives of the study.

### 4.6. Data Collection:

The process of data collection are of two types viz, primary source and secondary source. The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. On the other hand, the secondary data are those which have already been collected by someone else and which have already been passed through the statistical process (Kothari, 2004). In order to collect information about job satisfaction of secondary and higher secondary school teachers in Barak valley, Assam, the researcher has used one questionnaire consists of 45 items.

The researcher has started the collection of data from the month of March, 2014. It took near about eight months to collect the same. At the very outset, the respondents were identified and then they were explained the purpose of the study and made acquainted with the objectives of the present study so that they can realize the importance of their co-operation. During the process the researcher had to face lots of problems. Since the research is based mainly on the primary data (field survey) the researcher had to go to the teachers of secondary and senior secondary classes of higher secondary schools in order to collect the data. When the researcher visited the respondents, at first they were not interested to give the data. As most of the teachers belong to rural areas, they were not fully aware of such things, so they showed less interest and reluctant and were also fearing in giving the response to the researcher.

But in order to get valid and reliable information from the respondents, careful effort was made by creating a friendly atmosphere of trusts and confidence so that the respondent may feel at ease while talking to and discussing with the researcher. And the respondents were also assured that the information supplied by them would be kept strictly confidential and would not be used for any other purposes except for the present study. After explaining the purpose, they showed positive attitude towards the researcher and agreed to give the information. The investigator personally visited the higher secondary schools and distributed the questionnaires to the respective teachers of 30 (thirty) higher secondary schools. The researcher constantly pursued the respondents almost on a daily basis to get the entire questionnaire answered. In this way, it took about eight months to collect the information from the respondents.

# CHAPTER -V

# ANALYSIS AND INTERPRETATION OF DATA

## 5.1 Introduction:

Good, Barr and Scates write "Analysis is a process which enters into research in one form or another form, in the very beginning. It may be fair to say that research consists in general, of two larger steps- the gathering of data and the analysis of these data but no amount of analysis can validly extract from the data factors which are not present" (Sidhu, 2000).

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purposes of interpretation (Koul, 2001). The data are studied from as many angles as possible to explore the new facts. It requires an alert, flexible and open mind (Koul, 2000). Interpretation of data states what the results or findings show. It is by no means a mechanical process. It needs a critical examination of the results of one's analysis in the light of all the limitations of his data gathering (Sidhu, 2000). Hence, data analysis is considered to be an important step and heart of any research work.

Analysis and interpretation of data and formulation of conclusion and generalization are necessary to get a meaningful picture out of the raw data. The collected data through the use of various tools needs to be systematized and organized. It involves breaking down the existing complex factors into simpler parts and rearranging the parts for the purpose of interpretation. It is, therefore necessary to organize, analyze and interpret the data collected for drawing conclusion and generalization.

It is mentioned in the methodology chapter that data are collected from the teachers of both secondary and higher secondary stages of higher secondary schools of Barak valley in Assam with the help of a questionnaire which are analyzed below according to the objectives of the study.

**5.2 Analysis of data with regard to extent of job satisfaction of secondary and higher secondary school teachers in Assam with respect to their interest and attitude towards teaching, salary, academic freedom, job security, interpersonal relationships, opportunities for professional development, adequacy of curriculum and working environment:**

**Interest and attitude of teachers towards teaching:**

Interest is the central force that drives the whole machinery of teaching- learning process. It is a great motivating force that persuades the teacher to engage in a cognitive, conative, or affective behaviour. It is a feeling which accompanies special attention to some contents or objects. An attitude is a particular feeling about something. Attitude is a personal disposition common to individuals, but varying in degrees, which impels individuals to react to object, situations or prepositions in ways that can be called favourable or unfavourable. It is the degree of positive or negative disposition associated with some psychological object. Interest and attitude towards teaching denotes the positive or negative feeling or disposition associated towards teaching. The following table represents the data related to the interest and attitude of teachers teaching in secondary and higher secondary stages.

**.Table No. 3**

**Interest and attitude of secondary and higher secondary teachers towards teaching**

| Sl. No. | Statement | Response (Secondary teachers) | % of Responses | Response (Higher Secondary teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are interested in teaching | Yes- 173 | 83.57% | Yes- 93 | 83.33% |
| | | No- 34 | 16.43% | No- 15 | 16.67% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 2 | You feel pleasure in teaching | Yes- 170 | 82.13% | Yes- 91 | 84.26% |
| | | No- 37 | 17.87% | No- 17 | 15.74% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 3 | You feel teaching is an ideal job | Yes- 168 | 81.16% | Yes- 90 | 83.33% |
| | | No- 39 | 18.84% | No- 18 | 16.67% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4 | You feel teaching is a passion | Yes- | 167 | 80.68% | Yes- | 90 | 83.33% |
| | | No- | 40 | 19.32% | No- | 18 | 16.67% |
| | | **Total-** | **207** | **100%** | **Total-** | **108** | **100%** |
| 5 | You feel teaching is more prestigious job | Yes- | 170 | 82.13% | Yes- | 85 | 78.70% |
| | | No- | 37 | 17.87% | No- | 23 | 21.30% |
| | | **Total-** | **207** | **100%** | **Total-** | **108** | **100%** |
| 6 | You think teaching is an onerous job | Yes- | 91 | 43.96% | Yes- | 46 | 42.59% |
| | | No- | 116 | 56.04% | No- | 62 | 57.41% |
| | | **Total-** | **207** | **100%** | **Total-** | **108** | **100%** |
| 7 | You think teaching is the noblest profession | Yes- | 170 | 82.13% | Yes- | 89 | 82.41% |
| | | No- | 37 | 17.87% | No- | 19 | 17.59% |
| | | **Total-** | **207** | **100%** | **Total-** | **108** | **100%** |

From the above table, the study shows that 83.57% teachers of secondary level and 83.33% teachers of higher secondary level in Barak valley of Assam feel interest in teaching. The study reveals that out of 207 secondary teachers, 82.13% teachers feel pleasure in teaching and out of 108 higher secondary teachers, 84.26% teachers feel pleasure in teaching. From the above table, it is found that 81.16% teachers teaching in secondary stage and 83.33% teachers teaching in higher secondary stage feel that teaching is an ideal job. Similarly Das, Bijoy Laxmi (1988) conducted a study of secondary school teachers' job satisfaction and job motivation in Cuttack district of Orissa and found that the teachers of secondary school were more satisfied with their profession. The present study also reveals that 80.68% teachers of secondary level and 83.33% teachers of higher secondary level in Barak valley of Assam feel that teaching is a passion. From the above table it is found that 82.13% teachers teaching in secondary stage and 78.70% teachers teaching in higher secondary stage in Barak valley of Assam feel that teaching is more prestigious than any other jobs. Naik, G.C. (1990) also conducted a study on job satisfaction of teaching assistants of the M.S. University of Baroda and found that the teaching assistants were a favourable attitude towards the teaching profession. The above table shows that 56.04% teachers of secondary level and 57.41% teachers of higher secondary level in Barak valley of Assam do not think that teaching is an onerous job. The table also indicates that 82.13% teachers teaching in secondary stage and 82.41%

teachers teaching in higher secondary stage think that teaching is the noblest profession because they get maximum pleasure in teaching and get the highest reputation in the society. Goyal, J.C. (1980) conducted a study on the relationship among attitudes, job satisfaction, adjustment and professional interests of teacher educators in India, and found that a large majority of teacher educators were favourably inclined towards their profession and were satisfied in the job

**Satisfaction of teachers with regard to salary:**

A key factor associated with the satisfaction of teachers in their job is reported to be their pay and other fringe benefits, such as number of leaves, incentives, pension and gratuity schemes, timely payment of salary, remuneration for extra class and work, provision of relief in case of emergencies etc. Hence, positive and negative statements belonging to this dimension of job satisfaction are constructed through careful procedure. The following table represents the data related to the satisfaction of teachers teaching in secondary and higher secondary stage with regard to their salary.

**Table No. 4**

**Job satisfaction of secondary and higher secondary teachers in relation to their salary**

| Sl. No. | Statement | Response (Secondary teachers) | % of Responses | Response (Higher Secondary teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You like to shift in other job on same salary | Yes- 56 | 27.05% | Yes- 21 | 19.44% |
| | | No- 151 | 72.95% | No- 87 | 80.56% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 2 | You like to shift in other job with more salary | Yes- 61 | 29.47% | Yes- 35 | 32.41% |
| | | No- 146 | 70.53% | No- 73 | 67.59% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 3 | Present salary fulfills your requirements | Yes- 118 | 57.00% | Yes- 62 | 57.41% |
| | | No- 89 | 43.00% | No- 46 | 42.59% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

From the above table it shows that 72.95% teachers of secondary stage and 80.56% teachers of higher secondary stage opine that they would not like to shift in other jobs on same salary which they are drawing per month from their own institutions. The table also reveals that 70.53% teachers teaching in secondary level and 67.59% teachers teaching in higher secondary level opine that they would not like to shift in other jobs even if they get more salary, because they are very much interested in teaching profession. From the study it is also found that 57.00% and 57.41% teachers of secondary and higher secondary stages respectively think that present salary fulfills their requirements.

**Satisfaction of teachers with regard to academic freedom:**

Teaching being highly creative, the teachers should have freedom to try out innovative methods of teaching and adequate opportunity for expressing their ideas and talents so that there is variety and novelty in the teaching- learning process. Lack of flexibility may make teaching monotonous. Hence, statements measuring this dimension are included in the tool in order to find out whether teachers are satisfied with their job or not. The following table represents the data related to academic freedom of teachers teaching in secondary and higher secondary stage.

**Table No. 5**

**Academic freedom and job satisfaction of secondary and higher secondary teachers**

| Sl. No. | Statement | Response (Secondary teachers) | % of Responses | Response (Higher Secondary teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with the subjects allotted to teach | Yes- 121 | 58.45% | Yes- 91 | 84.26% |
| | | No- 86 | 41.55% | No- 17 | 15.74% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 2 | You are free to select the content of the subjects | Yes- 130 | 62.80% | Yes- 79 | 73.15% |
| | | No- 77 | 37.20% | No- 29 | 26.85% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 3 | You are satisfied with the school time table | Yes- 118 | 57% | Yes- 87 | 80.56% |
| | | No- 89 | 43% | No- 21 | 19.44% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

| | | | | | |
|---|---|---|---|---|---|
| 4 | You participate in preparing the school time table | Yes- 110 | 53.14% | Yes- 59 | 54.63% |
| | | No- 97 | 46.86% | No- 49 | 45.37% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 5 | You can express your opinion in the planning of the school | Yes- 117 | 56.52% | Yes- 66 | 61.11% |
| | | No- 90 | 43.48% | No- 42 | 38.89% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 6 | You are given opportunities for suggestions in your institution's work | Yes- 116 | 56.04% | Yes- 61 | 56.48% |
| | | No- 91 | 43.96% | No- 47 | 43.52% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

The above table shows that 58.45% teachers of secondary level and 84.26% teachers of higher secondary level are satisfied with the subjects allotted to them for teaching and 62.80% teachers of secondary stage and 73.15% teachers of higher secondary stage are free to select the content of the allotted subjects without any interference of their head of the institution. The study also reveals that 57% teachers of secondary level and 80.56% teachers of higher secondary level are satisfied with their school time table and the teachers (53.14% and 54.63%) of both secondary and higher secondary levels respectively participate in preparing their school time table. From the study, it is found that 56.52% teachers of secondary stage and 61.11% teachers of higher secondary stage can express their opinion in the planning and management of their institutions. Even 56.04% and 56.48% teachers of secondary and higher secondary levels respectively get opportunities to provide suggestions in their institutions' work because the teachers are asked by the management for imparting their valuable suggestions and accordingly they provide suggestions for the healthy educational atmosphere of the institution. By getting this sort of opportunities, majority of the teachers of both secondary and higher secondary stages enjoy the greater academic freedom.

**Opportunities for professional development and job satisfaction of teachers:**

Teaching is a process of lifelong learning and teaching process provides adequate opportunities for professional achievement and advancement. If the desire for professional upliftment is inoperative, the teacher may develop a negative outlook towards his / her job. Opportunities for professional development of teachers play an

important role for the healthy educational environment of the institution. Hence, statements regarding this dimension are added in the tool. The following table represents the data related to opportunities for professional development and job satisfaction of teachers teaching in secondary and higher secondary stages.

**Table No. 6**

**Professional development and job satisfaction of secondary and higher secondary teachers**

| Sl. No. | Statement | Response (Secondary teachers) | % of Responses | Response (Higher Secondary teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Satisfaction of teachers with the provision of in-service training | Yes- 173 | 83.57% | Yes- 27 | 25.00% |
| | | No- 34 | 16.43% | No- 81 | 75.00% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 2 | Opportunity to undergo ICT skill development programme | Yes- 73 | 35.27% | Yes- 35 | 32.41% |
| | | No- 134 | 64.73% | No- 73 | 67.59% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 3 | Opportunity to participate in the workshop and seminar | Yes- 74 | 35.75% | Yes- 61 | 56.48% |
| | | No- 133 | 64.25% | No- 47 | 43.52% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 4 | Opportunity to deliver lecture on current issues | Yes- 62 | 29.95% | Yes- 63 | 58.33% |
| | | No- 145 | 70.05% | No- 45 | 41.67% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

From the above table, it is revealed that 83.57% teachers of secondary stage are satisfied with the provision of in-service training but 75.00% teachers of higher secondary stage are not satisfied with the provision of in-service training because for the teachers of +2 level, the respective Deptt. has not been given any provision of in-service training. The study indicates that 64.73% teachers of secondary level and 67.59% teachers of higher secondary level do not get any opportunity to undergo ICT skill development programme in their schools because the school authorities do not organize any short term or long term programme for ICT skill development. In the study, it is highlighted that 64.25% teachers of secondary stage opine that they do not

get any opportunity to participate in the workshop and seminar whereas 56.48% teachers of higher secondary stage opine that they get opportunity to participate in the workshop and seminar. The study also reveals that 70.05% teachers of secondary level orate that they do not get any opportunity to deliver lecture on current issues. They reason out that in our socio-educational environment only highly qualified persons are more honoured and get invitation from different agencies and authorities. But 58.33% teachers of higher secondary level speak out that they get opportunity to deliver lecture on current issues organized by different agencies and authorities.

**Job security and job satisfaction of teachers:**

The fear of losing job may create unnecessary stress and fear in the mind of a teacher and by dint of this a teacher may be unable to concentrate on his / her work. Job security may affect the feeling of satisfaction. Hence, statements related to job security are included in the tool and the following table represents the data related to the job satisfaction and job security of teachers teaching in secondary and higher secondary stages.

**Table No. 7**

**Job satisfaction and job security of secondary and higher secondary teachers**

| Sl. No. | Statement | Response (Secondary teachers) | % of Responses | Response (Higher Secondary teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with your supervisory staff | Yes- 131 | 63.29% | Yes- 86 | 79.63% |
| | | No- 76 | 36.71% | No- 22 | 20.37% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 2 | You are facing the threatening from the supervisor | Yes- 19 | 9.18% | Yes- 10 | 9.26% |
| | | No- 188 | 90.82% | No- 98 | 90.74% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 3 | Present law and order of the state is a threat to your job | Yes- 66 | 31.88% | Yes- 38 | 35.19% |
| | | No- 141 | 68.12% | No- 70 | 64.81% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 4 | You are satisfied with the present pension rule | Yes- 57 | 27.54% | Yes- 43 | 39.81% |
| | | No- 150 | 72.46% | No- 65 | 60.19% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

The study shows that 63.29% teachers of secondary level and 79.63% teachers of higher secondary level are satisfied with their supervisory staffs and 90.82% teachers of secondary level and 90.74% teachers of higher secondary level opine that they do not face any threatening from the supervisors. From the study, it is revealed that 68.12% teachers of secondary level and 64.81% teachers of higher secondary level think that present law and order of the state is not a threat to their job but 72.46% teachers of secondary level and 60.19% teachers of higher secondary level are not satisfied with the present pension rule of the state government. The main reason of dissatisfaction of the teachers of both secondary and higher secondary levels with regard to present pension rule of the state government is that many senior teachers will be able to get pension after their retirement whereas the teachers who have appointed after 2005 of the same status will be deprived to get pension after their retirement due to enactment of 'New Pension Scheme' which will adversely affect the professional code of ethics of the teachers.

**Inter-personal relationship of teachers:**

Sound inter-personal relationship can be considered as one of the positive aspects of good educational institution. If the teacher feels that his / her colleagues are not helpful to one another or if he / she does not have a good relationship with his / her colleagues and the principal, it may adversely affect his / her job satisfaction. The following table represents the data related to inter-personal relationship of teachers teaching in secondary and higher secondary stages.

**Table No. 8**

**Interpersonal relationship of the secondary and higher secondary teachers**

| Sl. No. | Statement | Response (Secondary teachers) | % of Responses | Response (Higher Secondary teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Your colleagues are intimate to you | Yes- 117 | 56.52% | Yes- 91 | 84.26% |
| | | No- 90 | 43.48% | No- 17 | 15.74% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 2 | You share the classes of your colleagues | Yes- 121 | 58.45% | Yes- 24 | 22.22% |
| | | No- 86 | 41.55% | No- 84 | 77.78% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

| | | | | | |
|---|---|---|---|---|---|
| 3 | Your Head is impartial in every respect | Yes- 107 | 51.69% | Yes- 57 | 52.78% |
| | | No- 100 | 48.31% | No- 51 | 47.22% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 4 | Your Head is a man of harsh attitude | Yes- 97 | 46.86% | Yes- 58 | 53.70% |
| | | No- 110 | 53.14% | No- 50 | 46.30% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 5 | Non teaching staffs are cooperative to you | Yes- 116 | 56.04% | Yes- 57 | 52.78% |
| | | No- 91 | 43.96% | No- 51 | 47.22% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

The above table reflects that 56.52% teachers of secondary level and 84.26% teachers of higher secondary level think that their colleagues are intimate enough to them. Again the study shows that 58.45% teachers of secondary level share the classes of their colleagues but 77.78% teachers of higher secondary level do not share the classes of their colleagues because the teachers of higher secondary stage have been appointed as a subject teacher and all of them have P.G Degree in one or more discipline. As a result the teachers of higher secondary stage are not in a position to share the classes of their colleagues. A study on job satisfaction of college teachers in Hailakandi district was conducted by Laskar, B. U. (2011) and found that most of the college teachers share the classes of their colleagues and had better interpersonal relationship. From the above table it is found that 51.69% teachers of secondary level and 52.78% teachers of higher secondary level feel that their Head is impartial in every respect and 53.14% teachers of secondary level consider that their Head is not a man of harsh attitude because of his politeness in dealing and sense of humor but 53.70% teachers of higher secondary level consider that their Head is a man of harsh attitude because he is unable to adjust with the teachers of higher secondary stage. The study also reveals that the teachers (56.04% and 52.78%) of both secondary and higher secondary stages respectively think that their non teaching staffs are cooperative to them.

**Feedback from different sections:**

Adequate feedback that a teacher receives from the different sections such as principal, colleagues, parents, non-teaching staffs and the students act as a motivating factor. The recognition and appreciation that a teacher receives for his / her good

work are correlated to his / her job satisfaction. The following table represents the data related to feedback from different sections for the teachers teaching in secondary and higher secondary stages.

**Table No. 9**

**Job satisfaction of secondary and higher secondary teachers in relation to feedback from different sections**

| Sl. No. | Statement | Response (Secondary teachers) | % of Responses | Response (Higher Secondary teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Students are satisfied with your teaching | Yes- 184 | 88.89% | Yes- 100 | 92.59% |
| | | No- 23 | 11.11% | No- 08 | 7.41% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 2 | Head is satisfied with your performance | Yes- 172 | 83.09% | Yes- 83 | 76.85% |
| | | No- 35 | 16.91% | No- 25 | 23.15% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 3 | Non teaching staffs are satisfied with you | Yes- 132 | 63.77% | Yes- 60 | 55.56% |
| | | No- 75 | 36.23% | No- 48 | 44.44% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 4 | Guardian of the students are satisfied with your teaching | Yes- 158 | 76.33% | Yes- 95 | 87.96% |
| | | No- 49 | 23.67% | No- 13 | 12.04% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

The above table reveals that 88.89% teachers of secondary level and 92.59% teachers of higher secondary level think that students are satisfied with their teaching. Again out of 207 secondary teachers 83.09% teachers think that the Heads are satisfied with their performances and out of 108 higher secondary teachers 76.85% teachers think that the Heads are satisfied with their performances. From the study it is found that 63.77% teachers of secondary stage and 55.56% teachers of higher secondary stage opine that their non teaching staffs are satisfied with them. The study also shows that 76.33% teachers of secondary level and 87.96% teachers of higher secondary level think that the guardian of students are satisfied with their teaching

because in the parent-teacher meet the guardians express their views in favour of their teaching.

**Adequacy of curriculum and job satisfaction of teacher:**

Adequacy of curriculum is closely related to the job satisfaction of teachers. An overloaded or an outdated curriculum, lack of clear understanding of the new techniques of evaluation procedure may make the teacher dissatisfied with his work. With this intention, the investigator included some items in his tool to find out whether the curriculum with which he / she is involved interfere his / her job satisfaction. The following table represents the data related to job satisfaction of secondary and higher secondary teachers with regard to curriculum.

**Table No. 10**

**Job satisfaction of secondary and higher secondary teachers with regard to curriculum**

| Sl. No | Statement | Response (Secondary teachers) | % of Responses | Response (Higher Secondary teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Present curriculum is child centric | Yes- 115 | 55.56% | Yes- 66 | 61.11% |
| | | No- 92 | 44.44% | No- 42 | 38.89% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 2 | Present curriculum is suitable to the learners | Yes- 120 | 57.97% | Yes- 63 | 58.33% |
| | | No- 87 | 42.03% | No- 45 | 41.67% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 3 | Present curriculum is enough for all round development | Yes- 115 | 55.56% | Yes- 53 | 49.07% |
| | | No- 92 | 44.44% | No- 55 | 50.93% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 4 | Present curriculum is overloaded | Yes- 85 | 41.06% | Yes- 43 | 39.81% |
| | | No- 122 | 58.94% | No- 65 | 60.19% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |
| 5 | You are satisfied with the 'CCE' procedure | Yes- 99 | 47.83% | Yes- 62 | 57.41% |
| | | No- 108 | 52.17% | No- 46 | 42.59% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

The above table shows that 55.56% teachers of secondary stage and 61.11% teachers of higher secondary stage think that the present curriculum is child centric because the curriculum which is prepared by SEBA and AHSEC have considered the psycho-social and environmental condition of the learners. The study reveals that 57.97% teachers of secondary stage and 58.33% teachers of higher secondary stage think that the present curriculum is suitable to the learners. From the study, it is also found that 55.56% teachers of secondary level think that the present curriculum is enough for all round development of the learners but 50.93% teachers of higher secondary level think that the present curriculum is not enough for all round development of the learners because it has not covered the total aspects of life of the learners. The study also indicates that the teachers of both secondary and higher secondary stages (58.94% and 60.19% respectively) think that the present curriculum is not overloaded to them but the teachers of both secondary and higher secondary levels (52.17% and 42.59% respectively) are not satisfied with the CCE system because some teachers are untrained and due to this, they are not acquainted with the CCE system.

**Working environment and job satisfaction of teacher:**

The working environment of the school may make a teacher satisfied or dissatisfied with his / her job. Working environment denotes the working conditions of the school, physical surroundings of the school, infrastructural facilities provided and adequate materials and equipments for work etc. The following table represents the data related to job satisfaction of secondary and higher secondary teachers with regard to working environment of the school.

**Table No. 11**

**Working environment and job satisfaction of secondary and higher secondary teachers**

| Sl. No | Statement | Response (Secondary teachers) | % of Responses | Response (Higher Secondary teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Your school has well-equipped infrastructural facilities | Yes- 86 | 41.55% | Yes- 39 | 36.11% |
| | | No- 121 | 58.45% | No- 69 | 63.89% |
| | | **Total- 207** | **100%** | **Total- 108** | **100%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | You are satisfied with the physical surroundings of your school | Yes- | 120 | 57.97% | Yes- | 65 | 60.19% |
| | | No- | 87 | 42.03% | No- | 43 | 39.81% |
| | | **Total-** | **207** | **100%** | **Total-** | **108** | **100%** |
| 3 | You are satisfied with your school library | Yes- | 78 | 37.68% | Yes- | 43 | 39.81% |
| | | No- | 129 | 62.32% | No- | 65 | 60.19% |
| | | **Total-** | **207** | **100%** | **Total-** | **108** | **100%** |
| 4 | You are free to use your library books | Yes- | 107 | 51.69% | Yes- | 69 | 63.89% |
| | | No- | 100 | 48.31% | No- | 39 | 36.11% |
| | | **Total-** | **207** | **100%** | **Total-** | **108** | **100%** |
| 5 | Your school has magazines and journals. | Yes- | 26 | 12.56% | Yes- | 15 | 13.89% |
| | | No- | 181 | 87.44% | No- | 93 | 86.11% |
| | | **Total-** | **207** | **100%** | **Total-** | **108** | **100%** |
| 6 | You are satisfied with the internet facility of your school | Yes- | 19 | 9.18% | Yes- | 13 | 12.04% |
| | | No- | 188 | 90.82% | No- | 95 | 87.96% |
| | | **Total-** | **207** | **100%** | **Total-** | **108** | **100%** |
| 7 | Your institution has laboratory facility | Yes- | 52 | 25.12% | Yes- | 23 | 21.30% |
| | | No- | 155 | 74.88% | No- | 85 | 78.70% |
| | | **Total-** | **207** | **100%** | **Total-** | **108** | **100%** |

From the above table, it is found that 58.45% teachers of secondary stage and 63.89% teachers of higher secondary stage think that they have no well-equipped infrastructural facilities though they (57.97% and 60.19% respectively) are satisfied with the physical surroundings of their schools. The study reveals that 62.32% teachers of secondary level and 60.19% teachers of higher secondary level are not satisfied at all with their school libraries due to poor stock house of books but the teachers of both secondary and higher secondary stages (51.69% and 63.89% respectively) can use their library books. The study also shows that 87.44% teachers of secondary level and 86.11% teachers of higher secondary level opine that their schools have no magazines and journals. From the study it is revealed that 90.82% teachers of secondary level and 87.96% teachers of higher secondary level are not satisfied with the internet facility of their schools. Most of the teachers of both

secondary and higher secondary stages (74.88% and 78.70% respectively) are not satisfied with the laboratory facility of their institutions.

### 5.3 Analysis of data pertaining to compare the job satisfaction of secondary and higher secondary teachers in Assam with regard to gender:

Diversity is the law of universe. No two individuals are alike in attitude and aptitude. So there are differences in interest and capabilities among the male and female teachers which results the varying degrees of satisfaction / dissatisfaction in their job. Hence, the investigator intends to find out the extent of job satisfaction of male and female teachers teaching in secondary and higher secondary stages of Barak valley in Assam which is represented in the following tables:

**Table No. 12.1**

**Interest and attitude of male and female teachers of secondary level towards teaching**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response ( Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are interested in teaching | Yes- 93 | 80.17% | Yes- 80 | 87.91% |
| | | No- 23 | 19.83% | No- 11 | 12.09% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 2 | You feel pleasure in teaching | Yes- 91 | 78.44% | Yes- 79 | 86.81% |
| | | No- 25 | 21.56% | No- 12 | 13.19% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 3 | You feel teaching is an ideal job | Yes- 89 | 76.72% | Yes- 79 | 86.81% |
| | | No- 27 | 23.28% | No- 12 | 13.19% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 4 | You feel teaching is a passion | Yes- 89 | 76.72% | Yes- 78 | 85.71% |
| | | No- 27 | 23.28% | No- 13 | 14.29% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 5 | You feel teaching is more prestigious job | Yes- 85 | 73.28% | Yes- 85 | 93.41% |
| | | No- 31 | 26.72% | No- 06 | 6.59% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |

| | | | | | |
|---|---|---|---|---|---|
| 6 | You think teaching is an onerous job | Yes- 54 | 46.55% | Yes- 37 | 40.66% |
| | | No- 62 | 53.45% | No- 54 | 59.34% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 7 | You think teaching is the noblest profession | Yes- 89 | 76.72% | Yes- 81 | 89.01% |
| | | No- 27 | 23.28% | No- 10 | 10.99% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |

From the above table, it is shown that 80.17% male teachers of secondary level and 87.91% female teachers of secondary level in Barak valley of Assam feel interest in teaching. The study reveals that out of 116 male teachers of secondary stage 78.44% teachers feel pleasure in teaching and out of 91 female teachers 86.81% teachers get pleasure in teaching. The study shows that 76.72% male teachers and 86.81% female teachers of secondary level in Barak valley of Assam feel that teaching is an ideal job and both male and female teachers (76.72% and 85.71%) of secondary stage respectively feel that teaching is a passion. A study of secondary school teachers' job satisfaction and job motivation in Cuttack district of Orissa was made by Das, Bijoy Laxmi (1988) and found that female teachers of secondary school were more satisfied with their profession than male teachers. From the present study it is found that 73.28% male teachers and 93.41% female teachers of secondary level feel that teaching is more prestigious job than any other jobs but 53.45% male teachers and 59.34% female teachers of secondary stage think that teaching is not an onerous job. The study also indicates that 76.72% male teachers and 89.01% female teachers of secondary stage think that teaching is the noblest profession because they get maximum pleasure in teaching and get the highest reputation in the society.

**Table No. 12.2**

**Interest and attitude of male and female teachers of higher secondary level towards teaching**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response ( Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are interested in teaching | Yes- 51 | 85% | Yes- 42 | 87.5% |
| | | No- 09 | 15% | No- 06 | 12.5% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | You feel pleasure in teaching | Yes- | 51 | 85% | Yes- | 40 | 83.33% |
| | | No- | 09 | 15% | No- | 08 | 16.67% |
| | | **Total-** | **60** | **100%** | **Total-** | **48** | **100%** |
| 3 | You feel teaching is an ideal job | Yes- | 49 | 81.67% | Yes- | 41 | 85.42% |
| | | No- | 11 | 18.33% | No- | 07 | 14.58% |
| | | **Total-** | **60** | **100%** | **Total-** | **48** | **100%** |
| 4 | You feel teaching is a passion | Yes- | 50 | 83.33% | Yes- | 40 | 83.33% |
| | | No- | 10 | 16.67% | No- | 08 | 16.67% |
| | | **Total-** | **60** | **100%** | **Total-** | **48** | **100%** |
| 5 | You feel teaching is more prestigious job | Yes- | 44 | 73.33% | Yes- | 41 | 85.42% |
| | | No- | 16 | 26.67% | No- | 07 | 14.58% |
| | | **Total-** | **60** | **100%** | **Total-** | **48** | **100%** |
| 6 | You think teaching is an onerous job | Yes- | 26 | 43.33% | Yes- | 20 | 41.67% |
| | | No- | 34 | 56.67% | No- | 28 | 58.33% |
| | | **Total-** | **60** | **100%** | **Total-** | **48** | **100%** |
| 7 | You think teaching is the noblest profession | Yes- | 48 | 80% | Yes- | 41 | 85.42% |
| | | No- | 12 | 20% | No- | 07 | 14.58% |
| | | **Total-** | **60** | **100%** | **Total-** | **48** | **100%** |

The above table shows that 85% male teachers and 87.5% female teachers of higher secondary stage in Barak valley of Assam feel interest in teaching. The study reveals that both male and female teachers (85% and 83.33%) of higher secondary stage respectively feel pleasure in teaching and 81.67% male teachers and 85.42% female teachers of higher secondary level feel that teaching is an ideal job. The study also reveals that 83.33% male teachers and 83.33% female teachers of higher secondary stage feel that teaching is a passion and both male and female teachers (73.33% and 85.42%) of higher secondary level respectively feel that teaching is more prestigious job than any other jobs. Though the study indicates that 56.67% male teacher and 58.33% female teachers of higher secondary stage think that teaching is not an onerous job but 80% male teachers and 85.42% female teachers of higher secondary stage think that teaching is the noblest profession because it is the man-making profession.

From the table Nos. 12.1 and 12.2, it can be summarized that the female teachers of secondary level are more interested and have positive attitude towards teaching than the male teachers and similarly the female teachers of higher secondary stage are also more interested and have positive attitude towards teaching than the male teachers apart from feeling pleasure in teaching. Ramkrishnaiah, D. (1980) conducted a study on job satisfaction, attitude towards teaching and job involvement of college teachers and found that female teachers were found to be more satisfied than the male teachers.

**Table No. 13.1**

**Job satisfaction of male and female teachers of secondary stage in relation to their salary**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response ( Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You like to shift in other job on same salary | Yes- 44 | 37.93% | Yes- 12 | 13.19% |
| | | No- 72 | 62.07% | No- 79 | 86.81% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 2 | You like to shift in other job with more salary | Yes- 48 | 41.38% | Yes- 13 | 14.29% |
| | | No- 68 | 58.62% | No- 78 | 85.71% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 3 | Present salary fulfills your requirements | Yes- 60 | 51.72% | Yes- 58 | 63.74% |
| | | No- 56 | 48.28% | No- 33 | 36.26% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |

The table shows that 62.07% male teachers and 86.81% female teachers of secondary level are not ready to go in other jobs on same salary which they are drawing per month from their own institutions. The study also reveals that 58.62% male teachers and 85.71% female teachers of secondary level are not ready to shift themselves even if they get more salary in other jobs. In the study it is found that 51.72% male teachers and 63.74% female teachers of secondary stage opine that the present salary fulfill their requirements.

**Table No. 13.2**

**Job satisfaction of male and female teachers of higher secondary stage in relation to their salary**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response ( Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You like to shift in other job on same salary | Yes- 14 | 23.33% | Yes- 07 | 14.58% |
| | | No- 46 | 76.67% | No- 41 | 85.42% |
| | | **Total - 60** | **100%** | **Total- 48** | **100%** |
| 2 | You like to shift in other job with more salary | Yes- 27 | 45% | Yes- 08 | 16.67% |
| | | No- 33 | 55% | No- 40 | 83.33% |
| | | **Total - 60** | **100%** | **Total- 48** | **100%** |
| 3 | Present salary fulfills your requirements | Yes- 34 | 56.67% | Yes- 28 | 58.33% |
| | | No- 26 | 43.33% | No- 20 | 41.67% |
| | | **Total - 60** | **100%** | **Total- 48** | **100%** |

From the above table, it is revealed that 76.67% male teachers and 85.42% female teachers of higher secondary stage are not ready to go in other jobs on same salary. The study shows that 55% male teachers and 83.33% female teachers of higher secondary stage are not ready to shift themselves even if they get more salary in other jobs because they think that money is not everything, reputation in the society is very important and hence, in this profession they get reputation and maximum pleasure. The study also indicates that 56.67% male teachers and 58.33% female teachers of higher secondary level opine that their present salary fulfill their requirements.

From the table Nos. 13.1 and 13.2, it can be précised that the female teachers of secondary and higher secondary stages are more satisfied than the male teachers in relation to their salary. In this context, a study was conducted by Chakraborty, Amitabha (2008) on the job satisfaction of B. Ed. college teachers of Karimganj and Cachar districts of Assam and found that the female teachers were less satisfied with salary.

**Table No. 14.1**

**Academic freedom and job satisfaction of male and female teachers of secondary stage**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response ( Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with the subjects allotted to teach | Yes- 75 | 64.66% | Yes- 46 | 50.55% |
| | | No- 41 | 35.34% | No- 45 | 49.45% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 2 | You are free to select the content of the subjects | Yes- 77 | 66.38% | Yes- 53 | 58.24% |
| | | No- 39 | 33.62% | No- 38 | 41.76% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 3 | You are satisfied with the school time table | Yes- 73 | 62.93% | Yes- 45 | 49.45% |
| | | No- 43 | 37.07% | No- 46 | 50.55% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 4 | You participate in preparing the school time table | Yes- 68 | 58.62% | Yes- 42 | 46.15% |
| | | No- 48 | 41.38% | No- 49 | 53.85% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 5 | You can express your opinion in the planning of the school | Yes- 72 | 62.06% | Yes- 45 | 49.45% |
| | | No- 44 | 37.94% | No- 46 | 50.55% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 6 | You are given opportunities for suggestions in your institution's work | Yes- 71 | 61.21% | Yes- 45 | 49.45% |
| | | No- 45 | 38.79% | No- 46 | 50.55% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |

The above table shows that 64.66% male teachers and 50.55% female teachers of secondary level are satisfied with the subjects allotted to teach and both male and female teachers (66.38% and 58.24%) of secondary stage respectively are liberated to select the content of the subjects which they want to teach. The study reveals that 62.93% male teachers and 49.45% female teachers of secondary stage are satisfied with the school time table and both male and female teachers (58.62% and 46.15%) of secondary stage respectively participate in preparing the school time table. From the above table, it is found that 62.06% male teachers and 49.45% female teachers of secondary level can express their opinion regarding the planning and management of

their institutions. The study also indicates that 61.21% male teachers and 49.45% female teachers of secondary stage orate that they are getting adequate opportunities for giving suggestion in their institution's work.

**Table No. 14.2**

**Academic freedom and job satisfaction of male and female teachers of higher secondary stage**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response ( Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with the subjects allotted to teach | Yes- 48 | 80% | Yes- 43 | 89.58% |
| | | No- 12 | 20% | No- 05 | 10.42% |
| | | **Total - 60** | **100%** | **Total- 48** | **100%** |
| 2 | You are free to select the content of the subjects | Yes- 44 | 73.33% | Yes- 35 | 72.92% |
| | | No- 16 | 26.67% | No- 13 | 27.08% |
| | | **Total - 60** | **100%** | **Total- 48** | **100%** |
| 3 | You are satisfied with the school time table | Yes- 47 | 78.33% | Yes- 40 | 83.33% |
| | | No- 13 | 21.67% | No- 08 | 16.67% |
| | | **Total - 60** | **100%** | **Total- 48** | **100%** |
| 4 | You participate in preparing the school time table | Yes- 32 | 53.33% | Yes- 27 | 56.25% |
| | | No- 28 | 46.67% | No- 21 | 43.75% |
| | | **Total - 60** | **100%** | **Total- 48** | **100%** |
| 5 | You can express your opinion in the planning of the school | Yes- 40 | 66.67% | Yes- 26 | 54.17% |
| | | No- 20 | 33.33% | No- 22 | 45.83% |
| | | **Total - 60** | **100%** | **Total- 48** | **100%** |
| 6 | You are given opportunities for suggestions in your institution's work | Yes- 38 | 63.33% | Yes- 23 | 47.92% |
| | | No- 22 | 36.67% | No- 25 | 52.08% |
| | | **Total - 60** | **100%** | **Total- 48** | **100%** |

From the above table, it is found that 80% male teachers and 89.58% female teachers of higher secondary stage are satisfied with the subjects allotted them to teach. The study shows that 73.33% male teachers and 72.92% female teachers of

higher secondary stage are free to select the content of the subjects which they want to teach. The study reveals that 78.33% male teachers and 83.33% female teachers of higher secondary level are satisfied with the school time table and both male and female teachers (53.33% and 56.25%) of higher secondary stage respectively participate in preparing the school time table. The above table also indicates that 66.67% male teachers and 54.17% female teachers of higher secondary level can express their opinion regarding the planning and management of the schools. The table also reveals that 63.33% male teachers and 47.92% female teachers of higher secondary stage feel that they are getting adequate opportunities for giving suggestion in their institution's work.

From the table Nos. 14.1 and 14.2, it can be summarized that the male teachers of secondary level enjoy more academic freedom than the female teachers of secondary level but the female teachers of higher secondary stage enjoy more academic freedom than the male teachers of higher secondary stage.

**Table No. 15.1**

**Professional development and job satisfaction of male and female teachers of secondary level**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response ( Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Satisfaction of teachers with the provision of in-service training | Yes- 99 | 85.34% | Yes- 74 | 81.32% |
| | | No- 17 | 14.66% | No- 17 | 18.68% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 2 | Opportunity to undergo ICT skill development programme | Yes- 49 | 42.24% | Yes- 24 | 26.37% |
| | | No- 67 | 57.76% | No- 67 | 73.63% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 3 | Opportunity to participate in the workshop and seminar | Yes- 54 | 46.55% | Yes- 20 | 21.98% |
| | | No- 62 | 53.45% | No- 71 | 78.02% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 4 | Opportunity to deliver lecture on current issues | Yes- 42 | 36.21% | Yes- 20 | 21.98% |
| | | No- 74 | 63.79% | No- 71 | 78.02% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |

The above table shows that 85.34% male teachers and 81.32% female teachers of secondary stage are satisfied with the provision of in-service training. The study shows that 57.76% male teachers and 73.63% female teachers of secondary level orate that they do not get opportunity to undergo ICT skill development programme in their schools. In the study it is found that 53.45% male teachers and 78.02% female teachers of secondary stage opine that they do not get any opportunity to participate in the workshop and seminar. The study also reveals that a good deal of male and female teachers (63.79% and 78.02%) of secondary stage respectively speak out that they do not get any opportunity to deliver lecture on current issues.

**Table No. 15.2**

**Professional development and job satisfaction of male and female teachers of higher secondary level**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response (Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Satisfaction of teachers with the provision of in-service training | Yes- 15 | 25.00% | Yes- 12 | 25.00% |
| | | No- 45 | 75.00% | No- 36 | 75.00% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 2 | Opportunity to undergo ICT skill development programme | Yes- 22 | 36.67% | Yes- 14 | 29.17% |
| | | No- 38 | 63.33% | No- 34 | 70.83% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 3 | Opportunity to participate in the workshop and seminar | Yes- 38 | 63.33% | Yes- 23 | 47.92% |
| | | No- 22 | 36.67% | No- 25 | 52.08% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 4 | Opportunity to deliver lecture on current issues | Yes- 43 | 71.67% | Yes- 20 | 41.67% |
| | | No- 17 | 28.33% | No- 28 | 58.33% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |

The table depicts that 75.00% male and 75.00% female teachers of higher secondary level are not satisfied with the provision of in-service training and even 63.33% male teachers and 70.83% female teachers of higher secondary stage orate that they do not get any opportunity to undergo ICT skill development programme in their schools. The study reveals that 63.33% male teachers of higher secondary level

opine that they get opportunity to participate in the workshop and seminar but 52.08% female teachers of higher secondary level opine that they do not get opportunity to participate in the workshop and seminar. In the study, it is found that 71.67% male teachers teaching in higher secondary stage opine that they get opportunity to deliver lecture on current issues whereas 58.33% female teachers teaching in higher secondary level opine that they do not get opportunity to deliver lecture on current issues organized by different authorities.

From the table Nos. 15.1 and 15.2, it can be summarized that the female teachers of secondary stage are more dissatisfied with regard to professional development than the male teachers of secondary stage and the male teachers of higher secondary stage are comparatively more satisfied than female teachers with regard to professional development apart from provision of in-service training.

**Table No. 16.1**

**Job satisfaction and job security of male and female teachers of secondary stage**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response ( Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with your supervisory staff | Yes- 76 | 65.52% | Yes- 55 | 60.44% |
| | | No- 40 | 34.48% | No- 36 | 39.56% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 2 | You are facing the threatening from the supervisor | Yes- 10 | 8.62% | Yes- 09 | 9.89% |
| | | No- 106 | 91.38% | No- 82 | 90.11% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 3 | Present law and order of the state is a threat to your job | Yes- 42 | 36.21% | Yes- 24 | 26.37% |
| | | No- 74 | 63.79% | No- 67 | 73.63% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 4 | You are satisfied with the present pension rule | Yes- 37 | 31.90% | Yes- 20 | 21.98% |
| | | No- 79 | 68.10% | No- 71 | 78.02% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |

The table shows that 65.52% male teachers and 60.44% female teachers of secondary stage are satisfied with their supervisory staffs. The study also shows that

91.38% male teachers and 90.11% female teachers of secondary stage opine that they do not face any threatening from their supervisors. From this table, it is shown that 63.79% male teachers and 73.63% female teachers of secondary level think that present law and order of the state is not a threat to their job but male and female teachers (68.10% and 78.02%) of secondary stage respectively are not satisfied with the present pension rule of the state government.

**Table No. 16.2**

**Job satisfaction and job security of male and female teachers of higher secondary stage**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response (Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with your supervisory staff | Yes- 37 | 61.67% | Yes- 29 | 60.42% |
| | | No- 23 | 38.33% | No- 19 | 39.58% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 2 | You are facing the threatening from the supervisor | Yes- 04 | 6.67% | Yes- 06 | 12.5% |
| | | No- 56 | 93.33% | No- 42 | 87.5% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 3 | Present law and order of the state is a threat to your job | Yes- 22 | 36.67% | Yes- 16 | 33.33% |
| | | No- 38 | 63.33% | No- 32 | 66.67% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 4 | You are satisfied with the present pension rule | Yes- 28 | 46.67% | Yes- 15 | 31.25% |
| | | No- 32 | 53.33% | No- 33 | 68.75% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |

The above table shows that out of 60 numbers of male teachers of higher secondary stage, 61.67% teachers are satisfied with their supervisory staffs and out of 48 numbers of female teachers of higher secondary stage, 60.42% teachers are satisfied with their supervisory staffs. The study indicates that 93.33% male teachers and 87.5% female teachers of higher secondary stage opine that they do not face any threatening from their supervisors. From the study it is revealed that 63.33% male teachers and 66.67% female teachers of higher secondary level think that present law and order of the state is not a threat to their job but most of the male and female

teachers of higher secondary level (53.33% and 68.75% respectively) are not satisfied with the present pension rule of the state government.

From the table Nos. 16.1 and 16.2, it can be summarized that the male teachers of secondary and higher secondary stages are more satisfied with their supervisory staffs than female teachers but female teachers of secondary and higher secondary stages are more dissatisfied than male teachers with regard to present pension rule of the state government.

**Table No. 17.1**

**Interpersonal relationship of the male and female teachers of secondary level**

| Sl. No. | Statement | Response (Male teachers) | | % of Responses | Response ( Female teachers) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | Your colleagues are intimate to you | Yes- | 72 | 62.06% | Yes- | 45 | 49.45% |
| | | No- | 44 | 37.94% | No- | 46 | 50.55% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |
| 2 | You share the classes of your colleagues | Yes- | 73 | 62.93% | Yes- | 48 | 52.75% |
| | | No- | 43 | 37.07% | No- | 43 | 47.25% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |
| 3 | Your Head is impartial in every respect | Yes- | 63 | 54.31% | Yes- | 44 | 48.35% |
| | | No- | 53 | 45.69% | No- | 47 | 51.65% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |
| 4 | Your Head is a man of harsh attitude | Yes- | 51 | 43.97% | Yes- | 46 | 50.55% |
| | | No- | 65 | 56.03% | No- | 45 | 49.45% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |
| 5 | Non- teaching staffs are cooperative to you | Yes- | 60 | 51.72% | Yes- | 56 | 61.54% |
| | | No- | 56 | 48.28% | No- | 35 | 38.46% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |

The table shows that 62.06% male and 49.45% female teachers of secondary level think that their colleagues are intimate enough to them and most of the male and female teachers of secondary level (62.93% and 52.75% respectively) share the classes of their colleagues. From the study it is found that 54.31% male teachers of secondary stage think that their Heads are impartial in every respect though their

Heads are of harsh attitude. On the other hand, 51.65% female teachers of secondary stage think that their Heads are not impartial in every respect but not men of harsh attitude. The study reveals that 51.72% male and 61.54% female teachers of secondary level opine that their non-teaching staffs are cooperative to them.

**Table No. 17.2**

**Interpersonal relationship of the male and female teachers of higher secondary level**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response (Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Your colleagues are intimate to you | Yes- 54 | 90% | Yes- 37 | 77.08% |
| | | No- 06 | 10% | No- 11 | 22.92% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 2 | You share the classes of your colleagues | Yes- 15 | 25% | Yes- 09 | 18.75% |
| | | No- 45 | 75% | No- 39 | 81.25% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 3 | Your Head is impartial in every respect | Yes- 33 | 55% | Yes- 24 | 50% |
| | | No- 27 | 45% | No- 24 | 50% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 4 | Your Head is a man of harsh attitude | Yes- 32 | 53.33% | Yes- 26 | 54.17% |
| | | No- 28 | 46.67% | No- 22 | 45.83% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 5 | Non teaching staffs are cooperative to you | Yes- 31 | 51.67% | Yes- 26 | 54.17% |
| | | No- 29 | 48.33% | No- 22 | 45.83% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |

From the above table, it is revealed that most of the male and female teachers (90% and 77.08%) of higher secondary stage respectively think that their colleagues are intimate enough to them but most of the male and female teachers (75% and 81.25%) of higher secondary stage respectively do not share the classes of their colleagues because at the higher secondary stage only one post graduate teacher is appointed against each subject and the subject teacher has no mastery over the other subjects. The study shows that 55% male and 50% female teachers of higher

secondary level think that their Heads are impartial in every respect but majority of the male and female teachers (53.33% and 53.33%) of higher secondary stage respectively opine that their Heads are of harsh attitude because of rooting out from secondary stage having the problems of adaptation with the teachers of higher secondary stage. The study also reveals that 51.67% male and 54.17% female teachers of higher secondary stage opine that their non-teaching staffs are cooperative to them.

From the table Nos. 17.1 and 17.2, it can be summarized that male teachers of secondary and higher secondary stages have more intimate relationship with their colleagues than female teachers. In secondary level most of the male teachers share the classes of their colleagues than the female teachers. It is also highlighted that female teachers of both the stages are less satisfied than the male teachers with their Heads as they think that their Heads are men of harsh attitude. Agarwal, Meenakshi (1991) conducted a study on job satisfaction of teachers in relation to some demographic variables and values and found that the male teachers had greater job satisfaction than the female teachers.

**Table No. 18.1**

**Job satisfaction of male and female teachers of secondary level in relation to feedback from different sections**

| Sl. No. | Statement | Response (Male teachers) | | % of Responses | Response (Female teachers) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | Students are satisfied with your teaching | Yes- | 103 | 88.79% | Yes- | 81 | 89.01% |
| | | No- | 13 | 11.21% | No- | 10 | 10.99% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |
| 2 | Head is satisfied with your performance | Yes- | 98 | 84.48% | Yes- | 74 | 81.32% |
| | | No- | 18 | 15.52% | No- | 17 | 18.68% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |
| 3 | Non teaching staffs are satisfied with you | Yes- | 70 | 60.34% | Yes- | 62 | 68.13% |
| | | No- | 46 | 39.66% | No- | 29 | 31.87% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |
| 4 | Guardian of the students are satisfied with your teaching | Yes- | 87 | 75% | Yes- | 71 | 78.02% |
| | | No- | 29 | 25% | No- | 20 | 21.98% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |

From the above table, it is revealed that 88.79% male and 89.01% female teachers of secondary stage think that students are satisfied with their teaching and most of the male and female teachers (84.48% and 81.32%) of secondary stage respectively think that Heads are satisfied with their performance. The study shows that 60.34% male and 68.13% female teachers of secondary level opine that non-teaching staffs are satisfied with them. The study also reveals that 75% male and 78.02% female teachers of secondary stage think that guardian of the students are also satisfied with their teaching.

**Table No. 18.2**

**Job satisfaction of male and female teachers of higher secondary level in relation to feedback from different sections**

| Sl. No. | Statement | Response (Male teachers) | | % of Responses | Response (Female teachers) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | Students are satisfied with your teaching | Yes- | 57 | 95% | Yes- | 43 | 89.58% |
| | | No- | 03 | 05% | No- | 05 | 10.42% |
| | | **Total-** | **60** | **100%** | **Total-** | **48** | **100%** |
| 2 | Head is satisfied with your performance | Yes- | 46 | 76.67% | Yes- | 37 | 77.08% |
| | | No- | 14 | 23.33% | No- | 11 | 22.92% |
| | | **Total-** | **60** | **100%** | **Total-** | **48** | **100%** |
| 3 | Non teaching staffs are satisfied with you | Yes- | 34 | 56.67% | Yes- | 26 | 54.17% |
| | | No- | 26 | 43.33% | No- | 22 | 45.83% |
| | | **Total-** | **60** | **100%** | **Total-** | **48** | **100%** |
| 4 | Guardian of the students are satisfied with your teaching | Yes- | 54 | 90% | Yes- | 41 | 85.42% |
| | | No- | 06 | 10% | No- | 07 | 14.58% |
| | | **Total-** | **60** | **100%** | **Total-** | **48** | **100%** |

The study reveals that most of the male and female teachers (95% and 89.58%) of higher secondary level respectively think that students are satisfied with their teaching because at the internal and term end examination, the students scored well in their subjects and when they get free, students ask them to take extra class. The study shows that 76.67% male and 77.08% female teachers of higher secondary

level think that Heads are satisfied with their performances because they perform all the tasks assigned to them by their heads and in the staff meeting the Heads also express their views in favour of teachers. From the study it is said that majority of the male and female teachers (56.67% and 54.17% respectively) opine that non-teaching staffs are satisfied with them and they think that feedback from non-teaching staff is also a conducive factor of effective teaching. The study also reveals that 90% male and 85.42% female teachers of higher secondary level think that guardian of the students are satisfied with their teaching because in the parent- teacher meet, the guardians express their views in favour of them.

From the table Nos. 18.1 and 18.2, it can be précised that in secondary stage the students, guardians and non-teaching staffs are more satisfied with the teaching of female teachers but the male teachers of higher secondary stage think that the students, guardians and non-teaching staffs are more satisfied with their teaching.

**Table No. 19.1**

**Job satisfaction of male and female teachers of secondary stage with regard to curriculum**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response (Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Present curriculum is child centric | Yes- 70 | 60.34% | Yes- 45 | 49.45% |
| | | No- 46 | 39.66% | No- 46 | 50.55% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 2 | Present curriculum is suitable to the learners | Yes- 72 | 62.06% | Yes- 48 | 52.75% |
| | | No- 44 | 37.94% | No- 43 | 47.25% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 3 | Present curriculum is enough for all round development | Yes- 69 | 59.48% | Yes- 46 | 50.55% |
| | | No- 47 | 40.52% | No- 45 | 49.45% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 4 | Present curriculum is overloaded | Yes- 43 | 37.07% | Yes- 42 | 46.15% |
| | | No- 73 | 62.93% | No- 49 | 53.85% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 5 | You are satisfied with the 'CCE' procedure | Yes- 58 | 50% | Yes- 41 | 45.06% |
| | | No- 58 | 50% | No- 50 | 54.94% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |

The study reveals that 60.34% male and 49.45% female teachers of secondary stage think that the present curriculum is child centric because it has been prepared considering the needs, interests and age level of students and majority of the male and female teachers (62.06% and 52.75%) of secondary level respectively think that present curriculum is suitable to the learners. The study shows that 59.48% male and 50.55% female teachers of secondary stage opine that the present curriculum is enough for all round development of the learners but a few male and female teachers (37.07% and 46.15%) of secondary level respectively think that present curriculum is overloaded to them. From the study it is highlighted that 50% male and 54.94% female teachers of secondary stage are not satisfied with the 'CCE' procedure because they are not the trained teachers and have not got this concept earlier.

**Table No. 19.2**

**Job satisfaction of male and female teachers of higher secondary stage with regard to curriculum**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response (Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Present curriculum is child centric | Yes- 36 | 60% | Yes- 30 | 62.5% |
| | | No- 24 | 40% | No- 18 | 37.5% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 2 | Present curriculum is suitable to the learners | Yes- 35 | 58.33% | Yes- 28 | 58.33% |
| | | No- 25 | 41.67% | No- 20 | 41.67% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 3 | Present curriculum is enough for all round development | Yes- 32 | 53.33% | Yes- 21 | 43.75% |
| | | No- 28 | 46.67% | No- 27 | 56.25% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 4 | Present curriculum is overloaded | Yes- 25 | 41.67% | Yes- 18 | 37.5% |
| | | No- 35 | 58.33% | No- 30 | 62.5% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 5 | You are satisfied with the CCE procedure | Yes- 35 | 58.33% | Yes- 27 | 56.25% |
| | | No- 25 | 41.67% | No- 21 | 43.75% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |

The above table reflects that 60% male and 62.5% female teachers of higher secondary level think that the present curriculum is child centric because it has been prepared by considering the needs, interests and age level of students. The study shows that out of 60 male teachers, 58.33% and out of 48 female teachers, 58.33% teachers of higher secondary level think that the present curriculum is suitable to the learners because of the simple and easier course contents and the provision of co-curricular activities. From the study, it is revealed that 53.33% male and 43.75% female teachers of higher secondary stage think that present curriculum is enough for all round development of the students but the male and female teachers (58.33% and 62.5%) of higher secondary level respectively opine that present curriculum is not overloaded and arduous. The study also shows that majority of the male and female teachers (58.33% and 56.25%) of higher secondary stage respectively are satisfied with the 'CCE' procedure.

From the table Nos. 19.1 and 19.2, it can be précised that in the secondary level male teachers are comparatively more satisfied than female teachers with regard to present curriculum and evaluation system, but female teachers of higher secondary level are comparatively more satisfied than male teachers with regard to present curriculum except evaluation system.

**Table No. 20.1**

**Working environment and job satisfaction of male and female teachers of secondary stage**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response (Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Your school has well-equipped infrastructural facilities | Yes- 45 | 38.79% | Yes- 41 | 45.05% |
| | | No- 71 | 61.21% | No- 50 | 54.95% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 2 | You are satisfied with the physical surroundings of your school | Yes- 64 | 55.17% | Yes- 56 | 61.54% |
| | | No- 52 | 44.83% | No- 35 | 38.46% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |
| 3 | You are satisfied with your school library | Yes- 42 | 36.21% | Yes- 36 | 39.56% |
| | | No- 74 | 63.79% | No- 55 | 60.44% |
| | | **Total- 116** | **100%** | **Total- 91** | **100%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4 | You are free to use your library books | Yes- | 67 | 57.76% | Yes- | 40 | 43.96% |
| | | No- | 49 | 42.24% | No- | 51 | 56.04% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |
| 5 | Your school has magazines and journals. | Yes- | 14 | 12.07% | Yes- | 12 | 13.19% |
| | | No- | 102 | 87.93% | No- | 79 | 86.81% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |
| 6 | You are satisfied with the internet facility of your school | Yes- | 09 | 7.76% | Yes- | 10 | 10.99% |
| | | No- | 107 | 92.24% | No- | 81 | 89.01% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |
| 7 | Your institution has laboratory facility | Yes- | 32 | 27.59% | Yes- | 20 | 21.98% |
| | | No- | 84 | 72.41% | No- | 71 | 78.02% |
| | | **Total-** | **116** | **100%** | **Total-** | **91** | **100%** |

From the above table, it is found that 61.21% male teachers and 54.95% female teachers of secondary stage think that their schools have not well-equipped infrastructural facilities though 55.17% male teachers and 61.54% female teachers are satisfied with the physical surroundings of their schools. The study shows that majority of the male and female teachers (63.79% and 60.44%) of secondary stage respectively are not satisfied with their school libraries due to poor collection of books. From the study it is revealed that 57.76% male teachers of secondary stage opine that they can use their library books freely but 56.04% female teachers of secondary stage opine that they cannot use their library books freely. The study reflects that most of the male and female teachers (87.93% and 86.81%) of secondary stage respectively opine that their schools have no magazines and journals. The study also shows that 92.24% male teachers and 89.01% female teachers of secondary level are not satisfied with the internet facility of their schools and most of the male and female teachers (72.41% and 78.02%) of secondary level respectively opine that their institutions have no laboratory facilities.

**Table No. 20.2**

**Working environment and job satisfaction of male and female teachers of higher secondary stage**

| Sl. No. | Statement | Response (Male teachers) | % of Responses | Response (Female teachers) | % of Responses |
|---|---|---|---|---|---|
| 1 | Your school has well-equipped infrastructural facilities | Yes- 23 | 38.33% | Yes- 16 | 33.33% |
| | | No- 37 | 61.67% | No- 32 | 66.67% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 2 | You are satisfied with the physical surroundings of your school | Yes- 37 | 61.67% | Yes- 28 | 58.33% |
| | | No- 23 | 38.33% | No- 20 | 41.67% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 3 | You are satisfied with your school library | Yes- 25 | 41.67% | Yes- 18 | 37.5% |
| | | No- 35 | 58.33% | No- 30 | 62.5% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 4 | You are free to use your library books | Yes- 41 | 68.33% | Yes- 28 | 58.33% |
| | | No- 19 | 31.67% | No- 20 | 41.67% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 5 | Your school has magazines and journals. | Yes- 08 | 13.33% | Yes- 07 | 14.58% |
| | | No- 52 | 86.67% | No- 41 | 85.42% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 6 | You are satisfied with the internet facility of your school | Yes- 07 | 11.67% | Yes- 06 | 12.5% |
| | | No- 53 | 88.33% | No- 42 | 87.5% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |
| 7 | Your institution has laboratory facility | Yes- 13 | 21.67% | Yes- 10 | 20.83% |
| | | No- 47 | 78.33% | No- 38 | 79.17% |
| | | **Total- 60** | **100%** | **Total- 48** | **100%** |

The above table shows that 61.67% male and 66.67% female teachers of higher secondary level opine that their schools have not well-equipped infrastructural facilities though 61.67% male and 58.33% female teachers are satisfied with the physical surroundings of their schools. The study shows that 58.33% male and 62.5% female teachers of higher secondary stage are not satisfied with their school libraries due to poor stock of reference books but majority of the male and female teachers (68.33% and 58.33%) of higher secondary stage respectively use their library books freely. The study reveals that 86.67% male and 85.42% female teachers of higher

secondary stage opine that their schools do not procure any magazines and journals and most of the teachers of higher secondary stage are not satisfied with the internet facility of their schools. The study also reveals that 78.33% male and 79.17% female teachers of higher secondary level opine that their institutions have no laboratory facilities because most of the schools have only Arts stream.

From the table Nos. 20.1 and 20.2, it can be summarized that the female teachers of secondary stage are comparatively more satisfied than the male teachers with regard to working environment excluding the use of library books and laboratory facilities but the male teachers of higher secondary stage are comparatively more satisfied than the female teachers with regard to working environment except the availability of magazines, journals and internet facility of their schools.

### 5.4 Analysis of data in relation to compare the job satisfaction of secondary and higher secondary teachers in Assam with respect to their locale:

From the review of related literature the investigator has acquired some knowledge about the teachers' satisfaction / dissatisfaction on the basis of their locale. It is a common saying that the teachers teaching in urban areas are more satisfied in every respect than the teachers teaching in rural areas. The following tables represent the actual position of satisfaction/ dissatisfaction of the teachers teaching in rural / urban areas.

**Table No. 21.1**

**Interest and attitude of rural /urban secondary teachers towards teaching**

| Sl. No. | Statement | Response (Secondary teachers of rural area) | % of Responses | Response (Secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are interested in teaching | Yes- 110 | 82.09% | Yes- 63 | 86.30% |
| | | No- 24 | 17.91% | No- 10 | 13.70% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 2 | You feel pleasure in teaching | Yes- 109 | 81.34% | Yes - 61 | 83.56% |
| | | No- 25 | 18.66% | No- 12 | 16.44% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | You feel teaching is an ideal job | Yes- | 105 | 78.36% | Yes- | 63 | 86.30% |
| | | No- | 29 | 21.64% | No- | 10 | 13.70% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 4 | You feel teaching is a passion | Yes- | 107 | 79.85% | Yes- | 60 | 82.19% |
| | | No- | 27 | 20.15% | No- | 13 | 17.81% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 5 | You feel teaching is more prestigious job | Yes- | 106 | 79.10% | Yes- | 64 | 87.67% |
| | | No- | 28 | 20.90% | No- | 09 | 12.33% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 6 | You think teaching is an onerous job | Yes- | 78 | 58.21% | Yes- | 13 | 17.81% |
| | | No- | 56 | 41.79% | No- | 60 | 82.19% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 7 | You think teaching is the noblest profession | Yes- | 105 | 78.36% | Yes- | 65 | 89.04% |
| | | No- | 29 | 21.64% | No- | 08 | 10.96% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |

The above table shows that 82.09% and 86.30% teachers of secondary level teaching in rural and urban areas respectively are interest in teaching. The study shows that 81.34% teachers of secondary level teaching in rural areas and 83.56% teachers of secondary level teaching in urban areas feel pleasure in teaching. From the table it is also revealed that 78.36% teachers are teaching at secondary stage of rural areas and 86.30% teachers are teaching at secondary stage of urban areas feel that teaching is an ideal job and 79.85% teachers of secondary level teaching in rural areas and 82.19% teachers of secondary level teaching in urban areas feel that teaching is a passion. The study reflects that 79.10% and 87.67% teachers teaching at secondary stage of rural areas and urban areas respectively feel that teaching is more prestigious job than any other jobs and 58.21% teachers of secondary level teaching in rural areas think that teaching is an onerous job whereas 82.19% teachers of secondary level teaching in urban areas think that teaching is not an onerous job. The study also shows that 78.36% and 89.04% teachers of secondary stage teaching in rural and urban areas respectively think that teaching is the noblest profession because it is a man making profession. Das, Bijoy Laxmi (1988) conducted a study on secondary school teachers' job satisfaction and job motivation in Cuttack district of Orissa and found that

teachers of secondary school working in urban areas were more satisfied with their profession than the teachers working in rural areas.

**Table No. 21.2**

**Interest and attitude of rural / urban higher secondary teachers towards teaching**

| Sl. No. | Statement | Response (Higher secondary teachers of rural area) | % of Responses | Response (Higher secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are interested in teaching | Yes- 64 | 83.12% | Yes- 29 | 93.55% |
| | | No- 13 | 16.88% | No- 02 | 6.45% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 2 | You feel pleasure in teaching | Yes- 63 | 81.82% | Yes- 28 | 90.32% |
| | | No- 14 | 18.18% | No- 03 | 9.68% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 3 | You feel teaching is an ideal job | Yes- 62 | 80.52% | Yes- 28 | 90.32% |
| | | No- 15 | 19.48% | No- 03 | 9.68% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 4 | You feel teaching is a passion | Yes- 65 | 84.42% | Yes- 25 | 80.65% |
| | | No- 12 | 15.58% | No- 06 | 19.35% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 5 | You feel teaching is more prestigious job | Yes- 60 | 77.92% | Yes- 25 | 80.65% |
| | | No- 17 | 22.08% | No- 06 | 19.35% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 6 | You think teaching is an onerous job | Yes- 33 | 42.86% | Yes- 13 | 41.94% |
| | | No- 44 | 57.14% | No- 18 | 58.06% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 7 | You think teaching is the noblest profession | Yes- 62 | 80.52% | Yes- 27 | 87.10% |
| | | No- 15 | 19.48% | No- 04 | 12.90% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |

From the study, it is revealed that 83.12% and 93.55% teachers of higher secondary stage teaching in rural and urban areas respectively feel interest in teaching and 81.82% and 90.32% teachers of higher secondary stage of both rural and urban areas respectively feel pleasure in teaching. The study shows that 80.52% teachers of higher secondary level teaching in rural areas and 90.32% teachers of higher secondary level teaching in urban areas feel that teaching is an ideal job and most of

the teachers (84.42% and 80.65%) of higher secondary stage of both rural and urban areas respectively feel that teaching is a passion. The above table reveals that 77.92% and 80.65% teachers of higher secondary level teaching in rural and urban areas respectively feel that teaching is more prestigious than any other jobs but the teachers (57.14% and 58.06%) of higher secondary stage of both rural and urban areas respectively think that teaching is not an onerous job. The study also highlights that 80.52% teachers of higher secondary level teaching in rural areas and 87.10% teachers of higher secondary level teaching in urban areas think that teaching is the noblest profession.

From the table Nos. 21.1 and 21.2, it can be summarized that the teachers teaching in secondary stage of urban areas are more interested and have positive attitude towards teaching than the teachers teaching in secondary stages of rural areas. Similarly the teachers of urban areas teaching in higher secondary stage are more interested and have positive attitude towards teaching than the teachers of rural areas teaching in higher secondary stage excepting the feeling of 'teaching as a passion'.

**Table No. 22.1**

**Job satisfaction of rural / urban secondary teachers in relation to their salary**

| Sl. No. | Statement | Response (Secondary teachers of rural area) | % of Responses | Response (Secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | You like to shift in other job on same salary | Yes- 49 | 36.57% | Yes- 07 | 9.59% |
| | | No- 85 | 63.43% | No- 66 | 90.41% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 2 | You like to shift in other job with more salary | Yes- 42 | 31.34% | Yes- 19 | 26.03% |
| | | No- 92 | 68.66% | No- 54 | 73.97% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 3 | Present salary fulfills your requirements | Yes- 71 | 52.99% | Yes- 47 | 64.38% |
| | | No- 63 | 47.01% | No- 26 | 35.62% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |

The above table reveals that 63.43% teachers teaching in secondary level in rural areas and 90.41% teachers teaching in secondary level in urban areas would not like to shift in other job on same salary which they are drawing per month from their

own institutions. The study shows that majority of the secondary teachers (68.66% and 73.97%) of both rural and urban areas respectively would not like to shift themselves even if they get more salary in other jobs. From the study it is found that 52.99% teachers of secondary level teaching in rural areas and 64.38% teachers of secondary level teaching in urban areas opine that present salary fulfills their requirements.

**Table No. 22.2**

**Job satisfaction of rural / urban higher secondary teachers in relation to their salary**

| Sl. No. | Statement | Response (Higher secondary teachers of rural area) | % of Responses | Response (Higher secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | You like to shift in other job on same salary | Yes- 11 | 14.29% | Yes- 10 | 32.26% |
| | | No- 66 | 85.71% | No- 21 | 67.74% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 2 | You like to shift in other job with more salary | Yes- 28 | 36.36% | Yes- 07 | 22.58% |
| | | No- 49 | 63.64% | No- 24 | 77.42% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 3 | Present salary fulfills your requirements | Yes- 45 | 58.44% | Yes- 17 | 54.84% |
| | | No- 32 | 41.56% | No- 14 | 45.16% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |

From the above table, it is revealed that 85.71% teachers teaching in higher secondary level in rural areas and 67.74% teachers teaching in higher secondary level in urban areas would not like to shift in other job on same salary which they are drawing per month from their own institutions. The study shows that 63.64% teachers of rural higher secondary school and 77.42% teachers of urban higher secondary school would not like to shift themselves in other jobs with more salary. The study also reveals that majority of the teachers (58.44% and 54.84%) of higher secondary stage of both rural and urban areas respectively opine that present salary fulfills their requirements.

From the table Nos. 22.1 and 22.2, it can be summarized that teachers teaching in secondary stage of urban areas do not like to go in other jobs on same salary. Therefore, the teachers of secondary stage teaching in urban areas are more satisfied with regard to salary than the teachers of secondary stage teaching in rural areas.

Similarly the teachers teaching in higher secondary stage of rural areas are more satisfied with regard to salary than the teachers teaching in higher secondary stage of urban areas.

**Table No. 23.1**

**Academic freedom and job satisfaction of rural / urban secondary teachers**

| Sl. No. | Statement | Response (Secondary teachers of rural area) | | % of Responses | Response (Secondary teachers of urban area) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | You are satisfied with the subjects allotted to teach | Yes- | 83 | 61.94% | Yes- | 38 | 52.05% |
| | | No- | 51 | 38.06% | No- | 35 | 47.95% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 2 | You are free to select the content of the subjects | Yes- | 84 | 62.69% | Yes- | 46 | 63.01% |
| | | No- | 50 | 37.31% | No- | 27 | 36.99% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 3 | You are satisfied with the school time table | Yes- | 80 | 59.70% | Yes- | 38 | 52.05% |
| | | No- | 54 | 40.30% | No- | 35 | 47.95% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 4 | You participate in preparing the school time table | Yes- | 73 | 54.48% | Yes- | 37 | 50.68% |
| | | No- | 61 | 45.52% | No- | 36 | 49.32% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 5 | You can express your opinion in the planning of the school | Yes- | 80 | 59.70% | Yes- | 37 | 50.68% |
| | | No- | 54 | 40.30% | No- | 36 | 49.32% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 6 | You are given opportunities for suggestions in your institution's work | Yes- | 77 | 57.46% | Yes- | 39 | 53.42% |
| | | No- | 57 | 42.54% | No- | 34 | 46.58% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |

The above table shows that 61.94% teachers of secondary level teaching in rural areas and 52.05% teachers of secondary level teaching in urban areas are satisfied with the subjects allotted to teach. In the study it is revealed that 62.69% teachers of secondary stage teaching in rural areas and 63.01% teachers of secondary stage teaching in urban areas think that they are free to select the content of the subjects without any interference from their heads and colleagues. The study reflects that majority of the secondary teachers of rural and urban areas are satisfied with the school time table and they also opine that they participate in preparing the school time

table. From the study, it is found that 59.70% and 50.68% teachers of secondary level teaching in rural and urban areas respectively express their views regarding the planning and management of their institutions and most of the teachers of secondary level opine that they are enlightened to impart suggestions in their institution's work.

**Table No. 23.2**

**Academic freedom and job satisfaction of rural / urban higher secondary teachers**

| Sl. No. | Statement | Response (Higher secondary teachers of rural area) | % of Responses | Response (Higher secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with the subjects allotted to teach | Yes- 62 | 80.52% | Yes- 29 | 93.55% |
| | | No- 15 | 19.48% | No- 02 | 6.45% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 2 | You are free to select the content of the subjects | Yes- 52 | 67.53% | Yes- 27 | 87.10% |
| | | No- 25 | 32.47% | No- 04 | 12.90% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 3 | You are satisfied with the school time table | Yes- 62 | 80.52% | Yes- 25 | 80.65% |
| | | No- 15 | 19.48% | No- 06 | 19.35% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 4 | You participate in preparing the school time table | Yes- 39 | 50.65% | Yes- 20 | 64.52% |
| | | No- 38 | 49.35% | No- 11 | 35.48% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 5 | You can express your opinion in the planning of the school | Yes- 50 | 64.94% | Yes- 16 | 51.61% |
| | | No- 27 | 35.06% | No- 15 | 48.39% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 6 | You are given opportunities for suggestions in your institution's work | Yes- 45 | 58.44% | Yes- 16 | 51.61% |
| | | No- 32 | 41.56% | No- 15 | 48.39% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |

The study reveals that 80.52% teachers teaching in higher secondary stage of rural areas and 93.55% teachers teaching in higher secondary stage of urban areas are satisfied with the subjects allotted to teach and most of the teachers of higher

secondary level of both rural and urban areas opine that they are free to select the content of the subjects without any sort of intervention. From the table it is found that 80.52% teachers of higher secondary stage teaching in rural areas and 80.65% teachers of higher secondary stage teaching in urban areas are satisfied with their school time table and majority of the teachers of both rural and urban areas opine that they participate in preparing the school time table. The table also shows that 64.94% teachers teaching in higher secondary stage of rural areas and 51.61% teachers teaching in higher secondary stage of urban areas can express their views regarding the planning and management of their institutions and most of the teachers of higher secondary level of both rural and urban areas respectively opine that they are liberal to impart suggestions in their institution's work.

From the table Nos. 23.1 and 23.2, it can be summarized that with regard to academic freedom the teachers of secondary stage teaching in rural areas are more satisfied than the teachers teaching in urban areas. On the other hand, the teachers of higher secondary level teaching in urban areas are more satisfied than the teachers of rural areas with regard to academic freedom except suggestion, planning and management of their institutions.

**Table No. 24.1**

**Professional development and job satisfaction of rural / urban secondary teachers**

| Sl. No. | Statement | Response (Secondary teachers of rural area) | % of Responses | Response (Secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | Satisfaction of teachers with the provision of in-service training | Yes- 115 | 85.82% | Yes- 58 | 79.45% |
| | | No- 19 | 14.18% | No- 15 | 20.55% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 2 | Opportunity to undergo ICT skill development | Yes- 56 | 41.79% | Yes- 17 | 23.29% |
| | | No- 78 | 58.21% | No- 56 | 76.71% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 3 | Opportunity to participate in the workshop and seminar | Yes- 64 | 47.76% | Yes- 10 | 13.70% |
| | | No- 70 | 52.24% | No- 63 | 86.30% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 4 | Opportunity to deliver lecture on current issues | Yes- 42 | 31.34% | Yes- 20 | 27.40% |
| | | No- 92 | 68.66% | No- 53 | 72.60% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |

The above table shows that 85.82% teachers of secondary level teaching in rural areas and 79.45% teachers of secondary level teaching in urban areas are satisfied with the provision of in-service training but majority of teachers (58.21% and 76.71%) of both rural and urban areas respectively opine that they do not get opportunity to undergo ICT skill development in their schools. The study reveals that 52.24% teachers teaching in rural areas and 86.30% teachers teaching in urban areas orate that they do not get opportunity to participate in the workshop and seminar. The study also depicts that 68.66% teachers of secondary level teaching in rural areas and 72.60% teachers of secondary level teaching in urban areas opine that they do not get opportunity to deliver lecture on current issues organized by multiple authorities.

**Table No. 24.2**

**Professional development and job satisfaction of rural / urban higher secondary teachers**

| Sl. No. | Statement | Response (Higher secondary teachers of rural area) | % of Responses | Response (Higher secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | Satisfaction of teachers with the provision of in-service training | Yes- 22 | 28.57% | Yes- 05 | 16.13% |
| | | No- 55 | 71.43% | No- 26 | 83.87% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 2 | Opportunity to undergo ICT skill development | Yes- 28 | 36.36% | Yes- 07 | 22.58% |
| | | No- 49 | 63.64% | No- 24 | 77.42% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 3 | Opportunity to participate in the workshop and seminar | Yes- 39 | 50.65% | Yes- 22 | 70.97% |
| | | No- 38 | 49.35% | No- 09 | 29.03% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 4 | Opportunity to deliver lecture on current issues | Yes- 45 | 58.44% | Yes- 18 | 58.06% |
| | | No- 32 | 41.56% | No- 13 | 41.94% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |

In the study, it is found that most of the teachers (71.43% and 83.87%) of higher secondary level teaching in rural and urban areas respectively are not satisfied with the provision of in-service training. The study reveals that 63.64% teachers of higher secondary stage teaching in rural areas and 77.42% teachers of higher

secondary stage teaching in urban areas opine that they do not get opportunity to undergo ICT skill development. The study shows that majority of the teachers (50.65% and 70.97%) of higher secondary level teaching in rural and urban areas respectively orate that they usually get opportunity to participate in the workshop and seminar. The study also reveals that 58.44% teachers teaching in rural areas and 58.06% teachers of higher secondary stage teaching in urban areas opine that they get opportunity to deliver lecture on current issues organized by different authorities.

From the table Nos. 24.1 and 24.2, it can be summarized that the teachers teaching in secondary stage of rural areas are comparatively satisfied with regard to professional developmental programme than the teachers teaching in secondary stage of urban areas, similarly the teachers teaching in higher secondary stage of rural areas are more satisfied than the teachers teaching in higher secondary stage of urban areas with regard to professional developmental programme apart from participation in the workshop and seminar.

**Table No. 25.1**

**Job satisfaction and job security of rural / urban secondary teachers**

| Sl. No. | Statement | Response (Secondary teachers of rural area) | % of Responses | Response (Secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with your supervisory staff | Yes- 86 | 64.18% | Yes- 46 | 63.01% |
| | | No- 48 | 35.82% | No- 27 | 36.99% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 2 | You are facing the threatening from the supervisor | Yes- 15 | 11.19% | Yes- 04 | 5.48% |
| | | No- 119 | 88.81% | No- 69 | 94.52% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 3 | Present law and order of the state is a threat to your job | Yes- 62 | 46.27% | Yes- 04 | 5.48% |
| | | No- 72 | 53.73% | No- 69 | 94.52% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 4 | You are satisfied with the present pension rule | Yes- 40 | 29.85% | Yes- 17 | 23.29% |
| | | No- 94 | 70.15% | No- 56 | 76.71% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |

The above table shows that 64.18% teachers of secondary level teaching in rural areas and 63.01% teachers of secondary level teaching in urban areas opine that they are satisfied with their supervisory staffs and most of the teachers of secondary

stage (88.81% and 94.52%) of both rural and urban areas respectively opine that they are not facing any threatening from their supervisors. The study reveals that 53.73% teachers teaching in secondary level of rural areas and 94.52% teachers teaching in secondary level of urban areas think that present law and order of the state is not a threat to their job but most of the teachers of secondary stage (70.15% and 76.71%) of rural and urban areas respectively are not satisfied with the present pension rule of the state government.

**Table No. 25.2**

**Job satisfaction and job security of rural / urban higher secondary teachers**

| Sl. No. | Statement | Response (Higher secondary teachers of rural area) | % of Responses | Response (Higher secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with your supervisory staff | Yes- 44 | 57.14% | Yes- 22 | 70.97% |
| | | No- 33 | 42.86% | No- 09 | 29.03% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 2 | You are facing the threatening from the supervisor | Yes- 06 | 7.79% | Yes- 04 | 12.90% |
| | | No- 71 | 92.21% | No- 27 | 87.10% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 3 | Present law and order of the state is a threat to your job | Yes- 36 | 46.75% | Yes- 02 | 6.45% |
| | | No- 41 | 53.25% | No- 29 | 93.55% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 4 | You are satisfied with the present pension rule | Yes- 36 | 46.75% | Yes- 07 | 22.58% |
| | | No- 41 | 53.25% | No- 24 | 77.42% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |

From the above table, it is found that 57.14% teachers of higher secondary level teaching in rural areas and 70.97% teachers of higher secondary level teaching in urban areas are satisfied with their supervisory staffs and most of the teachers of higher secondary stage (92.21% and 87.10%) of both rural and urban areas respectively orate that they are not facing any threatening from their supervisors. The study also reveals that 53.25% teachers of higher secondary level teaching in rural areas and 93.55% teachers of higher secondary level teaching in urban areas think that present law and order of the state is not a threat to their job and 53.25% teachers teaching in higher secondary level of rural areas and 77.42% teachers teaching in higher secondary level of urban areas are not satisfied with the present pension rule of the state government.

From the table Nos. 25.1 and 25.2, it is said that the teachers of secondary stage teaching in urban areas are more satisfied than the teachers of secondary stage teaching in rural areas with regard to job security apart from the present pension rule of the state government. Similarly the teachers teaching in higher secondary stage of urban areas are comparatively more satisfied than the teachers teaching in higher secondary stage of rural areas with regard to job security excepting the present pension rule of the state government.

**Table No. 26.1**

**Interpersonal relationship of rural / urban secondary teachers**

| Sl. No. | Statement | Response (Secondary teachers of rural area) | | % of Responses | Response (Secondary teachers of urban area) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | Your colleagues are intimate to you | Yes- | 73 | 54.48% | Yes- | 44 | 60.27% |
| | | No- | 61 | 45.52% | No- | 29 | 39.73% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 2 | You share the classes of your colleagues | Yes- | 78 | 58.21% | Yes- | 43 | 58.90% |
| | | No- | 56 | 41.79% | No- | 30 | 41.10% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 3 | Your Head is impartial in every respect | Yes- | 69 | 51.49% | Yes- | 38 | 52.05% |
| | | No- | 65 | 48.51% | No- | 35 | 47.95% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 4 | Your Head is a man of harsh attitude | Yes- | 63 | 47.01% | Yes- | 34 | 46.58% |
| | | No- | 71 | 52.99% | No- | 39 | 53.42% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 5 | Non teaching staffs are cooperative to you | Yes- | 77 | 57.46% | Yes- | 39 | 53.42% |
| | | No- | 57 | 42.54% | No- | 34 | 46.58% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |

The above table shows that 54.48% teachers of secondary level teaching in rural areas and 60.27% teachers of secondary level teaching in urban areas think that their colleagues are intimate enough to them but the teachers of secondary level (58.21% and 58.90%) teaching in both rural and urban areas respectively share the classes of their colleagues. The study reveals that 51.49% teachers of secondary stage teaching in rural areas and 52.05% teachers of secondary stage teaching in urban areas

think that their Heads are impartial in every respect and the majority of teachers (52.99% and 53.42%) of rural and urban areas respectively opine that their Heads are not of harsh attitude. The study also reveals that 57.46% teachers teaching in secondary level of rural areas and 53.42% teachers teaching in secondary level of urban areas think that their non-teaching staffs are cooperative to them.

**Table No. 26.2**

**Interpersonal relationship of rural / urban higher secondary teachers**

| Sl. No. | Statement | Response (Higher secondary teachers of rural area) | % of Responses | Response (Higher secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | Your colleagues are intimate to you | Yes- 63 | 81.82% | Yes- 28 | 90.32% |
| | | No- 14 | 18.18% | No- 03 | 9.68% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 2 | You share the classes of your colleagues | Yes- 17 | 22.08% | Yes- 07 | 22.58% |
| | | No- 60 | 77.92% | No- 24 | 77.42% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 3 | Your Head is impartial in every respect | Yes- 44 | 57.14% | Yes- 13 | 41.94% |
| | | No- 33 | 42.86% | No- 18 | 58.06% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 4 | Your Head is a man of harsh attitude | Yes- 41 | 53.25% | Yes- 17 | 54.84% |
| | | No- 36 | 46.75% | No- 14 | 45.16% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 5 | Non-teaching staffs are cooperative to you | Yes- 40 | 51.95% | Yes- 17 | 54.84% |
| | | No- 37 | 48.05% | No- 14 | 45.16% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |

The table No. 26.2 indicates that 81.82% teachers of higher secondary stage teaching in rural areas and 90.32% teachers of higher secondary stage teaching in urban areas think that their colleagues are intimate enough to them. From the study it is found that 77.92% teachers teaching in higher secondary level of rural areas and 77.42% teachers teaching in higher secondary level of urban areas do not share the classes of their colleagues because there is no scope of sharing the subjects. The table also reflects that 57.14% teachers of higher secondary stage teaching in rural areas

and 41.94% teachers of higher secondary stage teaching in urban areas think that their Heads are impartial in every respect but majority of the teachers (53.25% and 54.84%) of both rural and urban areas respectively opine that their Heads are of harsh attitude. From the table it is found that 51.95% teachers teaching in higher secondary stage of rural areas and 54.84% teachers teaching in higher secondary stage of urban areas think that their non-teaching staffs are cooperative to them.

From the table No. 26.1., it is said that the teachers of secondary level teaching in urban areas have better interpersonal relationship than the teachers of secondary level teaching in rural areas except their cooperation with non-teaching staffs but from the table No. 26.2., it can be summarized that the teachers of higher secondary stage teaching in urban areas are more intimate with their colleagues but due to subject specification they are not able to share the classes of their colleagues.

**Table No. 27.1**

**Job satisfaction of rural / urban secondary teachers in relation to feedback from different sections**

| Sl. No. | Statement | Response (Secondary teachers of rural area) | % of Responses | Response (Secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | Students are satisfied with your teaching | Yes- 116 | 86.57% | Yes- 68 | 93.15% |
| | | No- 18 | 13.43% | No- 05 | 6.85% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 2 | Head is satisfied with your performance | Yes- 109 | 81.34% | Yes- 63 | 86.30% |
| | | No- 25 | 18.66% | No- 10 | 13.70% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 3 | Non teaching staffs are satisfied with you | Yes- 80 | 59.70% | Yes- 52 | 71.23% |
| | | No- 54 | 40.30% | No- 21 | 28.77% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 4 | Guardian of the students' are satisfied with your teaching | Yes- 100 | 74.63% | Yes- 58 | 79.45% |
| | | No- 34 | 25.37% | No- 15 | 20.55% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |

It is reflected from the above table that 86.57% teacher of secondary level teaching in rural areas and 93.15% teachers of secondary level teaching in urban areas think that students are satisfied with their teaching**.** The study reveals that most of the

teachers (81.34% and 86.30%) of both rural and urban secondary schools respectively think that their Heads are satisfied with their performance and 59.70% teachers teaching in secondary stage of rural areas and 71.23% teachers teaching in secondary stage of urban areas opine that their non-teaching staffs are satisfied with them. The study also shows that 74.63% teachers of secondary level teaching in rural areas and 79.45% teachers of secondary level teaching in urban areas think that guardian of the students are also satisfied with their teaching.

**Table No. 27.2**

**Job satisfaction of rural / urban higher secondary teachers in relation to feedback from different sections**

| Sl. No. | Statement | Response (Higher secondary teachers of rural area) | % of Responses | Response (Higher secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | Students are satisfied with your teaching | Yes- 71 | 92.21% | Yes- 29 | 93.55% |
| | | No- 06 | 7.79% | No- 02 | 6.45% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 2 | Head is satisfied with your performance | Yes- 57 | 74.03% | Yes- 26 | 83.87% |
| | | No- 20 | 25.97% | No- 05 | 16.13% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 3 | Non teaching staffs are satisfied with you | Yes- 48 | 62.34% | Yes- 12 | 38.71% |
| | | No- 29 | 37.66% | No- 19 | 61.29% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 4 | Guardian of the students' are satisfied with your teaching | Yes- 68 | 88.31% | Yes- 27 | 87.10% |
| | | No- 09 | 11.69% | No- 04 | 12.90% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |

The above table shows that 92.21% teachers of higher secondary stage working in rural areas and 93.55% teachers of higher secondary stage working in urban areas think that students are satisfied with their teaching. From the study it is found that 74.03% teachers of higher secondary level teaching in rural areas and 83.87% teachers of higher secondary level teaching in urban areas think that Heads are satisfied with their performance. From the table it is revealed that 62.34% teachers teaching in higher secondary level of rural areas opine that their non-teaching staffs are satisfied with them. On the other hand, 61.29% teachers teaching in higher

secondary level of urban areas opine that their non-teaching staffs are not satisfied with them. The study also illustrates that most of the teachers (88.31% and 87.10%) of both rural and urban areas respectively think that guardian of the students are satisfied with their teaching.

From the table Nos. 27.1 and 27.2, it can be précised that the teachers of secondary level teaching in urban areas are more satisfied in relation to feedback from different sections regarding teaching than the teachers teaching in rural areas. Similarly the teachers of higher secondary stage working in urban areas are more satisfied in relation to the satisfaction of students and Heads regarding teaching than the teachers of rural areas but so far as the guardians' satisfaction is concerned, teachers of higher secondary level working in rural areas are more satisfied than urban areas.

**Table No. 28.1**

**Job satisfaction of rural / urban secondary teachers with regard to curriculum**

| Sl. No. | Statement | Response (Secondary teachers of rural area) | % of Responses | Response (Secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | Present curriculum is child centric | Yes- 80 | 59.70% | Yes- 35 | 47.95% |
| | | No- 54 | 40.30% | No- 38 | 52.05% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 2 | Present curriculum is suitable to the learners | Yes- 81 | 60.45% | Yes- 39 | 53.42% |
| | | No- 53 | 39.55% | No- 34 | 46.58% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 3 | Present curriculum is enough for all round development | Yes- 80 | 59.70% | Yes- 35 | 47.95% |
| | | No- 54 | 40.30% | No- 38 | 52.05% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 4 | Present curriculum is overloaded | Yes- 53 | 39.55% | Yes- 32 | 43.84% |
| | | No- 81 | 60.45% | No- 41 | 56.16% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |
| 5 | You are satisfied with the 'CCE' procedure | Yes- 68 | 50.75% | Yes- 31 | 42.47% |
| | | No- 66 | 49.25% | No- 42 | 57.53% |
| | | **Total- 134** | **100%** | **Total- 73** | **100%** |

From the table No. 28.1, it is found that 59.70% teachers of secondary level teaching in rural areas think that the present curriculum is child centric whereas 52.05% teachers of secondary level teaching in urban areas think that the present curriculum is not child centric but majority of the teachers (60.45% and 53.42%) of both rural and urban secondary stages respectively think that the present curriculum is suitable to the learners. The study also reveals that 59.70% teachers of secondary stage teaching in rural areas opine that present curriculum is enough for all round development of the learners but 52.05% teachers of secondary stage teaching in urban areas opine that present curriculum is not enough for all round development of the learners though majority of the teachers (60.45% and 56.16%) of rural and urban secondary stages respectively think that the present curriculum is not overloaded one. The table also shows that 50.75% teachers of secondary level teaching in rural areas are satisfied with the 'CCE' procedure but 57.53% teachers of secondary level teaching in urban areas are not satisfied with the 'CCE' procedure because they are not professionally trained.

**Table No. 28.2**

**Job satisfaction of rural / urban higher secondary teachers with regard to curriculum**

| Sl. No. | Statement | Response (Higher secondary teachers of rural area) | % of Responses | Response (Higher secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | Present curriculum is child centric | Yes- 48 | 62.34% | Yes- 18 | 58.06% |
| | | No- 29 | 37.66% | No- 13 | 41.94% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 2 | Present curriculum is suitable to the learners | Yes- 46 | 59.74% | Yes- 17 | 54.84% |
| | | No- 31 | 40.26% | No- 14 | 45.16% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 3 | Present curriculum is enough for all round development | Yes- 40 | 51.95% | Yes- 13 | 41.94% |
| | | No- 37 | 48.05% | No- 18 | 58.06% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 4 | Present curriculum is overloaded | Yes- 32 | 41.56% | Yes- 11 | 35.48% |
| | | No- 45 | 58.44% | No- 20 | 64.52% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 5 | You are satisfied with the 'CCE' procedure | Yes- 44 | 57.14% | Yes- 18 | 58.06% |
| | | No- 33 | 42.86% | No- 13 | 41.94% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |

The study shows that 62.34% teachers of higher secondary stage teaching in rural areas and 58.06% teachers of higher secondary stage teaching in urban areas think that the present curriculum is child centric and majority of the teachers (59.74% and 54.84%) of both rural and urban areas respectively opine that present curriculum is suitable to the learners. The study reveals that 51.95% teachers teaching in higher secondary level of rural areas think that the present curriculum is enough for all round development of the learners but 58.06% teachers teaching in higher secondary level of urban areas think that the present curriculum is not enough for all round development of the learners though majority of the teachers (58.44% and 64.52%) of rural and urban higher secondary stages respectively think that the present curriculum is not overloaded one. From the study it is found that 57.14% teachers teaching in higher secondary stage of rural areas and 58.06% teachers teaching in higher secondary stage of urban areas are satisfied with the 'CCE' procedure.

From the table Nos. 28.1 and 28.2, it is said that the teachers of secondary stage teaching in rural areas are more satisfied with regard to curriculum than the teachers of secondary stage teaching in urban areas. Similarly the teachers of higher secondary level teaching in rural areas are more or less satisfied with regard to curriculum than the teachers of higher secondary level teaching in urban areas.

**Table No. 29.1**

**Working environment and job satisfaction of rural / urban secondary teachers**

| Sl. No | Statement | Response (Secondary teachers of rural area) | | % of Responses | Response (Secondary teachers of urban area) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | Your school has well-equipped infrastructural facilities | Yes- | 54 | 40.30% | Yes- | 32 | 43.84% |
| | | No- | 80 | 59.70% | No- | 41 | 56.16% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 2 | You are satisfied with the physical surroundings of your school | Yes- | 76 | 56.72% | Yes- | 44 | 60.27% |
| | | No- | 58 | 43.28% | No- | 29 | 39.73% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | You are satisfied with your school library | Yes- | 49 | 36.57% | Yes- | 29 | 39.73% |
| | | No | 85 | 63.43% | No- | 44 | 60.27% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 4 | You are free to use your library books | Yes- | 68 | 50.75% | Yes- | 39 | 53.42% |
| | | No- | 66 | 49.25% | No- | 34 | 46.58% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 5 | Your school has magazines and journals. | Yes- | 21 | 15.67% | Yes- | 05 | 6.85% |
| | | No- | 113 | 84.33% | No- | 68 | 93.15% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 6 | You are satisfied with the internet facility of your school | Yes- | 07 | 5.22% | Yes- | 12 | 16.44% |
| | | No- | 127 | 94.78% | No- | 61 | 83.56% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |
| 7 | Your institution has laboratory facility | Yes- | 35 | 26.12% | Yes- | 17 | 23.29% |
| | | No- | 99 | 73.88% | No- | 56 | 76.71% |
| | | **Total-** | **134** | **100%** | **Total-** | **73** | **100%** |

From the study it is found that 59.70% teachers of secondary level teaching in rural areas and 56.16% teachers of secondary level teaching in urban areas think that their schools don't have well-equipped infrastructural facilities although majority of the teachers (56.72% and 60.27%) of rural and urban areas are respectively satisfied with the physical surroundings of their schools. The table indicates that 63.43% teachers teaching in rural areas and 60.27% teachers teaching in urban areas are not satisfied with their school libraries due to poor amount of books but in spite of this, majority of the teachers (50.75% and 53.42%) of rural and urban areas respectively can use their library books freely. The study reveals that 84.33% teachers teaching in rural areas and 93.15% teachers teaching in urban areas opine that their schools have no magazines and journals and even most of the teachers (94.78% and 83.56%) of rural and urban areas respectively are not satisfied with the internet facility of their schools. From the table it is also revealed that 73.88% teachers teaching in rural areas and 76.71% teachers teaching in urban areas opine that their institutions have no laboratory facilities.

**Table No. 29.2**

**Working environment and job satisfaction of rural / urban higher secondary teachers**

| Sl. No. | Statement | Response (Higher secondary teachers of rural area) | % of Responses | Response (Higher secondary teachers of urban area) | % of Responses |
|---|---|---|---|---|---|
| 1 | Your school has well-equipped infrastructural facilities | Yes- 26 | 33.77% | Yes- 13 | 41.94% |
| | | No- 51 | 66.23% | No- 18 | 58.06% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 2 | You are satisfied with the physical surroundings of your school | Yes- 46 | 59.74% | Yes- 19 | 61.29% |
| | | No- 31 | 40.26% | No- 12 | 38.71% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 3 | You are satisfied with your school library | Yes- 32 | 41.56% | Yes- 11 | 35.48% |
| | | No- 45 | 58.44% | No- 20 | 64.52% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 4 | You are free to use your library books | Yes- 53 | 68.83% | Yes- 16 | 51.61% |
| | | No- 24 | 31.17% | No- 15 | 48.39% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 5 | Your school has magazines and journals. | Yes- 12 | 15.58% | Yes- 03 | 9.68% |
| | | No- 65 | 84.42% | No- 28 | 90.32% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 6 | You are satisfied with the internet facility of your school | Yes- 07 | 9.09% | Yes- 06 | 19.35% |
| | | No- 70 | 90.91% | No- 25 | 80.65% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |
| 7 | Your institution has laboratory facility | Yes- 17 | 22.08% | Yes- 06 | 19.35% |
| | | No- 60 | 77.92% | No- 25 | 80.65% |
| | | **Total- 77** | **100%** | **Total- 31** | **100%** |

From the above table, it is found that 66.23% teachers of higher secondary stage teaching in rural areas and 58.06% teachers teaching in urban areas think that their schools don't have well-equipped infrastructural facilities though most of the teachers are satisfied with the physical surroundings of their schools. The study shows that 58.44% teachers of higher secondary level teaching in rural areas and 64.52%

teachers of higher secondary level teaching in urban areas are not satisfied with their school libraries but in spite of this, majority of the teachers (68.83% and 51.61%) of higher secondary level respectively opine that they are free to use their library books. From the study it is revealed that 84.42% teachers teaching in rural areas and 90.32% teachers teaching in urban areas of higher secondary stage orate that they have no magazines and journals in their schools and still most of the teachers (90.91% and 80.65%) of higher secondary stages of rural and urban areas respectively are not satisfied with the internet facility of their schools. The study also reveals that 77.92% teachers of higher secondary stage teaching in rural areas and 80.65% teachers of higher secondary stage teaching in urban areas opine that their institutions have no laboratory facilities.

From the table Nos. 29.1 and 29.2, it can be summarized that the teachers of both secondary and higher secondary stages teaching in rural and urban areas are not satisfied at all in regard to infrastructural facilities of their schools but if we make a comparison, it is found that the teachers of secondary and higher secondary stages teaching in urban areas are more satisfied than the teachers of secondary and higher secondary stages teaching in rural areas in regard to infrastructural facilities of their schools.

### 5.5 Analysis of data with regard to compare the job satisfaction of secondary and higher secondary teachers in Assam with respect to their type of schools:

The school is one of the most important formal agencies of education. It is set up by the society under the care of a responsible person called teacher. It is an institution that offers teaching learning experience in life and through life. It is an organized group of people pursuing defined studies at defined levels and receiving instruction from one or more teachers, usually housed in a single building or group of buildings. In Assam, there are three types of schools namely, Govt.school, Provincialised school and Private school. The Assam Government provides assistance and funds to the Government and provincialised schools. In this study, the investigator has chosen two type of schools- Govt. and Provincialised. The following tables show the extent of job satisfaction of the teachers of secondary and higher secondary stages working in Govt. and Provincialised schools in Assam.

**Table No. 30.1**

**Interest and attitude of provincialised / Govt. secondary teachers towards teaching**

| Sl. No. | Statement | Response (Teachers of provincialised secondary school) | % of Responses | Response (Teachers of Govt. secondary school) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are interested in teaching | Yes- 135 | 82.32% | Yes- 38 | 88.37% |
| | | No- 29 | 17.68% | No- 05 | 11.63% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 2 | You feel pleasure in teaching | Yes- 133 | 81.10% | Yes- 37 | 86.05% |
| | | No- 31 | 18.90% | No- 06 | 13.95% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 3 | You feel teaching is an ideal job | Yes- 129 | 78.66% | Yes- 39 | 90.70% |
| | | No- 35 | 21.34% | No- 04 | 9.30% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 4 | You feel teaching is a passion | Yes- 133 | 81.10% | Yes- 34 | 79.07% |
| | | No- 31 | 18.90% | No- 09 | 20.93% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 5 | You feel teaching is more prestigious job | Yes- 136 | 82.93% | Yes- 34 | 79.07% |
| | | No- 28 | 17.07% | No- 09 | 20.93% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 6 | You think teaching is an onerous job | Yes- 85 | 51.83% | Yes- 06 | 13.95% |
| | | No- 79 | 48.17% | No- 37 | 86.05% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 7 | You think teaching is the noblest profession | Yes- 131 | 79.88% | Yes- 39 | 90.70% |
| | | No- 33 | 20.12% | No- 04 | 9.30% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |

The table shows that 82.32% teachers teaching in secondary level of provincialised schools and 88.37% teachers teaching in secondary level of Govt. schools of Barak valley in Assam feel interest in teaching. The study reveals that 81.10% teachers teaching in secondary level of provincialised schools and 86.05% teachers teaching in secondary level of Govt. schools feel pleasure in teaching and most of the teachers of provincialised and Govt. schools of Barak valley in Assam feel that teaching is an ideal job. From the study, it is found that 81.10% teachers teaching in secondary level of provincialised schools and 79.07% teachers teaching in

secondary level of Govt. schools feel that teaching is a passion and most of the teachers of provincialised and Govt. schools feel that teaching is more prestigious than any other jobs. But the study arbitrarily indicates that 51.83% teachers teaching in secondary level of provincialised schools think that teaching is an onerous job whereas 86.05% teachers teaching in secondary level of Govt. schools think that teaching is not an onerous job rather it is the noblest profession according to most of the teachers (79.88% and 90.70%) teaching in provincialised and Govt. secondary schools respectively.

**Table No. 30.2**

**Interest and attitude of provincialised / Govt. higher secondary teachers towards teaching**

| Sl. No. | Statement | Response (Teachers of provincialised higher secondary school) | | % of Responses | Response (Teachers of Govt. higher secondary school) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | You are interested in teaching | Yes- | 75 | 84.27% | Yes- | 18 | 94.74% |
| | | No- | 14 | 15.73% | No- | 01 | 5.26% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 2 | You feel pleasure in teaching | Yes- | 74 | 83.15% | Yes- | 17 | 89.47% |
| | | No- | 15 | 16.85% | No- | 02 | 10.53% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 3 | You feel teaching is an ideal job | Yes- | 73 | 82.02% | Yes- | 17 | 89.47% |
| | | No- | 16 | 17.98% | No- | 02 | 10.53% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 4 | You feel teaching is a passion | Yes- | 75 | 84.27% | Yes- | 15 | 78.95% |
| | | No- | 14 | 15.73% | No- | 04 | 21.05% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 5 | You feel teaching is more prestigious job | Yes- | 71 | 79.78% | Yes- | 14 | 73.68% |
| | | No- | 18 | 20.22% | No- | 05 | 26.32% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 6 | You think teaching is an onerous job | Yes- | 37 | 41.57% | Yes- | 09 | 47.37% |
| | | No- | 52 | 58.43% | No- | 10 | 52.63% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 7 | You think teaching is the noblest profession | Yes- | 72 | 80.90% | Yes- | 17 | 89.47% |
| | | No- | 17 | 19.10% | No- | 02 | 10.53% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |

From the above table, it is found that 84.27% teachers of higher secondary level teaching in provincialised schools and 94.74% teachers of higher secondary level teaching in Govt. schools feel interest in teaching. The study shows that most of the teachers of both provincialised and Govt. schools feel pleasure in teaching. The study reveals that 82.02% teachers of higher secondary level teaching in provincialised schools and 89.47% teachers of higher secondary level teaching in Govt. schools feel that teaching is an ideal job and most of the teachers of higher secondary stages feel that teaching is a passion. The study points out that 79.78% teacher of higher secondary level teaching in provincialised schools and 73.68% teachers of higher secondary level teaching in Govt. schools feel that teaching is more prestigious job than any other jobs but majority of the teachers of both type of schools think that teaching is not an onerous job rather they think that teaching is the noblest and man making profession.

From the table Nos. 30.1 and 30.2, it can be summarized that the teachers of secondary level teaching in Govt. schools are more satisfied and have greater interest and attitude towards teaching than the teachers of secondary level teaching in provincialised schools. Similarly the teachers of higher secondary level working in Govt. schools are more satisfied and have more interest and attitude towards teaching than the teachers of higher secondary level working in provincialised schools apart from the dimensions of 'teaching passion and prestigious job'.

**Table No. 31.1**

**Job satisfaction of provincialised / Govt. secondary teachers in relation to their salary**

| Sl. No. | Statement | Response (Teachers of provincialised secondary school) | % of Responses | Response (Teachers of Govt. secondary school) | % of Responses |
|---|---|---|---|---|---|
| 1 | You like to shift in other job on same salary | Yes- 52 | 31.71% | Yes- 04 | 9.30% |
| | | No 112 | 68.29% | No- 39 | 90.70% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 2 | You like to shift in other job with more salary | Yes- 46 | 28.05% | Yes- 15 | 34.88% |
| | | No- 118 | 71.95% | No- 28 | 65.12% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 3 | Present salary fulfills your requirements | Yes- 87 | 53.05% | Yes- 31 | 72.09% |
| | | No- 77 | 46.95% | No- 12 | 27.91% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |

The above table shows that 68.29% teachers of secondary level teaching in provincialised schools and 90.70% teachers of secondary level teaching in Govt. schools of Barak valley in Assam would not like to shift in other job on same salary. The study reveals that 71.95% teachers of secondary level teaching in provincialised schools and 65.12% teachers of secondary level teaching in Govt. schools would not like to shift in other job with more salary whereas most of the teachers of secondary level opine that present salary fulfills their requirements.

**Table No. 31.2**

**Job satisfaction of provincialised / Govt. higher secondary teachers in relation to their salary**

| Sl. No. | Statement | Response (Teachers of provincialised higher secondary school) | | % of Responses | Response (Teachers of Govt. higher secondary school) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | You like to shift in other job on same salary | Yes- | 12 | 13.48% | Yes- | 09 | 47.37% |
| | | No- | 77 | 86.52% | No- | 10 | 52.63% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 2 | You like to shift in other job with more salary | Yes- | 25 | 28.09% | Yes- | 10 | 52.63% |
| | | No- | 64 | 71.91% | No- | 09 | 47.37% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 3 | Present salary fulfills your requirements | Yes- | 49 | 55.06% | Yes- | 13 | 68.42% |
| | | No- | 40 | 44.94% | No- | 06 | 31.58% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |

From the above table it is revealed that 86.52% teachers of higher secondary level working in provincialised schools and 52.63% teachers of higher secondary level working in Govt. schools of Barak valley in Assam would not like to alter in other jobs on same salary and even 71.91% teachers of higher secondary stage teaching in provincialised schools would not like to shift in other jobs with more salary but 52.63% teachers of higher secondary stage teaching in Govt. schools like to alter if they get more salary in other jobs. The study also shows that majority of the teachers of higher secondary stage think that present salary fulfills their requirements.

From the table Nos. 31.1 and 31.2, it can be summarized that the teachers of secondary level teaching in Govt. schools are more satisfied than the teachers of

secondary level teaching in provincialised schools in relation to their salary. On the other hand, it is said that the teachers of higher secondary level teaching in provincialised schools are more satisfied than the teachers of Govt. schools in relation to their salary excepting only the statement No. 3. Chakraborty, Amitabha (2008) conducted a study on the job satisfaction of B. Ed. college teachers of Karimganj and Cachar districts of Assam and found that the teachers of Govt. B. Ed. College were more satisfied in terms of salary than the teachers of non-Govt. B. Ed. Colleges.

**Table No. 32.1**

**Academic freedom and job satisfaction of provincialised / Govt. secondary teachers**

| Sl. No. | Statement | Response (Teachers of provincialised secondary school) | % of Responses | Response (Teachers of Govt. secondary school) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with the subjects allotted to teach | Yes- 97 | 59.15% | Yes- 24 | 55.81% |
| | | No- 67 | 40.85% | No- 19 | 44.19% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 2 | You are free to select the content of the subjects | Yes- 100 | 60.98% | Yes- 30 | 69.77% |
| | | No- 64 | 39.02% | No- 13 | 30.23% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 3 | You are satisfied with the school time table | Yes- 95 | 57.93% | Yes- 23 | 53.49% |
| | | No- 69 | 42.07% | No- 20 | 46.51% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 4 | You participate in preparing the school time table | Yes- 88 | 53.66% | Yes- 22 | 51.16% |
| | | No- 76 | 46.34% | No- 21 | 48.84% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 5 | You can express your opinion in the planning of the school | Yes- 95 | 57.93% | Yes- 22 | 51.16% |
| | | No- 69 | 42.07% | No- 21 | 48.84% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 6 | You are given opportunities for suggestions in your institution's work | Yes- 93 | 56.71% | Yes- 23 | 53.49% |
| | | No- 71 | 43.29% | No- 20 | 46.51% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |

The above table shows that majority of the teachers (59.15% and 55.81%) of secondary level teaching in provincialised and Govt. schools respectively are satisfied with the subjects allotted to teach. The study reveals that 60.98% teachers of

secondary level teaching in provincialised schools and 69.77% teachers of secondary level teaching in Govt. schools think that they are liberated to select the content of the subjects which they want to teach. From the study, it is found that majority of the teachers of secondary stage of both provincialised and Govt. schools are satisfied with their school time table and opine that they participate in preparing the school time table. The study also reveals that majority of the teachers (57.93% and 51.16%) of secondary stage of both provincialised and Govt. schools respectively can express their opinion in the planning and management of their schools.

**Table No. 32.2**

**Academic freedom and job satisfaction of provincialised / Govt. higher secondary teachers**

| Sl. No. | Statement | Response (Teachers of provincialised higher secondary school) | | % of Responses | Response (Teachers of Govt. higher secondary school) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | You are satisfied with the subjects allotted to teach | Yes- | 74 | 83.15% | Yes- | 17 | 89.47% |
| | | No- | 15 | 16.85% | No- | 02 | 10.53% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 2 | You are free to select the content of the subjects | Yes- | 63 | 70.79% | Yes- | 16 | 84.21% |
| | | No- | 26 | 29.21% | No- | 03 | 15.79% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 3 | You are satisfied with the school time table | Yes- | 72 | 80.90% | Yes- | 15 | 78.95% |
| | | No- | 17 | 19.10% | No- | 04 | 21.05% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 4 | You participate in preparing the school time table | Yes- | 48 | 53.93% | Yes- | 11 | 57.89% |
| | | No- | 41 | 46.07% | No- | 08 | 42.11% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 5 | You can express your opinion in the planning of the school | Yes- | 54 | 60.67% | Yes- | 12 | 63.16% |
| | | No- | 35 | 39.33% | No- | 07 | 36.84% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 6 | You are given opportunities for suggestions in your institution's work | Yes- | 50 | 56.18% | Yes- | 11 | 57.89% |
| | | No- | 39 | 43.82% | No- | 08 | 42.11% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |

The table shows that 70.79% teachers of higher secondary stage teaching in provincialised schools and 84.21% teachers of higher secondary stage teaching in

Govt. schools are free to select the content of the subjects which they want to teach. The study reveals that 80.90% teachers of higher secondary stage teaching in provincialised schools and 78.95% teachers of higher secondary stage teaching in Govt. schools are satisfied with their school time table and majority of the teachers (53.93% and 57.89%) of higher secondary stage of provincialised and Govt. schools respectively opine that they can participate in preparing their school time table. The study also indicates that 60.67% teachers of higher secondary level teaching in provincialised schools and 63.16% teachers of higher secondary level teaching in Govt. schools can express their opinion in the planning and management of the school and it is also pointed out that majority of the teachers of higher secondary level are given opportunities for suggestions in their institution's work.

From the table Nos. 32.1 and 32.2, it is said that the teachers of secondary level teaching in provincialised schools have greater academic freedom than the teachers of secondary level teaching in Govt. schools excepting only selection of the contents of the subjects. On the other hand, teachers of higher secondary level teaching in Govt. schools are more satisfied and have greater academic freedom than the teachers of higher secondary level teaching in provincialised schools and so far the school time table is concerned, the study shows that the teachers of higher secondary level teaching in provincialised schools are more satisfied than the teachers of higher secondary level teaching in Govt. schools.

**Table No. 33.1**

**Professional development and job satisfaction of provincialised / Govt. secondary teachers**

| Sl. No. | Statement | Response (Teachers of provincialised secondary school) | % of Responses | Response (Teachers of Govt. secondary school) | % of Responses |
|---|---|---|---|---|---|
| 1 | Satisfaction of teachers with the provision of in-service training | Yes- 136 | 82.93% | Yes- 37 | 86.05% |
| | | No- 28 | 17.07% | No- 06 | 13.95% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 2 | Opportunity to undergo ICT skill development | Yes- 60 | 36.59% | Yes- 13 | 30.23% |
| | | No- 104 | 63.41% | No- 30 | 69.77% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Opportunity to participate in the workshop and seminar | Yes- | 69 | 42.07% | Yes- | 05 | 11.63% |
| | | No- | 95 | 57.93% | No- | 38 | 88.37% |
| | | **Total-** | **164** | **100%** | **Total-** | **43** | **100%** |
| 4 | Opportunity to deliver lecture on current issues | Yes- | 46 | 28.05% | Yes- | 16 | 37.21% |
| | | No- | 118 | 71.95% | No- | 27 | 62.79% |
| | | **Total-** | **164** | **100%** | **Total-** | **43** | **100%** |

The above table shows that 82.93% teachers of secondary stage teaching in provincialised schools and 86.05% teachers of secondary stage teaching in Govt. schools are satisfied with the provision of in-service training but a good amount of teachers of provincialised and Govt. secondary schools opine that they do not get opportunity to undergo ICT skill development programme. The study reveals that 57.93% teachers of secondary stage teaching in provincialised schools and 88.37% teachers of secondary stage teaching in Govt. schools orate that they do not get opportunity to participate in the workshop and seminar. In the study it is found that 71.95% teacher of secondary stage teaching in provincialised schools and 62.79% teachers of secondary stage teaching in Govt. schools speak out that they do not get any opportunity to deliver lecture on current issues organized by different agencies and authorities.

**Table No. 33.2**

**Professional development and job satisfaction of provincialised / Govt. higher secondary teachers**

| **Sl. No.** | **Statement** | **Response (Teachers of provincialised higher secondary school)** | | **% of Responses** | **Response (Teachers of Govt. higher secondary school)** | | **% of Responses** |
|---|---|---|---|---|---|---|---|
| 1 | Satisfaction of teachers with the provision of in-service training | Yes- | 25 | 28.09% | Yes- | 02 | 10.53% |
| | | No- | 64 | 71.91% | No- | 17 | 89.47% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 2 | Opportunity to undergo ICT skill development | Yes- | 27 | 30.34% | Yes- | 08 | 42.11% |
| | | No- | 62 | 69.66% | No- | 11 | 57.89% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | Opportunity to participate in the workshop and seminar | Yes- | 47 | 52.81% | Yes- | 14 | 73.68% |
| | | No- | 42 | 47.19% | No- | 05 | 26.32% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 4 | Opportunity to deliver lecture on current issues | Yes- | 50 | 56.18% | Yes- | 13 | 68.42% |
| | | No- | 39 | 43.82% | No- | 06 | 31.58% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |

The table depicts that most of the teachers **(**71.91% and 89.47%) of higher secondary stage teaching in both provincialised and Govt. schools respectively are not satisfied with the provision of in-service training. In the study it is revealed that 69.66% teachers of higher secondary level teaching in provincialised schools and 57.89% teachers of higher secondary level teaching in Govt. schools speak out that they do not get any opportunity to undergo ICT skill development programme. The study illustrates that 52.81% teacher of higher secondary stage teaching in provincialised schools and 73.68% teachers of higher secondary stage teaching in Govt. schools opine that they get opportunity to participate in the workshop and seminar. In the study it is found that 56.18% teachers of higher secondary level teaching in provincialised schools and 68.42% teachers of higher secondary level teaching in Govt. schools orate that they get opportunity to deliver lecture on current issues organized by different agencies and authorities.

From the table Nos. 33.1 and 33.2, it can be summarized that the teachers of secondary stage working in Govt. schools are more satisfied with the provision of in-service training than the teachers of secondary stage working in provincialised schools but the teachers of secondary level teaching in Govt. schools are more dissatisfied than the teachers of secondary level teaching in provincialised schools in regard to other dimensions of professional development. In the study it is also revealed that the teachers of higher secondary stage working in Govt. schools are more dissatisfied with the provision of in-service training than the teachers of higher secondary stage working in provincialised schools but the teachers of higher secondary level teaching in Govt. schools are more satisfied than the teachers of higher secondary level teaching in provincialised schools in regard to other dimensions of professional development.

**Table No. 34.1**

**Job satisfaction and job security of provincialised / Govt. secondary teachers**

| Sl. No. | Statement | Response (Teachers of provincialised secondary school) | % of Responses | Response (Teachers of Govt. secondary school) | % of Responses |
|---|---|---|---|---|---|
| 1 | You are satisfied with your supervisory staff | Yes- 105 | 64.02% | Yes- 27 | 62.79% |
| | | No- 59 | 35.98% | No- 16 | 37.21% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 2 | You are facing the threatening from the supervisor | Yes- 16 | 9.76% | Yes- 03 | 6.98% |
| | | No- 148 | 90.24% | No- 40 | 93.02% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 3 | Present law and order of the state is a threat to your job | Yes- 63 | 38.41% | Yes- 03 | 6.98% |
| | | No- 101 | 61.59% | No- 40 | 93.02% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 4 | You are satisfied with the present pension rule | Yes- 45 | 27.44% | Yes- 12 | 27.91% |
| | | No- 119 | 72.56% | No- 31 | 72.09% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |

The above table shows that 64.02% teachers of secondary level teaching in provincialised schools and 62.79% teachers of secondary level teaching in Govt. schools are satisfied with their supervisory staffs and most of the teachers of both provincialised and Govt. schools opine that they do not face any threatening from their supervisors. The study reveals that 61.59% teachers of secondary level teaching in provincialised schools and 93.02% teachers of secondary level teaching in Govt. schools think that the present law and order of the state is not a threat to their job but a large number of teachers (72.56% and 72.09%) of both provincialised and Govt. secondary stages respectively are not satisfied with the present pension rule of the state government.

**Table No. 34.2**

**Job satisfaction and job security of provincialised / Govt. higher secondary teachers**

| Sl. No. | Statement | Response (Teachers of provincialised higher secondary school) | | % of Responses | Response (Teachers of Govt. higher secondary school) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | You are satisfied with your supervisory staff | Yes- | 54 | 60.67% | Yes- | 12 | 63.16% |
| | | No- | 35 | 39.33% | No- | 07 | 36.84% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 2 | You are facing the threatening from the supervisor | Yes- | 07 | 7.87% | Yes- | 03 | 15.79% |
| | | No- | 82 | 92.13% | No- | 16 | 84.21% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 3 | Present law and order of the state is a threat to your job | Yes- | 37 | 41.57% | Yes- | 01 | 5.26% |
| | | No- | 52 | 58.43% | No- | 18 | 94.74% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 4 | You are satisfied with the present pension rule | Yes- | 38 | 42.70% | Yes- | 05 | 26.32% |
| | | No- | 51 | 57.30% | No- | 14 | 73.68% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |

The above table reflects that 60.67% teachers of higher secondary stage teaching in provincialised schools and 63.16% teachers of higher secondary stage teaching in Govt. schools are satisfied with their supervisory staffs and a good deal of teachers (92.13% and 84.21%) of higher secondary stage teaching in provincialised and Govt. schools respectively opine that they do not face any threatening from their supervisors. The study reveals that 58.43% teachers of higher secondary level teaching in provincialised schools and 94.74% teachers of higher secondary level teaching in Govt. schools think that the present law and order of the state is not a threat to their job. The study also highlights that 57.30% teachers of higher secondary stage teaching in provincialised schools and 73.68% teachers of higher secondary stage teaching in Govt. schools are not satisfied with the present pension rule of the state government.

From the table Nos. 34.1 and 34.2, it is said that the teachers of secondary level teaching in provincialised schools are comparatively more satisfied with their supervisory staffs than the teachers of secondary level teaching in Govt. schools but less satisfied in other aspects of job satisfaction and job security. On the other hand, the teachers of higher secondary level teaching in Govt. schools are comparatively

more satisfied with their supervisory staffs than the teachers of higher secondary level teaching in provincialised schools but less satisfied with the present pension rule of the state government.

**Table No. 35.1**

**Interpersonal relationship of the provincialised / Govt. secondary teachers**

| Sl. No | Statement | Response (Teachers of provincialised secondary school) | % of Responses | Response (Teachers of Govt. secondary school) | % of Responses |
|---|---|---|---|---|---|
| 1 | Your colleagues are intimate to you | Yes- 91 | 55.49% | Yes- 27 | 62.79% |
| | | No- 73 | 44.51% | No- 16 | 37.21% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 2 | You share the classes of your colleagues | Yes- 97 | 59.15% | Yes- 24 | 55.81% |
| | | No- 67 | 40.85% | No- 19 | 44.19% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 3 | Your Head is impartial in every respect | Yes- 85 | 51.83% | Yes- 22 | 51.16% |
| | | No- 79 | 48.17% | No- 21 | 48.84% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 4 | Your Head is a man of harsh attitude | Yes- 77 | 46.95% | Yes- 20 | 46.51% |
| | | No- 87 | 53.05% | No- 23 | 53.49% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 5 | Non- teaching staffs are cooperative to you | Yes- 94 | 57.32% | Yes- 22 | 51.16% |
| | | No- 70 | 42.68% | No- 21 | 48.84% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |

The table shows that 55.49% teachers of secondary level teaching in provincialised schools and 62.79% teachers of secondary level teaching in Govt. schools think that their colleagues are intimate to them and majority of the teachers (59.15% and 55.81%) of secondary level teaching in both provincialised and Govt. schools respectively share the classes of their colleagues. The study reveals that 51.83% teachers of secondary level teaching in provincialised schools and 51.16% teachers of secondary level teaching in Govt. schools opine that their Heads are impartial in every respect and even majority of the teachers of secondary stage teaching in both provincialised and Govt. schools opine that their Heads are not of harsh attitude. The study also speaks out that 57.32% teachers of secondary level

teaching in provincialised schools and 51.16% teachers of secondary level teaching in Govt. schools opine that their non- teaching staffs are cooperative to them.

**Table No. 35.2**

**Interpersonal relationship of the provincialised / Govt. higher secondary teachers**

| Sl. No | Statement | Response (Teachers of provincialised higher secondary school) | | % of Responses | Response (Teachers of Govt. higher secondary school) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | Your colleagues are intimate to you | Yes- | 74 | 83.15% | Yes- | 17 | 89.47% |
| | | No- | 15 | 16.85% | No- | 02 | 10.53% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 2 | You share the classes of your colleagues | Yes- | 20 | 22.47% | Yes- | 04 | 21.05% |
| | | No- | 69 | 77.53% | No- | 15 | 78.95% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 3 | Your Head is impartial in every respect | Yes- | 48 | 53.93% | Yes- | 09 | 47.37% |
| | | No- | 41 | 46.07% | No- | 10 | 52.63% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 4 | Your Head is a man of harsh attitude | Yes- | 48 | 53.93% | Yes- | 10 | 52.63% |
| | | No- | 41 | 46.07% | No- | 09 | 47.37% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 5 | Non teaching staffs are cooperative to you | Yes- | 47 | 52.81% | Yes- | 10 | 52.63% |
| | | No- | 42 | 47.19% | No- | 09 | 47.37% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |

From the above table, it is found that 83.15% teachers of higher secondary stage teaching in provincialised schools and 89.47% teachers of higher secondary stage teaching in Govt. schools think that their colleagues are intimate enough to them. The study reveals that 53.93% teachers of higher secondary level teaching in provincialised schools think that their Heads are impartial in every respect but 52.63% teachers of higher secondary level teaching in Govt. schools think that their Heads are not impartial in every respect. In the study it is found that majority of the teachers (53.93% and 52.63%) of higher secondary stage teaching in both provincialised and Govt. schools respectively opine that their Heads are men of harsh attitude but

majority of the teachers of higher secondary stage teaching in both provincialised and Govt. schools think that their non-teaching staffs are cooperative to them.

From the table Nos. 35.1 and 35.2, it can be summarized that the teachers of secondary and higher secondary stages teaching in Govt. schools have better intimate relationship with their colleagues than the teachers teaching in provincialised schools.

**Table No. 36.1**

**Job satisfaction of provincialised / Govt. secondary teachers in relation to feedback from different sections**

| Sl. No | Statement | Response (Teachers of provincialised secondary school) | % of Responses | Response (Teachers of Govt. secondary school) | % of Responses |
|---|---|---|---|---|---|
| 1 | Students are satisfied with your teaching | Yes- 143 | 87.20% | Yes- 41 | 95.35% |
| | | No- 21 | 12.80% | No- 02 | 4.65% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 2 | Head is satisfied with your performance | Yes- 136 | 82.93% | Yes- 36 | 83.72% |
| | | No- 28 | 17.07% | No- 07 | 16.28% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 3 | Non-teaching staffs are satisfied with you | Yes- 108 | 65.85% | Yes- 24 | 55.81% |
| | | No- 56 | 34.15% | No- 19 | 44.19% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 4 | Guardian of the students' are satisfied with your teaching | Yes- 128 | 78.05% | Yes- 30 | 69.77% |
| | | No- 36 | 21.95% | No- 13 | 30.23% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |

The study reveals that 87.20% teachers of secondary stage teaching in provincialised schools and 95.35% teachers of secondary stage teaching in Govt. schools think that the students are satisfied with their teaching and most of the teachers (82.93% and 83.72%) of both the provincialised and Govt. schools respectively think that their Heads are satisfied with their performances. The study indicates that 65.85% teachers of secondary stage teaching in provincialised schools and 55.81% teachers of secondary stage teaching in Govt. schools speak out that non-teaching staffs are satisfied with them, and a good amount of the teachers of provincialised and Govt. secondary schools opine that guardian of the students are also satisfied with their teaching.

**Table No. 36.2**

**Job satisfaction of provincialised / Govt. higher secondary teachers in relation to feedback from different sections**

| Sl. No | Statement | Response (Teachers of provincialised higher secondary school) | | % of Responses | Response (Teachers of Govt. higher secondary school) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | Students are satisfied with your teaching | Yes- | 82 | 92.13% | Yes- | 18 | 94.74% |
| | | No- | 07 | 7.87% | No- | 01 | 5.26% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 2 | Head is satisfied with your performance | Yes- | 68 | 76.40% | Yes- | 15 | 78.95% |
| | | No- | 21 | 23.60% | No- | 04 | 21.05% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 3 | Non-teaching staffs are satisfied with you | Yes- | 52 | 58.43% | Yes- | 08 | 42.11% |
| | | No- | 37 | 41.57% | No- | 11 | 57.89% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 4 | Guardian of the students' are satisfied with your teaching | Yes- | 79 | 88.76% | Yes- | 16 | 84.21% |
| | | No- | 10 | 11.24% | No- | 03 | 15.79% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |

The above table shows that 92.13% teachers of higher secondary level teaching in provincialised schools and 94.74% teachers of higher secondary level teaching in Govt. schools think that students are satisfied with their teaching and majority of the teachers (76.40% and 78.95%) of provincialised and Govt. higher secondary schools respectively think that Heads are satisfied with their performances. The study reveals that 58.43% teachers of higher secondary level teaching in provincialised schools orate that non- teaching staffs are satisfied with them but 57.89% teachers of higher secondary level teaching in Govt. schools opine that non-teaching staffs are not satisfied with them. In the study it is also found that most of the teachers (88.76% and 84.21%) of higher secondary level of both provincialised and Govt. schools respectively think that guardian of the students are satisfied with their teaching.

From the table Nos. 36.1 and 36.2, it can be summarized that the teachers of both secondary and higher secondary stages teaching in Govt. schools think that their

students and Heads are more satisfied with them than the teachers of secondary and higher secondary stages working in provincialised schools.

**Table No. 37.1**

**Job satisfaction of provincialised / Govt. secondary teachers with regard to curriculum**

| Sl. No | Statement | Response (Teachers of provincialised secondary school) | % of Responses | Response (Teachers of Govt. secondary school) | % of Responses |
|---|---|---|---|---|---|
| 1 | Present curriculum is child centric | Yes- 97 | 59.15% | Yes- 18 | 41.86% |
| | | No- 67 | 40.85% | No- 25 | 58.14% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 2 | Present curriculum is suitable to the learners | Yes- 96 | 58.54% | Yes- 24 | 55.81% |
| | | No- 68 | 41.46% | No- 19 | 44.19% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 3 | Present curriculum is enough for all round development | Yes- 94 | 57.32% | Yes- 21 | 48.84% |
| | | No- 70 | 42.68% | No- 22 | 51.16% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 4 | Present curriculum is overloaded | Yes- 65 | 39.63% | Yes- 20 | 46.51% |
| | | No- 99 | 60.37% | No- 23 | 53.49% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 5 | You are satisfied with the 'CCE' procedure | Yes- 78 | 47.56% | Yes- 21 | 48.84% |
| | | No- 86 | 52.44% | No- 22 | 51.16% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |

The above table shows that 59.15% teachers of secondary level teaching in provincialised schools think that the present curriculum is child centric but 58.14% teachers of secondary level teaching in Govt. schools think that the present curriculum is not child centric although majority of the teachers (58.54% and 55.81%) of secondary stage working in both provincialised and Govt. schools respectively think that the present curriculum is suitable to the learners. The study reveals that 57.32% teachers of secondary level teaching in provincialised schools opine that present curriculum is enough for all round development of learners; on the other hand, 51.16% teachers of secondary level teaching in Govt. schools opine that present curriculum is not enough for all round development of learners. In the study it is

found that 60.37% and 53.49% teachers of both provincialised and Govt.secondary schools respectively think that present curriculum is not overloaded one and majority of the teachers (52.44% and 51.16%) of secondary stage working in both the provincialised and Govt. schools respectively are not satisfied with the 'CCE' procedure.

**Table No. 37.2**

**Job satisfaction of provincialised / Govt. higher secondary teachers with regard to curriculum**

| Sl. No | Statement | Response (Teachers of provincialised higher secondary school) | | % of Responses | Response (Teachers of Govt. higher secondary school) | | % of Responses |
|---|---|---|---|---|---|---|---|
| 1 | Present curriculum is child centric | Yes- | 58 | 65.17% | Yes- | 08 | 42.11% |
| | | No- | 31 | 34.83% | No- | 11 | 57.89% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 2 | Present curriculum is suitable to the learners | Yes- | 52 | 58.43% | Yes- | 11 | 57.89% |
| | | No- | 37 | 41.57% | No- | 08 | 42.11% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 3 | Present curriculum is enough for all round development | Yes- | 45 | 50.56% | Yes- | 08 | 42.11% |
| | | No- | 44 | 49.44% | No- | 11 | 57.89% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 4 | Present curriculum is overloaded | Yes- | 35 | 39.33% | Yes- | 08 | 42.11% |
| | | No- | 54 | 60.67% | No- | 11 | 57.89% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |
| 5 | You are satisfied with the 'CCE' procedure | Yes- | 51 | 57.30% | Yes- | 11 | 57.89% |
| | | No- | 38 | 42.70% | No- | 08 | 42.11% |
| | | **Total-** | **89** | **100%** | **Total-** | **19** | **100%** |

The study reveals that 65.17% teachers of higher secondary level teaching in provincialised schools think that the present curriculum is child centric but 57.89% teachers of higher secondary level teaching in Govt. schools think that the present curriculum is not child centric though majority of the teachers (58.43% and 57.89%) of higher secondary stage working in both provincialised and Govt. schools respectively think that the present curriculum is suitable to the learners. The study

shows that 50.56% teachers of higher secondary level teaching in provincialised schools think that the present curriculum is enough for all round development of the learners but 57.89% teachers of higher secondary level teaching in Govt. schools think that the present curriculum is not enough for all round development of the learners. From the study it is also revealed that 60.67% and 57.89% teachers of higher secondary level teaching in both provincialised and Govt. schools respectively think that the present curriculum is not overloaded one but majority of the teachers (57.30% and 57.89% respectively) of higher secondary stage teaching in both provincialised and Govt. schools are satisfied with the 'CCE' procedure.

From the table Nos. 37.1 and 37.2, it can be summarized that the teachers of both secondary and higher secondary stages teaching in provincialized schools are more satisfied with regard to curriculum than the teachers of secondary and higher secondary stages teaching in Govt. schools.

**Table No. 38.1**

**Working environment and job satisfaction of provincialised / Govt. secondary teachers**

| Sl. No. | Statement | Response (Teachers of provincialised secondary school) | % of Responses | Response (Teachers of Govt. secondary school) | % of Responses |
|---|---|---|---|---|---|
| 1 | Your school has well equipped infrastructural facilities | Yes- 66 | 40.24% | Yes- 20 | 46.51% |
| | | No- 98 | 59.76% | No- 23 | 53.49% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 2 | You are satisfied with the physical surroundings of your school | Yes- 95 | 57.93% | Yes- 25 | 58.14% |
| | | No- 69 | 42.07% | No- 18 | 41.86% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 3 | You are satisfied with your school library | Yes- 60 | 36.59% | Yes- 18 | 41.86% |
| | | No- 104 | 63.41% | No- 25 | 58.14% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |
| 4 | You are free to use your library books | Yes- 90 | 54.88% | Yes- 17 | 39.53% |
| | | No- 74 | 45.12% | No- 26 | 60.47% |
| | | **Total- 164** | **100%** | **Total- 43** | **100%** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5 | Your school has magazines and journals. | Yes- | 23 | 14.02% | Yes- | 03 | 6.98% |
| | | No- | 141 | 85.98% | No- | 40 | 93.02% |
| | | **Total-** | **164** | **100%** | **Total-** | **43** | **100%** |
| 6 | You are satisfied with the internet facility of your school | Yes- | 07 | 4.27% | Yes- | 12 | 27.91% |
| | | No- | 157 | 95.73% | No- | 31 | 72.09% |
| | | **Total-** | **164** | **100%** | **Total-** | **43** | **100%** |
| 7 | Your institution has laboratory facility | Yes- | 35 | 21.34% | Yes- | 17 | 39.53% |
| | | No- | 129 | 78.66% | No- | 26 | 60.47% |
| | | **Total-** | **164** | **100%** | **Total-** | **43** | **100%** |

The above table shows that 59.76% teachers of secondary level working in provincialised schools and 53.49% teachers of secondary level working in Govt. schools think that their schools have not well equipped infrastructural facilities although majority of the teachers (57.93% and 58.14%) of both provincialised and Govt. secondary schools respectively are satisfied with the physical surroundings of their schools. The study reveals that 63.41% teachers of secondary level teaching in provincialised schools and 58.14% teachers of secondary level teaching in Govt. schools are not satisfied with their school libraries but 54.88% teachers of secondary level working in provincialised schools are free to use their library books; on the other hand, 60.47% teachers of secondary level working in Govt. schools are not liberated to use their library books. From the study it is found that most of the teachers (85.98% and 93.02%) of secondary stage working in both provincialised and Govt. schools respectively opine that they have no magazines and journals in their schools. In the study, it is revealed that 95.73% teachers of secondary stage working in provincialised schools and 72.09% teachers of secondary stage working in Govt. schools are not satisfied with the internet facility of their schools and a good deal of teachers (78.66% and 60.47%) of secondary level working in both the provincialised and Govt. schools respectively opine that their institutions have no laboratory facilities.

**Table No. 38.2**

**Working environment and job satisfaction of provincialised / Govt. higher secondary teachers**

| Sl. No. | Statement | Response (Teachers of provincialised higher secondary school) | % of Responses | Response (Teachers of Govt. higher secondary school) | % of Responses |
|---|---|---|---|---|---|
| 1 | Your school has well equipped infrastructural facilities | Yes- 31 | 34.83% | Yes- 08 | 42.11% |
| | | No- 58 | 65.17% | No- 11 | 57.89% |
| | | **Total- 89** | **100%** | **Total- 19** | **100%** |
| 2 | You are satisfied with the physical surroundings of your school | Yes- 55 | 61.80% | Yes- 10 | 52.63% |
| | | No- 34 | 38.20% | No- 09 | 47.37% |
| | | **Total- 89** | **100%** | **Total- 19** | **100%** |
| 3 | You are satisfied with your school library | Yes- 35 | 39.33% | Yes- 08 | 42.11% |
| | | No- 54 | 60.67% | No- 11 | 57.89% |
| | | **Total- 89** | **100%** | **Total- 19** | **100%** |
| 4 | You are free to use your library books | Yes- 56 | 62.92% | Yes- 13 | 68.42% |
| | | No- 33 | 37.08% | No- 06 | 31.58% |
| | | **Total- 89** | **100%** | **Total- 19** | **100%** |
| 5 | Your school has magazines and journals. | Yes- 13 | 14.61% | Yes- 02 | 10.53% |
| | | No- 76 | 85.39% | No- 17 | 89.47% |
| | | **Total- 89** | **100%** | **Total- 19** | **100%** |
| 6 | You are satisfied with the internet facility of your school | Yes- 07 | 7.87% | Yes- 06 | 31.58% |
| | | No- 82 | 92.13% | No- 13 | 68.42% |
| | | **Total- 89** | **100%** | **Total- 19** | **100%** |
| 7 | Your institution has laboratory facility | Yes- 17 | 19.10% | Yes- 06 | 31.58% |
| | | No- 72 | 80.90% | No- 13 | 68.42% |
| | | **Total- 89** | **100%** | **Total- 19** | **100%** |

The table shows that 65.17% teachers of higher secondary level working in provincialised schools and 57.89% teachers of higher secondary level working in Govt. schools think that their schools have not well equipped infrastructural facilities though a good deal of teachers (61.80% and 52.63%) working in provincialised and Govt. schools respectively are satisfied with the physical surroundings of their

schools. The study reveals that 60.67% teachers of higher secondary level teaching in provincialised schools and 57.89% teachers of higher secondary level teaching in Govt. schools are not satisfied with their school libraries due to poor stock of books; in spite of this, a large number of teachers (62.92% and 68.42%) of higher secondary stage teaching in provincialised and Govt. schools respectively opine that they can use their library books freely. In the study it is found that 85.39% teachers teaching in provincialised higher secondary stage and 89.47% teachers teaching in Govt. higher secondary stage orate that their schools have no magazines and journals and even most of the teachers of higher secondary stage (92.13% and 68.42%) working in both provincialised and Govt. schools respectively opine that they are not satisfied with the internet facility of their schools. The study also shows that 80.90% teachers of higher secondary level teaching in provincialised schools and 68.42% teachers of higher secondary level teaching in Govt. schools opine that they have no laboratory facility in their schools.

From the table Nos. 38.1 and 38.2, it can be summarized that the teachers of secondary and higher secondary stages teaching in both the provincialised and Govt. schools are not satisfied with the working environment of their schools but the teachers of secondary level teaching in Govt. schools and the teachers of higher secondary stage teaching in provincialised schools are more satisfied with the physical surroundings of their schools than their counterparts. Chakraborty, Amitabha (2008) conducted a study on the job satisfaction of B. Ed. college teachers of Karimganj and Cachar districts of Assam and found that the teachers of Govt. B. Ed. Colleges were less satisfied with infrastructural facilities of their institutions.

### 5.6. Suggestions to minimize job dissatisfaction of the teachers teaching in secondary and higher secondary stages of higher secondary schools in Assam:

The term dissatisfaction refers to a feeling that the employees are not pleased and satisfied at all. Teachers' job dissatisfaction refers to negative feelings and attitudes or emotions towards their jobs. If the teachers have negative attitudes towards their job, it means that they are dissatisfied. To improve the quality of education, it is an urgent need to improve the quality of teachers and hence the teacher communities should be satisfied in different dimensions. To minimize job dissatisfaction of the teachers

teaching in secondary and higher secondary stages of higher secondary schools in Assam, the following suggestions are forwarded.

1. To minimize job dissatisfaction among the teachers of higher secondary level with regard to development of their professional skills, special programme may be arranged through distance mode of education by the Department of Secondary Education, Govt. of Assam. In addition to this, the Govt. of Assam should approach to the Department of Education, Assam University, Silchar to organize in-service training programme for the teachers of +2 level. It is also suggested that for the teachers of higher secondary level summer courses are to be introduced and for that a well-balanced curriculum should be prepared.

2. So far as the New Pension Scheme of the State Govt. Employee is concerned, it is found from the study that most of the teachers of secondary and higher secondary stages are dissatisfied. To minimize their dissatisfaction in context to 'New Pension Scheme', it may be suggested that either some amendment should be made in it or previous pension rule may be continued for the teachers of secondary and higher secondary levels because if the teachers are not satisfied in this regard then the system of education may be stepped down.

3. In Assam, the Dept. of Secondary Education is the sole authority to appoint the teachers of secondary and higher secondary levels. In the same institution there are two types of teachers i.e., graduate and post graduate teachers are appointed for two stages which leads to internal conflict among the faculties. To some extent, internal conflicts happen in between the principal and the staff members. Due to biasness of the principal to the members of a specific stage from which he / she belongs creates dissatisfaction among the teachers of another stage which is undesirable for school management and school environment. So, it is suggested that in case of all the higher secondary schools, the Head of the institutions should be appointed from the higher secondary stage only.

4. Most of the teachers of secondary and higher secondary stages are not acquainted with the system of continuous and comprehensive evaluation. As it is a new innovation in the field of education, so the school authorities should organize workshop / training programme on 'CCE' system and experts in this

field are to be invited to acquaint the teachers of both secondary and higher secondary levels with the system of CCE.

**5.** To minimize job dissatisfaction with regard to working environment, the Department of Secondary Education, Assam in collaboration with RMSA, Assam should solve the problem of physical facilities especially with regard to school buildings, supply of water, power supply, and sanitation. School library should be enriched by providing reference books, magazines, journals, and internet facility. In addition to this, the Govt. of Assam is suggested to appoint a permanent librarian for each school having minimum B.L.I.Sc. Degree.

# CHAPTER-VI

# MAJOR FINDINGS AND CONCLUSION

## 6.1. Major findings of the study:

On the basis of the analysis and interpretation of data, the following major findings of the study are identified -

**1.** So far as the interest and attitude towards teaching are concerned, the study reveals that most of the teachers teaching in secondary and higher secondary stages of Barak valley in Assam feel interest in teaching. They consider that teaching is an ideal and the noblest profession. They also feel that teaching is a passion and more prestigious profession than any other jobs because they get pleasure in teaching. With respect to gender, the study reveals that female teachers of both the secondary and higher secondary level are more interested and shows favourable attitude towards teaching profession than the male teachers. They also feel that teaching is an ideal and prestigious than any other jobs. In context to locale of the study, it can be said that the teachers of secondary and higher secondary level teaching in urban areas are more interested and have favourable attitude in teaching. They also feel that teaching is an ideal, the noblest profession and more prestigious job than any other jobs. In relation to type of schools, the study reveals that teachers of both secondary and higher secondary stages teaching in government schools feel more interest and have favourable attitude towards teaching profession than the teachers teaching in provincialised schools.

**2.** With regard to salary, the study reveals that most of the teachers teaching in secondary and higher secondary levels of Barak valley in Assam are not ready to go in other jobs on same salary which they are drawing per month from their institutions. Even if they are given more salary in other jobs, then also they are not ready to shift themselves because for them, teaching is the noblest and man making profession. With reference to gender, it is found that the female teachers of secondary and higher secondary stages are more satisfied with their present

salary than the male teachers. In context to locale of the study, it can be said that the teachers of secondary stage teaching in urban areas are more satisfied with regard to salary than the teachers of secondary stage teaching in rural areas. On the contrary, the teachers of higher secondary stage teaching in rural areas are more satisfied with regard to salary than the teachers of higher secondary stage teaching in urban areas. With respect to type of schools, the study reveals that the teachers of secondary level teaching in Govt. schools are more satisfied with their salary than the teachers of secondary level teaching in provincialised schools. On the other hand, it is found that the teachers of higher secondary level teaching in provincialised schools are more satisfied than the teachers of Govt. schools in relation to their salary.

**3.** So far as the academic freedom of the teachers are concerned, the study depicts that majority of the teachers of secondary and higher secondary levels are satisfied with the subjects allotted to them for teaching. The study also reveals that most of the teachers of secondary and higher secondary level are satisfied with their school time table and they also participate in preparing their school time table. In this connection, with regard to gender, the study reveals that the male teachers of secondary level enjoy more academic freedom than the female teachers and the female teachers of higher secondary stage enjoy more academic freedom than the male teachers. In connection with academic freedom, the teachers of secondary stage teaching in rural areas are more satisfied than the teachers teaching in urban areas. On the other hand, the teachers of higher secondary level teaching in urban areas are more satisfied than the teachers of rural areas.

**4.** So far as the professional development of teachers are concerned, it is found that most of the teachers of secondary stage are satisfied with the provision of in-service training whereas most of the teachers of higher secondary stage are dissatisfied in this regard but in case of participation in seminar, workshop and delivering lecture on current issues, teachers of higher secondary stage are more satisfied; on the other hand, the teachers of secondary stage are dissatisfied in this regard. With regard to gender, the study reveals that the male teachers of secondary stage are satisfied than the female teachers of secondary stage in context with in-service training but most of the male and female teachers of

higher secondary stage are not satisfied with the provision of in-service training programme. From the study, it is found that the teachers teaching in secondary and higher secondary stages of rural areas are more satisfied with regard to professional developmental programme than the teachers of urban areas but the teachers teaching in higher secondary stage of urban areas are especially satisfied in relation to participation in the workshop and seminar.

**5.** With regard to job security of the teachers, it is found that most of the teachers of secondary and higher secondary levels are satisfied with their supervisory staffs and opine that they do not face any threatening from their supervisors. The study also reveals that most of the teachers of secondary and higher secondary stages think that the present law and order of the state is not a threat to their job but they are not satisfied with the present pension rule of the state government. With regard to gender, the study reveals that the male teachers of secondary and higher secondary stages are more satisfied than female teachers with their supervisory staffs but female teachers of secondary and higher secondary stages are more dissatisfied than male teachers with regard to present pension rule of the state government. From the study, it is found that the teachers of secondary and higher secondary stages teaching in urban areas are more satisfied than the teachers of secondary and higher secondary stages teaching in rural areas with regard to job security except the present pension rule of the state government.

**6.** So far as interpersonal relation of the teachers are concerned, the study shows that most of the teachers of secondary and higher secondary level think that their colleagues are intimate enough to them and feel that their Head is impartial in every respect. The study also reveals that majority of the teachers of both secondary and higher secondary stages respectively think that their non-teaching staffs are cooperative to them. From the study, it is found that the male teachers of secondary and higher secondary stages have more intimate relationship with their colleagues than female teachers. It is also highlighted that female teachers of both the stages are less satisfied than the male teachers with their Heads as they think that their Heads are of harsh attitude. The teachers of secondary level teaching in urban areas have better interpersonal relationship than the teachers of secondary level teaching in rural areas but the teachers of higher secondary

stage teaching in urban areas are more intimate with their colleagues but due to subject specification, they are not able to share the classes of their colleagues.

**7.** So far as feedback from different sections are concerned, the study reveals that most of the teachers of secondary and higher secondary stages think that the students and their guardians are satisfied with their teaching because in the parent-teacher meet the guardians express their views in favour of their teaching. The Heads are also satisfied with their performances. In this regard, with reference to gender, it is found that the female teachers of secondary stage think that the students, guardians and non-teaching staffs are more satisfied with their teaching; on the contrary, the male teachers of higher secondary stage think that the students, guardians and non-teaching staffs are more satisfied with their teaching. From the study, it is revealed that the teachers of secondary and higher secondary levels teaching in urban areas are more satisfied in relation to feedback from different sections regarding their teaching than the teachers teaching in rural areas. With reference to type of schools, it is found that the teachers of both the secondary and higher secondary stages teaching in Govt. schools think that their students and Heads are more satisfied with them than the teachers of secondary and higher secondary stages working in provincialised schools.

**8.** With regard to adequacy of curriculum, the study shows that majority of the teachers of secondary and higher secondary stages think that the present curriculum is child centric, suitable to the learners and is not overloaded one but a few teachers of both the secondary and higher secondary stages are not satisfied with the CCE system because some of them are untrained and due to this, they are not acquainted with the CCE system. In this connection, in the secondary level the male teachers are comparatively more satisfied than the female teachers, but the female teachers of higher secondary level are comparatively more satisfied than the male teachers with regard to present curriculum except evaluation system. It is also revealed that the teachers of secondary and higher secondary stages teaching in rural areas are more satisfied with regard to curriculum than the teachers of secondary and higher secondary stages teaching in urban areas.

**9.** So far as working environment of the teachers are concerned, it is found that majority of the teachers of secondary and higher secondary stages think that they have not well- equipped infrastructural facilities though they are satisfied with the physical surroundings of their schools. They are not satisfied at all with school libraries, school magazines and journals; even internet facility of their schools. With respect to gender, the female teachers of secondary stage are comparatively more satisfied than the male teachers with regard to working environment excluding the use of library books and laboratory facilities but the male teachers of higher secondary stage are comparatively more satisfied than the female teachers with regard to working environment except the availability of magazines, journals and internet facility of their schools. In this context, the study reveals that the teachers of both the secondary and higher secondary stages teaching in rural and urban areas are not satisfied at all with the infrastructural facilities of their schools but after making a comparison, it is found that the teachers of secondary and higher secondary stages teaching in urban areas are more satisfied than the teachers of secondary and higher secondary stages teaching in rural areas in regard to infrastructural facilities of their schools. With reference to type of schools, it is found that the teachers of secondary and higher secondary stages teaching in both provincialised and Govt. schools are not satisfied with the working environment of their schools but the teachers of secondary level teaching in Govt. schools and the teachers of higher secondary stage teaching in provincialised schools are more satisfied with the physical surroundings of their schools than their counterparts.

## 6.2. Conclusion:

It can be concluded from the study that most of the teachers of secondary and higher secondary stages feel interest in teaching and have positive attitude towards teaching. With respect to gender, the female teachers of both the secondary and higher secondary stages are more interested and have shown favourable attitude towards teaching than the male teachers. The teachers working in urban areas are more interested and have favourable attitude towards teaching than the teachers working in

rural areas and the teachers working in government schools are more interested towards teaching than the teachers working in provincialized schools.

The quality of education needs a high level of job satisfaction of the teachers. The Govt. of Assam needs to pay special attention to the improvement of job characteristic dimensions (salary, benefits, promotional opportunities - process and procedures, in-service training, professional growth etc.) to the teachers of secondary and higher secondary level. As the study indicates that teacher's job satisfaction differs in relation to gender, location of school and type of school, so the Govt. of Assam should provide ample opportunities to the male and female teachers working in Govt. and provincialised schools of both the rural and urban areas. As the study reveals that most of the teachers of higher secondary level are not satisfied with their Heads because most of the Heads are rooted out from the secondary level having less qualification than the teachers of higher secondary level, so the promotion of the Head of the institution should be made on the basis of qualification as well as teaching experience.

As most of the teachers of secondary and higher secondary levels are not satisfied with the present pension rule of the state government, so the Govt. of Assam should amend the 'New Pension Scheme, Assam 2005'. If the teachers have no pension after their retirement then they may intend to earn more money in their service life for future security which will adversely affect their professional life and professional code of ethics may be challenged for them. So, the Govt. of Assam should look into the matter seriously. In this regard, it may be suggested that either a few amendments should be made in it or previous pension rule may be continued for the teachers of secondary and higher secondary levels because if the teachers are not satisfied in this regard then the system of education may be stepped down.

It is worthy to be mentioned that modern education is child centric. It means 'child' (student) is the centre of education. So to understand the students' needs, interests, abilities, aptitude, attitude etc., the knowledge of psychology is needed to the teachers at all levels. To make education child centric practically and to satisfy the teachers with regard to the professional development programmes, the Deptt. of Secondary Education, Assam and the school authorities should organize training

programmes to train the teachers of both secondary and higher secondary levels so that they can contribute their optimum for the betterment of students.

School is a miniature society as advocated by John Dewey. In the formal system of education the infrastructural facility of the school must be praiseworthy. Here, the Department of Secondary Education, Assam in collaboration with RMSA, Assam should solve the problems of physical facilities, especially with regard to school buildings, supply of water, power supply, and sanitation. As the study reveals that most of the male and female teachers of both Govt. and provincialised secondary and higher secondary stages of rural and urban areas are not satisfied with their school libraries, so school library should be enriched by providing reference books, magazines, journals, and internet facility because library is the mirror and treasure of the schools.

There are some common sayings that "Teachers are the backbone of the nation", "Teachers are the social engineers", but if they are not satisfied in their job with some relative factors like monetary, leisure, cognition, promotion etc. – we cannot expect a lot from the teaching community and thus, the processing of the input will be hampered and stepped down. So, it is very essential to metamorphose their overall situation, not in a retrogressive mission, but in a progressive fashion from Government part and also a part from the society, to at least keep alive and to sensitize the very human civilization.

### 6.3. Suggestions for the further study:

Due to time constraints the investigator was not able to cover the whole area of the job satisfaction. So the present study can provide a basis for further researches. The investigator suggests the following areas for further studies: -

(i) A comparative study on job satisfaction among teachers of junior college and Degree college of Barak valley in Assam.

(ii) A comparative study on the job satisfaction of college teachers at urban and rural areas in Assam.

(iii) A study on job satisfaction of teachers teaching at three levels in Assam.

(iv) A study of organizational climate of private high schools and its effect on job satisfaction of teachers in Cachar district of Assam.

(v) A comparative study of job satisfaction among male and female teachers at three levels of teaching in Assam.

(vi) A comparative study of job satisfaction among elementary and secondary school teachers of Barak valley in Assam.

(vii) A study of job satisfaction of secondary school teachers in Assam and leadership characteristics of the Principals.

(viii) A study on job satisfaction of TET qualified teachers of secondary level in Assam.

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# APPENDIX – A

# ASSAM UNIVERSITY, SILCHAR

# DEPARTMENT OF EDUCATION

## QUESTIONNAIRE FOR SECONDARY AND HIGHER SECONDARY SCHOOL TEACHERS IN ASSAM

**AN APPEAL**

Dear Sir / Madam,

I, Bahar Uddin Laskar, a Research Scholar (Ph.D.) of the Department of Education, Assam University, Silchar, cordially request to your good self to give your valuable information regarding your job satisfaction. The topic of my Research is "Job Satisfaction of Secondary and Higher Secondary School Teachers in Assam." Here some questions related to your job have been given. If you like to give answer of any question in yes then please tick 'Yes'. In same manner if you answer any question in negative then tick 'No' with some glaring facts. You have to answer each question according to your judgment. You are requested to read question attentively and give answer clearly. This is only for research purpose. Your answer will be kept confidential. Now please start.

## PART – I

**General Information**: -

Name: ……., Age: ……..

Gender: Male / Female

Educational Qualification: …….

Professional Qualification: ……

Employment Status: Asstt. Teacher / Subject Teacher

Name of the School: ……

Classes Taught: ……..

Subject Taught: …….

Specialization: ……..

Types of School: Govt. / Provincialized

Location of the School: - Urban / Rural

## PART – II

1. Do you feel interested in teaching? Yes / No.
2. Do you find pleasure in teaching? Yes / No.
3. Do you feel that teaching is an ideal job? Yes / No.
4. Do you feel that teaching is a passion? Yes / No.
5. Do you feel that teaching is more prestigious than other jobs? Yes / No.
6. Do you feel that teaching is an onerous job? Yes / No.
7. Do you think that teaching is the noblest profession? Yes / No.

   If yes, please give reasons: - …….....

   ……

   ……

   ……

8. If you get opportunity, would you like to go in other job on same salary? Yes / No.

   If yes / no, why?

   ……

   ……

9. If you get more salary in other jobs, would you like to shift? Yes / No.

   If yes / no, why?

   ……

   ……

   ……

   ……

   ……

   ……

10. Does the present salary fulfill your present requirements? Yes / No.

11. Are you satisfied with the subject allotted to teach? Yes / No.

12. Are you free to select the contents of the subject you teach? Yes / No.

13. Are you satisfied with your school time table? Yes / No.

If no, why?

……

……

……

……

14. Do you participate in preparing the school time table? Yes / No.

15. Are you free to express your opinion regarding the planning of the school? Yes / No.

16. Do you feel that you are getting adequate opportunities for giving advice / suggestion in your institution's works? Yes / No.

17. Are you satisfied with the provision of in-service training? Yes / No.

18. Do you get an opportunity to undergo ICT skills? Yes / No.

19. Do you get any opportunity to participate in the workshop or seminar? Yes / No.

20. Do you get any opportunity to deliver lecture on current issues organized by different agencies? Yes / No.

21. Are you satisfied with your supervisory staff? Yes / No.

22. Do you face any threatening from your supervisory body? Yes / No.

23. Do you think that present law and order of the state is a threat to your job? Yes / No.

24. Are you satisfied with the present pension rules of the State Government? Yes / No.

If no, give your valuable suggestions.

……

……

……

……

25. Do you think that your colleagues are intimate enough to you? Yes / No.

26. Do you share the classes of your colleagues? Yes / No.

27. Do you feel that your Head is impartial in every respect? Yes / No.

28. Do you consider that your Head is a man of harsh attitude? Yes / No.

29. Do you think that your non-teaching staffs are cooperative to you? Yes / No.

30. Do you think that students are satisfied with your teaching? Yes / No.

If yes, how have you realized?

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……

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……

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……

31. Do you think that your Head is satisfied with your performance? Yes / No.

If yes, how could you realize this?

……

……

……

……

32. Do you think that the guardians of the students are satisfied with your teaching Yes / No.

If yes, how the guardians expressed their views: -

……

……

33. Do you think that non-teaching staffs are satisfied with your teaching? Yes / No.

34. Do you think that the present curriculum is child centric? Yes / No.

35. Do you think that present curriculum is suitable to the learners? Yes / No.

36. Do you think that the present curriculum is enough for all round development of the learners? Yes / No.

37. Do you think that the present curriculum is an overloaded one? Yes / No.

38. Are you satisfied with the continuous and comprehensive evaluation (CCE) procedure? Yes / No.

39. Do you think that you have well equipped infrastructural facilities? Yes / No.

40. Are you satisfied with the physical surroundings of the school? Yes / No.

41. Are you satisfied with your school library? Yes / No.

42. Are you free to use your library books? Yes / No.

43. Do you have magazines and journals in your school? Yes / No.

44. Are you satisfied with the internet facility of your school? Yes / No.

45. Do you have laboratory facility in your school? Yes / No.

# APPENDIX - B

## LIST OF SCHOOLS VISITED BY THE INVESTIGATOR

| Sl. No. | Name of the School | District |
|---|---|---|
| 1 | Algapur Public H.S. School | Hailakandi |
| 2 | Asimia H.S. School | Karimganj |
| 3 | Baleswar H.S. School | Cachar |
| 4 | Bhanga H.S. School | Karimganj |
| 5 | Budhan H.S. School | Karimganj |
| 6 | Chalmers H.S. School | Hailakandi |
| 7 | Chargola Public H.S. School | Karimganj |
| 8 | Gandhai H.S. School | Karimganj |
| 9 | Govt. Boys H.S. School | Cachar |
| 10 | Govt. Girls H.S. M.P. School | Cachar |
| 11 | Govt. H.S. School | Karimganj |
| 12 | Govt. V.M. H.S. School | Hailakandi |
| 13 | Indrakumari Girls H.S. School | Hailakandi |
| 14 | Isabill H.S. School | Karimganj |
| 15 | J. R. H.S. School | Cachar |
| 16 | Jafargarh Extended H.S. School | Karimganj |
| 17 | Janaki Charan H.S. School | Hailakandi |
| 18 | Judhisthir Saha H.S. School | Cachar |
| 19 | Kaliganj Public H.S. School | Karimganj |
| 20 | M. M. M. C Girls H.S. School | Karimganj |
| 21 | Mahadeb H.S. School | Karimganj |
| 22 | Marjatkandi Public H.S. School | Karimganj |
| 23 | Model H.S. School | Karimganj |
| 24 | Narayan Nath H.S. School | Karimganj |
| 25 | Nilmoni H.S. School | Karimganj |
| 26 | Public H.S. School | Hailakandi |
| 28 | R. K. Vidyapith H.S. School | Karimganj |
| 29 | Sirajul Ali H.S. School | Cachar |
| 30 | Swami Biraja Nanda Vidyaniketan | Karimganj |