

A Study of Job Satisfaction of Secondary School Teachers in Dr. B.R. Ambedkar Konaseema District, Andhra Pradesh, India

Dr. T. Sharon Raju¹ and Dr. Thejomayi Mallela²

¹Associate Professor & Head; Chairman, BOS in Education (UG)

Department of Education, Andhra University, Visakhapatnam-530003, A.P., India

²Former Research Scholar, Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar, Guntur, 522510, Andhra Pradesh, India.

Abstract

Teaching is not a mechanical process, but it is an intricate, exacting, and challenging job. The modern teaching-learning process emphasizes guides and promotes learner development. Teaching, if highly developed, is an art. The art of teaching calls for a high degree of flexibility, adaptability and nobleness of mind that goes far beyond the mechanical application of step by procedures. Dissatisfaction of any individual whatever may be the occupation in which he is engaged, results in professional to themselves but also to the entire society. The entire superstructure of the educational setup of a nation rests upon development and enhancement of mental as well as physical potentialities of the child will depend. In this situation it is needed to study any significant remark on teaching aptitude of the secondary school teachers. This study is undertaken to study the level of teaching aptitude of secondary school teachers and association among teaching aptitude of secondary school teachers.

Key Words: teaching aptitude, learning, secondary school teachers,

Introduction

‘Teaching’ is a social and professional activity. It is a process of development. It is a system of action which induce learning through interpersonal relationship. Teaching is a purposeful activity. The ultimate goal of teaching is to bring all round development of a child.

Teaching is an art as well as a science cause teaching can be studied objectively and scientifically. Teaching has a scientific foundation.

Thus, teaching is an activity taken up in schools to realize the educational goals.

Job Satisfaction:

Job satisfaction is a complex phenomenon having multiple inter correlated casual factors: personal, social, cultural and economic. Job satisfaction is the result of various attitudes the person has towards his job, job related factors and towards life in general. Job satisfaction depends on various attitudes of an employee, related to the job and are concerned with factors like wage, supervisions, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations in the job, treatment by employees, work environment and other such related factors;

Other personal factors such as employee’s age, gender, health, temperament and level of aspiration should also be considered.

Moreover, his family relationships, social status and activities in various organizations also contribute to the job satisfaction of an employee. Job satisfaction is an individual’s emotional reaction to the job itself. It is a person’s attitude towards the job.

Secondary School Teacher:

Teacher who are teaching to secondary classes and who are in the cadre of school assistant were considered as secondary school teacher.

Private Secondary Schools :

The secondary schools managed by private organizations or persons, either partially or totally, were included in private schools. The public schools, government recognized and or aided schools.

Government Secondary Schools:

The secondary schools under the sole management of government officials were included under government schools, government recognized and o aided schools managed by the private managements were included under private schools.

Government Secondary Schools :

The Secondary schools under the sole management of government officials were included under government schools. So, the secondary schools managed by Zilla Parishads, Municipalities, Municipal Corporations or Government were included in this category.

Urban Secondary Schools:

The secondary schools located in an urban area were considered as urban secondary schools.

Rural Secondary Schools:

The secondary schools located in rural area were considered as rural secondary schools.

Telugu Medium Teachers:

Teachers working in Telugu medium secondary schools were including in this group.

English Medium Teachers :

Teachers working in English medium secondary schools were including in this group.

SCOPE OF THE STUDY

The present study is intended to measure the Job satisfaction of Secondary school teachers of the Rural and Urban, Private and Government Secondary Schools of Dr. B.R.Ambedkar Konaseema District. It is also concerned with Gender and Medium of the schools.

A sample of 24 secondary schools teachers is taken variables such as gender, locality, medium and management in Dr. B.R.Ambedkar Konaseema Andhra Pradesh, India.

OPERATIONAL DEFINITIONS OF KEY TERMS

The operational definitions of the important terms used in the present study are discussed here.

OBJECTIVES OF THE STUDY

The objectives of the present stud entitled "A Study of Job Satisfaction of Secondary School Teachers" are

1. To find but the job satisfaction of secondary school teachers.
2. To find out the difference in the job satisfaction of men and women secondary school teachers.
3. To find out the difference in the job satisfaction of rural and urban secondary school teachers.
4. To find out the difference in the job satisfaction of English medium and Telugu medium secondary school teachers.
5. To find out the difference in the job satisfaction of government and private secondary school teachers.

HYPOTHESES OF THE STUDY:

Hypothesis is a guess,, a supposition or a tentative influence as to the existence f some fact, condition or relationship relative to some phenomenon which serves to explain such facts as already are known to exist stance of some fact, condition or relationship relative to some phenomenon

which serves to explain such facts as already are known to exist in a given area of research and to guide the search for the new truth.

A hypothesis may be defined as a proposition or a set of propositions set forth as an explanation for the occurrence of some specific group or phenomena either asserted early as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established facts.

The following hypotheses were formulated in the present study.

1. There is no significant difference in the Job Satisfaction of men and women second school teachers.
2. There is no significant difference in the Job Satisfaction of rural and urban secondary school teachers.
3. There is no significant difference in the Job Satisfaction of English medium and Telugu medium secondary school teachers.
4. There is no significant difference in the Job Satisfaction of government and private secondary school teachers.

LIMITATIONS OF THE STUDY

1. The study is limited to schools in Dr. B.R.Ambedkar Konaseema District.
2. The sample limited to 200 secondary school teachers.
3. The study confine to "Teaching Aptitude of Secondary school Teachers" in Dr. B.R.Ambedkar Konaseema District.
4. This study is limited to 24 Schools only

PURPOSE OF SURVEY OF RELATED STUDY

The preliminary survey of previous studies, literature, discussions and experience related to the problem under investigation may accomplish a number of purposes. The search for related materials is a time consuming but fruitful phase of any research program. In specific purpose are:

1. It helps the research worker t find what is already known.
2. It is the basics of most of the research projects in various sciences and humanities.
3. It enables him/her t knows the means of getting to the frontier in the field of this / her research.
4. It furnishes him / her with indispensable suggestions about comparative data. Good procedure, likely methods and tried techniques.
5. It helps in locating comparative data in the interpretation of results.

REVIEW OF RELATED LITERATURE

Anjaneyulu (1968) made an observation that satisfied teachers rated a large number of their students as excellent, good, and average on pupils qualities and behaviour, than dissatisfied teacher. Dissatisfied teachers rated a large number of their students as poor and below average.

Smith (19678) found that working with children was cited most often by teachers as a source of satisfaction. With their jobs. Job satisfaction of teachers was positively related to "students' liking for teachers and teachers' liking for students'.

Dawis (1981) found a relationship between working with students and job satisfaction. Security is one of the most frequently studied factors.

Blum (1952) reported that security was less important t the better educated person, perhaps, because here as not so much fear of lay off in the kind of jobs that the highly educated obtained or the highly educated were justifiably more confident of being able to find other jobs if necessary.

Blum and Naylor (1968) made an observation that security contributes to job satisfaction. But that secure' is social as well as economical.

Hence, it is believed that social security and economic security are essential to be happy in any job.

Kalanidhi (1973) reported that the women workers in industry treated security as the most important job factor. Similar results were obtained by the Fortune Survey (1974) which stated that security for old age was one of the five factors significantly related to job satisfaction.

RESEACH METHOD ADOPTED:

For the present research, normative survey method is used. *Mouly GJ* has said, 'No category of educational researches more widely used than the type known variously as the survey, the normative-survey. This broad classification comprises a variety of specific techniques and procedures, all similar from the stand point of purpose that is, to establish the phenomenon under investigation'.

NORMATIVE SURVEY:

This method of investigation attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. It investigates into the conditions or relationships that exist, practices that prevail, beliefs, points of view attitudes that are hold, processes that are going on and trends that are developing.

The compound adjective 'normative survey' is applicable to this method. The word normative applies to the determination of normal or typical conditions and practice at present time. The word 'survey' indicates the gathering of the data regarding current conditions.

The descriptive or normative survey method is an organized attempt to analyse, interpret and report the present status of a social institution, group or area.

Characteristics of Normative Survey:

1. It is essentially cross-sectional
2. It gathers data from a relatively large number of samples.
3. It is not concerned with the characteristics of the individuals but with generalized statistics.
4. It deals with a clearly defined problem and it has definite objectives.
5. It attempts to provide solutions to local problems.

VARIABLES OF STUDY

A variable, as the name implies, is something which varies. This is the simplest and broadest way of defining a variable. However, a behaviour scientist attempts to define a variable more precisely and specifically. From his point of view, variables may be defined as those attributes of objects, events, things and beings which can be measured. In other word, variables are the characters or conditions in other word. Variables are charades conditions that are manipulated, controlled or observed by the experimenter. Intelligence, anxiety, aptitude adjustment, satisfaction income, education, authoritarianism, achievements, etc., are the examples of variables commonly employed in psychology, sociology and education.

Variables are necessary requisites for any worthwhile research for the purpose of comparison. For the present study, the following variables are considered.

1. **Gender:** Secondary school teachers versus secondary school women teachers.
 2. **Locality:** Urban secondary school teacher's rural secondary school teachers.
 3. **Medium of Instruction:** English medium secondary school teachers versus Telugu medium secondary school teachers.
 4. **Management:** Government secondary school teachers versus private secondary school teachers.
- The selected variables can be explained as below:

1. Gender:

Now-a-days, women's education has gained much importance as many parents and others are encouraging them to pursue higher education. Many women are getting into teaching profession.

For the nature of women, teaching profession is very suitable. As the psychological conditions, exposure to the society and education and other aspects of men and women vary differently, there may be a significant difference in the possession of teaching aptitude. So, a comparison between men and women secondary school science teachers will reveal if any difference exists in the possession of teaching aptitude, social adjustment and job satisfaction of science teachers.

2. Locality of the School:

The rural and urban secondary school science teachers differ in a variety of aspects such as exposure to environment and work, participation in social problems educational culture, morale, academic affairs, co-curricular and extra-curricular activities. These will definitely influence the teaching aptitude. So, a comparison between rural and urban secondary school science teachers will reveal if any difference exists in the possession of their teaching aptitude, social adjustment and job satisfaction.

3. Medium of Instruction:

Medium of instruction is another variable that is considered. The medium of instruction has a definite role in teaching and learning to play as it is the channel for right communication. The communication skills and language efficiency will play either a legitimate role in teaching aptitude, social adjustment and job satisfaction. Hence, this variable was considered for comparison.

4. Management of the School:

In the government schools, appointment of the teachers, service conditions, pay protection, retirement benefits, administration, supervision, etc., are very clear; but in private schools, the above said aspects depend on the attitude of managements. This will have considerable influence on the teaching aptitude. So, comparison between science teachers working in these two types of schools will reveal differences that may exist in the possession of their teaching aptitude, social adjustment and job satisfaction.

SAMPLE OF STUDY:

SAMPLING:

The primary purpose of research is to discover principles that have universal application, but to study a whole population to arrive at generalizations that would be impracticable.

In order to develop a clear understanding of the theory and process of sampling, it is essential to have some important definition of the related terms.

POPULATION:

A population is any group of individuals that have one or more characteristics in common that are interesting to the researcher. The population may be all the individuals of a particular type or more restricted part of that group. The people selected for study are called population. The researcher's population of the study is secondary school teachers.

SAMPLE:

A sample is small proportion of population selected for observation and analysis. It is a collection consisting of a part or subject of the object or individuals or population, which is selected for the purpose of representing the sample drawn. The sample consists of secondary school teachers.

SAMPLING TECHNIQUE:

It is the process of selecting a sample from the population. For this purpose the population is divided into a number of parts called sampling units.

The researcher will be using stratified random techniques. This is a refinement of simple random sampling since, in addition to the randomness, stratification introduces a secondary element of control as means of increasing precision and representativeness.

DESIGN OF THE STUDY

For present study, “A STUDY OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN Dr. B.R. AMBEDKAR KONASEEMA DISTRICT, A.P.”. The researcher has taken a sample of 200 secondary school teachers from above population in Dr. B.R. Ambedkar Konaseema district.

Table showing the sample size in the present study

S.No.	Variable	Classification	Sample	Total
1	Gender	Men	100	200
		Women	100	
2	Locality	Rural	100	200
		Urban	100	
3	Medium	Telugu Medium	100	200
		English Medium	100	
4	Management	Government	100	200
		Private	100	

TOOLS OF THE STUDY

A research tool play a major role in any worthwhile research as it is the sole factor in determining the sound data and in arriving at perfect conclusions about the problem on hand, which ultimately, helps in providing suitable remedial measures to solve the problem concerned.

The selection and use of the tolls can be done in two ways. The first one is to construct a tool independently by the investigator for his own study. Here, there are many problem s in doing so. Preparation an standardization of a perfect tool itself is a major task and one can safely say that it is a doctoral study.

The other way o selection and use of tools is light selection of tools from already standardized ones available in the field of study. Here again locating the tools and identifying their usefulness to the study on hand is a tedious job. Even then this technique is over useful when a research wok is studied in depth, when the research work involves a good number of variables and thee is scarcity of time and other resources. Some people believe that some of the instruments available do not measure up t their standard. In some instruments consideration should be given to the logistics of the consideration should be given to the logistics of the situation. Lacking time and financial resource for the construction f a text many researchers can't expect to reduce a better instrument. In these cases, the most logical procedure a better that one can follow is to choose the best instrument available for this purpose.

Details of the Job Satisfaction Questionnaire:

Job satisfaction is the result of various attitudes possessed an employee towards his job. These attitudes are related to specific factors such as wages, conditions f work, advancement opportunities; prompt settlement of grievances, fair treatment y defined as an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the j Bullock, 1952). The job satisfaction questionnaire has been developed with a view t provide an instrument to assess the job satisfaction of school teachers for applied and research purposes.

Content of the Questionnaire:

Initially, job satisfaction questionnaire consisted of 40 'Yes-No' type items selected on the basis of previous studies and following interviews with teachers and principals of higher secondary schools and teacher educator.

These items were classified into four different aspects of job satisfaction in teaching. These include (a) satisfaction with work: (b) satisfaction salary, security and promotion policies: (c) satisfaction with institutional plans polices: and 9(d) satisfaction with authority includes school management. These 40 items so classified into fur different aspects were given to a group of twelve experts for their opinions and comments. These were also discussed with 20 teachers of secondary

schools of Jodhpur city. In view of criticism and comments offered by experts and teacher, 9 items were altogether ejected, while others were modified or rewritten. Thirty one items were thus selected in the questionnaire. These items showed 100% agreement amongst the judges as related to job satisfaction of teachers.

DATA COLLECTION

The investigator personally visited the selected secondary schools and administered the tests after taking permission from the administration. Before administering the test, clear instructions were given to the secondary school teachers and doubts were clarified. Tests were administered in ideal conditions. Thus, data was collected from the total sample, scoring was done and scores were assigned to each secondary school teacher.

ANALYSIS AND INTERPRETATION OF DATA

The mass data collected through the use of various tools, need to be systematized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Here, editing implies the checking of gathered data for accuracy, utility and completeness: classifying refers to the dividing of the information into different categories or classes or heads, for use: and tabulating denotes the recording of the classified material in accurate mathematical terms.

The analysis of data means studying the tabulated material in order to determine inherent facts or meaning. It involves breaking down the existing complex factors into similar parts and putting the parts together in new arrangements for purposes of interpretation.

The present chapter, analysis of data, hence, includes a study of the different techniques adopted for analysis and interpretation of data, and the results of the analysis of the data.

After finalizing the tools and sample for the study the data were collected from two hundred secondary school teachers.

The researcher used the Teacher Job Satisfaction Questionnaire developed and standardized by Promod Kumar and Mutha. D.N. (1976) has been selected to study the job satisfaction of teachers working in Dr. B.R. Ambedkar Konaseema District.

As the collection of data was finished, it was analysed keeping the objectives and hypotheses of the study in view. The analysis of data was carried out in the following manner.

The hypotheses framed under selected aspects were statistically tested and accordingly accepted or rejected. The variables that were considered were

- a. Men teachers versus women teachers,
- b. Rural teachers versus urban teachers,
- c. English medium teachers versus Telugu medium Teachers, and
- d. Government teachers versus private teachers.

JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

The total score of job satisfaction of each teacher was taken to find out the level of job satisfaction possessed by each sub-sample as well as total sample of the study. The maximum score that a teacher can get was 40 and the minimum was 0. In the present study, the highest score secured by a teacher was 38 and the lowest was 21.

For the purpose of classification of the level of job satisfaction possessed by the school teachers, the job satisfaction level was divided into three categories based on normal probability distribution, namely, low (10-15 scores), average (16-21 scores) and high (22-28 scores) job satisfaction.

The mean scores were used to identify the level of job satisfaction of secondary school science teachers and to compare the sub-sample variation. The values of standard deviation were used to measure the spread or dispersion of scores in the sample. The critical ratios were calculated to test the significant difference in the means of the sub-samples of each variable. The chi-square test of

independence was used for computing he experimentally obtained results with those toe expected on a hypothesis.

Hypothesis 1

“The secondary school teachers are not possessing high job satisfaction”.

To test the validity of hypothesis-1, total scores f the sample were calculated to arrive at mean and standard deviation of secondary school teachers.

Table 1: Level of Job Satisfaction of Secondary School Teachers

Sample	Sample Size	Men	Standard Deviation
Whole	200	106.5	10.72

As per the men value, the secondary school teachers were holding average job satisfaction. As per the standard deviation the job satisfaction was moderately distributed in the sample.

Table 2: Distribution of Job Satisfaction in Secondary School Teachers

Sample size	Low	average	high	Chi-square value
200	fo 33 fe 38	32 123	32 39	2.79#

*Significant at 0.05level

It is clear, from tale 2, that the distribution of job satisfaction in the whole sample is not normal. The hypothesis that “the secondary school teachers are not possessing high job satisfaction” an e accepted as the sample was holding average job satisfaction.

Hypothesis 1A

“There is no significant difference in the job satisfaction of men and women secondary school teaches”.

A comparison of he scores of job satisfaction of secondary school men and women teachers was mad to identify the difference into eh level of job satisfaction possessed by them.

Table 3: Comparison of Job satisfaction of Men and Women Secondary Teaches

variable	Sample Size	Mean	S.D.	Mean Difference	S.E.D.	C.R.
Men	100	97.35	10.49	6.07	1.35	4.45
Women	100	91.28	9.94			

Df = 2 p at 0.05 level is 1.96 * significant at 0.05 level.

As per the men values other men and women teachers were holding average job satisfaction. There was a significant difference in the job satisfaction of secondary school women and men teachers. The men teachers were with me job satisfaction than women teachers.

As per standard deviation values the dispersing of job satisfaction scores was moderate in men and women teachers.

Further, the chi-square test was applied to test the divergence of observe results of secondary school men and women teachers from those expected on the hypothesis of equal probability.

Table 4: Distribution of Job Satisfaction in Men and Women secondary School Teachers

Variable	Sample Size	Low	Average	High	Chi-square Value
Men	100	fo 17 fe 16	71 68	12 16	1.19
Women	100	fo 14 fSe 16	75 68	11 16	2.53

*Significant at 0.05 level.

The values shown in Table 4 revealed that the divergence of job satisfaction of secondary school men and women teachers was not normal as the chi-square values were significant.

The hypothesis is that “there is no significant difference in the job satisfaction of secondary school men and women teachers” can be rejected as there was a significant difference in the job satisfaction of men and women teachers, though they possessed average job satisfaction.

Hypothesis 1B

“There is no significant difference in the job satisfaction of rural and urban secondary school teachers”.

A comparison was made to identify the difference in the level of job satisfaction possessed by rural and urban secondary school teachers.

Table 5: Comparison of Job Satisfaction of Rural and Urban Secondary School Teachers

Variable	Sample Size	Mean	S.D.	Mean Difference	S.E.D.	C.R.
Rural	100	97.25	9.15	3.61	1.91	1.89#
Urban	100	93.65	6.76			

Not significant at 0.95 level

As per the mean values, the teachers working in rural and urban secondary schools were possessing average job satisfaction. When compared, the job satisfaction for the sub-samples, there was no significant difference between them. As per the values of standard deviation in the distribution of job satisfaction among the rural and urban teachers was moderate.

The chi-square test was applied to know the divergence of observed results of urban and rural secondary school teachers from those expected on the hypothesis of equal probability.

Table 6: Distribution of Job Satisfaction in Rural and Urban Secondary School Teachers

Variable	Sample Size	Low	Average	High	Chi-square Value
Rural	100	fo 24 fe 16	65 68	11 16	5.13
Urban	100	fo 24 fe 16	63 68	13 16	4.93

Significant at 0.05 level

The values shown in Table 6 revealed that the divergence of job satisfaction of rural and urban secondary school teachers was not normal as the chi-square value were significant.

The hypothesis that “there is no significant difference in the job satisfaction of rural and urban secondary school teachers” can be accepted as there was a significant difference in the level of job satisfaction of rural and urban teachers through they possessed average job satisfaction.

Hypothesis 1C

“There is no significant difference in the job satisfaction of English medium and Telugu medium secondary school teachers”.

A comparison of the job satisfaction of English medium and Telugu medium secondary school teachers was made to find out the difference in their level of job satisfaction.

Table 7: comparison of the job satisfaction of English medium and Telugu medium secondary school Teachers

Variable	Sample Size	Mean	S.D.	Mean Difference	S.E.D.	C.R.
Rural	100	98.01	9.32	3.61	1.91	1.29#

Urban	100	94.4	9.57			
-------	-----	------	------	--	--	--

Significant at 0.05 level

As per the mean values, the teachers working in both medium possessed average job satisfaction. As the critical ratio value was significant, it can be said that there was a significant difference in the job satisfaction of teachers working in English medium and Telugu medium secondary schools. The scores in both the samples were distributed moderately.

Further, the chi-square test was applied to test the divergence of observed result of English medium and Telugu medium secondary school teachers from those expected on the hypothesis of equal probability.

Table 8: Distribution of the job satisfaction in English medium and Telugu medium secondary school Teachers

Variable	Sample Size	Low	Average	High	Chi-square Value
Rural	100	fo 25 fe 16	67 68	8 16	13.06
Urban	100	fo 24 fe 16	64 68	12 16	5.23

Not Significant at 0.05 level

The values shown in Table 8 revealed that the divergence of job satisfaction of English medium and Telugu medium secondary school Teachers secondary was normally distributed as the chi-square value were not significant.

The hypothesis that "there is no significant difference in the job satisfaction of English medium and Telugu medium secondary school teachers" can be rejected as there was no significant difference in the level of through they possessed average job satisfaction.

Hypothesis 1D

"There is no significant difference in the job satisfaction of government and private secondary school teachers".

A comparison of the job satisfaction of government and private secondary school teachers was made to test the validity of the above hypothesis.

Table 9: Comparison of Job Satisfaction of Government and Private Secondary School Teachers

Variable	Sample Size	Men	S.D.	Mean Difference	S.E.D.	C.R.
Government	100	98.01	9.32	7.11	1.79	3.97*
Private	100	90.9	7.53			

Not significant at 0.05 level

As per the mean values, the teachers are working in government and private schools possessing average job satisfaction. As the value of the critical ratio was not significant, there was no significant difference in the job satisfaction of government and private secondary school teachers. The scores in the samples were moderately distributed.

Further, the chi-square test was applied to know the divergence of observed results of government and private secondary school teacher from those expected on the hypothesis of equal probability.

Table 10: Distribution of Job satisfaction in Government and Private secondary School teachers

Variable	Sample Size	Low	Average	High	Chi-square Value
Government	100	Fo 19 Fe 19	71 68	10 16	2.94# 4.77*
Private	100	Fo 18 Foe 16	74 68	8 16	

Significant at 0.05 level

The values shown in the Table 10 revealed that the distribution of distribution of government and private secondary school teachers was not normal as the hi-square values were significant.

The hypothesis that “there is no significant difference in the Job satisfaction of government and private secondary school teachers” an e accepted as the sub-samples did not possess a significant difference in the level of their job satisfaction, though they possessed average job satisfaction.

LIMITATOINS OF THE STUDY

- The study limited to schools in Dr. B.R. Ambedkar Konaseema District.
- The sample limited to 200 secondary school teachers.
- The study confine to “Job Satisfaction of Secondary School Teachers in Dr. B.R. Ambedkar Konaseema District”.
- This study is limited to 20 Secondary schools only.

Conclusion

There exists no difference in the job satisfaction of rural and urban teachers of secondary level. Although, there is statically no significant difference, yet the trend of mean shows that there is some difference, yet the trend of mean shows that there is some difference in rural and urban teacher's job satisfaction.

References

- Adams, S.C. (1964). Measurement and evaluation in Education, Psychology and guidance New York: Holt, Rinehart and Winston Inc.
- Adaval. (192) A study on investigation into the qualities of teacher under training. Unpublished Ph.D. thesis in Education, Allahabad University
- Agarwal, Meenakshi. (1991) Job satisfaction of teachers in relation to some demographic variables. Ph.D. thesis, agra Univ., in Buch, M.B. Fifth Survey of Research in Education, N.C.E.R.T, p.1434
- Agarwal, V. (1959). Value system and dimensions of university student's f U.P. unpublished Ph.D. thesis, Lucknow university.
- Agarwal, S. (196). The stud of attitude of training college teachers of agra University towards their profession, M.Ed. dissertation, Delhi University, Delhi.
- Agnes, . May Josephine. (1997). A study of personality characteristic of B.Ed. students in colleges of education in Tamilnadu. Journal of value education, Vol.6, No. 1 & 2, Jan – July 2006, p. 191.
- Brain, (1979). Influence of, self-concept and educational attitudes on elementary student teacher performance. Educational research quarterly, Vol.4, Issue.), p.68.
- Broudy, S. Harry. (1961). Modern philosophy of education. New Delhi: Prentice hall of India.
- Buch, M.B. (1959)). The measurement of attitudes of secondary school teachers towards the teaching profession. Journal of education and psychology, Vol.17, issu.3.
- Jalaja Kumari (2006) “Job satisfaction of School Teachers” Discovery publications, New Delhi.

11. Kulbir Singh Sidhu (2006) "Methodology of Research in Education" Sterling Publication Private Limited, New Delhi.
12. Kurse S.G. 1986, An Analysis of Job Characteristics, Leadership, Team work and Job Satisfaction in the corporative extension service, dissertation Abstracts International, Feb, 87, 47, 2909-A.
13. Linda Evans (2001) "Teacher moral job satisfaction and motivation" PCPC-Paul Champan Publishing Limited.
14. Madhuri Shah (1994) "A study of job satisfaction in college and school teachers in Rajasthan", Journal of Education, Vol-31, 267, 268.
15. Mohideen O.M.H.(2005) "Job satisfaction of secondary school teachers" HRD-Times, January, Page No. 47,48.
16. Richard D.A.and Dewhirst H.D. 1979, Relationships between diversity of interests, age, job satisfaction and job performance, journal of occupational psychology, 52, 17-23.
17. R.D. Sharma and Jeevan Jyothi, "Job satisfaction among school teachers" II MB Management Review volume 18 (December, 2006).
18. Smith J.J. 1977, "Job satisfaction of connect cent public senior primary school principals as related to school location and school size dissertation abstracts international, 37, 5517-A.
19. Sundarajan and Ashrafullah A.M. 1990- Job satisfaction of the Harijan Welfare School Teachers in Tamilnadu, Experiments in Education , 18, 131-136.
20. Usmani S.N., S.N. Pandey & Jasim Ahmad (2006) "Teachers job satisfaction in relation to their personality type and type of school". Dettracts – February, Page No. 36-38.
21. V.R. Reddy and Krishan Reddy, N. 1978, "Job satisfaction of teachers working under different managements. The Educational Quarterly, 30, 28-29.
22. V.R. Reddy and Ramakrishnaiah D. 1981, Job satisfaction of teachers, Journal of Education and Psychology, 38, 211-218.
23. Vijalakshmi. G. (2002), "Factor affecting teacher's effectiveness". Edutracts- February- Vol-1(5), 35, 36.
24. Vijayalakshmi G. (2005), "Teachers effectiveness and job satisfaction of woman teachers", Edutracts- March (2005), Vol-5.