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IMPACT FACTOR ON JOB SATISFACTION OF GOVERNMENT SCHOOL TEACHERS IN TAMILNADU

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ABSTRACT
This study recording to job satisfaction about the various government schools teachers and those who are exposure knowledge with effectively and efficiently during the working day. He/she makes the man perfect by providing a lot of learning experiences and learning situations. Is service is of immense help to the society and therefore the deserves to be honored, so he should be initiated, activated and motivated by providing incentives to him so that he could promote the standard of education as well as students welfare and all round development. On the whole majority of the teachers seem to be adequately satisfied in their profession. Similarly, a few teachers are not satisfied with their job. The Elder school Teachers (more than 20 years' experience) and Younger Teachers (less than 5 years' experience) have a high level of job satisfaction. The present investigation in a small measure has paved way for reviving. Those, who are in the higher secondary school level handling subjects, have a high level of job satisfaction. They showed personal interest and involvement in teaching, so that it can help the students to shape their future. Observing human behaviour and attempting to understand, it can be a source of never ending satisfaction and the teacher will have continual opportunities to learn and to improve his/her performance. The recent mode of recruitment policy that government has suggested that written examination and further personal interview should be conducted for selecting the teacher is laudable.

Key words: learning, be honored, motivated, personal interest, involvement, Observing, behavior, understand, opportunities.

1.1. INTRODUCTION

To have a better understanding over the problems on job satisfaction, the basic ideas related to the rationale of the study, job performance, the meaning definitions and the nature of jobs analysis, benefits out of the studies on job satisfaction, job enrichment job satisfaction and related studies on job satisfaction have been given in this chapter. Job satisfaction is in regard to one's feelings or state-of-mid regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, eg, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc. Job satisfaction varies. But, many workers are satisfied in even the least prestigious jobs. They simply like what they do. Most workers like their work if they have little supervision. The least satisfied workers are those in services occupations and managers that work for others. Ethnic and religious orientation is associated to work attitudes, and job satisfaction is related to education.

A job is a collection of tasks that can be performed by the single employee that contributes to the production of some product or service provided by the organization, Each job has certain ability requirements (as well as certain rewards) associated with it. All individuals who work within a particular job in an organization do not necessarily perform all of the tasks, or spend the same amount of time on the task, experience, interest, personality traits, or other physical characteristics. Job analysis also includes organizing and summarizing information into a job description form. A complete job description contains job title plus information relating to each factor mentioned above and any other factor deemed necessary to adequately describe the job.

IMPORTANCE OF THE HIGH JOB SATISFACTION

The importance of job satisfaction is obvious. Managers should be concerned with the level of job satisfaction in their organization for at least three reasons. There is clear evidence that dissatisfied employees skip work more often and more likely to resign and It has been demonstrated that satisfied employees have been health and live longer; and Satisfaction on the job carries over to the employee's life outside the job.

IMPORTANCE OF SCIENCE IN SCHOOL CURRICULUM

Why is science education reform so important? "Because" says Rakow (1964), "when students learn science experientially through the scientific processes of asking questions, experimenting, analyzing and testing assumptions they become scientifically literate and develop important lifelong skills, such as critical thinking problem-solving and team work abilities".And, Science literacy, say science teachers, is critical for all adults. "Science teachers are sending a clear message of the importance of hands-on. Inquiry-based learning and that 'it takes a village' to achieve effective science education reform," said Jemison (1999).It is significant to note that science helps in reducing general obscurantism and all sort of prejudices based on caste, religion or language. By emphasizing a rational approach and a challenge to think, and reason, science is also likely to help in supporting a democratic and secular state system. In the present state of affairs, when the rockets are booming overhead and man has reached the moon, India can't lag behind in the race. For this, we need some extensive program me through which we can import scientific knowledge to the people of the country in the background of our own culture, so that we can increase the wealth of the nation and promote a healthy international outlook.

According to the Bayer Facts of science 1education, Bayer/NST. A survey, the nation's pre-college science teachers say that the reforms outlined in the National Science Education Standards, which emphasize hangs-on, inquiry-based learning, can significantly strengthen science education and student performance, if communities band together to support and properly implement then.

Bayer (1999) in nation's Science Teacher Association survey on TIMSSS, today presented key findings of the survey at Bayer's First Making Science Make Sense Volunteer Conference "Making Science Make Sense" is Bayer's companywide initiative which advance science literacy across United States through hands on, inquiry-based science learning, employee volunteer ism and public education. The volunteer conference brings together Bayer employees from across the country to share ideas and information about ways to improve their science education volunteer / mentoring efforts in local communities across the country.

ROLE OF SCIENCE IN HIGHER EDUCATION

The word "Science" expounds the thirst and wonder of the world. Education is a lifelong dynamic process and it helps to develop any nation through the development of its people. Development of nation is mainly based on the advancement of science and technology. Science education is needed to develop basic knowledge and innovative ideas among the students. Science is shaping our world, but most of us are completing a higher education without any major contribution from science. There should be a better interaction between science and other fields, i.e., science must be popularized and well-focused. In recent years, the number of students opting for pure science is very less when compared to other courses like engineering, medicine etc. To improve the quality of science in Higher education, we have to realize the need for value- based science subjects and their impact on high education. Science should be popularized in two ways, one, by introducing value-based and industry oriented programmes and two by government support in the form of funds and sanction of more science projects. Hence both Government and Private Education Charitable Trusts must take necessary action to bring about to bring about a revolution in science education.

ROLE OF POSTGRADUATE SCIENCE TEACHERS

Postgraduate Science Teachers are the ones, who inculcate or cultivate interests, appreciation and scientific habits among the higher secondary school science students. The science teachers handle only the science subject such as

Physics, Chemistry, Botany, Zoology, Mathematics and Computer Science, so that they could be dealt in detail. They develop the problem solving attitude, constitutional skills and scientific attitude among the students.

1.2. STATEMENT OF THE PROBLEM

The statement of the problem is "A study on job Satisfaction of school teachers in Tamilnadu. Job satisfaction is a psychological phenomenon. Personal satisfaction that a teacher gains from a job of his choice gives him tremendous psychological satisfaction. It is a must for the proper deliverance of knowledge alone that matters, but also something more. The teacher is expected to adhere to societal norms and values in life and this requires one's involvement and dedication. These two can be influenced only by satisfaction of individuals. Money alone will not make a man as a good teacher. The teacher certainly will have a feeling of psychological satisfaction in education. A teacher apart from his personal life is expected to be a full time educator of the society which means he has got to be an individual imbibed with a civic sense. With such a responsibility, satisfaction assumes a central role in the sphere of education. An environment which has the best factors of job satisfaction not only assures a promising result oriented teacher but also ensures promising success – oriented society. As experiences accumulated and as the quantum of knowledge increased, man began to organize the knowledge available and also the means of acquiring the knowledge. The organized ways of knowledge – hunt helped him get more accurate knowledge, and the co-ordination and organization of the existing knowledge with the ever-increasing information has also become possible. When knowledge is organized and integrated, it tends itself easily to empirical treatments and validation. A validated body of knowledge transcends time and space and with the conquest of time and distance, science begins.

1.3. NEED FOR THE STUDY

Secondary Education Commission (1954) has rightly pointed out this. "If the teachers" present mood of discontent and frustration is to be removed and education is to become a genuine nation-building activity, it is absolutely necessary to improve their status and conditions of service. It is apparent that job satisfaction enables every teacher to give expression to his inherent talents and potential creative powers in the task of teaching. So far the development of his personality and individuality and for his worthwhile contribution to the reconstruction that is going on in our country, job satisfaction is essential for every teacher in India. The present study focuses that job satisfaction is cumulative consequence of various components like income, opportunity for advancement, supervise co-workers, organization policy and management working conditions, recognition, achievement, independence, social status, and mental health. These components are affected by the organizational climate. This study attempts at suggesting measures.

1.4. OBJECTIVES OF THE STUDEY

The study proposes to investigate Job satisfaction has found out the following,

1. To find out the gender differences in Job satisfaction of postgraduate science teachers.
2. To find out the job satisfaction of P.G. science teachers in higher secondary level.
3. To find out whether there is a significance of difference between male and female teachers in their job.
4. To find out whether there is a significance of difference between teachers belongs to various schools (i.e. Government schools, Aided Schools, Matric Schools and Self-finance Schools) in their job satisfaction.
5. To find out the significant of difference between the mean scores of low and high salaried teachers in relation to their adjustment

1.5. LIMITATIONS OF THE STUDY

This study was limited to the district of Salem only. Govt, higher secondary school, Matriculation higher secondary school, aided higher secondary school and self-financed higher secondary schools were in included in this. Other types of Higher Secondary Schools like Corporation, CBSE schools, Anglo Indian schools were excluded. Only 200 higher secondary school science teachers were chosen as the sample for the study. The questionnaire constructed for the study based on Teacher's Job Satisfaction Scale by Mudgil, Y. Muhar, I and

Bhatia (1991) of M.D. University of Rohtak (Haryana) and to collect data from higher secondary school science teachers regarding their job satisfaction alone could be used to collect data. Other tools like observation, interview rating scale could not be used. The tool comprises only 75 items. Further the variables used were limited. As the investigator is going to adopt random sampling method and further, as the area is limited. The findings cannot be generalized.

CHAPTER – II

2.1. REVIEW OF LITERATURE

This chapter deals with the researches done in this area of study. The review of related literature helps the researcher to provide suggestions for significant information and scientific approach to the present investigation.

Job Satisfaction is very difficult to define. It is an intangible, unobserved variable and a complex assemblage of cognitions (belief of knowledge) and such other behavioral tendencies. Job Satisfaction may be viewed as the pleasurable emotion state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values provided these values are compatible with one needs. The investigator can probe into the neglected areas, which need more concentration. Further, the review of related research enables the investigator to get to the frontier in the field of his problem. Until the investigator has learnt what others have done and what still remains to be done in his area, he cannot develop a research project that will contribute to furthering knowledge in his field. The review of literature provides the researcher an opportunity of gaining insight into the measures, objects, samples, tools and approach employed by other research workers.

According to Stephen Robbins, P, and Job satisfaction in "The difference between the amount of the rewards the workers receive and the amount they believe they should receive". According to Loke, E.A., "Job satisfaction and dissatisfaction are seen as a function of perceived relationship between what one wants from one job and what one perceives it as offering or entailing". Once a topic has been decided upon, it is essential to review all relevant material which has bearing on the book. In fact, review of literature begins with a search for a suitable topic and continues throughout the duration of the research project work. Since a research report, either a dissertation or a thesis, is supposed to be studied in depth aiming contribution to knowledge, a careful cheek should be made that the proposed study has not previously been carried out. Completely new and original problems are rare; however a previous study should not exactly replicated unless the techniques used had been findings and conclusions doubtful (or) unless. Some new sources of information had been discovered to shed new light on the problem. It is necessary to show how the problem under investigation relates to previous research studies.

Pressey, Robinson and Horrocks (1959) rightly remarked. "There could be no more interesting and exciting time than the present to enter the profession of teaching. "Nation's prosperity and destiny will always depend upon her citizens. Therefore, a good teacher must be academically and character wise sound. As we know that destiny of the nation is shaped in the classroom. John Adams describes the teacher as a maker of man. He is the torch bearer of race and guardian of the future mankind. He is the key man on who depends the future of the child and the mankind. He plays an important role in shaping and molding the personality of a child.

In the words of Dr. S. Radhakrishnan, The teachers' place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning and shining. He not only guides the individuals but also decides the destiny of the nation. If we want to have an idea about nation prosperity then we can have it only by looking at the conditions and status of its teachers. Because a nation's well-being depends on the teachers' well-being. According to NPE (1986) "the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers".

Environment of teachers teaching special need children is markedly different from that of teachers in general. Good learning requires a good sense of seeing, hearing and touching with intelligence. Visually disabled children lack one of the most important senses i.e. seeing which helps learning. Therefore, they cannot be taught with

demonstration, experiments, models, living examples, etc. They are unable to see all these things, only they can understand the things with their touching sense and intelligence. Therefore, teachers of visually impaired children have to do more labour and require special competencies to make their students understand the learning matter clearly. He should be painstaking, sympathetic, appreciative and trustworthy and should have more interest in teaching, patience and tolerance power. They should be of extraordinary caliber as these children may need repetition of the subject matter so many times. In brief, they should have a balanced personality, i.e. they should be highly adjusted an satisfied with their jobs. Therefore, they should be rewarded with more handsome salary in comparison to teachers teaching normal children.

The literature supporting job satisfaction and gender is divergent. Freisen et al. (1983), Mwange and McCaslin (1994) and Varca et al. (1983) found that male faculty member were more satisfied with their jobs than female faulty. Conversely, Hodson (1989) and Kelly (1989) found that female employees have increased job satisfaction over males. The literature supporting job satisfaction and years of experience has indicated that no relationship was found between job satisfaction and years of experience (Bedeian et al., 1992; O'Rielly & Roberts, 1975), However, research done by Bowen et al. (1994), Mwange and McCaslin (1994), Manthe (1976), Boltes et al. (1995), and Bertz and Judge (1994) found that overall job satisfaction increased as the years of experience increased.

In Job satisfaction and Extension faculty, Research literature referring to the relationship of tenure track and non-tenured track Extension faculty and job satisfaction is currently limited in scope. Nonetheless, factors related to job satisfaction and relevant in the rpevention of employee frustraction and low job satisfaction, because employees work harder and perform better if satisfied with their jobs (Asbury, 1996; Boltes, Lippke, & Gregory. 1995; Bowen, Radhakrishna & Keyser, 1994; Mallilo, 1990; Manthe, 1976; McCaslin & Mwangi, 1994; Riggs & Beus, 1993; Shriver, 1968.

In Job Satisfaction and Tenure status, a study dealing with job satisfaction of tenure and non-tenure track Extension faculty in Taxas, Boltes, Lippke, and Gregory (1995) conducted research to investigate the relationship between dimensions of organizational contribution and employee job satisfaction. They used faculty involvement, positive balance between work and home, vision, diversity, and professional development as predictors of job satisfaction and organizational commitment. Overall, 75%to 80% of tenured Extension faculty expressed concern or dissatisfaction in all seven dimensions of the survey. The six predictors used by Riggs and Beus (1993) to evaluate job satisfaction among Extension field faculty in eight western states represented both motivators and hygiene factors. Findings from the Extension faculty surveyed indicted overall job satisfaction was moderately high. This study attempted to analyze the roles of tenure and non-tenured track status of Extension faculty of West Virginia University and their relationship to job satisfaction. Additionally, this study analyzed selected demographic characteristics of Extension faculty of West Virginia University and their relationship to job satisfaction.

The analysis showed a statistically significant relationship between non-tenure track status and intrinsic job satisfaction. The F value for the relationship between intrinsic job satisfaction and tenure status was 5.97. This F value was statistically significant at 0.0161. Therefore, it was determined that there was a statistically significant relationship between intrinsic job satisfaction and non-tenure track status Extension faculty. Those respondents that were non-tenure track status had more intrinsic job satisfaction than tenure track status respondents. The F value for the relationship between extrinsic job satisfaction and non-tenure status was 1.39, which is not statistically significant. The F value for the relationship between non-tenure track status and overall job satisfaction was 3.75, which was not statistically significant. Table 2 presents the analysis of variance summary for research question three.

The purpose of this study was to investigate the relationship between dimensions that contribute to effective organizations and employee satisfaction as a means of strengthening strategic planning efforts. An instrument was

developed to identify potential barriers between the vision of a contemporary Extension organization and the day-to-day realities of getting the job done. The instrument measured the perceptions of Extension employees on seven dimensions that contribute to effective organizations. Respondents suggested that, in Texas, Extension relies on a top-down, paternalistic style of management. As symptoms of this management style, written comments expressed the lack of flexibility and creativity in plans-of-work, the inability to drop programs, and the additional time required in responding to "top-down opportunities" (Taylor-Powell, 1993). More than 75% of the respondents indicated that employee input should have more impact on organizational decisions. Agents and specialists with less than 5 years of service expressed the greatest dissatisfaction in this area. This finding parallels the strategic issue of sharing leadership recommended in the strategic framework document. People support decisions they help make and Extension leaders are encouraged to share leadership by transferring decision making to groups and individuals at appropriate locations in the organization (Framing the Future, 1995).

In Job satisfaction & salary, Antony Mallilo (2003), needs assessment has been a common practice in the first stages of program planning for the Cooperative Extension System. Needs assessment is also a valuable tool for internal organizational purposes, including answering questions relevant to staff development, working conditions, and perceptions of Extension as a place to work. In Rhode Island, we studied job satisfaction along Extension personnel. Using the Brayfield and Rothe Job Satisfaction Index, scores for all 24 Rhode Island Extension employees level of satisfaction with their job was obtained. The overall index of job satisfaction is identified as the mean score obtained from a 20 item questionnaire. A total score of 0-53 is interpreted as low job satisfaction, while 55-90 is considered to represent high job satisfaction.

In Job Satisfaction & Education and Educational Qualification, Smith, M.K. (2003) spends a lot of resources on training agents and the volunteers who help them. And, just as evaluation is important for knowing the effectiveness of programs, evaluation is also important for knowing the effectiveness of training efforts. The most common evaluation of an in-service educational program is participant reaction (Did they enjoy the program). However, that alone provides no indication of the real value of the training to the participant or to the organization and provides no data for improving the program for future repetitions. Recent writers on the subject of evaluation of in-service training have suggested that more effort be focused on determining organizational results directly attributable to the training. And, we would agree, if the purpose of the evaluation is organizational accountability. However, different evaluation purposes require different criteria for evaluation and different times for collecting the data.

The criteria presented are generalized to be relevant to more in-service educational situations. Some programs may have other specific benefits or causal relationships that would also be considered in their evaluations. People planning evaluations, if they're different from program implemented, should be certain to check out any specific evaluation needs with program implementers – for example, program specialists-and, with people wanting the, session to be held-for example, agents and country and state program leaders.

Pritchard and Shaw's (1978), seven experts from both business and academia were asked to comment on Pritchard and Shaw's reward topics. There will be no statistical significant different between the perception of non-management employee job satisfaction and management job satisfaction rating as measured by job satisfaction topic means. Data collected indicated that hypotheses 2 and 3 should be rejected Management participants were in 100% agreement with their respective human resources representatives for only 4 of the 96. Non-management participants were all in agreement with their respective human resources representatives on none of the 96 items, although one work condition item did report 99.8% agreement for non-management employees. Thirteen of the 96 items fell in the 90-99% range for management participants, and 14 of the items fell in this range for non-management participants.Hackman and Oldham (1976), Hannary and Northam (2000). Locke (1976), aRust et al. (1996) indicated that employees' desires arc perceived as being satisfied when the organization meets or exceeds their expectations. Employee interaction and organizational communication (in this research) are respectively the second and third highest rating topics of the seven addressed by this study. This supports earlier findings,It could

be concluded that considerable numbers of employees could experience an increased knowledge base as relates to the employee services addressed by their organizational policies and procedures. Over 40 years' experience working for various organizations leads the researcher to believe that few employees at any level within the organization are actually aware of the benefits their organization provides them.

Deming (1993) noted that all human beings possess an inner drive to learn and to improve. A learning organization lakes advantage of this internal drive by providing opportunities for employees to develop their potential and therefore their value to the organization as a whole. Opportunity for Employee Development received a rating of 78% of potential. Clearly, personal development is as important to the employee as it is to the evolution of the organizational organism.

CHAPTER – III

3.1. RESEARCH METHODOLOGY

This chapter deals with the methodology followed in this study. The methodology followed in this study is discussed under different headings namely sample for the study, tools for the study, development of job satisfaction scale to assess job satisfaction of higher secondary school science teachers, Item analysis of the tool, establishing reliability and validity of the tool, sample of the study, providing remedial programmes for overcome academic and social deficiencies, data collection, scoring procedure and statistical techniques used in the study.
Government makes necessary investment to ensure human resource development. It requires the teachers to assume more responsibility. The teacher or the trainer should have adequate knowledge about the method and technique. They should devise their instruction or training so as to cater to both the endowed and ignored. Educating these children is a challenging task in human resource development. Education is a man making process. The very aim of education is to produce dynamic and socially desirable and competent individuals. Government is investing colossal fund to achieve this objective. An educational system can be said to be effective and successful one when it ensures a specified level of academic achievement of all the students.

3.2. SAMPLE FOR THE STUDY

The data for the study were collected from more than 200 postgraduate science teachers of high secondary schools of Salem District. Since the investigator is one of the teachers belonging to this college of Education for supervision her teaching practice supervising category, the data could be collected in person from all these higher secondary school. For the purpose of find out the job satisfaction of the higher secondary school science teachers, the investigator adopted following procedures to select higher secondary school teachers. The area of the study is the higher secondary schools of Salem district.

The area of the study comprised Salem district of Tamil Nadu state in south India. For the purpose of the study, selected randomly in the district is this state, where all categories of higher secondary schools (government, aided, matriculation and self-financed) are existing. The selected district has all the four categories of higher secondary schools. The hard copies of the questionnaire were administered in person to higher secondary school science teachers, by the researcher. The Heads of these institutions were very co-operative, and with their consent the data could be collected from the teachers without any difficulty. The science teachers were requested to respond to every item of the questionnaire, so that the opinions, views or ideas of the science teachers of higher secondary schools regarding their jobs satisfaction insight be obtained through their own perceptions.

The method used for sampling in this investigation is called random sampling. This technique is based on a rationale which is the exact opposite of which is followed in purposive sampling. The random sampling does not have any design behind the selection. In random sampling the sample is formed in such a way that every member of the population has the same chance of being selected. The copies of the tool distributed were found to be fully responded by the teachers. 210 copies were received by the researcher. However for the state of easy processing and tabulation, 200 copies of the tool, 73 from men teachers and 127 from women teachers, were chosen at random, restricting the number of respondents to 200.

3.3. HYPOTHESIS OF THE STUDY

1. There is no significant difference between the Government higher secondary school and matriculation higher secondary, school Post graduate science teachers regarding their job satisfaction.
2. There is no significant difference between the Matriculation Higher Secondary school and Self-financed higher secondary school science teachers regarding their job satisfaction.
3. There is no significant difference between the mean score of above 40 years and below or equal to 40 years of age with respect to science teachers in higher secondary school with respect to level of job satisfaction.
4. There is a significant relationship between job satisfaction and the higher secondary teachers teach their subject teaching.

3.4. TOOLS FOR THE STUDY

The present questionnaire is of 1 type of job satisfaction towards teaching profession and descriptive questionnaire include 75 items. The items of teaching profession and job satisfaction questionnaires are based on psychological, sociological, environmental, religions, economic, administrative and other factors. These factors include the pride and prestige one enjoys in the society, the warn friendship of the colleagues, the social factors that determine the satisfaction of postgraduate Science teachers, the condition under which they render their jobs, their services to the nation, their behavior with the colleagues, academic environments, the accommodations available in schools, their job and the salary one gets, the monetary, benefit available in the service, the timings of the institutions under which they work, the guidance of the head of institution and the constructive criticism of the higher authorities, how the teachers are treated by their higher authorities, some sort of promotion, the revision of syllabus, the examination, the work load etc.

PART 1: PERSONAL DATA AND SOCIAL BACKGROUND

Suitable personal data and social background which are of importance for qualitative as well as quantitative analysis of data. We collected Designation, School, Qualification, Sex, Age, Teaching Experience, Subject teaching at present Classes handling, Monthly Income, Spouse qualification, Spouse Occupation etc., in this fact.

PART 2: JOB SATISFACTION SCALE

The job satisfaction scale contains 75 items to be responded as rating scale type. The Scale for the study could be constructed well for the specific purpose of arising relevant responses to each item from the postgraduate higher secondary school science teachers, whose perceptions would reveal the job satisfaction they derive from the pursuit of the profession of teaching. This study was conducted using a questionnaire constructed based on teacher's Job Satisfaction scale by Mudgil, Y, Muhar, I and Bhatia (1991) of M.D University of Rohtak (Haryana) and to collect data from higher secondary school science teachers regarding their job satisfaction.

CHAPTER – IV

4.1. DATA ANALYSIS AND INTERPRETATION

4.1. TEACHING EXPERIENCE VS JOB SATISFACTION

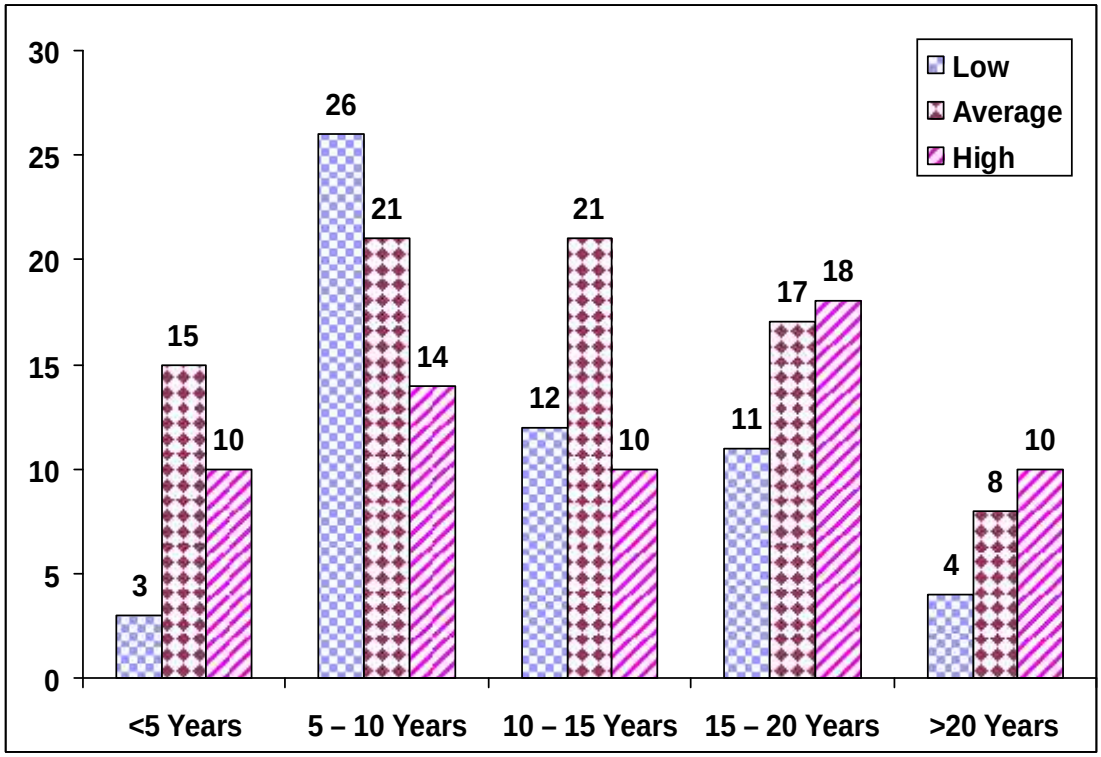
The following table gives the scores of teacher's job satisfaction according to their teaching experience.

TEACHING EXPERIENCE VS JOB SATISFACTION

Job Satisfaction	<5 Years	5 – 10 Years	10 – 15 Years	15 – 20 Years	>20 Years	Total
Low	03	26	12	11	04	56 (24.5%)
Average	15	21	21	17	08	82 (41.05%)
High	10	14	10	18	10	62 (31.05%)
Total	**28 (14%)**	**61 (30.5%)**	**43 (21.5%)**	**46 (23%)**	**22 (11%)**	**200 (100.0%)**

Comparing the mean score of satisfaction level of Higher Secondary School Science Teachers handling 5 Years, 5-10 Years, 10-15 Years, 15-20 Years and 20 and above experienced higher secondary science teachers levels, the above 5 years experienced post graduate teachers have a high level of job satisfaction.

4.1. TEACHING EXPERIENCE VS JOB SATISFACTION



4.2. TEACHING EXPERIENCE VS JOB SATISFACTION IN ANALYSIS OF VARIANCE

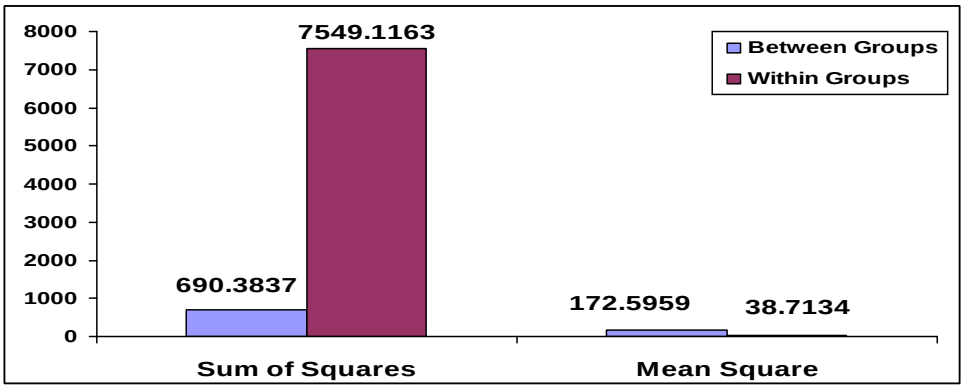
The following table showing the significant difference the means squares of job satisfaction among the teaching experience and their job satisfaction of science handling higher secondary school teachers by the analysis of variance method.

TEACHING EXPERIENCE VS JOB SATISFACTION IN ANALYSIS OF VARIANCE

Source	D.F	Sum of Squares	Mean Square	F – Ratio	Table Value	Level of Significance
Between Groups	4	690.3837	172.5959	4.4583	2.37	*
Within Groups	195	7549.1163	38.7134			
Total	**199**	**8239.50**				

The calculated 'F' value is 4.4583, which is less than the table value 5% degree of freedom 2.37. Hence the hypothesis No. 16 is rejected. There is a significant relationship between their monthly income and job satisfaction of their services of higher secondary science teachers. So there is significant relationship between the monthly income and job satisfaction of higher secondary science teachers. Hence, the different higher secondary science teachers' job satisfaction and their teaching experience is directly linked together for their job satisfaction.

4.2. TEACHING EXPERIENCE VS JOB SATISFACTION IN ANALYSIS OF VARIANCE



4.3. LESS THAN 5 YEARS OF EXPERIENCE VS 5-10 YEARS OF EXPERIENCE

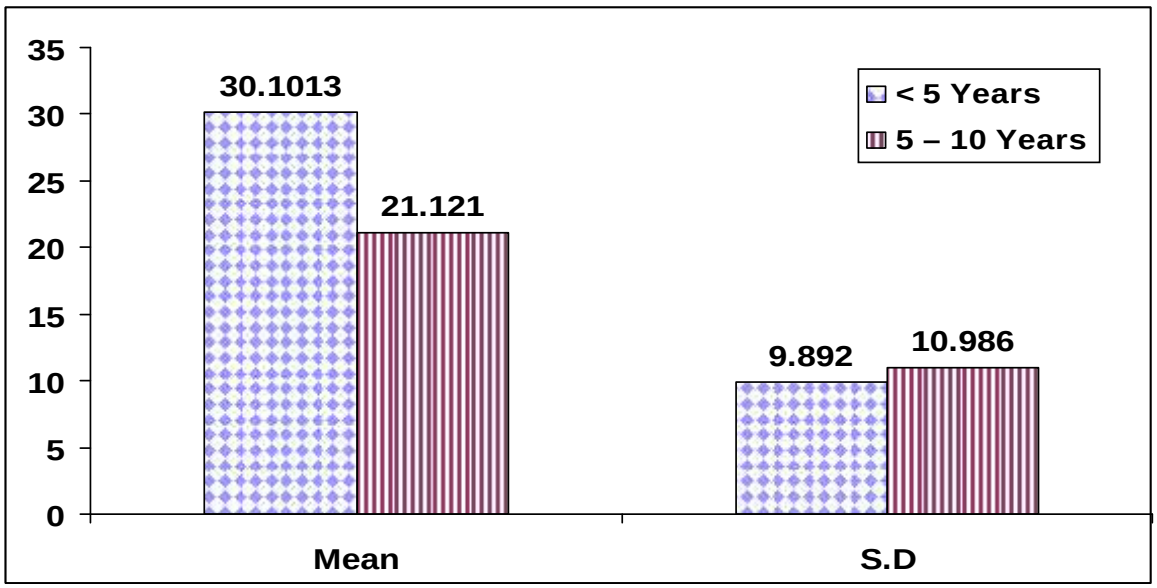
The following table showing the significant difference the means of job satisfaction among less than 5 years' experience and 5-10 years experienced science handling higher secondary school teachers.

LESS THAN 5 YEARS OF EXPERIENCE VS 5-10 YEARS OF EXPERIENCE

Variable	Number of Cases	Mean	S.D	't' – value	Level of Significance
< 5 Years	28	30.1013	9.892	4.80	*
5 – 10 Years	61	21.121	10.986		

The calculated't' value is 4.80, is greater than the table value at 0.05 levels. Hence the hypothesis No.12 is rejected. So, there is a significant relationship between the years of experience of their services of higher secondary science teachers. Hence there is a significant difference between those who have less than 5 years of experience and those who have 5-10 years of experience with respect to science teachers in higher secondary school and their job satisfaction. The above table clearly indicates that the job satisfactions of both the groups do differ according to their experiences of their schools.

CHART 4.3. LESS THAN 5 YEARS OF EXPERIENCE VS 5-10 YEARS OF EXPERIENCE



4.4. LESS THAN 5 YEARS OF EXPERIENCE VS 10 – 15 YEARS OF EXPERIENCE

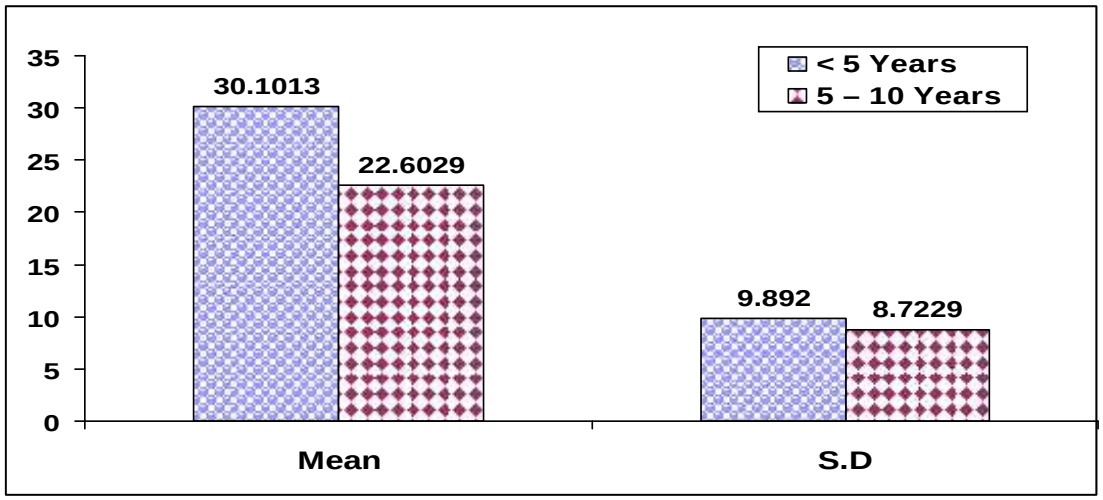
The following table showing the significant difference the means of job satisfaction among less than 5 years' experience and 10-15 years experienced science handling higher secondary school teachers.

Less than 5 Years of Experience Vs 10 – 15 Years of Experience

Variable	Number of Cases	Mean	S.D	't' – value	Level of Significance
< 5 Years	28	30.1013	9.892	3.268	* *
5 – 10 Years	43	22.6029	8.7229		

The calculated' value is 2.573, is greater than the table value at 0.01 level. Hence the hypothesis No.13 is rejected. So, there is a significant relationship between the years of experience of their services of higher secondary science teachers. So, there is significant difference between those who have less than 5 years of experience and those who have 10-15 years of experience with respect to science teachers in higher secondary school and their job satisfaction. The above table clearly indicates that the job satisfactions of both the groups do differ according to their experiences.

4.4. LESS THAN 5 YEARS OF EXPERIENCE VS 10 – 15 YEARS OF EXPERIENCE



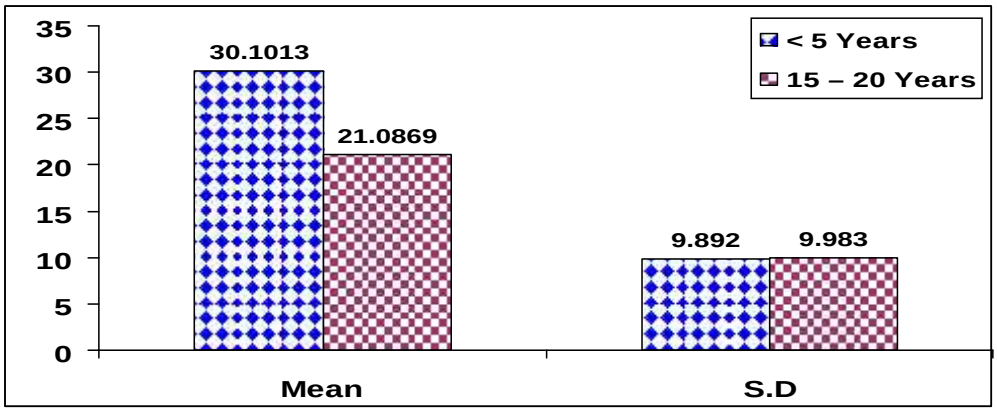
4.5. LESS THAN 5 YEARS OF EXPERIENCE VS 15-20 YEARS OF EXPERIENCE

The following table showing the significant difference the means of job satisfaction among less than 5 years' experience and 15-20 years experienced science handling higher secondary school teachers.

Variable	Number of Cases	Mean	S.D	't' – value	Level of Significance
< 5 Years	28	30.1013	9.892	3.789	* *
15 – 20 Years	46	21.0869	9.983		

The calculated't' value is 3.789, is greater than the table value at 0.05 level. Hence the hypothesis No.14 is rejected. There is a significant relationship between the years of experience of their services of higher secondary science teachers. So, there is significant difference between those who have less than 5 years of experience and those who have 15-20 years of experience with respect to science teachers in higher secondary school and their job satisfaction. The differences indicate their experiences in their schools.

4.5. LESS THAN 5 YEARS OF EXPERIENCE VS 15-20 YEARS OF EXPERIENCE



4.6.LESS THAN 5 YEARS OF EXPERIENCE VS MORE THAN 20 YEARS OF EXPERIENCE

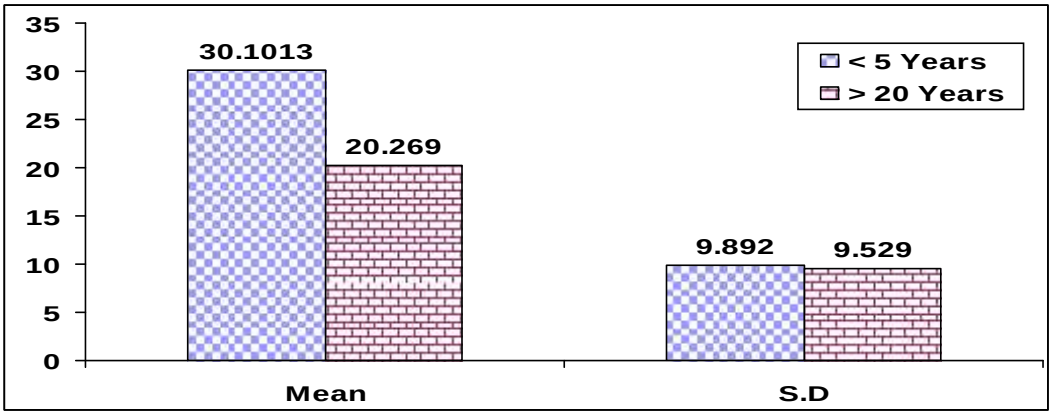
The following table showing the significant difference the means of job satisfaction among less than 5 years' experience and more than 20 years experienced science handling higher secondary school teachers.

TABLE NO. 4.23 LESS THAN 5 YEARS OF EXPERIENCE VS MORE THAN 20 YEARS OF EXPERIENCE

Variable	Number of Cases	Mean	S.D	't' – value	Level of Significance
< 5 Years	28	30.1013	9.892	4.398	* *
> 20 Years	22	20.2690	9.529		

The calculated 't' value is 4.398, is greater than the table value at 0.01 level. Hence the hypothesis No.15 is rejected. There is a significant relationship between the years of experience of their services of higher secondary science teachers. So, there is significant difference between those who have less than 5 years of experience and those who have 20 years of experience with respect to science teachers in higher secondary school and their job satisfaction. This will indicate their job satisfaction level with their teaching experience concept is directly linked together.

4.6.LESS THAN 5 YEARS OF EXPERIENCE VS MORE THAN 20 YEARS OF EXPERIENCE



4.7. TEACHING EXPERIENCE VS JOB SATISFACTION IN ANALYSIS OF VARIANCE

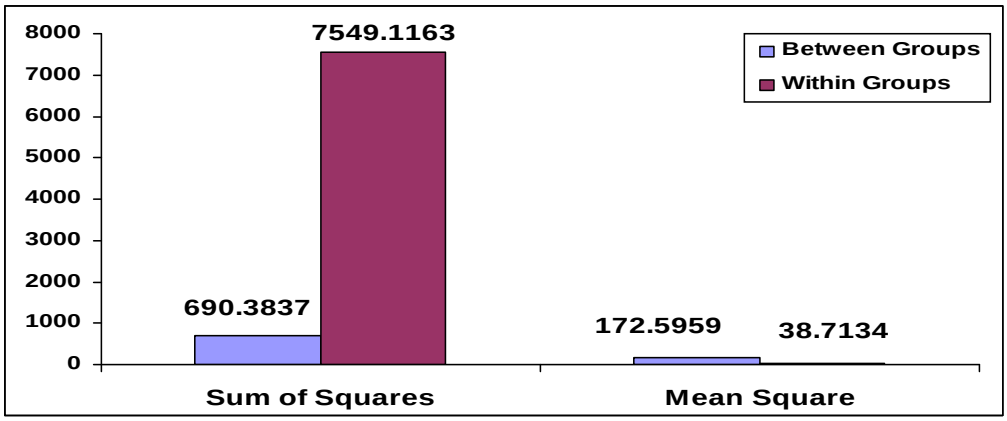
The following table showing the significant difference the means squares of job satisfaction among the teaching experience and their job satisfaction of science handling higher secondary school teachers by the analysis of variance method.

TEACHING EXPERIENCE VS JOB SATISFACTION IN ANALYSIS OF VARIANCE

Source	D.F	Sum of Squares	Mean Square	F – Ratio	Table Value	Level of Significance
Between Groups	4	690.3837	172.5959	4.4583	2.37	*
Within Groups	195	7549.1163	38.7134			
Total	**199**	**8239.50**				

The calculated 'F' value is 4.4583, which is less than the table value 5% degree of freedom 2.37. Hence the hypothesis No. 16 is rejected. There is a significant relationship between their monthly income and job satisfaction of their services of higher secondary science teachers. So there is significant relationship between the monthly income and job satisfaction of higher secondary science teachers. Hence, the different higher secondary science teachers' job satisfaction and their teaching experience is directly linked together for their job satisfaction.

4.7.TEACHING EXPERIENCE VS JOB SATISFACTION IN ANALYSIS OFVARIANCE



CHAPTER – V

5.1. RECOMMENDATIONS OF THE STUDY:

1. The services of the more experienced science teachers need a better recognition in the higher secondary schools.
2. The teachers who put in more years of service in education should set good examples or be models for middle age teachers. So the elder teachers should be recognized well in the society.
3. The services of the women science teachers could be utilized in the best way which in turn would improve the high secondary school science education.
4. On the basis of chapter – IV findings, it could be recommended that more women teachers may be appointed in higher secondary school for teaching of science.
5. Better environment should be created that would benefit the science teachers working in higher secondary school in futures.
6. The finding the Government higher secondary school science teachers possess only average job satisfaction leads to recommend that all necessary measures should be taken to enable these teaches, to shoulder the heavy responsibility of successfully implementing the New Education Policy, derive high satisfaction in the pursuit of their profession, since contented teachers alone could be expected to be committed teachers.
7. Better educational innovations could be brought out to improve the condition which would lead teachers to be better satisfied in their teaching profession.
8. The elder teachers (above 20 years of experience) and younger teachers (below 5 years of experience) have a high level of job satisfaction.

5.2. SUGGESTIONS FOR THE FURTHER STUDY

1. Job satisfaction of teachers may be comparatively investigated with that of other profession like doctors, engineers etc.
2. Job satisfaction of various other categories of teachers including collegiate teachers may be studied in detail.
3. Professional attitude of teachers could be correlated with other professionals in different areas in different places.
4. A comparative study of the above could be making in detail in the urban and rural areas.
5. The factors contributing to dissatisfaction among teachers may be thoroughly investigated in order to adopted remedial measures.

5.3. SUGGESTIONS

In total the 80 government higher secondary school teachers, 36 aided higher secondary school teachers, 40 matriculation higher secondary school teachers and 44 self – financed higher secondary school teachers were sample for this study. Among them, the lowest percentage is in aided school science teachers. There is no significant different between the Governments higher secondary school and aided higher secondary school Post graduate (P.G) science teachers regarding their job satisfaction. It indicated that, the government and aided higher secondary school science teachers have the same job satisfaction with regard to their school atmosphere.

The calculated' value is 0.84, is less than the table value (2.536) at 0.05 level. Hence the hypothesis is accepted. So there is no significant difference between the Government higher secondary school and matriculation higher secondary school Post graduate science teachers regarding their job satisfaction. With respect to the school nature, there will be no difference at all. That means, both the government and Metric school teachers having the same level of job satisfaction while their science teaching. With respect to the school nature, there will be no difference at all. That means, both the government and self-financed school teachers having the same level of job satisfaction while their science teaching. The aided and matriculation higher secondary school teachers in their science teaching there must be differ in their level of job satisfaction. It depends upon the different variables according to the school nature.

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