

Job Satisfaction Of Women Teachers In Matriculation Schools : A Study With Reference To Sivakasi, Tamil Nadu

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ABSTRACT

The children are called the future of the nation, and the teachers are the nation builders. Teaching is the biggest source of employment for women in the formal sector. Teachers play a vital role in the all round development of the younger generation. Teacher's values, attitudes and ideas about teaching greatly influence the children's future. It is the teaching community and the education system of a country that plays a crucial role in the process of human resource development, which is vital for peace, prosperity and the overall progress, including mental, physical, moral and spiritual development of a society or nation. Job satisfaction is one's attitude towards his job (positive or negative). Satisfaction with work and the work environment is the basic constituent of an employee's job satisfaction. The education sector is one of the largest employing sectors of the Indian economy. In order to know the level of job satisfaction of women teachers in matriculation schools in Sivakasi, Tamil Nadu, the present research was carried out.

Keywords : Job Satisfaction, Sivakasi, Matriculation, Teachers, Education

INTRODUCTION

Children are called the future of the nation, and the teachers are the nation builders. Teaching is the biggest source of employment for women in the formal sector. Teachers play a vital role in the all round development of the younger generation. Teacher's values, attitudes and ideas about teaching greatly influence the children's future. It is the teacher community and the education system of a country that plays a crucial role in the process of human resource development, which is a vital for peace, prosperity and the overall progress, including mental, physical, moral and spiritual development of a society or a nation.

The quality of education depends upon the quality of the teachers. Thus, the role of the teachers is very important in making a nation. If the teachers are excellent, the nation will have excellent citizens. If the teachers are third rate, then God help the nation.

The teacher's motivation is determined by both pecuniary and non-pecuniary factors. Pay levels and other material benefits must be sufficient to meet the basic human needs (food, housing, clothing, transport, healthcare, education and training). However, overall job satisfaction among teachers is also strongly determined by higher order emotional and social needs, most notably, job self-esteem, job security, inter personal relations at work (between teachers, pupils and parents), opportunities for career progression, the work environment, the workload and productivity or learning outcomes.

A job is a social reality and social expectations to which people seem to conform. It not only provides status to the individual, but also binds an individual to the society. Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute, which is frequently measured by organizations. Job satisfaction is one's attitude towards his job (positive or negative). Satisfaction in work and the work environment is the basic constituent of an employee's job satisfaction.

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Teaching as a job may not be attractive for many talented young men because of low social status attached to it and or because of low salaries. However, the education sector is one of the largest employing sectors of the Indian economy. In Tamil Nadu, Virudhunagar district is the first place for education. Sivakasi is one of the Taluks of the district, which is full of cottage industries. In order to know the level of job satisfaction of women teachers in matriculation schools, the present research study was carried out.

STATEMENT OF THE PROBLEM

Women are making their presence felt in the teaching scene. The percentage of women to total teachers in schools depicts an increasing trend. Although women teachers in matriculation schools are bright and hardworking, they have special problems which lead to a high rate of absenteeism and a disinclination to taken on challenges and responsibilities in teaching.

The problems faced by the women teachers in schools are the problems of women relating to their dual role as homemakers and career women, lack of proper guidance, job exploitation and so on. Due to these issues, women teachers may be frustrated and this leads to dissatisfaction with their jobs. Hence, this research has made an attempt to study the job satisfaction of women teachers in matriculation schools in Sivakasi, Tamil Nadu.

OBJECTIVES OF THE STUDY

This study was undertaken with the following objectives :

- 1) To identify the factors influencing job satisfaction of teachers in matriculation schools with special reference to Sivakasi, Tamil Nadu.
- 2) To study the attitude of teachers towards their working conditions in matriculation schools.
- 3) To offer suitable suggestions for providing better job satisfaction to the teachers of matriculation schools in the study area.

HYPOTHESIS

❖ **There is no significant difference between the designation, age, marital status, annual income and total experience of the respondents and their level of job satisfaction.**

METHODOLOGY

This study is an empirical research based on both primary and secondary data. First hand data was collected from the matriculation school teachers with the help of interview schedule during November - December 2010. A number of discussions were also held with the teachers who were teaching in the matriculation schools for getting the required information. Secondary data was collected from various studies, books, journals, magazines and websites to supplement the present study.

❖ **Sampling Design :** The present study was undertaken from the point of view of the teachers employed in matriculation schools in Sivakasi. At the time of the collection of data, 164 women teachers were working in matriculation schools in Sivakasi . Thus, the researchers decided to collect the data from the entire population, i.e. matriculation school teachers from Sivakasi.

❖ **Tools For Analysis :** After collecting the primary data, the field interview schedule was edited properly. A master table was prepared to consolidate all information contained in the interview schedule. The data have been analyzed by using Percentages, Chi-square Test, Weighted Average and Garret's Ranking Technique.

RESULTS AND ANALYSIS

❖ **Socio - Economic Status :** The researchers analyzed the socio - economic status of the teachers working in matriculation schools and the gathered information is presented in the Table 1.

The Table 1 depicts that out of 164 respondents, the designation of 56 respondents was PG Assistant ; 72 respondents

Table 1 : Socio-Economic Status Of The Respondents			
S.No	Particulars	No. of respondents	Percentage
Designation			
1	KG Teacher	29	17.7
2	Secondary Grade Teacher	30	18.3
3	B.T. Assistant	49	29.9
4	PG Assistant	56	34.1
Age			
1	Less than 30 years	66	40.24
2	31-40 years	72	43.9
3	41-50 years	21	12.8
4	51-60 years	4	2.44
5	Above 60 years	1	0.61
Education			
1	Higher Secondary with Teacher training	3	1.8
2	Graduate	27	16.5
3	Graduate with B. Ed	29	17.7
4	Post Graduate	50	30.5
5	Post Graduate with B. Ed	51	31.1
6	Diploma	4	2.4
Years of Experience			
1	Less than 2 years	54	32.9
2	2-4 years	35	21.3
3	5-7 years	38	23.1
4	More than 7 years	37	22.6
Total Experience in Teaching			
1	Less than 2 years	49	29.9
2	2 - 5 years	37	22.6
3	6- 10 Years	37	22.6
4	More than 10 years	41	25.0
Salary Scale			
1	Less than ₹ 3,000	62	37.8
2	₹ 3,000 - ₹ 5,000	53	32.3
3	₹ 5,000 - ₹ 6,000	26	15.9
4	₹ 6,000 - ₹ 15,000	23	14.02
Source: Primary Data			

were coming under the age group of 31 – 40 years ; 51 respondents were Post Graduates with B.Ed. qualification; 54 respondents had been working in the school for less than 2 years ; 49 respondents had a total experience of less than 2 years in teaching and 62 respondents were getting a salary of less than ₹ 3,000 per month.

❖ **Nature Of Employment** : The nature of the job may be permanent and temporary. Generally, respondents of the matriculation schools move from one school to another for getting an increase in the salary and other benefits. The teachers of matriculation schools may or may not be permanent. The details of the nature of employment are presented in the Table 2.

Table 2 : Nature of The Present Employment of The Respondents			
S. No	Nature of Job	No. of respondents	Percentage
1	Permanent	113	68.9
2	Temporary	51	31.1
	Total	164	100.00
Source: Primary Data			

The Table 2 highlights that among 164 respondents, 68.9 per cent of the respondents were permanent employees of the schools where they were teaching, and the remaining 31.1 per cent of the respondents were temporary employees. It is understood from the Table 2 that most of the respondents were working on a permanent basis in the matriculation schools.

❖ **Opinion About The Present Job** : Teaching is a sacred job. The opinion about the respondents' present job was analyzed and the gathered information is given in the Table 3.

Table 3 : Teachers' Opinion About Their Present Job			
S. No	Opinion	No. of respondents	Percentage
1	Interesting	119	72.6
2	Monotonous	8	4.8
3	Challenging	37	22.6
	Total	164	100.00
Source: Primary Data			

It is inferred from the Table 3 that 119 (72.6 per cent) respondents opined that their present job was interesting, 37 (22.6 per cent) respondents opined that their present job was challenging and the remaining 8 (4.8 per cent) respondents felt that their present job was monotonous. Hence, it can be inferred from the Table 3 that a majority of the respondents found their current job to be interesting.

❖ **Special Increments** : The researchers analyzed the special increments for better results provided in the matriculation schools. The collected details are presented in the Table 4.

Table 4 : Special Increments For Better Results			
S. No	Increments	No. of respondents	Percentage
1.	Given	34	20.7
2.	Not given	130	79.3
	Total	164	100.00
Source: Primary Data			

The above Table 4 reveals that out of 164 respondents, 130 (79.3 per cent) respondents were not given any special increments, and the remaining 34 (20.7 per cent) respondents were given special increments for producing better results. It was revealed that a majority of the sample respondents (79.3 per cent) were not given any special increments for producing better results by their school.

❖ **Fringe Benefits** : The researchers gathered information regarding the fringe benefits provided by the matriculation schools, which is presented in the Table 5. According to the Table 5, out of 164 respondents, 122 (74.4 per cent) respondents were getting the fringe benefits and the remaining 42 (25.6 per cent) respondents were not being provided any fringe benefits by their school.

Table 5 : Fringe Benefits			
S. No	Fringe benefits	No. of respondents	Percentage
1.	Provided	122	74.4
2.	Not provided	42	25.6
	Total	164	100.00
Source: Primary Data			

The Table 5 reveals that a majority of the matriculation schools were providing fringe benefits to their respondents.

❖ **Types Of Fringe Benefits :** The researchers gathered the information regarding the types of fringe benefits provided by matriculation schools, which are listed in the Table 6.

Table 6 : Fringe Benefits Offered By The Schools			
S. No	Benefits	No. of respondents	Percentage
1.	ESI, PF	113	92.6
2.	Educational Allowance	-	-
3.	Medical Expenses	3	2.5
4.	Children's Educational Allowance	5	4.1
5.	Traveling Allowance	-	-
6.	House Rent Allowance	1	0.8
7.	Any other	-	-
	Total	122	100.00
Source: Primary Data			

The Table 6 highlights the fact that 113 (92.6 per cent) respondents were getting the ESI and PF. 5 (4.1 per cent) respondents were getting children's educational allowance ; 3 (2.5 per cent) respondents were getting medical allowance and the remaining 1 (0.8 per cent) respondent received house rent allowance as their fringe benefits. It is inferred from the Table 6 that a majority of 113 (92.6 per cent) respondents got the fringe benefits in the form of ESI and Provident Fund by their schools.

❖ **Salary Comparison :** The study also made a comparison of the salaries received by matriculation school teachers with the salaries received by the government school teachers. The details about the same are presented in the following Table 7.

Table 7 : Comparison of Salary of Matriculation School Teachers With The Government School Teachers			
S. No	Compare	No. of respondents	Percentage
1.	Very high	5	3.0
2.	High	6	3.7
3.	Very low	55	33.5
4.	Low	49	29.9
5.	No opinion	49	29.9
	Total	164	100.00
Source: Primary Data			

The Table 7 reveals that 55 (33.5 per cent) respondents felt that their salary was very low as compared to the salary that was received by government school teachers. 49 (29.9 per cent) respondents were of the opinion that their salary was

low. 49 respondents (29.9 per cent) had no opinion about their salary, 6 (3.7 per cent) respondents felt that their salary was high as compared to what was received by the government school teachers and the remaining 5 (3.0 per cent) respondents opined that their salary was very high as compared to the salary received by the government school teachers.

Hence, it is understood from the Table 7 that most of the matriculation school teachers felt that their salary was quite low as compared to the salary received by the government school teachers.

RANKING OF THE PREFERENCES OF THE TEACHERS TO SELECT THEIR CURRENT INSTITUTION

Women teachers were asked to rank the various factors to select the institution where they were currently employed. The ranking of the factors was made on the basis of Garrett's Ranking Technique.

GARRET SCORES

The Garret ranks were calculated by using the appropriate Garret ranking formula. Then, based on the Garret ranks, the Garret Table value was ascertained. The Garret Table values and scores of each rank were multiplied to the record scores and finally, by adding each row, the total Garret score was obtained (Refer to Table 8).

Table 8 : Percent Position And Garret Value			
S. No	$100 (R_{ij} - 0.5) / N_j$	Calculated Value	Garret Value
1.	$100 (1 - 0.5) / 10$	5	82
2.	$100 (2 - 0.5) / 10$	15	70
3.	$100 (3 - 0.5) / 10$	25	63
4.	$100 (4 - 0.5) / 10$	35	57
5.	$100 (5 - 0.5) / 10$	45	52
6.	$100 (6 - 0.5) / 10$	55	47
7.	$100 (7 - 0.5) / 10$	65	42
8.	$100 (8 - 0.5) / 10$	75	37
9.	$100 (9 - 0.5) / 10$	85	30
10.	$100 (10 - 0.5) / 10$	95	18
Source: Primary Data			

Table 9 : Reasons For Preferring A Particular Institute				
S. No	Factors	Garret Score	Average Score	Rank
1.	Salary	8232	50.20	V
2.	Reputation	9597	58.52	I
3.	Reasonable Work Load	9003	54.90	III
4.	Cooperation From Peers	8259	50.36	IV
5.	Encouragement	9165	55.88	II
6.	Future Scope	7701	46.96	VII
7.	Students' Morality	7285	44.42	IX
8.	Near To home	6788	41.39	X
9.	Other monetary benefits	7522	45.87	VIII
10.	Got the job only in this school	8120	49.51	VI
Source: Primary Data				

$$\begin{aligned} \text{Percent position} &= 100(R_{ij} - 0.5) / N_j \\ R_{ij} &= \text{Rank given for } i^{\text{th}} \text{ item by the } j^{\text{th}} \text{ sample respondents} \\ N_j &= \text{Total rank given by the } j^{\text{th}} \text{ sample respondents.} \end{aligned}$$

The Table 9 shows the Garret scores and the average scores. The average scores were ranked according to their values. The first rank was given to “Reputation”; the second rank was given to “Encouragement”; the third rank was given to “Reasonable Work Load”; the fourth rank was given to “Cooperation From Peers”; the fifth rank was given to “Salary”; the sixth rank was given to “Got the job only in this school”; the seventh rank was given to “Future Scope”; the eighth rank was given to “Other monetary benefits”; the ninth rank was given to “Students' morality”, and the last rank was given to “Near to home”.

It is inferred from the Table 9 that the Reputation of an institute was the most important factor for the respondents while considering an institute for employment purposes.

ANALYSIS OF THE FACILITIES OFFERED BY THE SCHOOLS

The researchers analyzed the facilities provided to the teachers working in matriculation schools and the gathered information is presented in the Table 10.

Table 10 : Analysis of The Facilities Offered By The School			
S. No	Facilities	Given	Not Given
1.	Training	51	113
2.	Clean drinking water facility	116	48
3.	Staff room	132	32
4.	Computer facility in staff room	30	134
5.	Locker / Shelf	129	35
6.	Ventilation and Lighting	157	7
7.	Table and chair	144	20
8.	Transport facility	121	43
9.	Canteen facility	103	61
10.	Leave facility	164	-
11.	Medical Leave facility	102	62
12.	Special Increments for better results	34	130
13.	Fringe Benefits	122	42
14.	Development Programme	113	51
15.	Allowed To Take Private Tuitions	125	39
Source: Primary Data			

The Table 10 reveals that the majority of the women teachers in matriculation schools were utilizing the facilities provided to them by the schools.

ANALYSIS OF THE OPINIONS ABOUT THE JOB FACTORS

The researchers have analyzed the opinion of the teachers working in matriculation schools and the gathered information is presented in the Table 11. The Table 11 reveals that the majority of the women teachers in matriculation schools were satisfied with the various factors of their jobs except training and promotion.

OPINION OF THE TEACHERS REGARDING JOB SATISFACTION

The respondent teachers were asked to give their opinions on thirteen statements (Refer to Table 12). The Table 12 shows that 64 teachers were satisfied with their salary, 117 teachers were satisfied with the Fringe benefits offered by the school, 100 teachers were satisfied with the recognition offered by the school management for their efforts, 107

Table 11 : Opinion Analysis			
S. No	Opinion	Satisfied	Not Satisfied
1.	Work Load	116	48
2.	Working Hours	105	59
3.	Training satisfaction level	47	117
4.	Computer facility in the staff room	27	3
5.	Ventilation and Lighting	88	69
6.	Distance from home to school	125	39
7.	Sanitation facility	148	16
8.	Library	151	13
9.	Sufficiency of Casual Leave	135	29
10.	Satisfaction With Remuneration	87	77
11.	School Policy and Procedures	144	20
12.	Promotion	73	91
13.	Feelings about being underemployed	101	63
14.	Allowed to pursue higher education	130	34
Source: Primary Data			

Table 12 : Opinion of The Teachers About Job Satisfaction							
S. No	Opinion	Highly Satisfied	Satisfied	No Opinion	Dissatisfied	Highly dissatisfied	Total
1.	Salary	35	64	41	23	1	164
2.	Fringe Benefits	14	117	31	2	0	164
3.	Suggestions	14	100	44	2	4	164
4.	Reorganization of performance	16	107	33	7	1	164
5.	Comfortable with the working hours	11	147	4	2	-	164
6.	Good relationship with other teachers	6	147	11	-	-	164
7.	Infrastructure facility of the school	36	112	15	-	-	164
8.	Bus and canteen facilities	32	80	36	7	9	164
9.	Lighting and ventilation facilities	50	104	6	3	1	164
10.	Cooperation of the students	49	106	6	1	2	164
11.	School rules and regulations	113	49	2	-	-	164
12.	Staff room facility	108	47	7	2	-	164
13.	Working atmosphere	102	57	5	-	-	164
Source: Primary Data							

teachers were satisfied with the reorganization of performance; 147 teachers were satisfied with comfortable working hours; 147 teachers were satisfied with their relationship with other teachers; 112 teachers were satisfied with the infrastructure facility of the school; 80 teachers were satisfied with bus and canteen facilities; 104 teachers were satisfied with lighting and ventilation facilities; 106 teachers were satisfied with the cooperation offered by the students; 113 teachers were highly satisfied with the school rules and regulations ; 108 teachers were highly satisfied with the staffroom facility and the remaining 102 teachers were highly satisfied with the working atmosphere. Hence, it is understood that most of the teachers were satisfied and highly satisfied with their present jobs .

LEVEL OF JOB SATISFACTION

The respondents have been classified into three categories with high, medium and low level of opinion on the basis of total scores obtained by each respondent.

Arithmetic mean (χ) and standard deviation (σ) of the total opinion scores of 164 respondents were computed. Score above (χ) + (σ) is considered to be the low level opinion. Score in between (χ) – (σ) is considered to be the medium level opinion.

Table 13 : Classification of The Respondents On The Basis of Opinion Scores			
S. No	Satisfaction Level	No. of. Respondents	Percentage
1.	Low	16	9.76
2.	Medium	118	71.95
3.	High	30	18.29
	Total	164	100.00
Source: Primary Data			

Table 14 : Opinion Level Of The Respondents					
S. No	Particulars	Low	Medium	High	Total
	DESIGNATION				
1.	KG Teacher	4	20	5	29
2.	Secondary Grade Teacher	2	28	1	31
3.	B. T. Assistant	6	33	8	47
4.	PG Assistant	4	37	16	27
	Total	16	118	30	164
	AGE				
1.	Less than 30 years	8	52	7	57
2.	31 - 40 years	6	50	15	71
3.	41 - 50 years	2	14	5	21
4.	51 - 60 years	-	1	3	4
5.	Above 60 years	-	1	-	1
	Total	16	118	30	164
	MARITAL STATUS				
1.	Married	10	84	25	119
2.	Unmarried	5	35	5	45
	Total	15	119	30	164
	ANNUAL INCOME				
1.	Less than ₹ 30,000	6	27	10	43
2.	₹ 31,000- ₹ 50,000	6	39	7	52
3.	₹ 51,000- ₹ 75,000	3	22	2	27
4.	More than ₹ 75,000	1	29	12	42
	Total	16	117	31	164
	TOTAL EXPERIENCE				
1.	Less than 2 years	6	31	9	46
2.	2-5 years	4	26	6	36
3.	6-10 years	5	31	4	40
4.	More than 10 years	1	30	11	42
	Total	16	118	30	164
Source: Primary Data					

Arithmetic mean score is 52.62 or 53 and standard deviation score is 5.34 or 5. Respondents whose opinion scores amounted to (53+5) 58 were considered to have a high-level opinion and whose opinion scores are below 47 (52-5) were considered to have low level opinion. The respondents whose opinion scores are in between 47 and 58 were classified as having medium level of opinion. The classification of the respondents on the basis of their opinion scores is given in the Table 13.

It can be inferred from the Table 13 that 9.76 per cent of the respondents had a low level of job satisfaction and 71.95 per cent had a medium level of job satisfaction. Those who had a high-level of job satisfaction amounted to 18.29 per cent. A majority of the respondents (71.95 per cent) had medium level of job satisfaction on factors stimulating women teachers in matriculation schools.

SOCIO-ECONOMIC STATUS WISE CLASSIFICATION OF JOB SATISFACTION OF THE TEACHERS IN MATRICULATION SCHOOLS

The opinion level differs from one another among different classes that were handled. Hence, an attempt has been made to analyze whether there is any significant difference between the designation, age, marital status, income level and total experience of job satisfaction of the respondents. For this purpose, two-way tables were prepared. The Table 14 shows the opinion level of the respondents holding different designations.

In order to test whether there is any significant difference between the socio - economic status and the opinion level of the respondents, the chi-square test was applied.

CHI-SQUARE TEST

For testing the hypothesis that there is no significant difference between the elements of socio - economic status and the level of job satisfaction, χ^2 value has been applied. The calculated value of χ^2 was compared with the table value of χ^2 , located from the χ^2 table for the desired level of significance on the given degrees of freedom. If the calculated value of χ^2 is less than the table value of χ^2 , it conforms the hypothesis. In case the calculated value exceeds the table value, the null hypothesis is rejected. For the purpose of this analysis, 95 per cent level of confidence has been adopted. The table value of χ^2 is denoted as $\chi^2_{0.05}$ at 95 per cent level of confidence (or) 5 per cent level of significance. The calculated value is denoted as χ^2 .

Table 15 : Chi-Square Test For Opinion Levels of The Respondents						
S. No	Cell	O	E	(O-E)	(O-E)²	$\frac{(O-E)^2}{E}$
	DESIGNATION					
1.	R1C1	4	2.83	1.17	1.37	0.48
2.	R1C2	20	20.87	-0.87	0.76	0.04
3.	R1C3	5	5.30	-0.3	0.09	0.02
4.	R2C1	2	3.02	-1.02	1.04	0.34
5.	R2C2	28	22.31	5.69	32.38	1.45
6.	R2C3	1	5.67	-4.67	21.81	3.85
7.	R3C1	6	4.58	1.42	2.02	0.44
8.	R3C2	33	33.82	-0.82	0.67	0.02
9.	R3C3	8	8.60	-0.6	0.36	0.04
10.	R4C1	4	5.57	-1.57	2.47	0.44
11.	R4C2	37	41.00	-4.00	16.00	0.39
12.	R4C3	16	10.43	5.57	31.02	2.97
Total						10.48

	AGE					
1.	R1C1	8	6.54	1.46	2.13	0.33
2.	R1C2	52	48.21	3.79	14.36	0.30
3.	R1C3	7	12.25	-5.25	27.56	2.25
4.	R2C1	6	6.92	-0.92	0.85	0.12
5.	R2C2	50	51.09	-1.09	1.19	0.02
6.	R2C3	15	12.99	2.01	4.04	0.31
7.	R3C1	2	2.05	-0.05	0.003	0.001
8.	R3C2	14	15.10	-1.10	1.21	0.08
9.	R3C3	5	3.85	1.15	1.32	0.34
10.	R4C1	-	0.39	-0.39	0.15	0.39
11.	R4C2	1	2.88	-1.88	3.53	1.23
12.	R4C3	3	0.73	2.27	5.15	7.05
13.	R5C1	-	0.10	-0.10	0.01	0.10
14.	R5C2	1	0.72	0.28	0.08	0.11
15.	R5C3	-	0.18	-0.18	0.03	0.17
Total						12.80
	MARITAL STATUS					
1.	R1C1	10	10.88	-0.88	0.77	0.07
2.	R1C2	84	86.35	-2.35	5.52	0.06
3.	R1C3	25	21.77	3.23	10.43	0.48
4.	R2C1	5	4.12	0.88	0.77	0.19
5.	R2C2	35	32.65	2.35	5.52	0.17
6.	R2C3	5	8.23	-3.23	10.43	1.27
Total						2.24
	ANNUAL INCOME					
1.	R1C1	6	4.19	1.81	3.28	0.78
2.	R1C2	27	30.68	-3.68	13.54	0.44
3.	R1C3	10	8.13	1.87	3.49	0.43
4.	R2C1	6	5.07	20.93	0.87	0.17
5.	R2C2	39	37.10	1.9	3.61	0.09
6.	R2C3	7	9.83	-2.83	8.01	0.82
7.	R3C1	3	2.64	0.36	0.13	0.05
8.	R3C2	22	19.26	2.74	7.51	0.39
9.	R3C3	2	5.10	-3.1	9.61	1.88
10.	R4C1	1	4.10	-3.1	9.61	2.34
11.	R4C2	29	29.96	-0.96	0.92	0.03
12.	R4C3	12	7.94	4.06	16.48	2.08
Total						9.5
TOTAL EXPERIENCE IN TEACHING						
1.	R1C1	6	4.48	1.52	2.31	0.52
2.	R1C2	31	33.10	-2.1	4.41	0.13
3.	R1C3	9	8.42	0.58	0.34	0.04

4.	R2C1	4	3.51	0.49	0.24	0.07
5.	R2C2	26	25.90	0.1	0.01	0.0004
6.	R2C3	6	6.59	-0.59	0.35	0.05
7.	R3C1	5	3.90	1.1	1.21	0.31
8.	R3C2	31	28.78	2.22	4.93	0.17
9.	R3C3	4	7.32	-3.32	11.02	1.51
10.	R4C1	1	4.11	-3.11	9.7	2.36
11.	R4C2	30	30.22	-0.22	0.05	0.002
12.	R4C3	11	7.67	3.33	11.09	1.45
Total						6.61
Source: Primary Data						

The Chi-square test was applied to measure the opinion level of matriculation school teachers. The following formula has been used (Table 15) :

$$\text{Chi-square test } \chi^2 = \frac{(O-E)^2}{E}$$

$$E = \frac{\text{Row Total} \times \text{Column Total}}{\text{Grand total}}$$

O = Observed Frequency ; E = Expected Frequency ; c = Column
df = Degrees of freedom ; df = (r-1) (c-1) ; r = Row

❖ Designation

Degrees of Freedom = (r-1)(c-1) = (3-1)(4-1) = 6

Calculated value = 10.48 Table value of χ^2 0.05 = 12.59

Result = the null hypothesis is accepted

❖ Age

Degrees of Freedom = (r-1)(c-1) = (3-1)(5-1) = 8

Calculated Value = 12.80 Table value of χ^2 0.05 = 15.507

Result = the null hypothesis is accepted

❖ Marital Status

Degrees of Freedom = (r-1)(c-1) = (3-1)(2-1) = 2

Calculated Value = 2.24 Table value of χ^2 0.05 = 5.991

Result = the null hypothesis is accepted

❖ Annual Income

Degrees of Freedom = (r-1)(c-1) = (3-1)(4-1) = 6

Calculated Value = 9.5 Table value of χ^2 0.05 = 12.59

Result = the null hypothesis is accepted

❖ Total Experience In Teaching

Degrees of Freedom = (r-1)(c-1) = (3-1)(4-1) = 6

Calculated Value = 6.61 Table value of χ^2 0.05 = 12.59

Result = the null hypothesis is accepted

It is understood from the above explanation there is no significant difference between the designation, age, marital

status, annual income and total experience of the respondents and their opinion on job satisfaction.

SUMMARY OF THE FINDINGS

The following are the findings of the study :

- ❖ Majority of the respondents were working under the category of PG Assistant.
- ❖ According to the age wise classification of the respondents, it was found that most of the respondents belonged to the age group of 31 – 40 years.
- ❖ It was found that the majority of the respondents were Post Graduates.
- ❖ As per the marital status wise classification of the respondents, it was found that the majority of the respondents were married.
- ❖ Out of 164 teachers, a majority of the teacher respondents belonged to the urban area.
- ❖ It is apparent from the study that most of the respondents used two-wheelers as the mode of transport.
- ❖ The analysis of the nature of the present employment shows that 68.9 per cent of the teachers were permanent teachers.
- ❖ The analysis shows that a majority of the respondents (72.6 percent) felt that their job was interesting.
- ❖ The study also analyzed the working hours of matriculation schools, and it was found that the daily working hours of the schools are 6 – 8 hours.
- ❖ A detailed analysis has been made with reference to drinking water facility available to the respondents. It was revealed that most of the respondents were provided with pure mineral water.
- ❖ 95.7 per cent of the teachers were highly satisfied with the lighting and ventilation facilities at their school.
- ❖ With respect to work spot maintenance, the researchers also made a study about sufficient space provided for the classrooms. It was revealed by the respondents that they were provided with sufficient space for classrooms.
- ❖ The researchers also analyzed the attitude of the respondents while working with other employees. The inference from this study is that a majority of the respondents had a cordial relationship with their fellow teachers.
- ❖ The researchers also analyzed the number of days of paid leave granted to the teachers, and it was found that a majority of the teachers (82.3 per cent) were allowed 10 – 15 days of paid leave.
- ❖ Majority of the matriculation schools permitted their staff to pursue higher education.
- ❖ It was found that a large number of teachers were availing medical leave facility.
- ❖ After conducting the chi - square test, it was found that there is no significant difference between the designation, age, marital status, annual income and total experience of the respondents and their level of job satisfaction.

SUGGESTIONS

A detailed analysis of job satisfaction of teachers in matriculation schools has made the researchers offer the following suggestions for the betterment of teachers in matriculation schools.

- ❖ The salary can be increased to help the teachers to improve their standard of living.
- ❖ With regards to drinking water, the school management should ensure that the teachers are provided with clean drinking water.
- ❖ Good amount of incentives or rewards may also be given to the teachers. This will go a long way to improve the morale of the teachers.
- ❖ Depending upon the number of teachers in a school, a rest room with adequate facilities should be arranged. The teachers can make use of the room when they feel unwell.
- ❖ The women teachers in schools were more concerned with their rapport with fellow teachers. Friendly and supportive colleagues lead to increased job satisfaction.
- ❖ The school may reward women teachers for their good work. It is an important factor for high motivation of the teachers.
- ❖ The management may also call for suggestions from the teachers for the improvement of the matriculation schools.

CONCLUSION

The study on job satisfaction of women teachers in matriculation schools with special reference to Sivakasi is an attempt to analyze the attitude of women teachers towards the various service provided by the schools, and also to ascertain their attitude towards job satisfaction. Teaching is a profession that needs special training intended to build up knowledge competencies, develop skills and favourable attitude towards learners. It is the school teachers who produce surgeons, engineers, lawyers, policymakers, statesmen, defense personnel, managers, and teachers too. That is why teaching has been described to be the noblest of all professions. A teacher has to abide by ethics and a code of conduct derived from a spectrum of value.

In the study area, most of the teachers were satisfied with their jobs. If the concerned authorities duly implement the afore - mentioned suggestions, the job satisfaction of teachers in the matriculation schools shall be further improved. However, the improvement is not in the hands of the management alone. It needs concerted efforts of the management, teachers and the government. A workable cooperation among these groups can alone produce the desired results.

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