**JOB SATISFACTION OF PRE SCHOOL TEACHERS
OF KERALA**

**JASEENA. M.J.**

**Dissertation**

**Submitted to the University of Calicut**

**in partial fulfilment of the requirements for the degree of**

### MASTER OF EDUCATION

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2007**

**D E C L A R A T I O N**

 I, JASEENA M.J., do hereby declare that this dissertation, **JOB SATISFACTION OF PRE SCHOOL TEACHERS OF KERALA** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**C E R T I F I C A T E**

 I, Mohamedunni Alias Musthafa M.N., do hereby certify that this dissertation, **JOB SATISFACTION OF PRE SCHOOL TEACHERS OF KERALA** is a record of bonafide study and research carried out by **Jaseena M.J.**, under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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# Acknowledgement

The investigator wishes to express her deep indebtedness to
**Mr. Mohamedunni Alias Musthafa**. **M.N.,** Lecturer, Farook Training College, Calicut, who has supervised this research work. His constant encouragement generous help and valuable suggestion combined with his expert criticism and deep knowledge of the subject helped the investigator in the successful completion of this work

 The investigator extends her indebtedness to **Dr. Nirmala Devi**, Principal, Farook Training College, for providing facilities and encouragement to conduct the study.

 The investigator would also be thankful to the other lecturers of Farook Training College, for their support and encouragement during the study.

 The investigator would also like to express her gratitude to the Principal and Teachers of the institutions for their co-operation and help in administering the tool.

 The investigator express her sincere thanks to all her dear friends for their valuable insights, comments and criticism throughout the course of dissertation.

Farook Training College, **Jaseena M.J.**

 .06.2007.

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INTRODUCTION

Education is a unique investment for the present and future. So the effectiveness of the process and product of are of great importance. Through educational process we try to bring about some desirable behavioural changes in students. It is not a mere presentation of facts, but an attempt at developing new skills, attitude, and new ways of thinking. Education enable any one to have a meaningful life.

 According to Ridden "Education is the deliberate and systematic influence extended by the mature person up on the immature through instruction, discipline and harmonious development of the physical, intellectual, aesthetic, social and spiritual power of the human being according to their essential hierarchy by and for the individual and social uses and directed towards the union of the educand with the creator on the final end".

 The educational structure of India are classified into Primary education, Secondary education and Higher education. In India institutionalization of pre school education has gained momentum since independence in 1947. Our cities and our small towns are witnessing mushroom growth of pre school institution that are synonymously called kindergartens. In the early part of the 17th century Comenius had compared young children to molten wax, which can be given the desired shape. It is easier to shape the attitude of children rather than grownups. It had been suggested by the Indian Education commission (1966) that institutions offering preschool education should arouse the intellectual curiosity of the children and develop in them desirable habits related to health and hygiene.

 In the 21st century pre school education received much importance. The Kothari Commission (1966) have also rightly mentioned that pre school were first established to meet social needs such as looking after the children of working mother or providing a suitable environment to the children from urban families where small tenements or flats were hardly appropriate for the children is proper growth. These schools also attempted to compensate for the unsatisfactory home environment of children from slum areas or poor families. Recently, however the education at significance of education at this stage is being increasingly realised.

 Early Childhood Care and Education received comparatively greater attention due to changing global trends and challenges. Current trends of education for all and the role of Early Childhood Care Education as a supporting programme for education for all had lead to generating more interest in programme for pre school children.

Teaching is considered to be the noblest of all profession. The primary obligation of teacher to guide children in pursuit of knowledge and skills, which help them to become useful and self supporting citizen. To fulfill this, teacher should deal impartially regardless of their physical, mental, emotional, social, economical, and religious characteristics. A strong secure and effective profession of teaching as essential to build up public intelligence and to solve the social problems. Teacher who commit themselves to the profession and who have knowledge devotion and sacrifice can build teaching profession.

 The Education Commission (1966) has very aptly observed that the future of nation is shaped the class room. The teacher has a powerful and abiding influence in the formation of the character of every future citizen. He acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to the other. The responsibility of the teacher is, therefore, very great. There is no vain in saying, therefore, the nation's well being depends on the teacher’s well being.

 The teacher role is regarded as an important one not only in moulding the personality and physical development of the child, but also shaping the society. At the same time it is important to realise that an incompetent teacher is much more dangerous to the nation. Teacher develops societies, indicate the path of progress to the nation and sustain the human aspects of existence. Now a days the role of teacher is assuming new dimensions as the future of the society totally depends up on the human resources developed by teacher.

 The teacher’s position is pivotal in the pre school. It is he who can install a sense of discipline, built up the character and personality of the child. Therefore, the importance and responsibility of the teacher in society can be over emphasized. The concern of the teacher is not mere imparting knowledge which is under his command but is also concerned with the formation of right habits, thoughts and action, cultivation of proper tastes and development of character in a child. In addition to cognitive qualities a teacher must have certain qualities such as empathy, love and consideration of others. This would make him more humane than mere academician. So these effective qualities are very important for a teacher. It is an accepted fact and an open secret that the teacher guidance and good will pave the way for the students to have a better footings in future life.

 Pre school period as the most important period of ones life span because that period is the base of posterior development of a person. There fore the role of a pre school teacher is crucial. Of all the variable that affect the effectiveness of the teaching process it is the satisfaction of the teacher on his or her job is very important. Since pre school stage is the most important in the development of the child the role of pre school teacher is pivotal. Only an effective pre school teacher can successfully lead the child for the wholesome development of the child. Hence of all the levels of education the factors that contributes to the job satisfaction of the pre school teacher is to be explored scientifically.

 Job Satisfaction may be defined as any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say I am satisfied with the job. (Hoppock (1935)). Job satisfaction associate with one’s job interest. Teaching interest has been found as one of the major determinants of teacher’s effectiveness. Interest in teaching is major concern in individual programme, useless teacher is not interested in job activities, subject and his pupils, he can never do justice to his profession.

 Job Satisfaction as an affective attitude resulting from the intrinsic aspect of the job. Now it is believed like any other attitude, Job Satisfaction represent a complex assemblage of cognition, emotion and behaviour.

 Favourable attitude of the teachers towards their profession is an extremely important aspect, which has to be taken care of in trying to improve the system of education. Teacher being the corner stone at the arch of education must be satisfied in his life so that he delivers to the best of his ability. A dissatisfied teacher is lost not only to himself but also to the entire society. Therefore, it is essential to see that the teachers are satisfied with their job, so that, they can produce the best citizens who can become the back-bone of the future society. No system of education is better than its teachers. The quality of education and the standard of achievement are inseperably interrelated with the quality of teachers. They need good professional preparation and satisfactory conditions of work, in which they can be fully effective, unless teacher interested in the work and does it satisfactorly the effort to improve the quality of education are bound to fail.

 Now a days there is a general feeling that the pre school teachers do not have satisfaction in their job. There seem to be a growing discontentment on the part of teachers towards their job as a result of which standard of education are falling. In the case of pre school teachers job satisfaction is necessary. If the teacher is not satisfied in their job it adversely affect each and every movement of teachers and the students development, pre school period of students is the base for further development. If this base is collapsed, further development of child will be collapsed. Teacher should take proud in his job and work with the spirit of dedication, self sacrifice and service. He should train the students as sincere and serious citizen. To ensure the quality of education to students, it is necessary to improve the condition and quality of teachers in pre school, while taking universalization of education it is important to find out whether teachers are satisfied with their job.

**NEED AND SIGNIFICANCE OF THE STUDY**

Pre-school education is usually recognised as crucial for the optimal development of the child consequently our country has seen an unprecedented expand institution both in public and private sectors, but unfortunately most of them with physical facilities and not with properly qualified teachers. The role of the pre school teacher is very important. Teacher in the second parent to the child. He should be of good character and set good examples before his student. In 21st century we felt that preschool education is absolutely essential for child development because fast changing living conditions, most all mothers are working, urbanisation etc. At present the number of preschool education institutions are increasing in geometric progression.

 Pre school period of students is very crucial because this stage is base of all further development. Therefore the teacher in a pre school plays an important role for guiding and helping children to play and to activities. The teacher is always alert and responsive to needs and requirements of children who experience feeling difficulties while engaged in activities. Teacher should help them to learn the way of getting along with their mates and also assist them to properly interact with each other. Teacher should provide proper guidance to for face new situations. Teacher should have deep love and sympathy for children.

Pre school teachers face various problems that is in some pre school untrained teachers are teaching with low salary, high teacher-pupil ratio, poor infrastructure, insecurity, lack of teaching material etc. It leads the teachers to develop dissatisfaction in their job. If the teacher is dissatisfied, she could not commit in their job. Teacher could not give proper care and practice for their students. It adversely affect the proper development of the child. If pupil do not get proper development at pre school stage, it affect the further development of child.

 Job Satisfaction results the attitude which result from a balancing and summation of many specific likes or dislikes experienced in connection with a job. The mixture of feelings, attitude and sentiments that contribute to a general feeling of satisfaction gave rise to Job Satisfaction. Michael Argyle (1989) views Job Satisfaction as the positive rather than the negative emotions experienced at work or as reflective cognitive state of satisfaction with the work, the pay and other aspects of the job.

 Job Satisfaction refers to the way one feels about events, people and things in his working situation. According to Blum (1959) Job Satisfaction to the result of various attitude the person has towards life in general. Hence the Job Satisfaction is the pleasant and positive attitude possessed by an employee towards his job as well as his life. Job Satisfaction is the specific subset of attitude held by organization members. It is the attitude one has towards his job or in another way it is ones effective response to the job.

A number of external and internal force act up on a teacher and influence his behaviour in implementing the educational policy of nation. It is need to identify the conditions necessary to influence the teachers in their working situation. The human interaction takes place in the school play on important role. As the school is a web of interaction among people who live and work together in a particular way. This interaction environment of the institution leads to organizational climate.

 Now a days there is a general feelings that the teacher do not have satisfaction in their job and there seems to be a growing discontentment on the part of teacher towards their job as a result of which standard of education are fallings.

 The pre-school education had become a primary need in this modern era. During this period both parents are working; life style and family structure completely changed into nuclear family. Therefore the nursery provides much care and suitable enrich environment to allround development of the child.

 The importance of early childhood in the later development of a person, beyond doubt is testified by modern psychologist. Frobel believed that education must begin in early childhood. Due to urbanization industrialization, and population explosion, the living space in town is unpremium. Children have no freedom to movement, no place to play. This adversely affects their normal development. Most of the parent could not provide enrich environment to proper development of their child, therefore pre school education is essential.

 Pre school period is the most important period in ones life span because that period is the base of posterior development of a person. What ever is learnt at this age, gets so deeply embedded in him, that it become difficult to change later on. Therefore the teacher should take more care and attention in each and every minute work of teacher in the handling of child. If the teacher is dissatisfied with her job, she can not do her work effectively. Job Satisfaction is inevitable in teaching profession. There are number of factors; internal and external to the school environment, which influence Job Satisfaction, like nature of child, attitude of parents, pay, working condition, co-workers, school environment and work itself etc.

 The nursery school programme should be flexible to serve the needs of the children. The teacher should then be ready to change her plan and give the child opportunity to continue the work for a long period of time. The teacher's plan should be tentative plan which may be modified according to the needs of the child.

 The teacher should not appear to authoritative, the teacher must learn to communicate effectively with parents about their child. Teacher should be very careful. That the parent do not get hurt and disappointed.

 While the teacher is dissatisfied in her job, she could not involve in her work sincerity. It adversely affect the proper development of the child. Teacher must be strong both physically and mentally. She must have alertness, cheerfulness, and emotional stability. A person who is given to temper tantrum or the person, who displays fear and consequent retreat from decision demanding situation will not be able to do justice to her job. Teacher must be a happy cheerful, good humoured contented and above all an optimistic fellow. She should be able to take very disappointment in stride. She should know the secret of using frustration as aids to his own spiritual development. She should be able to bear to cross because she knows how to make it serve higher purpose. She knows how to make the bitter tree of his cross bear sweet fruit. She should possess a philosophy of life that enable her to change her environment to change her soul. She should possess an inner strength that may enable her even with a wound to attend to the wound of others.

As mentioned earlier Job Satisfaction do not have an isolated existence as a psychological variable, but it is an amalgam of various factors. Factors that contribute to the Job Satisfaction of teachers in general and pre school teachers in particular are of great importance as it is the cementing stage of an individual’s growth and development.

 So a study concerned about the Job Satisfaction turn to be necessity. To ensure the quality of education to students, it is necessary to improve the condition and quality of teachers in pre-school while taking in to consideration universalisation of education.

In Kerala the teachers of pre school have been not given any attention compared to the other level. The professional empowerment of teachers should be considered as the maximum in the developmental efforts of a country. To formulate policies and progamme the pre school should be given top priority and hence it highly essential to examine the Job Satisfaction of pre school teachers. As the pre school teachers were not satisfied the looser will be the future citizen. So the investigator felt the need for conducting the present investigation.

# STATEMENT OF THE PROBLEM

 The present study entitled as "JOB SATISFACTION OF PRE SCHOOL TEACHERS OF KERALA."

# DEFINITION OF KEY TERMS

**Job Satisfaction**

 Job Satisfaction is defined as an affective or emotional response towards various facts of one's job. Kreither & Kinicki (1998). It mean Job Satisfaction is not a unitary concept. Rather, a person can be relatively satisfied with one aspect of his/her Job and dissatisfied with one or more other aspect.

**Pre-School teacher**

 In the present study the term pre-school teacher means the teacher working in pre school.

**Pre-School**

 Pre-school means centers that provide organized programme for children between the ages of three or four to six years age.

**VARIABLES**

 The present study demands the use of the following independent and dependent variable.

**Independent variable**

1. Locality of the school (Urban/Rural)

2. Type of management (Government / Private)

3. Educational qualification

4. Teaching experience.

**Dependent Variable**

 Job Satisfaction is considered as the dependent variable.

**OBJECTIVES**

1. To find out the Job Satisfaction of pre-school teachers.
2. To find out if there exists any significant relationship between Job Satisfaction and Locality of the pre school.
3. To find out if there exists any significant relationship between Job Satisfaction and type of management of the pre school.
4. To find out if there exists any significant relationship between Job Satisfaction and Educational qualification of pre school teachers.
5. To find out if there exists any significant relationship between Job Satisfaction and teaching experience of pre school teachers.

**HYPOTHESES**

1. Pre school teachers of Kerala will be cent percent satisfied in their Job.

2. There will be no significant relationship between the Job Satisfaction of pre school teachers and locality of the pre school.

3. There will be no significant relationship between the Job Satisfaction of pre-school teachers and the type of management of the pre school.

4. There will be no significant relationship between the Job Satisfaction of pre school teachers and their educational qualification.

5. There will be no significant relationship between the Job Satisfaction of pre school teachers and their teaching experience.

 **METHODOLOGY**

 It deals with the precise description of sample for the study, tools and statistical techniques used.

**Sample**

 The study is carried out on a representative sample of 400 teachers from the pre-schools of Kerala state. Purposive sampling technique was employed. The sample drawn from the eight districts of Kerala – viz., Thiruvananthparuam, Kollam, Kottayam, Ernakulam, Malappuram, Kozhikode, Kannur and Kazaragode.

**Tools used for the study**

 The tools used for the study for measuring the variable is following.

 Scale of Job Satisfaction of pre school teachers developed and standardized by Mohamedunni Alias Musthafa M.N and Jaseena M.J (2006). This scale consists of eight component viz, relationship with parent and student, pay and fringe benefits, working condition, opportunity for advancement, personal work, co-teachers, authority, job itself

**Statistical Techniques used for the Analysis Data**

 Preliminary analysis of the data were done by Mean, Median, Mode, and Standard deviation.

Estimation of Percentage

Test of significance of difference between mean score for different categories 't' test for large independent sample.

**SCOPE AND LIMITATIONS OF THE STUDY**

 Job Satisfaction is a widely studied area of occupational psychology. The term 'Job Satisfaction has been explained by different psychologist in different ways. It may be said that Job Satisfaction is a pleasant and private attitude possessed by an employee towards his job life and related factors like wages, working condition, opportunity for advancement, recognition of ability, social status on job, co-workers, steadiness of employment, supervision etc. The present study deals with the influence of certain personal and social variables on Job Satisfaction of pre-school teachers.

 From the point of view of administrators, policy makers, and planners, the present study will be helpful to frame better policy decision for enhancing Job Satisfaction of pre-school teachers of Kerala. The administrators and school authorities will be provided with new insights on the factors influencing satisfaction and dissatisfaction of teachers towards their job. This will be defined them to adopt measures for improving the Job Satisfaction of the teachers community and thereby eliciting more commitment and obligence from teachers towards their profession.

 At present various efforts are made to improve the quality of education in general and the quality of teachers in particular at different level.

 As a part of this attempts are made to improve the efficiency and commitment of the teachers through recurrent in service training. The present study will contribute much towards this venture and thereby enhancing the quality of the human resources in the field of education.

 The main purpose of the present investigation was to explore the Job Satisfaction of pre-school teachers and its relationship to select social and personal variables. Through considerable efforts has been made to make the study generalizable and precise, the investigator could identify the following limitations also.

1. The selection of independent variable were confined to personal and social variables. There are several personal and social variables. Only four variables were included under personal and social variables.
2. The selection of dependent variable has been restricted to Job Satisfaction.
3. The Job Satisfaction scale constructed for the study included only eight job factors.
4. Selection of sample was not state wide but was confined to eight district.
5. Teacher form government and private schools were only included in the study.

 Generalisability of the study may be limited to the extended of the nature of the tools and the sample selected. The findings will be valid to the extent of the validity of the sample, tools and methods. All possible precautions were taken to attain the highest degree of accuracy in respect of the factors. The investigator hopes that result obtained from the study is generalisable.

**ORGANIZATION OF THE REPORT**

 The report has been presented in five chapters.

Chapter 1 : This chapter contain a brief introduction of the problem, definition of key terms, objectives, hypotheses, methodology, scope and limitations of the study.

Chapter II : This chapter includes a theoretical outline of Job Satisfaction and the findings of related studies are also presented.

Chapter III :This chapter contains methodology of the study described in detail consisting of the variables of the study, tool used, selection of sample, data collection procedure, and statistical techniques used for analysis of data.

Chapter IV : This chapter includes statistical analysis and interpretation and discussion of the results and tenability of hypothesis are given.

Chapter V : This chapter includes the summary of the study, major findings, educational implications of the study and some suggestions for further research in this area .

REVIEW OF RELATED LITERATURE

 The success of any research work depends up on the familiarity and understanding of the investigator with the studies and literature related to that. Hence a review of related literature is an essential part of any investigation. It helps the investigator to get ideas, theories and explanations for clearly formulating problems to suggest methods of research appropriate to the problem.

 The present study gives review of the studies in nutshell under two headings viz.,

**A.** THEORETICAL FRAMEWORK OF THE VARIABLE

**B.** STUDIES RELATED TO JOB SATISFACTION

# THEORETICAL FRAMEWORK OF THE VARIABLE

 Job Satisfaction can be defined as a job attitude which result from a balancing and summation of many specific likes and dislikes experienced in connection with the job (Michael Argyle, 1989).

 The term Job Satisfaction has been used in a variety of ways. Job Satisfaction is a pleasurable or positive experience, it is related to moral aspects of job involvement. Since a job is not an entity or a physical thing, but a complex of interrelationship of likes, roles, responsibilities interaction, incentives, and rewards. Job Satisfaction has to be intimately related to all of them. Happock (1935) holds the view that the job satisfaction is any combination of psychological, physiological and environmental circumstances, that causes a person truthfully to say I am satisfied with my job.

 Job Satisfaction consists of eight major parts.

**1. Relationship between students and teachers**

 In ancient times the relationship between the teacher and student was so intimate that one was giving shelter to the other whenever there was need. (Mukerji, 1947). But to day the situation is entirely different. Controlling the students has become one of the major tasks of any teacher. But teacher who repeated control problems did not as group report dissatisfaction with teaching. (Cruick Shank, 1982).

**2. Pay and fringe benefit**

 Anjaneyula (1968) found that inadequate salary was one of the most common causes for dissatisfaction among school teachers.

 Those who were working under financial incentives had better job satisfaction than these who were no such under incentives (Pestonjee, 1971), Ramakrishnaaiah (1980) reported no difference in the level of satisfaction among different salaried group.

**3. Working conditions**

 It has been recognized that the work environment satisfied many of the needs possessed by the worker as an individual. The extent to which the various segments of the job environment contribute towards satisfaction of these needs determines the job satisfaction of workers. Numerous study conducted in Britain have shown lighting, temperature noice etc. effect the efficiency and personal well being of the work (Smith, 1945).

**4. Co-Teachers**

 Many investigators reported the importance of good co-workers or interpersonal relations for job satisfaction. According to Neeraja Davidedi (1977) friends, co-workers, members of the family and neighbours exercise their influence on the individual and affect his job satisfaction.

**5. Opportunity for advancement**

 Blum (1952) stated that opportunity for advancement was most important to sales, clerical and skilled personal and least important to the unskilled. Opportunities for advancement means chance for promotion from present status.

**6. Personal worth**

 The study of personality seeks to discover the reason for a wide range of human behaviours to account for their occurance, and to assess their roles in the total person (Gordan, 1963). When the demographic and situational factors are capable to influencing the individuals satisfaction in their way, ones' personality will certainly play a vital role in determining the Job Satisfaction or dissatisfaction.

**7. Principal (authority)**

 One of the most frequently cited reason give by former teacher for having left the profession was dissatisfaction with their principals, according to Browning *et al* (1963). Summers (1969) reported that the principal is the most important determinant of teachers morale.

**8. Job itself**

 Nature of the job done is very important element of Job Satisfaction. In fact it probably can be said that it is the major determiner of Job Satisfaction. Herzberg *et al* (1959) found that positive events, are dominated by reference to extrinsic aspect of the job satisfaction.

THEORIES OF JOB SATISFACTION

 A good theory can answer some questions about the source and development of satisfaction. Some theories of motivation refers to work related satisfaction. Need theories include satisfaction concepts in that motivation is defined in terms of attempt to satisfy basic needs. The need fulfilment proposition has strongly influenced the development of Job Satisfaction theories; with such a perspective satisfaction depends on the extent to which a job fulfils important needs, such a security and recognition. Cognitive theories of motivation also include satisfaction as part of the motivational process. Reinforcement theory also includes satisfaction concepts. Reinforcement is viewed something that beings satisfaction to an existing state of need.

 Other theories directly address Job Satisfaction. Several of these theories contain a discrepancy hypothesis. The hypothesis was developed out of research demonstrating that people use cognitive construct to evaluate what they get from a job that is, according to the discrepancy hypothesis, the level of satisfaction will be determined by the difference between what is expected and what is experienced. There is considerable research evidence supporting this view of satisfaction (Michalos, 1986).

**A. Maslow's need hierarchy theory (1943)**

 The crux of Maslow's theory is that needs are arranged in hierarchy. The lowest level needs are the psychological needs and the highest level needs are the self actualization needs. These needs are defined to mean the following.

1. Physiological:- The need for food drink, shelter and relief from pain.

2. Safety and security:- The need for freedom from threat, that is the security from threatening events or surroundings.

3. Belongingness, social and love:- The need for friendship affiliation interaction and love.

4. Esteem:- The need for self esteem and for esteem from others.

5. Self actualization:- The head to fulfill oneself by making maximum use of abilities skills and potential.

 For each of the above need levels, the reader can attribute work related factors that might be associated with need satisfaction in the following way.

1. Physiological:- Salary, working environment etc.

2. Safety and security:- General salary increases, pension plans, hospital and medical plans etc.

3. Belongingness, social and love:- Compatible work groups, Employee centered supervision, personal and professional friends etc.

4. Esteem:- Job title, complements, classroom furnishing and location, access to information etc.

5. Self actualization:- Advancement, challenging assignments, development opportunities, opportunities to use skills etc.

 Maslow’s theory assumes that a person attempt to satisfy the more basic needs (physiological) before directing behaviour towards satisfying upper level needs.

 According to Maslow (1) A satisfied need causes to motivate for eg: when a person decides that she is earning enough pay, money loses its power to motivate. (2) Unsatisfied needs can cause frustration, conflict, and stress. From managerial perspective, unsatisfied needs are dangerous because they may lead to undesirable performance out comes. (3) People have a need to grow and develop and consequently, will strive constantly to move up the hierarchy in terms of need satisfaction.

 Several research studies have attempt to test the need hierarchy theory. But many studies provides little support that a a hierarchy of needs exists (Lawles and Suttle, 1972). The researchers have found that as individuals advance in an organization, their needs, for security decreases, with a corresponding increase in their needs for social interaction, achievement and self actualization.

**Varoom's Theory**

 Varoom (1964) has proposed a theory of human motivation which, although quite general inform, takes as its context the individual is the world of work. It is probably the first such attempt at formal motivation model building in industrial psychology. Varoom has drawn very heavily on the work of the great social psychologist, Kurt Lewin, like Lewin, Varoom uses the basic concept of valance as a key notion. He defined valance as the attractiveness of a goal or out come, or the anticipated satisfaction from an out come, Varoom suggests that job satisfaction is a reflection of how desirable a person finds his job. Varoom out lines his own propositions as follows.

1. The valance of an out come to a person is a monotonically increasing function of the algebric sum of the products of the valance for all other outcomes and his conceptions of its instrumentality for the attainment of these other outcomes.

2. The force on a person to perform an act is monotonically increasing function of the algebric sum of the products of the valance of all
outcomes and the strength of his experiences that at will be followed by the attainment of these outcomes.

 Varoom suggests that job satisfaction is a reflection of how desirable a person finds his jobs thus, was measure of a person's valance for his work situation. His model predicted the direct relationship between the valance of his job and turn over and absenteeism. Varoom equated job satisfaction with the valance of the job or work role. The over all valance of work role is useful in predicting behaviour in relation to the total work role.

**c. Herzberg's two factor theory (1959)**

The two factor in this theory are dissatisfiers – satisfiers or extrinsic – intrinsic factors, depends on the discussant of the theory. The original research that lead to the theory gave rise to two specific conclusions. First there is a set of extrinsic condition, the job context, which result in dissatisfaction among employees when the conditions are not present. If these conditions are the dissatisfier or hygiene factors, since they are needed to maintain at least a level of no dissatisfaction. They include salary, job security, working conditions, status, procedures in the institution, quality of technical supervision and quality of interpersonal relations among peers, with superiors and with subordinates. Second, a set of intrinsic conditions. The job content when cent percent in the job, builds strong level of motivation that can result in good job performance. If these conditions are not present, they do not prove highly satisfying. The factor in this set are satisfiers or motivators and include Achievement, Recognition, Responsibility, Advancement, The work itself, The possibility growth. These motivators are directly related to the nature of the job or task itself. When present they contribute to satisfaction. This in turn can result in intrinsic task motivation (Thomas & Velthouse, 1990).

 Herzberg's model basically assume that job satisfaction is not a undimensional concept. His work has been criticized for a number of reasons. Some researcher believe that Herzberge's work over simplifies the nature of Job Satisfaction. Other critics focus on Herzberge's methodology, which requires people to look at themselves retrospectively. Still other critics change that Herzberge has directed little attention towards testing the motivational and performance consequences of the theory.

**d. Equity Theory (1965)**

 In equity theory (Adams, 1965) satisfaction is a function of how fairly an individual is treated at work. Satisfaction result from one's perception that work outcomes, relative to input compare favourably with a significant others outcomes/inputs. That is equity exist when employees perceive that the ratio of their inputs (efforts) to their out put (rewards) are equivalent to the ratios of other employees. Inequity exist when these ratio are not equivalent an individuals own ratio of inputs, to out comes could be greater than or less than that of others (Adams, 1963). A recent meta analysis involving data from 30 different organizations and 12. 979 people support this model (Wilt & Mye, 1992).

 Most of the research on equity theory has focused on pay as the basic outcome. The failure to incorporate other relevant outcomes limits the impact of the theory in work situation. A review of the studies also reveals that the comparison person is not always clarified. Further more several individuals have questioned the extent to which in equity that result from over payment (rewards) lead to perceived inequity.

 Despite limitations, equity theory provides a relatively insightful model to help to explain and predict employee attitudes about pay. The theory also emphasises the importance of comparisons in the work situation.

**e. Lawler's Facet Theory (1973)**

 The primary aim of the Lawler's facet model is to predict satisfaction with different aspects or facets of the job. Lawler used the discrepancy hypotheses and some of Adam's (1965) motivation theory reasoning to do this. He proposed that the level of satisfaction with a job facet is determined by comparison between expectation of what should be received from the job facet and perceptions of what is received. Expectation of what should be received are determined by perception of one's input to the job. The input and out come of others, and the demand of the job. Perception of what actually is received on the job also is determined by equity considerations, specifically by the actual amount one receives compared to the amount other receive.

 Satisfaction result when the amount received is the same as the amount expected. Dissatisfaction results when one gets less than one expects. Lawler proposed that the size of this discrepancy will determine the amount of dissatisfaction. A number of variables such as experience, training, effort, age, seniority, education, responsibility, loyalty to the institution, performance etc. can operate to affect the discrepancy between the amount expected and the amount received. Dissatisfaction with a job facet is more likely when an individual perceives. (1) His/her inputs to be high (2) The job to be demanding (3) The out come level to be low (4) Co-workers to have a better input-out come balance, and (5) Co-workers to have greater actual out comes particularly if they have similar or less demanding jobs. In the case of positive discrepancies, when more is received than should be Lawler proposed that guilt and discomfort result instead of dissatisfaction.

 In Lawler's theory, the same psychological process operates for all job facets. Importance of the job facet is reflected in the measure of satisfaction, because those facets that are most important will appear as the most or the least satisfactory.

**f. Stogdill's Theory (1974)**

 One of the major sources of frustration in Job Satisfaction research is that there does not seem to be any clearly defined relationship between degree of job satisfaction and quality or quantity of job performance. Stogdill extremely concerned with this and decided that it was time to stop trying to view satisfaction as a causer of job performance that is as input variable, instead he felt it much more appropriate to view the individual in terms of the context of the total organization.

 The out put of an organization are group interaction, production result in group cohesiveness but is not necessarily related to production. Instead both morale and production are function of group structure. Therefore morale and production will only be related to satisfaction when the conditions are similar. The conditions which leads to high morale and production are also there which lead to the reinforcement of work

**B. STUDIES RELATED TO JOB SATISFACTION**

 Mehdi and Sinha (1977) studied relationship between neuroticism and Job Satisfaction in school teachers. They proved that the correlation between neuroticism and Job Satisfaction was negative that is as the score of neuroticism increased, dissatisfaction also increased in the same way and vice versa. Job satisfaction is found to be high in low neurotic group than high group.

 Gayal (1980) studied the relationship among attitude, Job Satisfaction, adjustment and professional interests of teacher educators in India. He found that a large majority of teacher educators were favourably inclined towards their profession and were satisfied in the job.

 Gupta, P.S. (1980) conducted the study on Job Satisfaction at three levels of teaching sample selected male teachers from primary school, secondary school and college. Major findings are, there is significant difference between married and unmarried, primary and secondary school teachers, secondary and college teachers were almost equally satisfied with their job.

 Parwal, N.K. (1980) found that personality correlates of Job Satisfied higher secondary school teachers. The main findings of the study were negative relationship between the length of service and the level of Job Satisfaction. Job Satisfaction did not vary with different scales of pay. The teacher of government schools were more satisfied than those in private school.

 Chopra (1982) investigated that the open climate schools showed the highest overall teachers Job Satisfaction followed by the autonomous, familiar controlled, closed and internal climate school respectively.

 Hamphrey Tayler (1982) found that teachers had great prestige. There has been a clear relationship between Job Satisfaction and prestige.

 Sharma and Gupta (1983) studied the effect of instructional climate on Job Satisfaction of teachers. The findings shows highly satisfied teacher perceive the organizational climate of their institutions as characterised by high support and satisfaction. Least satisfied teachers perceived organizational climate in their institution as characterised by high disharmony, high hindrance, high authoritarianism and lack facilities.

 Samad (1986) conducted a study on organizational climate of government high school of Chandigarh and its effect on Job Satisfaction of teachers. The findings of the study was teacher in open climate school enjoyed more Job Satisfaction than teachers of less open climates school.

 Ahmad (1986) found that job involvement is positively correlated with Job Satisfaction.

 Kamdor, N.H (1986) conduct analytical study on Adjustment and Job Satisfaction of school teachers. Findings reveals that there is significant difference when they are compared with level of adjustment and level of Job Satisfaction, distance of the school, teaching experience, academic qualification, locality of the teacher etc.

 Goswami (1988) identified that the central school teachers of north eastern region were found to be satisfied on income job security, status as perceived by self, pleasure of achievement in job leadership interpersonal relation and group behaviour.

 Gunjewar *et al* (1988) conducted the study on Job Satisfaction of women school teachers. Result showed that majority of teachers were highly satisfied with occupational status and work schedule aspects of job while moderately satisfied with work autonomy and least satisfied with work environment aspects of job.

 Sundara Rajan and Ashrafullah (1989) conducted a study on Job Satisfaction of the Harijan Welfare school teachers in Tamil Nadu. Important findings are women teachers have better Job Satisfaction than men teachers. Teachers having experience above ten years have better satisfaction than with experience only up to ten years. Graduate have better job satisfaction than postgraduate teachers.

 Ushasree, S. (1989) studied the Job Satisfaction in relation to self regard among teachers in different age group. The result showed that. A positive relationship between Job Satisfaction and self regarded were found. Significant difference among the three age groups on Job Satisfaction and self regarded were found. The older group (50-60 years) was found to be high on job satisfaction and self regard.

 Ansari and Ansari (1989) conducted the study on teacher's self-concept and Job Satisfaction. It reveals that overall Job Satisfaction and its various facts are significantly related to self-concept.

 Nnabou (1990) in his or her study Job Satisfaction of university lectures, considering variables sex, age, income, marital status and year of experience found that for overall Job Satisfaction. There was no much relationship between the variables and Job Satisfaction of lectures except the relationship between over all Job Satisfaction and income on the basis of marital status.

 Ushasree, S and Chaudraiah, K. (1990) studied Job Satisfaction and locus of control among professional and non-professional college teachers. The result reveals that professional college teachers were more satisfied with their job than non-professional college teachers and internatily is found to be significantly related to Job Satisfaction.

 Kushman (1992) find out the relationship between carrier commitment and Job Satisfaction. The career commitment significantly collected the Job Satisfaction.

 Kleop and Tarifa (1994) made a study to investigate the relationship between working conditions, work style and Job Satisfaction of Albanian teachers. As data for parts of the study exist from the U.S.A, Germany, Singapore, England and Poland result could be discussed to comparison to the condition in those countries showing that self reported Job Satisfaction and engagement in effective classroom practices in relatively high among. Albanian teachers while the economic and physical conditions are bad.

 Katoon, T (2000) made an attempt to investigate the Job Satisfaction of secondary school teachers in relation to their personal variables sex, experience, professional training, salary and religion. The result reveals that the majority of teachers have been found linking their jobs and teachers personal factors influence his Job Satisfaction, As expected female teachers have a greater degree of Job Satisfaction than their counterparts but surprisingly freshers drawing less salaries are more satisfied than their seniors who are more experienced and drawing higher salaries, where as religion plays no significant role in teachers Job Satisfaction.

 Dolke (2000) reported that job attitudes significantly affected work behaviour and mental health.

 Panda (2001) studied that the college teachers in general as well as both categories of college teachers working in government and non- government were satisfied with their job.

 Natarajan, R. (2001) made an attempt to study school organizational climate and Job Satisfaction of teachers. The findings shows that there exist a significant sex difference in the Job Satisfaction of teachers in favour of female teachers. The married and unmarried teachers do not differ in their Job Satisfaction and also no significant difference was found among rural and urban teachers in their Job Satisfaction. Organizational climate and Job Satisfaction of teachers was found to be very high.

 Bogler (2001) examine the effect of principals leadership style, principals decision making strategy and teachers occupation on Job Satisfaction. The most salient findings was that teachers occupation perceptions strongly affected their satisfaction. Principals transformational leadership affected teachers Job Satisfaction both directly and indirectly through their occupation perception.

 Wu and Wu (2001) studied elementary school teachers Job Satisfaction and how it is affected by such mediating factors as social networks and job characteristics. The result indicated that higher level of satisfaction are generally found in female teachers. Teacher with lower educational attainment and teachers with higher income. The other hand, work locality, ethnic origin and marital status did not seem to affect teachers Job Satisfaction significantly.

 Doesthelee (2001) found that Job Satisfaction is significantly related to gender, age and educational maturity.

 Anilkumar, A.K. (2002) studied perceived stress of teachers in relation to Job Satisfaction and certain personality characteristics. The findings shows that satisfaction of male ad female teachers are found to be the same except for high school teachers. Remaining components of Job Satisfaction no significant difference was noted. Total Job Satisfaction of teachers among the groups compared were found to be the same.

 Natarajan and Dhandapani (2002) reported that Job Satisfaction was same among the teachers irrespective of their marital status, location of school, type of school they work except their sex.

 Kumara and Patnaik (2002) studied that it is only possible when there is less tension on the job, teachers find the job challenging and less satisfied with their carrier progress and non working environment and climates including health and physical conditions.

 Saxena and Jyotsna (2002) studied that both effective and ineffective teachers were found to be well adjusted, derive satisfaction from their work and had favourable attitude towards teaching profession.

 Lahiri and Saxena (2003) conducted the study Job Satisfaction of primary school teachers in relation to their personality and personal factors. The findings showed that there is a significant relation between Job Satisfaction and introversion – extroversion. A significant difference was found on Job Satisfaction of trained and untrained teachers. There is no significant difference on Job Satisfaction found in relation to marital status and degrees obtained by primary school teachers.

 An attempt has been made by Shafeeq and Yasmin (2003) to investigate the difference between the means scores of low and high salaried group teachers teaching visually impaired in relation to their adjustment and Job Satisfaction. The findings showed that adjustment did not play any significant role in Job Satisfaction of teachers.

 Abbasi (2003) conducted a comparative study of Job Satisfaction among primary school teachers in Iran and India. Result reveals that there are significant difference between them in Job Satisfaction across and within two groups regard to their gender.

 Gupta and Jain (2003) studied that most of the teachers do not think of nursery school teaching as their carrier. Nursery school teachers disappointment of frustration arise chiefly from the circumstances under they work and not from the nature of their job as such.

 Ramatulasamma (2003) found that there is strong influence of organizational climate and personality characteristics on Job Satisfaction of teacher educators.

 Devi *et al.* (2003) observed that the women lectures who are working in private colleges are more satisfied in work involvement than those who are working in government colleges.

 Indira, I.M. (2004) studied the Job Satisfaction of women teachers in relation to select social and personality variables. Findings shows that in general women teachers are satisfied with their job: urban teachers are more satisfied than their counter parts in rural areas and the difference is significant. The private school teachers are more satisfied compared to their counter parts in government schools. There is no significant difference between the suitably qualified and over qualified teachers with regard to their overall Job Satisfaction.

 Kumar, S and Patnaik, S. (2004) conducted a study on organizational commitment, attitude towards work and Job Satisfaction of postgraduate teachers. The result related to correlation shows that Job Satisfaction and attitude towards work are highly correlated and it shows that those who have positive attitude towards work are one satisfied in their job.

 Sasikumar, P. (2005) found that teacher commitment and teachers self concept as correlates of Job Satisfaction. This study revealed that male teachers are superior in job commitment while female teachers are superior in self concept and Job Satisfaction urban teachers are superior in teachers commitment and teachers Job Satisfaction. No significant difference between Government secondary school teachers and aided secondary school teachers in their commitment and Job Satisfaction.

 Gulabi, M, (2005) conducted a study on relationship between Job Satisfaction and stress coping skills of primary school teachers in Kerala. The study revealed that there is significant difference between job satisfaction and stress coping skill of primary school teachers.

 Panda, B.B. (2006) conducted the comparative study of Job Satisfaction of college teachers of Assam and Orissa. The findings shows that in general college teachers of Assam and Orissa have satisfaction on their job. It is also found that there is no significant difference between the degree of Job Satisfaction of college teachers of both the states irrespective of their sex, experience, location and status.

 Usmani, S.N. Panday, S.N. and Ahmad, J. (2006) studied the teachers Job Satisfaction in relation to their personality type and type of school. The findings revealed that there exist no significant difference in the level of Job Satisfaction among teachers of personality type A, B and AB and between the teachers of government and government-aided schools. There exists significant difference in the level of Job Satisfaction of teachers of government and private schools and between government aided and unaided or private school.

 Choudhary, S.R. (2007) conducted the study to find out the relationship between professional awareness and Job Satisfaction of teachers in Assam with regarded to institution, qualification, experience, type of management of college, and location of college, the investigator finds that there is no significant relationship between professional awareness and Job Satisfaction of university and college teachers.

**Conclusion**

 Review of these studies revealed that the importance of Job Satisfaction among teachers. Certain studies indicates that mental health, sex and age has influence on Job Satisfaction. Job Satisfaction differ in accordance with the organisational climate. Majority of the studies are conducted in the primary and secondary and college level teachers. From the review of related studies the investigator could not able to locate any study on Job Satisfaction of pre school teachers and the factors influencing the same. If the pre school teachers are not satisfied in their job, it adversely affect the proper development of the child. In the 21st century pre school education is very important because parents are working, urbanisation etc. In this circumstance, it would be interested to notice if these pre school teachers were satisfied with their work and the various factors associated with Job Satisfaction. So the investigator feel that the topic for the study is very relevant.

METHODOLOGY

This chapter deals with the methods of study which involves the systematic procedure the researcher followed after the identification of the problem to reach final conclusions. The role of methodology is to carry on the research work in a scientific and valid manner.

The present study is an attempt to find out the Job Satisfaction of Pre-School Teachers of Kerala.

The Methodology of the study is presented under the following sections.

A. Variables of the Study

B. Sample on which study was conducted

C. Objectives

D. Hypotheses

E. Tools used for data collection

F. Data collection procedure, scoring and consolidation of data

G. Statistical techniques used for Analysis

 The detailed description of the each is followed.

**A. VARIABLES OF THE STUDY**

 The variable selected for the study are following.

**Independent Variable**

 Locality of the school, Type of Management, Educational Qualification, Teaching Experience.

**Dependent Variables**

 Job Satisfaction is considered as dependent variable.

 Brief description of the variables employed in the study are following.

**Job Satisfaction**

 Job Satisfaction is favourableness or unfavourableness with which employees view their work. It express the amount of agreement rewards that the job provides. It is a dynamic feeling.

 According to Blun and Naylor (1968) Job Satisfaction is the result of various attitude: possessed by an employee. In a narrow sense their attitudes are related to the job and are concerned with specific factors as wages, supervision, steadiness of employment, condition of work, opportunity for advancement, recognition of ability, fair evaluation, social relationship between others, prompt settlement of grievances, fair treatment by employer and other similar factors like family relationship. Social status involvement in other organisations – Labour political or social contribution ultimately to his Job Satisfaction.

 Hoppock (1935) the first industrial psychologists defined Job Satisfaction as any combination of physiological, psychological and environmental circumstances that cause a person truthfully to say I am satisfied with my job.

**Independent variables**

**1. Locality**

 Teacher will have to work in different locality. The place of work may have some influence on their Job Satisfaction. According to place of work the teachers were divided into two groups. Teachers working in rural area that is small village, Grama Panchayath and teachers working in urban area that is in towns, municipalities and corporations. It is assumed that the rural and urban schools differ in infra structure facilities, community involvement, socio-economic status of the pupils which may influence the level of Job Satisfaction of teachers. Therefore locality under which the teachers are working is taken as a variable in the present investigation.

**2. Type of Management**

 Under present set up of educational administration in Kerala, the schools are either under the direct control of state government or managed by private bodies. Majority of the school managed by the private bodies are recognized by the government. Some of the schools are also managed by private bodies but not aided by the government. These two types of schools are included in the study. The type of management of the school in which an individual is working may have a significant influence on the level of Job Satisfaction. Therefore teachers working under the two types of management were included in this study.

**3. Educational Qualification**

 Teachers in the same designation are possessing varied general and professional qualification. A present the minimum required qualification for the post of pre primary school teacher is SSLC, Higher secondary and Nursery Teacher Training Certificate or Pre-Primary Teacher Training Certificate or certificate of Balasevika. To find out whether the difference in qualification would bring any variation in the Job Satisfaction. This variables was included in this study.

**4. Teaching Experience**

 The number of years the individual has working as a teacher may have an influence on his job satisfaction. Hence the teachers were divided into four sub-groups depending on their nursery teaching experience and the significance of the difference between the level of Job Satisfaction of the different sub-groups was tested.

**B. SAMPLE ON WHICH STUDY WAS CONDUCTED**

 Population meant for study is pre-school teachers of Kerala state, even though the size of the population is infinite because of its huge size. It was impossible and impractical to study the population characteristics as such. Therefore it is decided to take a representative sample of the population, in which representativeness determines the extent of generalisability of the researches to meet representativeness. In sample selection investigator had to take decision on three major aspects namely size of the sample, technique of sampling, factors to represented in the sample.

 The investigator decided to take an initial sample of 400 pre school teachers of Kerala state. The sample was selected using purposive sampling technique.

**C. OBJECTIVES**

1. To find out the Job Satisfaction of pre-school teachers.
2. To find out if there exists any significant relationship between Job Satisfaction and Locality of the pre school.
3. To find out if there exists any significant relationship between Job Satisfaction and type of management of the pre school.
4. To find out if there exists any significant relationship between Job Satisfaction and Educational qualification of pre school teachers.
5. To find out if there exists any significant relationship between Job Satisfaction and teaching experience of pre school teachers.

**D. HYPOTHESES**

1. Pre school teachers of Kerala will be cent percent satisfied in their Job.

2. There will be no significant relationship between the Job Satisfaction of pre school teachers and locality of the pre school.

3. There will be no significant relationship between the Job Satisfaction of pre-school teachers and the type of management of the pre school.

4. There will be no significant relationship between the Job Satisfaction of pre school teachers and their educational qualification.

5. There will be no significant relationship between the Job Satisfaction of pre school teachers and their teaching experience.

**E. TOOLS USED FOR THE DATA COLLECTION**

 The selection of the appropriate instrument or devices requirement to collected data is the first step in an investigation. The construction of suitable instrument or tools is vital importance for successful research. Different tools are required for collecting various kinds of information for various purpose.

 For this study data were collected using the tool, scale of Job Satisfaction (Mohamedunni Alias Musthafa M.N. and Jaseena, M.J., 2007).

**Description of the tool**

**Job Satisfaction scale for pre school teachers**

 After making the detailed analysis of the related literature, the investigator prepared item for the scale based on the eight components. That is parents and students, pay and fringe benefits, working conditions, opportunities for advancement, personal worth, co teachers, authority and job itself.

 The first draft scale consist of 85 items based on the eight component. The details of eight components of Job Satisfaction of teachers included in the scale are following:

**1. Parents and Students**

 Interest of parents in children's education, sense of responsibility, recognition from parents, relationship with teachers, quality of the students, interest of the students, Behaviour of the students.

**2. Pay and fringe benefits**

 Perceived fairness of pay and fringe benefits like Medical, HRA, DA/leaves, financial needs and amount of pay and person.

**3. Working condition**

 Physical facilities for teachers and students, place of work, attitude of government towards teacher.

**4. Opportunities for advancement**

 Promotion and opportunity to learn more

**5. Personal worth**

 Interest in the work and self esteem.

**6. Co-teachers**

 Relationship co-operation, communication and conduct.

**7. Authority**

 Relationship, faith, conduct, opportunities given for participation, recognition of work done, and management style.

**8. Job itself**

 Feeling of accomplishment, inspiration, variety opportunity to utilise skill ability, freedom morale and responsibility.

**Scoring procedure**

 Both positive and negative items were included in the scale. Each item includes statement and five alternative responses viz., strongly agree, agree, undecided disagree and strongly disagree from which the subjects have to select the most appropriate one. For the positive item the score to the response strongly agree, agree, undecided, disagree and strongly disagree are 5, 4, 3, 2, 1 respectively. For negative items scoring was done in the reverse order. The draft scale is presented as Appendix 1.

**Try out of the Preliminary Scale**

 Try out the scale aims to select the items for the final scale by empirically testing the item characteristics. The procedure of the item analysis is discussed below.

 For try out the preliminary scale was administered on a sample of 370 pre-school teachers selected by using purposive sampling technique.

 The 370 response sheets obtained were scored and the total score for each subject was calculated. After scoring the sheet were arranged in the descending order of the total score. The score obtained by the top 100 teachers (27%) and bottom 100 teachers (27%) were separated.

 The mean and standard deviation of the scores obtained for each item for the upper and lower group were calculated separately. The critical ratios were calculated for each item using the formula

t = 

where

X1 = Mean of the upper group

X2 = Mean of the lower group

σ1 = Standard deviation of the upper group.

σ2 = Standard deviation of the lower group

N1 = Sample size of the first group

N2 = Sample size of the second group.

Items with critical ratio greater than 2.58 the table value of 't' at 0.01 level scale were selected. Thus after standardization the final scale contains 64 items.

 A copy of the Final Job Satisfaction Scale is given as Appendix 2.

 The critical ratio (t-value) obtained for each item together with means and standard deviation of the scores for the two groups are given as Table 1.

TABLE 1

**Critical Ratio (t-value) with Means and
Standard Deviations of the Score for the Two Groups**

| Sl. No. | X1 | X2 | σ1 | σ2 | 't'-value |
| --- | --- | --- | --- | --- | --- |
| 1 | 3.84 | 3.78 | 1.22 | 1.15 | 0.36 |
| 2 | 4.02 | 3.57 | 0.85 | 1.05 | 3.33\* |
| 3 | 4.33 | 3.15 | 0.84 | 1.19 | 8.09\* |
| 4 | 4.30 | 3.48 | 0.73 | 1.16 | 5.98\* |
| 5 | 4.18 | 2.98 | 0.90 | 1.19 | 8.04\* |
| 6 | 2.90 | 3.33 | 1.28 | 1.21 | -2.44 |
| 7 | 3.23 | 2.78 | 1.38 | 1.15 | 2.50 |
| 8 | 4.36 | 4.24 | 0.97 | 0.85 | 0.93 |
| 9 | 2.86 | 1.86 | 1.49 | 1.14 | 5.33\* |
| 10 | 4.49 | 3.37 | 0.74 | 1.25 | 7.71\* |
| 11 | 3.14 | 2.36 | 1.37 | 1.25 | 4.20\* |
| 12 | 3.97 | 3.10 | 0.92 | 1.13 | 5.97\* |
| 13 | 2.90 | 2.58 | 1.63 | 0.98 | 1.68 |
| 14 | 3.21 | 2.28 | 1.60 | 1.06 | 4.85\* |
| 15 | 3.79 | 3.92 | 1.31 | 0.88 | -0.824 |
| 16 | 3.77 | 2.74 | 1.08 | 1.10 | 6.68\* |
| 17 | 3.68 | 3.41 | 1.30 | 1.10 | 1.58 |
| 18 | 2.27 | 2.62 | 1.39 | 1.12 | -1.96 |
| 19 | 3.17 | 2.04 | 1.38 | 1.19 | 6.20\* |
| 20 | 4.67 | 4.05 | 0.58 | 0.84 | 6.07\* |
| 21 | 3.90 | 2.49 | 1.04 | 1.05 | 9.54\* |
| 22 | 4.03 | 4.11 | 1.99 | 0.85 | -0.37 |
| 23 | 3.51 | 2.86 | 1.28 | 1.23 | 3.66\* |
| 24 | 2.44 | 4.14 | 2.71 | 0.91 | -5.95\* |
| 25 | 4.19 | 3.31 | 0.91 | 1.11 | 6.13\* |
| 26 | 3.74 | 3.62 | 1.24 | 1.05 | 0.74 |
| 27 | 4.30 | 3.78 | 6.89 | 1.05 | 3.78\* |
| 28 | 3.67 | 2.66 | 1.33 | 1.13 | 5.79\* |
| 29 | 3.98 | 3.40 | 1.26 | 1.2 | 3.26\* |
| 30 | 3.74 | 2.98 | 1.25 | 1.22 | 4.95\* |
| 31 | 2.52 | 2.81 | 1.41 | 1.13 | -1.60 |
| 32 | 3.26 | 2.61 | 1.30 | 1.09 | 3.83\* |
| 33 | 4.39 | 3.40 | 0.88 | 1.1 | 7.03\* |
| 34 | 4.74 | 3.77 | 0.50 | 0.94 | 9.11\* |
| 35 | 3.80 | 2.84 | 1.23 | 1.08 | 5.86\* |
| 36 | 3.53 | 3.49 | 1.09 | 0.97 | 0.27 |
| 37 | 4.45 | 3.77 | 0.93 | 1.08 | 4.77\* |
| 38 | 3.49 | 3.91 | 1.44 | 0.92 | -2.46 |
| 39 | 4.46 | 4.10 | 0.55 | 0.71 | 4.01\* |
| 40 | 4.34 | 3.93 | 0.83 | 0.90 | 3.35\* |
| 41 | 3.82 | 3.38 | 1.14 | 1.05 | 2.84\* |
| 42 | 2.55 | 2.99 | 1.41 | 1.07 | 2.49 |
| 43 | 4.24 | 3.37 | 0.87 | 0.88 | 7.03\* |
| 44 | 3.77 | 3.00 | 1.35 | 1.11 | 4.40\* |
| 45 | 3.96 | 3.41 | 1.15 | 1.12 | 3.43\* |
| 46 | 4.32 | 3.79 | 0.79 | 0.77 | 4.81\* |
| 47 | 4.58 | 3.55 | 0.71 | 1.22 | 7.29\* |
| 48 | 4.04 | 3.39 | 0.81 | 1.04 | 4.93\* |
| 49 | 4.66 | 4.28 | 0.55 | 0.78 | 3.98\* |
| 50 | 4.25 | 2.75 | 0.82 | 1.15 | 10.62\* |
| 51 | 2.46 | 3.17 | 1.44 | 1.17 | -4.35\* |
| 52 | 4.06 | 2.49 | 0.96 | 0.93 | 11.74\* |
| 53 | 4.74 | 4.18 | 0.66 | 1.09 | 4.40\* |
| 54 | 2.87 | 2.21 | 1.25 | 0.84 | 4.38\* |
| 55 | 3.65 | 3.32 | 1.34 | 1.18 | 1.85 |
| 56 | 3.91 | 2.60 | 0.98 | 1.09 | 8.94\* |
| 57 | 4.31 | 3.64 | 0.66 | 0.90 | 6.00\* |
| 58 | 4.26 | 3.39 | 0.67 | 0.94 | 7.54\* |
| 59 | 2.29 | 3.09 | 1.06 | 1.11 | -5.21\* |
| 60 | 4.07 | 2.92 | 0.72 | 1.39 | 11.37\* |
| 61 | 4.45 | 3.88 | 0.65 | 0.70 | 5.97\* |
| 62 | 3.86 | 2.83 | 1.09 | 1.09 | 6.68\* |
| 63 | 4.40 | 3.88 | 0.75 | 0.96 | 4.27\* |
| 64 | 3.63 | 2.64 | 1.10 | 1.08 | 6.42\* |
| 65 | 2.36 | 2.41 | 1.09 | 0.76 | -0.40 |
| 66 | 3.98 | 3.61 | 1.18 | 1.09 | 2.30 |
| 67 | 3.80 | 2.36 | 1.02 | 1.12 | 9.50\* |
| 68 | 3.66 | 3.64 | 1.45 | 0.99 | 0.11 |
| 69 | 4.09 | 3.42 | 1.11 | 0.78 | 4.94\* |
| 70 | 3.84 | 3.14 | 0.96 | 1.14 | 4.70\* |
| 71 | 4.46 | 3.29 | 0.67 | 1.16 | 8.74\* |
| 72 | 3.61 | 3.42 | 1.16 | 1.08 | 1.20 |
| 73 | 2.57 | 2.52 | 1.21 | 1.14 | 0.30 |
| 74 | 4.18 | 3.73 | 0.97 | 0.90 | 3.40\* |
| 75 | 3.48 | 2.64 | 1.07 | 1.16 | 5.32\* |
| 76 | 4.39 | 3.76 | 0.92 | 0.72 | 5.39\* |
| 77 | 4.22 | 3.50 | 0.69 | 0.98 | 6.00\* |
| 78 | 4.62 | 3.90 | 0.54 | 0.62 | 8.76\* |
| 79 | 3.41 | 2.45 | 1.11 | 1.08 | 6.20\* |
| 80 | 4.78 | 3.88 | 0.41 | 0.86 | 9.44\* |
| 81 | 4.00 | 3.77 | 1.26 | 1.64 | 1.11 |
| 82 | 4.19 | 3.39 | 0.97 | 1.08 | 5.51\* |
| 83 | 4.16 | 3.53 | 0.78 | 1.05 | 4.82\* |
| 84 | 4.37 | 3.90 | 0.70 | 0.64 | 4.96\* |
| 85 | 4.62 | 4.02 | 0.49 | 0.75 | 6.70\* |

\* t value > Tabled value 2.58 at 0.01 level.

**Reliability and Validity**

 There are certain qualities that using measurement device should possess perhaps the two most important technical concept in measurement are reliability and validity.

**1. Reliability**

 Reliability refers to consistency of the test scores, that is now consistent they are from one measurement to another. According to Cron "By reliability it is meant the extent of which or the accuracy with which a test measures, what it has been constructed to measure".

 Reliability measures provide an estimate of how much variation we might expect under different condition. Reliability coefficient can be calculated with different method.

 Reliability of the Job Satisfaction scale was established by split half method. Items in the Job Satisfaction scale was divided into two equal halves is treated as separate scale. These are administered on 50 pre school teachers. The scores on the odd and even numbered items were calculated using Pearson's formula for product moment correlation. This gave the reliability of the half test. This was correlated for full length of the test by Spearman-Brown prophecy formula. The reliability thus obtained was 0.82 (N=50).

**Validity**

 The most important quality of a test is its ability to measure what it is intended to measure. The attainment of objectives for which, it is designed. According to Best (1995) "The validity is that quality of a data gathering instrument or procedure that enable to determines what it was designed to determine".

 The validity of the present scale was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind namely what he was thought he was measuring (Garrett, 1973). The scale was administered to a try out sample of 50 pre school teachers. It was found that the subjects comprehend the scale clearly and responded to the items, without misunderstanding the items. Thus the scale possesses face validity.

**F. DATA COLLECTION PROCEDURE, SCORING, CONSOLIDATION OF DATA**

 After the selection of the sample the investigator made arrangements for the administration of the tool. The investigator sought permission from the heads of selected pre-schools for collecting data and made necessary arrangements for it. The investigator explained the nature and confidentiality of the study to teachers in the nursery school. After giving necessary instructions the investigator administered the Job Satisfaction scale on nursery teachers and collected data.

# Scoring and Consolidation of Data

 All the response sheets were scored as per the scoring scheme of the scale prepared. The incomplete data sheet were removed and the scoring is done as follows: A score of 5, 4, 3, 2 and 1 respectively was given for the responses strongly agree, agree, undecided, disagree, strongly disagree for positive items. The negative items were scored in the reverse order.

**5. STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

 The scores obtained from 400 pre-school teachers were subjected to statistical treatments. The various statistical techniques used are given below.

**a. Preliminary Analysis**

 The investigator used the statistical techniques like:

1. Measures of central tendency

2. Measures of dispersion

3. Measures of skewness

4. Measures of kurtosis

**b. Major Analysis**

**1. Estimation of percentage**

 The percentage in the sample were estimated using the conventional method. The percentage of each sub sample were found out separately. To infer the percentage of Job Satisfaction of pre school teachers of Kerala of the population from the sample, the following formula was used

 Guilford (1978)

**2. Test of Significance of Difference Between Mean for Different Categories**

 The statistical technique "The test of significance of difference between means” for different categories was used to find out if there exists any significant difference in mean between selected independent and dependent variable.

 The test of significance of difference between two means is known as 't' test.

t = 

Where,

X1 = Mean of the upper group I

X2 = Mean of the lower group II

σ1 = Standard deviation of the group I.

σ2 = Standard deviation of the group II

N1 = Sample size of the first group

N2 = Sample size of the second group.

 If the obtained critical ratio value falls outside the interval of + 1.96, then the difference is treated as significant at 0.05 level. If the obtained critical ratio value falls outside the interval + 2.58 the difference is said to be significant at 0.01 level.

ANALYSIS AND
INTERPRETATION OF DATA

 The present study is to find out the Job Satisfaction of pre school teachers of Kerala. The data have been statistically analysed based on the objective of the study. This chapter deals with the details of statistical analysis and interpretation of the data as per following objectives and hypotheses.

**OBJECTIVES**

1. To find out the Job Satisfaction of pre-school teachers.
2. To find out if there exists any significant relationship between Job Satisfaction and Locality of the pre school.
3. To find out if there exists any significant relationship between Job Satisfaction and type of management of the pre school.
4. To find out if there exists any significant relationship between Job Satisfaction and Educational qualification of pre school teachers.
5. To find out if there exists any significant relationship between Job Satisfaction and teaching experience of pre school teachers.

**HYPOTHESES**

1. Pre school teachers of Kerala will be cent percent satisfied in their Job.

2. There will be no significant relationship between the Job Satisfaction of pre school teachers and locality of the pre school.

3. There will be no significant relationship between the Job Satisfaction of pre-school teachers and the type of management of the pre school.

4. There will be no significant relationship between the Job Satisfaction of pre school teachers and their educational qualification.

5. There will be no significant relationship between the Job Satisfaction of pre school teachers and their teaching experience.

 The analysis and discussion are presented under the following headings.

1. Preliminary analysis

2. Major analysis

**PRELIMINARY ANALYSIS OF THE TEST SCORES**

 The dependent variable in the present study is Job Satisfaction. The composite of Job Satisfaction for each individual was calculated and presented in the form of frequency distribution. All the descriptive statistics were made to see whether the distribution followed the normality.

TABLE 2

**Frequency distribution of Job Satisfaction score**

|  |  |  |  |
| --- | --- | --- | --- |
| Class interval | F | Mid point | Cumulative frequency |
| 170-190 | 6 | 180 | 6 |
| 190-210 | 23 | 200 | 29 |
| 210-230 | 108 | 220 | 137 |
| 230-250 | 165 | 240 | 302 |
| 250-270 | 64 | 260 | 366 |
| 270-290 | 26 | 280 | 392 |
| 290-310 | 8 | 300 | 400 |

 The important statistical properties of the scores on variables under study were analysed as a preliminary step. The mean, median mode, standard deviation, skewness and kurtosis worked out for the total, urban and rural, government and private, In relation to the duration of service and also in relation to different educational qualification. It represented in table 3, 4, 5, 6, 7.

TABLE 3

**Important Statistical Constant of the Distribution of
Job Satisfaction Score of Pre-school teachers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Category | N | Mean | Median | Range | SD | Skewness | Kurtosis |
| Total | 400 | 239.31 | 237.00 | 128 | 20.397 | 0.128 | 0.896 |

 The obtained mean Job Satisfaction score is 239.31. This indicates that majority of the pre-school teachers obtained a score below the mid point 240. The median value is 237.00. Since all the measures of central tendency values are almost the same and the calculated value of skewness and kurtosis are 0.128 and 0.896 respectively. The distribution is almost normal.

 The smoothed frequency curve – in figure 1 shows that the scores of Job Satisfaction are following normality. Hence, it may be calculated that all parametric statistical tests can be employed to analyse the data on the score of job satisfaction. The level of Job Satisfaction among pre school teachers is below the mid point on the scale and hence it can be inferred that the existing level of Job Satisfaction is just below average.

 An observation in to the frequency distribution reveals that 172 teachers fall in the lower class interval; where as 98 teachers fall in the higher class interval than the middle. In other words there is more concentration of teachers in the lower half than in the higher half of the distribution.



Scale

on X axis : 1 cm = 20 scores

 Y axis : 1 cm = 50 frequency

**Figure. 1 Smoothed frequency curve of Job Satisfaction of Pre school teachers in total sample**

TABLE 4

**Important Statistical Constants of the
Distribution of Job Satisfaction Score of Pre-school teachers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Category | N | Mean | Median | Mode | SD | Skewness | Kurtosis |
| Urban | 137 | 251.73 | 251.00 | 250 | 17.068 | -0.842 | 1.313 |
| Rural  | 263 | 232.48 | 231.00 | 228 | 18.966 | 0.650 | 3.340 |

 Table 4 shows that the mean score obtained for the pre-school teachers working in urban and rural area are 251.73 and 232.48 respectively. The median obtained for urban pre school teachers are 251.00 and rural teachers are 231.00. The mode obtained for urban and rural teachers are 250 and 228 respectively. The standard duration obtained for the urban and rural teachers are 17.068 and 18.966 respectively. The skewness obtained for urban is –0.842 and rural is 0.650. The kurtosis obtained for urban preschool teachers are 1.313 and rural teachers are 3.340.

**Discussion**

 The important statistical constant of the distribution of Job Satisfaction score of pre school teachers are analysed. It is found that there is enough variation between value to the three measures of central tendencies viz; mean, median and mode of the variable. The score of mean, median and mode of Job Satisfaction of rural teachers are less than the urban pre school teachers. The extent of skewness are –0.842 and 0.650 that is the distribution of Job Satisfaction score of urban teachers are negatively skewned and rural teachers are positively skewed. The measures of Kurtosis are 1.313 3.340, that is the curve is platy kurtic.

TABLE 5

**Important Statistical Constant of the
Distribution of Job Satisfaction Score of Pre-school teachers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Category | N | Mean | Median | Mode | SD | Skewness | Kurtosis |
| Govern-ment  | 40 | 252.65 | 251.00 | 249 | 22.095 | -1.142 | 0.700 |
| Private  | 360 | 237.83 | 236.00 | 233 | 19.680 | 0.238 | 1.505 |

 Table 5 shows that the mean scores obtained for the teachers working in government and private pre schools are 252.65 and 237.83 respectively. The median obtained for the government teachers are 251.00 and private teachers are 236. The mode obtained for the government and private teachers are 249 and 233 respectively. The standard deviation for government and private teachers are 22.095 and 19.680 respectively. The skewness obtained for government teachers is –1.142 and private is 0.238. The Kurtosis are 0.700 and 1.505.

**Discussion**

 As mentioned in the table 5 that there is enough variation between values of the three measures of central tendencies viz., mean media and mode of the variable, scores of mean, median and mode of Job Satisfaction of teachers working in government schools are higher than the private school teachers. The extent of skewness are –1.142 and 0.238. That is the distribution of Job Satisfaction score of government teachers are negatively skewed and private teachers are positively skewed. The measure of kurtosis are 0.700 and 1.505 that is the Curve is platy kurtic.

TABLE 6

**Important Statistical Constant of the
Distribution of Job Satisfaction Score of Pre-school teachers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Experience | N | Mean | Median | Mode | SD | Skewness | Kurtosis |
| Below 5 years  | 91 | 231.67 | 231.00 | 230 | 28.706 | 0.601 | 0.521 |
| 6-10 years  | 190 | 234.98 | 235.00 | 235 | 11.293 | 0.337 | 0.069 |
| 11-15 years | 82 | 252.48 | 251.00 | 249 | 16.349 | -0.510 | 0.666 |
| 16 and above  | 37 | 251.16 | 252.00 | 253 | 22.234 | -1.077 | 0.521 |

 To probe into the relation between the duration of service of Job Satisfaction, the service is classified into four groups (1) less than 5 years (2) 6-10 years (3) 11-15 years (4) 16 and above years. The difference between job satisfaction score of the four groups were analysed.

 Table 6 shows that mean scores of Job Satisfaction obtained the preschool teachers with in the group 1, 2, 3, and 4 are 231.67, 234.98, 252.48, 251.16 respectively.

 The median obtained for the pre school teachers within the group 1 is 231.00 group 2 is 235 group 3 is 251 and group 4 is 253. Mode obtained for each group 1,2,3 and 4 is 230, 235, 249, 253 respectively. Standard deviation of group I is 28.706, group 2 is 11.293, group 3 is 16.349 and group 4 is 22.234. The skewness obtained for the teachers of group 1, 2, 3 and 4 are 0.601, 0.337, -0.510 and –1.077 respectively. The kurtosis obtained for the teacher with different duration of experience : group 1 is 0.521, group 2 is 0.069, group 3 is 0.666 and group 4 is 0.521.

**Discussion**

 As mentioned in table 6 that there is much variation between the value of three measures of central tendencies viz., mean, median and mode of group 1, 2 and group 3, 4. The value of mean median and mode of Job Satisfaction of group 1 and 2 are less than the group 3 and 4. The extent of skewness are 0.601, 0.337, -0.510 and –1.077 that is the distribution of Job Satisfaction score of preschool teaches with in the group 1 and 2 are positively skewed, group 3 and 4 are negatively skewed. The measures of kurtosis are 0.521, 0.069, 0.666 and 0.521 that is the curve group 3 and 4 and platykurtic but the curve of group 2 is leptokurtic.

TABLE 7

**Important Statistical Constant of the
Distribution of Job Satisfaction Score of Pre-school teachers**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Qualification | N | Mean | Median | Mode | SD | Skewness | Kurtosis |
| PG/Degree | 165 | 228.77 | 227.00 | 224 | 21.617 | 1.153 | 3.477 |
| TTC/B.Ed | 68 | 237.07 | 237.00 | 237 | 11.223 | 0.315 | 3323 |
| +2, NTTC | 122 | 248.96 | 249.00 | 249 | 12.246 | -0.388 | 3.063 |
| Degree & NTTC | 45 | 255.20 | 256.00 | 257 | 22.044 | -1.244 | 0.944 |

 To probe into the relation between the teachers with different educational qualification and Job Satisfaction the qualification is classified into four groups (1) PG/Degree (2) TTC/BEd (3) +2 & NTTC, (4) Degree & NTTC. The difference between the Job Satisfaction score of four groups were analysed.

 Table 7 shows that mean score of Job Satisfaction obtained for pre school teachers with in the group 1,2,3 and 4 are 228.77, 237.07, 248.96 and 255.20 respectively. The median obtained for the gorup1 is 227, group 2 is 237 group 3 is 249 and group 4 is 256. The mode obtained for the group 1, 2, 3 and 4 are 224, 237, 249 and 257 respectively. The skewness obtained for the teacher with different qualification group 1 is 1.153, group 2 is 0.315, group 3 is –0.388 and group 4 is -1.244. The kurtosis in group 1, 2, 3 and 4 is 3.477, 3.323, 3.063 and 0.944 respectively.

**Discussion**

 As mentioned the table 7 that there is enough variation between of three measures of central tendencies viz., mean median and mode of the group 1,2,3 and 4. These score are gradually increased from group 1 to group 4. The extent of skewness are 1.153, 0.315, -0.388 and –1.244. That is the distribution of Job Satisfaction score of pre school teachers with in the group 1 and 2 are positively skewned, group 3 and 4 are negatively skewed. The measures of kurtosis are 3.477, 3.323, 3.063 and 0.944 that is the curve is platy kurtic.

# MAJOR ANALYSIS

1. ESTIMATE THE LEVEL OF SATISFACTION OF PRE SCHOOL TEACHERS AMONG TOTAL SAMPLE AND SUB SAMPLE

**TABLE 8**

Percentage of Job Satisfaction of
pre school teachers for the total sample and the different sub sample

|  |  |  |
| --- | --- | --- |
| **Category** | **Percentage in the sample** | **Percentage in the population** |
| **Total Sample**  | **74.78** | **70.52** | **-** | **79.04** |
| Locality  |  |  |  |  |
| **Urban**  | **78.66** | **71.8** | **-** | **85.52** |
| **Rural**  | **72.65** | **67.27** | **-** | **78.03** |
| Type of Management  |  |  |  |  |
| **Government**  | **78.95** | **66.32** | **-** | **91.58** |
| **Private**  | **74.32** | **69.81** | **-** | **78.83** |
| Teaching Experience  |  |  |  |  |
| **below 5 years**  | **72.39** | **63.2** | **-** | **81.58** |
| **6-10 years**  | **73.43** | **67.15** | **-** | **79.71** |
| **11-15 years**  | **78.9** | **70.07** | **-** | **87.73** |
| **16 and above**  | **78.49** | **71.73** | **-** | **85.25** |
| Educational qualification  |  |  |  |  |
|  **PG/Degree** | **71.49** | **64.6** | **-** | **78.38** |
| **TTC/B.Ed** | **74.08** | **63.67** | **-** | **84.17** |
| **+2/NTTC** | **77.8** | **70.43** | **-** | **85.17** |
| **Degree/NTTC** | **79.75** | **68.01** | **-** | **91.49** |

 **The percentage of the total sample was 74.78. Based on this the investigator inferred the percentage for the population. It was found to be 70.52-79.04. The investigator also estimated the percentage for the sub sample and population for the subsamples categorised on the basis of locality, type of management, teaching experience and educational qualification.**

 **Percentage score for the different subsamples are also calculated. The percentage score obtained for the sample belonging to the urban and rural schools were 78.66 and 72.65 respectively.**

 **Percentage score obtained for the sample belonging to the government school was 78.95 and private school was 74.32.**

 **Percentage score obtained for the sample belonging to the different duration of experiences that is below 5 years, 6-10 years, 11-15 years and
16 -above were 72.39, 73.43, 78.9 and 78.49 respectively.**

 **Percentage score obtained for the sample belonging to the different level of educational qualification that is PG/Degree, TTC/B.Ed, +2 and NTTC, Degree and NTTC were 71.44, 74.08, 77.8 and 79.5 respectively.**

Discussion

**Data, that the investigator collected using the present tool, revealed that the pre school teachers of Kerala has a moderately satisfied in their job, but not to the maximum extent.**

**While considering the sub categories urban teachers were highly satisfied in their job (78.66%) than compared with rural pre school teachers (72.65%). Government preschool teachers were highly satisfied in their job (78.95%) than compared with private pre school teachers (74.32%).**

**While considering the difference duration of experiences, teacher with above ten years experiences were highly satisfied in their job, than compared with pre school teachers belonging to the category below ten years experiences. Trained teachers were highly satisfied in their job than compared with untrained teachers.**

**The result shows that the pre school teachers among total sample and different subsample were not cent percent satisfied in their job.**

COMPARISON OF THE MEAN SCORE OF DIFFERENT CATEGORIES OF PRE-SCHOOL TEACHERS ON JOB SATISFACTION

 The mean and standard deviation computed for the variable are used to compare different categories of pre school teachers on Job Satisfaction.

**1. Comparison of mean score of Job Satisfaction of preschool teachers working in urban and rural area.**

TABLE 9

**Test of Significance of Difference Between Mean
Score of urban and rural Pre-school Teachers on Job Satisfaction**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S. No | Variable  | N | Mean | SD | t-value  | level of significance  |
| 1 | Urban | 137 | 251.73 | 17.068 | 9.774 | 0.01 |
| 2 | Rural  | 263 | 232.84 | 18.966 |

 Table 9 shows that mean scores obtained for the urban and rural are 251.73 and 232.84 respectively. The standard deviation obtained for urban is 17.068 and rural pre school teachers are 18.966. The obtained 't' value is 9.774. Since the calculated value of 't' is higher than table value 2.58 at 0.01 level of significance. Thus it can be found that urban and rural pre-school teachers have significant difference in their Job Satisfaction.

**Discussion**

 The comparative examination of the mean scores of pre school teachers working in urban and rural area shows that the two group differed significantly as the 't' test was significant. The pre-school teachers working in urban area were found to be more satisfied than those working in the rural area with regard to the overall Job Satisfaction score.

 The above results shows that the teachers working in urban and rural area pre-schools were satisfied with their job and there was significant difference in the level of Job Satisfaction of those two groups of teachers at 0.01 level.

2. Comparison of mean score of Job Satisfaction of teachers working in government and private schools

TABLE 10

**Test of Significance of
Difference Between Mean Score of
government and private Pre-school Teachers on Job Satisfaction**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S. No | Variable  | N | Mean | SD | t-value  | Level of significance  |
| 1 | Government | 40 | 252.65 | 22.095 | 4.461 | 0.01 |
| 2 | Private  | 360 | 237.00 | 19.680 |

 Table 10 shows that mean scores obtained for the teachers working in government and private pre schools are 252.65 and 237.00 respectively. The standard deviation obtained for government pre school teachers is 22.095 and private is 19.680. The obtained 't' value is 4.461. Since the calculated value of 't' is higher than table value 2.58 at 0.01 level of significance. Thus it can be found that government and private pre school teachers have significant difference in their Job Satisfaction.

**Discussion**

 The comparative examination of the mean scores of the teachers working in government and Private pre-schools shows that the two group differed significantly as the 't' test was significant. The teachers working in government pre schools were found to be more satisfied than those working in the private pre schools with regard to the overall Job Satisfaction score.

 The above results shows that the teachers working in government and private pre-schools were satisfied with their job and there was significant difference in the level of Job Satisfaction of those two groups of teachers at 0.01 level.

3. Comparison of mean score of Job Satisfaction of pre school teachers with different duration of experience.

TABLE 11

**Test of Significance of
Difference between mean score of
teachers with different duration of experience on Job Satisfaction**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | N | Mean | SD | t-value | level of significance |
| 1 | Group 1 | 91 | 231.67 | 28.706 | -1.385 | NS |
| Group 2 | 190 | 234.98 | 11.293 |
| 2 | Group 1 | 91 | 231.67 | 28.706 | -5.772 | 0.01 |
| Group 3 | 82 | 252.48 | 16.349 |
| 3 | Group 1 | 91 | 231.67 | 28.706 | -3.700 | 0.01 |
| Group 4 | 37 | 251.16 | 22.234 |
| 4 | Group 2 | 190 | 234.98 | 11.293 | -10.169 | 0.01 |
| Group 3 | 82 | 252.48 | 14.349 |
| 5 | Group 2 | 190 | 234.98 | 11.293 | -6.597 | 0.01 |
| Group 4 | 37 | 251.16 | 22.234 |
| 6 | Group 3 | 82 | 252.48 | 16.349 | 0.361 | NS |
| Group 4 | 37 | 251.16 | 22.234 |

NS is not significant

 To find out the significant difference between the pre school teachers with different duration of experience is classified in to 4 group (1) below 5 years (2) 6-10 years (3) 11-15 years (4) 16 and above years of experience and the difference between the Job Satisfaction of each two group were analysed.

 Table 11 shows that mean score of Job Satisfaction obtained for pre school teachers with in the group 1, 2, 3 and 4 are 231.67, 234.98, 252.48, & 251.00 respectively. The standard deviation obtained for the teachers with different duration of experience : group 1 is 28.706, group 2 is 11.293, group 3 is 16.349 and group 4 is 22.234. The calculated value of 't' group 1 and 2, group 3 and 4 are -1.385 and 0.361 respectively. This calculated 't' value of less than the table value 2.58 at 0.01 level of significance. But the calculated value of 't' of group 1 and 3 group 1 and 4, group 2 and 3 group 2 and 4 are -5.772, -3.700, -10.169, -6.597 respectively. This calculated 't' value of higher than table value 2.58 at 0.01 level of significance. Thus it can be found that there is no significant difference between the pre school teachers with the group 1 and 2 group 3 and 4, but the teachers with in the group 1 and 3, 1 and 4, 2 and 3, 2 and 4 have significant difference in their Job Satisfaction.

**Discussion**

 The comparative examination of mean score of Job Satisfaction of pre school teachers with different duration of experience : group 1, 2,3 and 4 are shows that each two groups 1 and 3, 1 and 4, 2 and 3, 2 and 4 and differ significantly as the 't' test is significant but in the case of group 1 and 2, 3 and 4 are not differ significantly as the 't' test is not significant. While increase the duration of experience of preschool teaches, gradually increase the satisfaction in their job.

 The result shows that the teachers with in the group 1 and 2 are less satisfied in their job than the group 3 and 4 and there was significant difference in the level of Job Satisfaction between each two group of teachers at 0.01 level.

4. Comparison of mean score of Job Satisfaction of pre school teachers with different level of qualification

TABLE 12

**The test of Significance of
Difference between mean score of teachers with
different educational qualification on Job Satisfactions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Variable | N | Mean | SD | t-value | Level of significance |
| 1 | Group 1 | 165 | 228.77 | 21.617 | -3.003 | 0.01 |
| Group 2 | 68 | 237.07 | 11.22 |
| 2 | Group 1 | 165 | 228.77 | 21.617 | -9.272 | 0.01 |
| Group 3 | 122 | 248.96 | 12.246 |
| 3 | Group 1 | 165 | 228.77 | 21.617 | -7.240 | 0.01 |
| Group 4 | 45 | 255.20 | 22.044 |
| 4 | Group 2 | 68 | 237.07 | 11.223 | -6.605 | 0.01 |
| Group 3 | 122 | 248.96 | 12.246 |
| 5 | Group 2 | 68 | 237.07 | 11.223 | -5.755 | 0.01\* |
| Group 4 | 45 | 255.20 | 22.044 |
| 6 | Group 3 | 122 | 248.96 | 12.246 | -2.312 | 0.05\*\* |
| Group 4 | 45 | 255.20 | 22.044 |

\* Significant at 0.01 level

\*\* Not significant at 0.01 level

 To find out the significant difference between the pre school teachers with different educational qualification, is classified into four group (1) PG or Degree, (2) TTC or BEd (3) +2 and NTTC (4) Degree and NTTC. The difference between the Job Satisfaction of each two group were analysed.

 Table 12 shows that mean score of Job Satisfaction obtained for pre school teachers with in the group 1, 2, 3 and 4 are 228.77, 237.07, 248.96 and 255.20 respectively. The standard deviation obtained for the teachers with different educational qualification group 1 is 21.617, group 2 is 11.22, group 3 is 12.246 and group 4 is 22.044. The calculated value of 't' of group 1 and 2, 1 and 3, 1 and 4 2, and 3, 2 and 4 are -3.003, -9.272, -7.240, -6.605 and -5.755 respectively greater than the table value 2.58 at 0.01 level of significance. In the case of group 3 and 4 the calculated value of 't' is -2.312. It is less than the table value 2.58 at 0.01 level of significance. But this calculated value of 't' is grater than the table value 1.96 at 0.05 level of significance. Thus it can be found that there is significant difference between pre-school teachers within the group 1 and 2, 1 and 3, 1 and 4, 2 and 3, 2 and 4 have significant difference in their Job Satisfaction at 0.01 level. In the case of group 3 and 4 have significant difference in their Job Satisfaction at 0.05 level but not differ significantly at 0.01 level.

# Discussion

 The comparative examination of mean score of Job Satisfaction of pre school teachers with different educational qualification group 1, 2, 3 and 4 are shows that each two groups 1 and 2, 1 and 3, 1 and 4, 2 and 3 2 and 4, are differ significantly as 't' test is significant. But in the case of group 3 and 4 are differ significantly as t' test is significant at 0.05 level.

 The result shows that the teachers within the group 1 and 2 are less satisfied in their job than the group 3 and 4. The trained teachers have higher satisfaction than the untrained teachers in their job. There was significant difference in the level of job satisfaction between each two group of teachers at 0.01 level except group 3 and 4. This group differ significantly at 0.05 level.

**CONCLUSION**

 The analysis of the data helped the investigator to reach the following conclusion.

 Pre school teachers are not cent percent satisfied in their job, but moderately satisfied.

 There is significant difference in the Job Satisfaction of pre school teachers working in urban and rural area.

 There is significant difference in the Job Satisfaction of pre school teachers working in government and private pre schools.

 There is significant difference in the Job Satisfaction of pre-school teachers with different duration of experience while experience is increase, at the same time Job Satisfaction gradually increased.

 There is significant difference in the Job Satisfaction of pre school teachers with different educational qualification. The trained teachers have higher satisfaction than the untrained teachers in their job.

SUMMARY FINDINGS AND SUGGESTIONS

 This chapter provides a overview of the significant aspect of the study viz., study in retrospect, major findings of the study, educational implications, and suggestions for further researches in this area.

**A. STUDY IN RETROSPECT**

 Various aspects related to the different stages in the extensions of the present study like problem, variable, objectives, hypotheses, methodology are briefly described below.

**Re-statement of the Problem**

The present study was entitled as "**Job Satisfaction of pre school teachers of Kerala"**

**B. VARIABLES**

 The independent and dependent variables selected for the study were the following.

# Dependent Variable

 Job Satisfaction

**Independent Variable**

 Locality of the school, Type of management, Educational qualification of the teacher, Teaching experience.

**OBJECTIVES**

1. To find out the Job Satisfaction of pre-school teachers.
2. To find out if there exists any significant relationship between Job Satisfaction and Locality of the pre school.
3. To find out if there exists any significant relationship between Job Satisfaction and type of management of the pre school.
4. To find out if there exists any significant relationship between Job Satisfaction and Educational qualification of pre school teachers.
5. To find out if there exists any significant relationship between Job Satisfaction and teaching experience of pre school teachers.

**HYPOTHESES**

1. Pre school teachers of Kerala will be cent percent satisfied in their Job.

2. There will be no significant relationship between the Job Satisfaction of pre school teachers and locality of the pre school.

3. There will be no significant relationship between the Job Satisfaction of pre-school teachers and the type of management of the pre school.

4. There will be no significant relationship between the Job Satisfaction of pre school teachers and their educational qualification.

5. There will be no significant relationship between the Job Satisfaction of pre school teachers and their teaching experience.

**E. METHODOLOGY**

 The methodology of the present study is briefly described below.

**Sample**

 The study was conducted on a sample of 400 preschool teachers from the eight districts of Kerala. Sample was selected using purposive sampling.

**Tools used**

 'Job Satisfaction Scale' was constructed by the investigator with the help of supervising teacher.

**Statistical techniques used**

 The following statistical techniques were used in analyzing the data.

1. Preliminary Statistics

2. Estimation of Percentage

3. Test of Significance difference between means for large independent sample the 't' test.

## F. MAJOR FINDINGS OF THE STUDY

 The major findings of the study are following.

**1. Level of Job Satisfaction of pre school teachers for the total sample and subsample**

**TABLE 13**

Percentage of Job Satisfaction of
pre school teachers for the total sample and the different sub sample

|  |  |  |
| --- | --- | --- |
| **Category** | **Percentage in the sample** | **Percentage in the population** |
| **Total Sample**  | **74.78** | **70.52** | **-** | **79.04** |
| Locality  |  |  |  |  |
| **Urban**  | **78.66** | **71.8** | **-** | **85.52** |
| **Rural**  | **72.65** | **67.27** | **-** | **78.03** |
| Type of Management  |  |  |  |  |
| **Government**  | **78.95** | **66.32** | **-** | **91.58** |
| **Private**  | **74.32** | **69.81** | **-** | **78.83** |
| Teaching Experience  |  |  |  |  |
| **below 5 years**  | **72.39** | **63.2** | **-** | **81.58** |
| **6-10 years**  | **73.43** | **67.15** | **-** | **79.71** |
| **11-15 years**  | **78.9** | **70.07** | **-** | **87.73** |
| **16 and above**  | **78.49** | **71.73** | **-** | **85.25** |
| Educational qualification  |  |  |  |  |
|  **PG/Degree** | **71.49** | **64.6** | **-** | **78.38** |
| **TTC/B.Ed** | **74.08** | **63.67** | **-** | **84.17** |
| **+2/NTTC** | **77.8** | **70.43** | **-** | **85.17** |
| **Degree/NTTC** | **79.75** | **68.01** | **-** | **91.49** |

 It is found that the pre school teachers among total sample and subsamples were not cent percent satisfied in their job. But moderately satisfied .

2. Comparison of the mean score of Job Satisfaction of pre school teachers working in urban and rural area.

TABLE 14

**Test of significance of
difference between mean score of pre school
 teachers working in urban and rural area on Job Satisfaction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl. No | Variable | N | t-value | Level of significance |
| 1 | Urban | 137 | 9.774 | 0.01 |
| 2 | Rural  | 263 |

 It is found that there exists statistically significant difference in the level of job satisfaction between pre-school teachers in urban and rural area. The teachers working in urban area are more satisfied than compared to their counterparts in rural area. Thus locality at as determinant factors of job satisfaction.

3. Comparison of the mean score of Job Satisfaction of teachers working in government and private pre-school

TABLE 15

**Test of significance difference of
between mean score of teachers working in
government and private Schools on Job satisfaction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl. No | Variable | N | t-value | Level of significance  |
| 1 | Government | 40 | 4.461 | 0.01 |
| 2 | Private | 360 |

 The findings shows that there exists statistically significant difference in the level of Job Satisfaction between government and private preschool teachers. The government pre-school teachers are more satisfied than compared to their counter parts in the private schools. Hence it can be inferred that type of management has significant role in influencing Job Satisfaction of pre school teachers.

4. Comparison of mean score of Job Satisfaction of pre school teachers with different duration of experience

TABLE 16

**Test of significance of
difference between mean score of pre school
teachers with different duration of experiences on Job Satisfaction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl. No | Variable | N | t-value | Level of significant  |
| 1 | Group 1 | 91 | -1.385 | NS |
| Group 2 | 190 |
| 2 | Group 1 | 91 | -5.772 | 0.01 |
| Group 3 | 82 |
| 3 | Group 1 | 91 | -3.700 | 0.01 |
| Group 4 | 37 |
| 4 | Group 2 | 190 | -10.169 | 0.01 |
| Group 3 | 82 |
| 5 | Group 2 | 190 | -6.597 | 0.01 |
| Group 4 | 37 |
| 6 | Group 3 | 82 | 0.361 | NS |
| Group 4 | 37 |

 NS : No significant difference at 0.01 level

 From table 16 it is concluded that the four groups of teachers with different level of experience; less than 5years, 6-10 years, 11-15 years and 16-above. There is significant difference among them in their level of Job Satisfaction except group 1 and 2 group 3 and 4 at 0.01 level of significant. Teachers with high experience possess more satisfaction in their job than the counter parts with low experience. Thus it can be inferred that teaching experience has great role in moulding the Job Satisfaction of pre school teachers.

5. Comparison of mean score of Job Satisfaction of teachers with different level of qualification.

TABLE 17

**Test of significance difference of
between mean score of pre school teachers with
different level of educational qualification on Job Satisfaction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl. No. | Variable | N | t-value | Level of significant  |
| 1 | Group 1 | 165 | -3.003 | 0.01 |
| Group 2 | 68 |
| 2 | Group 1 | 165 | -9.272 | 0.01 |
| Group 3 | 122 |
| 3 | Group 1 | 165 | -7.240 | 0.01 |
| Group 4 | 45 |
| 4 | Group 2 | 68 | -6.605 | 0.01 |
| Group 3 | 122 |
| 5 | Group 2 | 68 | -5.755 | 0.01 |
| Group 4 | 45 |
| 6 | Group 3 | 122 | -2.312 | 0.05 |
| Group 4 | 45 |

 From table 17 it is concluded that the four groups of teacher with different educational qualification; PG or degree, TTC, or B.Ed, +2 & NTTC, Degree & NTTC. There is significant difference among them in their level of Job Satisfaction. Since obtained 't' value is significant at 0.01 level of significant except group 3 and 4, but it is significant at 0.05 level. The trained teacher are more satisfied than compared to untrained teachers.

**G TENABILITY OF HYPOTHESES**

 Based on the findings, the tenability of the hypothesis for the study were reviewed four major hypothesis were formulated and tested.

1. The first hypothesis state that pre school teachers of Kerala will be cent percent satisfied in their job. The study revealed that the pre school teachers are not cent percent satisfied in their job. So the hypothesis one is fully rejected.
2. Second hypothesis states that there will be no significant difference between the Job Satisfaction of pre school teacher working in urban and rural area. The study revealed that, there is significant difference in the mean score of Job Satisfaction of teachers making in urban and rural area. So hypothesis two is fully rejected.
3. Third hypothesis state that there will be no significant difference between Job Satisfaction of teachers working in government and private pre schools. The study revealed that, there is significant difference between Job Satisfaction of teacher working in Government and private pre-schools. So hypothesis three is fully rejected.
4. Fourth hypothesis state that there will be no significant difference between the Job Satisfaction of pre-school teacher based on their qualification. The study revealed that, there is significant difference between the Job Satisfaction of pre school teacher based on their qualification. So hypothesis four is fully rejected.
5. Fifth hypothesis states that there will be no significant difference between the Job Satisfaction of pre school teaches based on their experience. The study revealed that, there is significant difference between the job satisfaction of preschool teacher based on their experience. So hypothesis five is rejected.

**I. EDUCATIONAL IMPLICATIONS**

 The major findings of the study made the investigator put forward the following suggestions to improve educational practice.

1. The study revealed that the pre school teachers are not cent percent satisfied in their job.
2. The study revealed that there is significant difference between the Job Satisfaction of teachers working in urban and rural pre schools government and private pre schools, the teacher with different level of teaching experience and educational qualification.
3. Teachers of urban area are more satisfied with physical facilities. The study revealed that inadequacy of physical facilities such as accommodation, toilet, play ground, drinking water, etc are factors that cause Job Satisfaction. Physical facilities of all schools, especially rural schools should be improved.
4. It is found that the administration of the heads of government schools contributes to more Job Satisfaction than their counter parts in private schools. Certain aspects of the administrative policies of the head of government schools and their attitude towards their teachers may the positive factors towards this. These positive aspects may be identified and disseminated to private pre school.
5. The study revealed that trained teachers are more satisfied with their job than the untrained teachers. So during selection, promotion and placement preference must be given to personnel who posses nursery teacher training or pre primary teacher training.
6. The findings of the study also revealed teaching experience as significant factor influencing Job Satisfaction. Hence authorities can take care to allot more works and responsibilities to the aforesaid for effective activities. These teacher can also assist the other experienced group of teachers for enhancing their satisfaction in the job and hence for the whole development of the school.
7. Present service conditions related to promotion, professional improvement, incentives for additional qualification salary and fringe benefits create dissatisfaction among teachers. It implies that timely reforms in service conditions and revision of salary are acquired to improve Job Satisfaction of teachers.
8. The present pre service and in service training programme may be streamlined so as to modify the personality characteristics of teachers, which will enable to get more satisfaction.
9. Teachers should be provide proper guidance and counseling in planning, organizing and transacting that they will be aware of their duties, working conditions in the schools. By knowing this they can adjust with the school conditions effectively.

 As the personality characteristics of the teacher do have influence upon their level of Job Satisfaction, on teacher recruitment these characteristics should be considered through giving attitude, aptitude and psychological tests.

 A satisfied and happy teacher is very likely to exert himself, work with enthusiasm. Likewise a dissatisfied teacher is likely to be dissatisfied in several aspects. Hence the welfare of the teacher should be supreme concern to the school authorities. Thus proper environment, good working conditions, better salary will all help the teachers to have Job Satisfaction while working in the pre-school.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The findings of the present study are generalizable, even then this research area is not fully explored due to so many constraints. Refreshment are necessary to advance knowledge in this area. It can be made if only further researches are carried out. The following areas are suggested for further research in this aspect.

1. This study was limited to pre school teacher working in only eight districts of Keala. A more intensive study including teachers working in Anganwadies and Balawadies on a large population will bring more light on different issues related to job satisfaction of pre school teachers.
2. Many independent variables are included in this study. There are some more variable such as attitudes adjustment variables, burnout factors, stress factors etc while may be included in the further studies.
3. No attempt was made in the present study to assess the need of the teachers. Hence a study relating Job Satisfaction and need of the teaching may be carried out.
4. Studies can be conducted to measure the level of Job Satisfaction of care takers in the pre schools .
5. Private pre school teachers have different service conditions compared to their counter parts in government. A separate study can be conducted on their Job Satisfaction.
6. The effect of teachers satisfaction on teachers commitment can be studied.
7. Studies can be conducted among aspirants of teaching profession and burnouts on certain aspects of Job Satisfaction.
8. Nature of job satisfaction of Anganwady teachers and factors influencing Job Satisfaction may be studied in further research and can be compared with the Job Satisfaction of pre school teachers.

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**APPENDIX – I**

**FAROOK TRAINING COLLEGE**

**JOB SATISFACTION SCALE OF PRE-SCHOOL TEACHER**

**(Draft)**

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 \n§-Ä¡v tPmen-bnÂ e`n-¡p¶ kwXr-]n-Xnsb Ipdn¨v Adn-bp-I-bmWv Cu kvsIbn-ensâ Dt±-iyw. A[ym-]-I-cpsS tPmen-bp-ambn \_Ô-s¸« hnhn[ L«-§-sf-¡p-dn¨v ]cm-aÀin-¡p¶ hmN-I-§-fmWv C\n-bpÅ t]Pp-I-fnÂ sImSp-¯n-«p-Å-Xv. Hmtcm hmN-I-§fpw A©p-X-c-¯nÂ {]Xn-I-cn-¡p-¶-Xm-Wv. AXm-bXv ]qÀ®-ambn tbmPn-¡p-¶p, tbmPn-¡p-¶p, hyà-ambn D¯-c-an-Ã, tbmPn-¡p-¶-n-Ã, ]qÀ®-ambn tbmPn-¡p-¶nÃ F¶n-§s\, Hmtcm hmN-I-§fpw {i²n¨p hmbn-¨-tijw \n§-fpsS A`n-{]m-b-§Ä X¶n-«pÅ D¯-c-¡-S-em-knÂ AXmXp tNmZy-\-¼-dp-IÄ¡p t\sc sImSp-¯n-«pÅ hr¯-¯nÂ "✓' tcJ-s¸-Sp-¯p-I.

\n§-fpsS {]Xn-I-cWw cl-ky-ambn kq£n-¡p-¶Xpw Kth-j-Wm-h-iy-¯n-\p-am{Xw D]-tbm-Kn-¡p-¶-Xp-am-Wv. Hcp DZm-l-cWw Xmsg sImSp-¯n-cn-¡p-¶p.

* DZm: Fsâ Ign-hn-\-\p-k-cn¨v {]hÀ¯n-¡m-\pÅ {]tNm-Z\w \gvkdn A[ym-]-\-¯nÂ \n¶v e`n-¡m-dn-Ã.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ]qÀ®-ambntbmPn-¡p-¶p. | tbmPn¡p¶p | hyà-amb D¯-c-anÃ | tbmPn-¡p-¶nÃ | ]qÀ®-ambn tbmPn-¡p-¶n-Ã. |
|  |  |  | 🗸 |  |

 \n§-fpsS hyàn-]c-amb Nne hnh-c-§ÄIqSn Cu Kth-j-W-¯n-\v A\n-hm-cy-am-Wv. \n§Ä \ÂIp¶ hnh-c-§Ä cl-ky-ambn kq£n-¡p-¶Xpw AtXm-sSm¸w Kth-j-W-¯n-\p-am-{X-ambn D]-tbm-Kn-¡p-¶-Xp-am-Wv.

**PERSONAL DATA SHEET**

1. Name :

2. Name of the school :

3. Locality :

4. Educational qualification :

5. Teaching Experience :

6. Age :

7. Type of Management :

8. Nature of Recognition :

9. Salary :

10. Locality to which the

 teacher belonged. :

1. FÃm Ip«n-Ifpw IrXy-k-a-b¯v kvIpfnÂ F¯m-¯Xv ]T\ {]hÀ¯-\-§sf {]Xn-Iq-e-ambn \_m[n-¡m-dp-­v.
2. c£n-Xm-¡Ä¡pÅ \nÀt±-i-§Ä Hmtcm Ip«n-bp-sSbpw \_p¡nÂ Fgp-tX­n hcp-¶Xv Fs¶ hnj-an-¸n-¡m-dp­v
3. A[n-Ir-XÀ Ft¶mSv A\p-`m-h-]qÀ®-amb at\m-`m-h-amWv {]I-Sn-¸n-¡m-dp-Å-Xv.
4. Fsâ Ign-hn-\-\p-k-cn¨v {]hÀ¯n-¡m-\pÅ {]tNm-Z\w \gvkdn A[ym-]-\-¯nÂ \n¶v e`n-¡m-dn-Ã.
5. hyàn-]-c-amb Bh-iy-§Ä \nd-th-äm-\p-X-Ip¶ eohv e`y-am-Wv.
6. kl-{]-hÀ¯-IÀ¡n-S-bn-epÅ Bi-b-hn-\n-a-b-¡p-dhv sXän-²m-c-W-bv¡n-S-bm-¡p-¶p.
7. ¢mÊv Ignª DSs\ Ip«n-Isf ho«n-te¡v sIm­p-t]m-Ip¶ Imcy-¯n-epÅ c£n-Xm-¡-fpsS A{i² F¶nÂ Akz-ØX P\n-¸n-¡m-dp-­v.
8. kvIqÄ {]hÀ¯-\-§sf ]än NÀ¨ sN¿p¶ tbmK-§-fnÂ FÃm c£n-Xm-¡fpw ]s¦-Sp-¡p-¶-XnÂ Rm³ kt´m-j-h-Xn-bm-Wv.
9. Fsâ tPmen-`m-chpw i¼-fhpw X½n-epÅ A´cw Fs¶ Akz-Ø-bm-¡m-dp-­v.
10. ae-aq{X hnkÀÖ-\-¯n-\-\p-tbm-Py-amb kuI-cy-§Ä kvIqfnÂ e`y-am-Wv.
11. s]³j³ e`n-¡m-\n-S-bp-Å-Xn-\mÂ \gvkdn A[ym-]-\-¯nÂ Rm³ kwXr-]vX-bm-Wv.
12. Rm³ ¢mÊvdqw {]hÀ¯-\-§sf kzbw hne-bn-cp-¯m-dn-Ã.
13. kvIqÄ sI«n-S-§-fpsS Aä-Ipä ]Wn-bn-epÅ A[n-Ir-X-cpsS A{i-²-bnÂ Rm³ Akz-Ø-bm-Wv.
14. Ip«n-IÄ¡v ]Iz-X-bn-Ãm¯ {]mb-am-b-Xn-\mÂ F®w hÀ²n-¡p-t¼mÄ \nb-{´n-¡m³ Ign-bm-dn-Ã.
15. Ip«n-I-fpsS Ifn-IÄ¡n-S-bnse A]-ISw Fs¶ Akz-Ø-bm-¡m-dp-­v.
16. hfsc sNdnb Ip«n-Isf ]cn-io-en-¸n-¡p-¶-Xn-\mÂ Fsâ Ign-hp-Isf hnI-kn-¸n-¡m-\m-h-iy-amb Ah-kcw hnc-f-amWv.
17. hnim-ehpw kuI-cy-{]-Z-hp-amb Ìm^v dqw e`y-am-Wv.
18. Fsâ kvIqfpw hoSpw X½n-epÅ Zqcw Fs¶ \_p²n-ap-«n-¡m-dp-­v.
19. Xpey-tbm-Ky-X-bpÅ aäp tPmen-bp-ambn Xmc-Xayw sN¿p-t¼mÄ Fsâ i¼-f-¯nÂ Rm³ Akw-Xr-]vX-bm-Wv.
20. c£n-Xm-¡Ä kvIqfnÂ h¶v Ip«n-I-fpsS ]ptcm-KXn At\z-jn-¡p-¶-XnÂ Rm³ kwXr-]vX-bm-Wv.
21. Ip«n-IÄ ¢mÊnÂ AS-§n-bn-cn-¡m-¯-Xn-\mÂ ]T-\-{]-hÀ¯-\-§Ä icn-bmb coXn-bnÂ \ÂIm³ Ign-bm-dn-Ã.
22. ]mtTy-Xc {]hÀ¯-\§fn-epÅ Ip«n-I-fpsS XmXv]-cy-¯nÂ Rm³ kwXr-]vX-bm-Wv.
23. Ip«n-I-fpsS ]cn-]m-e-\s¯¸än c£n-Xm-¡Ä¡v \ÂIp¶ \nÀt±-i-§Ä AhÀ ]qÀ® a\-tÊmsS AwKo-I-cn-¡m-dn-Ã.
24. ssZ\w-Zn\ Nne-hp-IÄ IqSp-¶-X-\p-k-cn¨v i¼-f-¯nÂ amäw hcp-¯m-¯Xv Fs¶ Akz-Ø-bm-¡m-dp-­v.
25. Fsâ tPmen-bn-epÅ BßmÀ°-Xsb tae-[n-Imcn AwKo-I-cn-¡m-dn-Ã.
26. ko\n-tbm-dn-änbpw Ignhpw ]cn-K-Wn-¨pÅ {]tam-j-\nÂ Rm³ kwXr-]vX-bm-Wv.
27. kvIqfn-te¡v ]cym-]vX-amb bm{Xm-ku-Icyw e`y-am-Wv.
28. aäp A[ym-]-I-cp-ambn Xmc-Xayw sN¿p-t¼mÄ F\n¡v tPmen-`mcw IqSp-X-em-Wv.
29. Ip«n-I-fpsS F®w IqSp-¶-X-\p-k-cn¨v Ah-cpsS ]T\ kuI-cy-§Ä hÀ²n-¸n-¡p-¶-XnÂ A[n-Ir-XÀ {i²n¡m-dp-­v.
30. \gvkdn A[ym-]nI F¶ tPmen-bnÂ {]th-in¨Xn\p-tijw hnÚm\ hÀ²-\-hn-\pÅ Ah-kcw F\n¡v e`n-¡m-dn-Ã.
31. hÀj-Im-e¯v kvIqfn-te-¡pÅ Fsâ bm{X Zpcn-X-]qÀ®-am-Wv.
32. hnZymÀ°n-I-tfm-SpÅ Nne A[ym-]-I-cpsS s]cp-amäw Fs¶ thZ-\n-¸n-¡m-dp-­v.
33. hnZyÀ°n-I-fpsS t]mcm-bva-I-tfbpw Ign-hp-I-tfbpw ]än NÀ¨ sN¿p-t¼mÄ \Ã kao-]-\-amWv c£n-Xm-¡-fnÂ\n¶v e`n-¡m-dp-Å-Xv.
34. ]T\ thKX Ipdª Ip«n-Isf {]tXyIw {i²n-¡m³ Ign-bp-¶-XnÂ Rm³ kwXr-]vX-bm-Wv.
35. ¢mÊvdq-anse i\_vZw Fs¶ Akz-Ø-bm-¡m-dp-­v.
36. FÃm Ip«n-Ifpw Ah-cpsS ]T-\-km-[-\-§Ä IrXy-ambn sIm­p-h-cm-¯Xv XpSÀ {]hÀ¯-\-§Ä¡v XS-Ê-am-Ip-¶p.
37. Ip«n-I-fpsS k`m-I¼w amdp-¶-Xn-\m-h-iy-amb ]cn-]m-Sn-IÄ kwL-Sn-¸n-¡m\pw t{]mÕm-l-\-§Ä \ÂIm\pw Ign-bm-dp-­v.
38. Ip«n-I-fpsS A`n-{]mbw am\n¨v Imc-W-a-t\z-jn-¡msX c£n-Xm-¡Ä A[ym-]-Isc hnaÀin-¡p-¶Xv Fs¶ hnj-an-¸n-¡p-¶p.
39. Ip«n-I-fpsS {Inbm-ß-I-X-bnÂ Rm³ k´p-jvS-bm-Wv.
40. R-§-fpsS A[ym-]I c£-IÀIr-k-anXn kvIqÄ {]hÀ¯-\-§Äs¡mcp {]tNm-Z-\-am-Wv.
41. Ip-«n-IÄ ¢mÊv dqan-\p-ÅnÂ ae-aq{X hnkÀÖ\w sN¿p-¶-XnÂ Rm³ Akz-Ø-bm-Wv.
42. CSp-§n-bXpw ASn-Øm-\-ku-I-cy-§Ä t]mep-an-Ãm¯ ¢mÊvap-dn-IÄ Fs¶ hnj-an-¸n-¡m-dp-­v.
43. Ip«n-IÄ ]c-kv]cw hg-¡n-Sp-¶Xv ]cn-l-cn-¡m³ Rm³ \_p²n-ap-«m-dp-­v.
44. sshhn-[y-amÀ¶ {]hÀ¯-\-§Ä¡pÅ Ah-kcw Fsâ tPmen-bn-en-Ãm-¯Xv Fs¶ hnj-an-¸n-¡m-dp-­v.
45. tae-[n-Im-cn-bnÂ \n¶pw e`n-¡p¶ hnaÀi-\hpw {]iw-kbpw Htc am\-kn-Im-h-Ø-bnÂ DÄs¡m-Åm-dp-­v.
46. Ip«n-I-fpsS imco-cnI ]ptcm-K-Xn-¡m-h-iy-amb ImbnI ]cn-io-e-\-§Ä \ÂIp-¶-XnÂ F\n¡v XmXv]-cy-am-Wv.
47. kaq-l-hp-ambn IqSp-XÂ CS-]-g-Im³ \gvkdn A[ym-]\w klm-b-I-am-Im-dp-­v.
48. Fsâ {]iv\§Ä kl-{]-hÀ¯-I-cp-ambn NÀ¨ sN¿p-¶-XnÂ Rm³ XmXv]cyw ImWn-¡m-dn-Ã.
49. hnZymÀ°n-I-fpsS `mhn-sb-Ip-dn-¨pÅ t\_m[w Fs¶ ]qÀ® D¯-c-hm-Zn-¯-t¯msS {]hÀ¯n-¡m³ k¶-²-bm-¡p-¶p.
50. aäp tPmen-IÄ e`n-¡msX h¶-t¸mÄ \_mly-t{]-c-W-tbm-sS-bmWv Rm³ \gvkdn A[ym-]\w kzoI-cn-¨-Xv.
51. kl-{]-hÀ¯-I-cpsS \nÊ-l-I-cW at\m-`mhw Iq«mb {]hÀ¯-\-§Ä¡v XS-Ê-am-Im-dp-­v.
52. Ip«n-IÄ A[ym-]-Isâ \nÀt±-i-a-\p-k-cn¨v {]hÀ¯n-¡m-¯Xv Fs¶ hnj-an-¸n-¡m-dp-­v.
53. hnZymÀ°n-IÄ¡v Hc-½-bpsS hmÕeyw \ÂIm³ Ign-bp-¶-XnÂ Rm³ kwXr-]vX-bm-Wv.
54. Ip«n-I-fpsS ImbnI {]hÀ¯-\-§Ä¡n-S-bn-epÅ \nÊm-c-amb ]cn-¡p-Isf c£n-Xm-¡Ä hnaÀin-¡p-¶Xv Fs¶ Akz-Ø-bm-¡m-dp-­v.
55. A[ym-]-I-cpsS Ign-hp-IÄ sa¨-s¸-Sp-¯p¶Xn\m-h-iy-amb ]cn-io-e-\-§Ä e`y-am-Wv.
56. FÃm hÀjhpw Htc coXn-bn-epÅ ]T\ {]hÀ¯-\-§Ä BhÀ¯n-t¡­n hcp-¶-XnÂ Rm³ Akw-Xr-]vX-bm-Wv.
57. kvIqfnse ]mtTy-Xc {]hÀ¯-\-§-fpsS Npa-Xe Fs¶ GÂ¸n-¡p-¶-XnÂ Rm³ kwXr-]vX-bm-Wv.
58. icn-bmb coXn-bnÂ `£Ww Ign-¡p-¶-Xn-\m-h-iy-amb ]cn-io-e\w FÃm Ip«n-IÄ¡pw \ÂtI-­n-h-cp-¶Xv F\n¡v \_p²n-ap-«p-­m-Im-dp-­v.
59. Ip«n-I-fpsS ]Iz-X-bn-Ãmbva ImcWw ]T\ {]hÀ¯-\-§sf icn-bmb coXn-bnÂ \nb-{´n-¡m³ Ign-bm-¯-XnÂ Rm³ Akw-Xr-]vX-bm-Wv.
60. ¢mÊvdqw {]hÀ¯-\-§-fnÂ hcp-¯p¶ amä-§-fpsS hni-Zo-I-cWw tae-[n-Imcn Bh-iy-s¸-Sp-¶-XnÂ F\n¡v XmXv]-cy-an-Ã.
61. \gvkdn hnZymÀ°n-Isf ]cn-io-en-¸n-¡p-¶-Xn-\m-h-iy-amb Fsâ Ign-hnÂ Rm³ ]qÀ® t\_m[-hm-\m-Wv.
62. ¢mÊvdq-an\v ]pd¯v Ip«n-Isf \nb-{´n-¡m³ {]bm-k-s¸-Sm-dp-­v.
63. Ip«n-Isf IrXy-k-a-b¯v kvIqfnÂ F¯n-¡m-\pÅ c£n-Xm-¡-fpsS XmXv]-cy-¯nÂ Rm³ kwXr-]vX-bm-Wv.
64. Ip«n-I-fpsS tami-amb s]cp-amäw Fs¶ hnj-an-¸n-¡m-dp-­v.
65. hnZymÀ°n-I-fpsS Hmtcm DbÀ¨-bp-tSbpw AwKo-Imcw c£n-Xm-¡Ä kzbw Gsä-Sp-¡p-¶p.
66. Ip«n-IÄ¡v D¨-`-£Ww hmcn-s¡m-Sp-¡p-¶-XnÂ Rm³ kwXr-]vX-bm-Wv.
67. aäp-¢m-Ênse Ip«n-I-fpsS i\_vZw Fsâ {]hÀ¯-\-§Ä¡v XS-Ê-am-Wv.
68. Ip«n-Isf imco-cnI hr¯n-tbmsS kvIqfn-e-b-¡m-¯-Xn-epÅ c£n-Xm-¡-fpsS A{i² Fs¶ Akz-Ø-bm-¡m-dp-­v.
69. A[ym-]-I-cpsS {]iv\-§Ä XmXv]-cy-]qÀÆw a\-Ên-em-¡p-¶-XnÂ tae-[n-Imcn BßmÀ°X ImWn-¡m-dp-­v.
70. D¨-`-£-W-¯n-\p-tijw FÃm-Ip-«n-Ifpw Dd-§m-¯-XnÂ Rm³ Akz-Ø-bm-Wv.
71. kvIqÄ Imcy-§-fnÂ Xocp-am-\-sa-Sp-¡p-t¼mÄ tae-[n-Imcn A[ym-]-I-cpsS A`n-{]mbw ]cn-K-Wn-¡m-dp-­v.
72. Ip«n-IÄ¡v \ÂIp¶ Fgp-Xm\pw hmbn-¡m\papÅ ]cn-io-e-\-§Ä Ipd-hmWv F¶v c£n-Xm-¡Ä ]cm-Xn-s¸-Sm-dp-­v.
73. kvIqfnse amen\y \nÀ½mÀÖ\ {]hÀ¯-\-§-fn-epÅ A[n-Ir-X-cpsS A{i² Fs¶ Akz-Ø-bm-¡m-dp-­v.
74. Ip«n-I-fpsS ]T-\-Im-cy-¯n-epÅ c£n-Xm-¡-fpsS D¯-c-hm-ZnXzw ¢mÊv {]hÀ¯-\-§Ä Ffp-¸-am-¡m³ klm-b-I-am-Im-dp-­v.
75. t\Xr-Xz-]-c-amb {]hÀ¯-\-§Ä t\gvkdn A[ym-]-\-¯nÂ hnc-f-am-Wv.
76. tPmen \ne-hmcw DbÀ¯p-¶-Xn-\m-h-iy-ambn tae-[n-Imcn \ÂIp¶ \nÀtZiw F\n¡v t{]mÕm-l-\-am-Im-dp-­v.
77. t]mj-Im-lm-c-¡p-d-hpÅ Ip«n-Isf Is­¯n AhÀ¡v {]tXyI Blmc {Iao-I-cW \nÀt±-i-§Ä \ÂtI­n hcp¶Xv F\n¡v \_p²n-ap-«p-­m-Im-dp-­v.
78. Fsâ kvIqfnÂ \Ã A[ym-]I hnZyÀ°n-\_Ôw \ne-\nÂ¡p-¶-XnÂ Rm³ k´p-jvS-bm-Wv.
79. Ip«n-I-fpsS ]cn-]qÀ® hnI-k-\-¯n-\pÅ ]cn-io-e-\-§-tfmSv c£n-Xm-¡-fpsS hyXykvX A`n-{]mbw Fs¶ Akz-Ø-bm-¡m-dp-­v.
80. aäp tPmen-bp-ambn Xmc-Xayw sN¿p-t¼mÄ A[ym-]\w Hcp \Ã tPmen-bm-Wv.
81. c£n-Xm-¡-fpsS kuI-cy-¯n-\p-th­n ]qÀ®-ambn AkpJw amdmsX Ip«n-Isf kvIqfnÂ Ab-¡p-¶-XnÂ Rm³ Akw-Xr-]vX-bm-Wv.
82. kvIqÄ Imcy-§-fnÂ Xocp-am-\-sa-Sp-¡m-\pÅ tae-[n-Im-cn-bpsS Ign-hnÂ Rm³ kwXr-]vX-bm-Wv.
83. XpSÀ¨-bmbn Htc {]mb-¯n-epÅ Ip«n-Isf ]Tn-¸n-¡p-¶Xv F¶nÂ aSp-¸p-f-hm-¡p-¶p.
84. Ip«n-I-fnÂ hyàn-]-c-amb hr¯nbpw ipNo-I-cW at\m-`m-hhpw hfÀ¯m³ F\n¡v Ign-bm-dn-Ã.
85. Ip«nI-fpsS Bi-b-hn-\n-ab ]mT-h-¯n-\m-h-iy-amb ]cn-io-e-\-§Ä \ÂIm³ Ign-bm-dp-­v.

**APPENDIX – II**

**FAROOK TRAINING COLLEGE**

**JOB SATISFACTION SCALE OF PRE-SCHOOL TEACHER**

**(Final )**

**Mohamedunni Alias Musthafa. M.N Jaseena. M.J.**

***Lecturer M.Ed. Student***

***Farook Training College Farook Training College***

\nÀt±-i-§Ä

 \n§-Ä¡v tPmen-bnÂ e`n-¡p¶ kwXr-]n-Xnsb Ipdn¨v Adn-bp-I-bmWv Cu kvsIbn-ensâ Dt±-iyw. A[ym-]-I-cpsS tPmen-bp-ambn \_Ô-s¸« hnhn[ L«-§-sf-¡p-dn¨v ]cm-aÀin-¡p¶ hmN-I-§-fmWv C\n-bpÅ t]Pp-I-fnÂ sImSp-¯n-«p-Å-Xv. Hmtcm hmN-I-§fpw A©p-X-c-¯nÂ {]Xn-I-cn-¡p-¶-Xm-Wv. AXm-bXv ]qÀ®-ambn tbmPn-¡p-¶p, tbmPn-¡p-¶p, hyà-ambn D¯-c-an-Ã, tbmPn-¡p-¶-n-Ã, ]qÀ®-ambn tbmPn-¡p-¶nÃ F¶n-§s\, Hmtcm hmN-I-§fpw {i²n¨p hmbn-¨-tijw \n§-fpsS A`n-{]m-b-§Ä X¶n-«pÅ D¯-c-¡-S-em-knÂ AXmXp tNmZy-\-¼-dp-IÄ¡p t\sc sImSp-¯n-«pÅ hr¯-¯nÂ "✓' tcJ-s¸-Sp-¯p-I.

\n§-fpsS {]Xn-I-cWw cl-ky-ambn kq£n-¡p-¶Xpw Kth-j-Wm-h-iy-¯n-\p-am{Xw D]-tbm-Kn-¡p-¶-Xp-am-Wv. Hcp DZm-l-cWw Xmsg sImSp-¯n-cn-¡p-¶p.

* DZm: Fsâ Ign-hn-\-\p-k-cn¨v {]hÀ¯n-¡m-\pÅ {]tNm-Z\w \gvkdn A[ym-]-\-¯nÂ \n¶v e`n-¡m-dn-Ã.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ]qÀ®-ambntbmPn-¡p-¶p. | tbmPn¡p¶p | hyà-amb D¯-c-anÃ | tbmPn-¡p-¶nÃ | ]qÀ®-ambn tbmPn-¡p-¶n-Ã. |
|  |  |  | 🗸 |  |

 \n§-fpsS hyàn-]c-amb Nne hnh-c-§ÄIqSn Cu Kth-j-W-¯n-\v A\n-hm-cy-am-Wv. \n§Ä \ÂIp¶ hnh-c-§Ä cl-ky-ambn kq£n-¡p-¶Xpw AtXm-sSm¸w Kth-j-W-¯n-\p-am-{X-ambn D]-tbm-Kn-¡p-¶-Xp-am-Wv.

**PERSONAL DATA SHEET**

1. Name :

2. Name of the school :

3. Locality :

4. Educational qualification :

5. Teaching Experience :

6. Age :

7. Type of Management :

8. Nature of Recognition :

9. Salary :

10. Locality to which the

 teacher belonged. :

1. c£n-Xm-¡Ä¡pÅ \nÀt±-i-§Ä Hmtcm Ip«n-bp-sSbpw \_p¡nÂ Fgp-tX­n hcp-¶Xv Fs¶ hnj-an-¸n-¡m-dp­v
2. A[n-Ir-XÀ Ft¶mSv A\p-`m-h-]qÀ®-amb at\m-`m-h-amWv {]I-Sn-¸n-¡m-dp-Å-Xv.
3. Fsâ Ign-hn-\-\p-k-cn¨v {]hÀ¯n-¡m-\pÅ {]tNm-Z\w \gvkdn A[ym-]-\-¯nÂ \n¶v e`n-¡m-dn-Ã.
4. hyàn-]-c-amb Bh-iy-§Ä \nd-th-äm-\p-X-Ip¶ eohv e`y-am-Wv.
5. Fsâ tPmen-`m-chpw i¼-fhpw X½n-epÅ A´cw Fs¶ Akz-Ø-bm-¡m-dp-­v.
6. ae-aq{X hnkÀÖ-\-¯n-\-\p-tbm-Py-amb kuI-cy-§Ä kvIqfnÂ e`y-am-Wv.
7. s]³j³ e`n-¡m-\n-S-bp-Å-Xn-\mÂ \gvkdn A[ym-]-\-¯nÂ Rm³ kwXr-]vX-bm-Wv.
8. Rm³ ¢mÊvdqw {]hÀ¯-\-§sf kzbw hne-bn-cp-¯m-dn-Ã.
9. Ip«n-IÄ¡v ]Iz-X-bn-Ãm¯ {]mb-am-b-Xn-\mÂ F®w hÀ²n-¡p-t¼mÄ \nb-{´n-¡m³ Ign-bm-dn-Ã.
10. hfsc sNdnb Ip«n-Isf ]cn-io-en-¸n-¡p-¶-Xn-\mÂ Fsâ Ign-hp-Isf hnI-kn-¸n-¡m-\m-h-iy-amb Ah-kcw hnc-f-amWv.
11. Xpey-tbm-Ky-X-bpÅ aäp tPmen-bp-ambn Xmc-Xayw sN¿p-t¼mÄ Fsâ i¼-f-¯nÂ Rm³ Akw-Xr-]vX-bm-Wv.
12. c£n-Xm-¡Ä kvIqfnÂ h¶v Ip«n-I-fpsS ]ptcm-KXn At\z-jn-¡p-¶-XnÂ Rm³ kwXr-]vX-bm-Wv.
13. Ip«n-IÄ ¢mÊnÂ AS-§n-bn-cn-¡m-¯-Xn-\mÂ ]T-\-{]-hÀ¯-\-§Ä icn-bmb coXn-bnÂ \ÂIm³ Ign-bm-dn-Ã.
14. Ip«n-I-fpsS ]cn-]m-e-\s¯¸än c£n-Xm-¡Ä¡v \ÂIp¶ \nÀt±-i-§Ä AhÀ ]qÀ® a\-tÊmsS AwKo-I-cn-¡m-dn-Ã.
15. ssZ\w-Zn\ Nne-hp-IÄ IqSp-¶-X-\p-k-cn¨v i¼-f-¯nÂ amäw hcp-¯m-¯Xv Fs¶ Akz-Ø-bm-¡m-dp-­v.
16. Fsâ tPmen-bn-epÅ BßmÀ°-Xsb tae-[n-Imcn AwKo-I-cn-¡m-dn-Ã.
17. kvIqfn-te¡v ]cym-]vX-amb bm{Xm-ku-Icyw e`y-am-Wv.
18. aäp A[ym-]-I-cp-ambn Xmc-Xayw sN¿p-t¼mÄ F\n¡v tPmen-`mcw IqSp-X-em-Wv.
19. Ip«n-I-fpsS F®w IqSp-¶-X-\p-k-cn¨v Ah-cpsS ]T\ kuI-cy-§Ä hÀ²n-¸n-¡p-¶-XnÂ A[n-Ir-XÀ {i²n¡m-dp-­v.
20. \gvkdn A[ym-]nI F¶ tPmen-bnÂ {]th-in¨Xn\p-tijw hnÚm\ hÀ²-\-hn-\pÅ Ah-kcw F\n¡v e`n-¡m-dn-Ã.
21. hnZymÀ°n-I-tfm-SpÅ Nne A[ym-]-I-cpsS s]cp-amäw Fs¶ thZ-\n-¸n-¡m-dp-­v.
22. hnZyÀ°n-I-fpsS t]mcm-bva-I-tfbpw Ign-hp-I-tfbpw ]än NÀ¨ sN¿p-t¼mÄ \Ã kao-]-\-amWv c£n-Xm-¡-fnÂ\n¶v e`n-¡m-dp-Å-Xv.
23. ]T\ thKX Ipdª Ip«n-Isf {]tXyIw {i²n-¡m³ Ign-bp-¶-XnÂ Rm³ kwXr-]vX-bm-Wv.
24. ¢mÊvdq-anse i\_vZw Fs¶ Akz-Ø-bm-¡m-dp-­v.
25. Ip«n-I-fpsS k`m-I¼w amdp-¶-Xn-\m-h-iy-amb ]cn-]m-Sn-IÄ kwL-Sn-¸n-¡m\pw t{]mÕm-l-\-§Ä \ÂIm\pw Ign-bm-dp-­v.
26. Ip«n-I-fpsS {Inbm-ß-I-X-bnÂ Rm³ k´p-jvS-bm-Wv.
27. R-§-fpsS A[ym-]I c£-IÀIr-k-anXn kvIqÄ {]hÀ¯-\-§Äs¡mcp {]tNm-Z-\-am-Wv.
28. Ip-«n-IÄ ¢mÊv dqan-\p-ÅnÂ ae-aq{X hnkÀÖ\w sN¿p-¶-XnÂ Rm³ Akz-Ø-bm-Wv.
29. Ip«n-IÄ ]c-kv]cw hg-¡n-Sp-¶Xv ]cn-l-cn-¡m³ Rm³ \_p²n-ap-«m-dp-­v.
30. sshhn-[y-amÀ¶ {]hÀ¯-\-§Ä¡pÅ Ah-kcw Fsâ tPmen-bn-en-Ãm-¯Xv Fs¶ hnj-an-¸n-¡m-dp-­v.
31. tae-[n-Im-cn-bnÂ \n¶pw e`n-¡p¶ hnaÀi-\hpw {]iw-kbpw Htc am\-kn-Im-h-Ø-bnÂ DÄs¡m-Åm-dp-­v.
32. Ip«n-I-fpsS imco-cnI ]ptcm-K-Xn-¡m-h-iy-amb ImbnI ]cn-io-e-\-§Ä \ÂIp-¶-XnÂ F\n¡v XmXv]-cy-am-Wv.
33. kaq-l-hp-ambn IqSp-XÂ CS-]-g-Im³ \gvkdn A[ym-]\w klm-b-I-am-Im-dp-­v.
34. Fsâ {]iv\§Ä kl-{]-hÀ¯-I-cp-ambn NÀ¨ sN¿p-¶-XnÂ Rm³ XmXv]cyw ImWn-¡m-dn-Ã.
35. hnZymÀ°n-I-fpsS `mhn-sb-Ip-dn-¨pÅ t\_m[w Fs¶ ]qÀ® D¯-c-hm-Zn-¯-t¯msS {]hÀ¯n-¡m³ k¶-²-bm-¡p-¶p.
36. aäp tPmen-IÄ e`n-¡msX h¶-t¸mÄ \_mly-t{]-c-W-tbm-sS-bmWv Rm³ \gvkdn A[ym-]\w kzoI-cn-¨-Xv.
37. kl-{]-hÀ¯-I-cpsS \nÊ-l-I-cW at\m-`mhw Iq«mb {]hÀ¯-\-§Ä¡v XS-Ê-am-Im-dp-­v.
38. Ip«n-IÄ A[ym-]-Isâ \nÀt±-i-a-\p-k-cn¨v {]hÀ¯n-¡m-¯Xv Fs¶ hnj-an-¸n-¡m-dp-­v.
39. hnZymÀ°n-IÄ¡v Hc-½-bpsS hmÕeyw \ÂIm³ Ign-bp-¶-XnÂ Rm³ kwXr-]vX-bm-Wv.
40. Ip«n-I-fpsS ImbnI {]hÀ¯-\-§Ä¡n-S-bn-epÅ \nÊm-c-amb ]cn-¡p-Isf c£n-Xm-¡Ä hnaÀin-¡p-¶Xv Fs¶ Akz-Ø-bm-¡m-dp-­v.
41. FÃm hÀjhpw Htc coXn-bn-epÅ ]T\ {]hÀ¯-\-§Ä BhÀ¯n-t¡­n hcp-¶-XnÂ Rm³ Akw-Xr-]vX-bm-Wv.
42. kvIqfnse ]mtTy-Xc {]hÀ¯-\-§-fpsS Npa-Xe Fs¶ GÂ¸n-¡p-¶-XnÂ Rm³ kwXr-]vX-bm-Wv.
43. icn-bmb coXn-bnÂ `£Ww Ign-¡p-¶-Xn-\m-h-iy-amb ]cn-io-e\w FÃm Ip«n-IÄ¡pw \ÂtI-­n-h-cp-¶Xv F\n¡v \_p²n-ap-«p-­m-Im-dp-­v.
44. Ip«n-I-fpsS ]Iz-X-bn-Ãmbva ImcWw ]T\ {]hÀ¯-\-§sf icn-bmb coXn-bnÂ \nb-{´n-¡m³ Ign-bm-¯-XnÂ Rm³ Akw-Xr-]vX-bm-Wv.
45. ¢mÊvdqw {]hÀ¯-\-§-fnÂ hcp-¯p¶ amä-§-fpsS hni-Zo-I-cWw tae-[n-Imcn Bh-iy-s¸-Sp-¶-XnÂ F\n¡v XmXv]-cy-an-Ã.
46. \gvkdn hnZymÀ°n-Isf ]cn-io-en-¸n-¡p-¶-Xn-\m-h-iy-amb Fsâ Ign-hnÂ Rm³ ]qÀ® t\_m[-hm-\m-Wv.
47. ¢mÊvdq-an\v ]pd¯v Ip«n-Isf \nb-{´n-¡m³ {]bm-k-s¸-Sm-dp-­v.
48. Ip«n-Isf IrXy-k-a-b¯v kvIqfnÂ F¯n-¡m-\pÅ c£n-Xm-¡-fpsS XmXv]-cy-¯nÂ Rm³ kwXr-]vX-bm-Wv.
49. Ip«n-I-fpsS tami-amb s]cp-amäw Fs¶ hnj-an-¸n-¡m-dp-­v.
50. aäp-¢m-Ênse Ip«n-I-fpsS i\_vZw Fsâ {]hÀ¯-\-§Ä¡v XS-Ê-am-Wv.
51. A[ym-]-I-cpsS {]iv\-§Ä XmXv]-cy-]qÀÆw a\-Ên-em-¡p-¶-XnÂ tae-[n-Imcn BßmÀ°X ImWn-¡m-dp-­v.
52. D¨-`-£-W-¯n-\p-tijw FÃm-Ip-«n-Ifpw Dd-§m-¯-XnÂ Rm³ Akz-Ø-bm-Wv.
53. kvIqÄ Imcy-§-fnÂ Xocp-am-\-sa-Sp-¡p-t¼mÄ tae-[n-Imcn A[ym-]-I-cpsS A`n-{]mbw ]cn-K-Wn-¡m-dp-­v.
54. Ip«n-I-fpsS ]T-\-Im-cy-¯n-epÅ c£n-Xm-¡-fpsS D¯-c-hm-ZnXzw ¢mÊv {]hÀ¯-\-§Ä Ffp-¸-am-¡m³ klm-b-I-am-Im-dp-­v.
55. t\Xr-Xz-]-c-amb {]hÀ¯-\-§Ä t\gvkdn A[ym-]-\-¯nÂ hnc-f-am-Wv.
56. tPmen \ne-hmcw DbÀ¯p-¶-Xn-\m-h-iy-ambn tae-[n-Imcn \ÂIp¶ \nÀtZiw F\n¡v t{]mÕm-l-\-am-Im-dp-­v.
57. t]mj-Im-lm-c-¡p-d-hpÅ Ip«n-Isf Is­¯n AhÀ¡v {]tXyI Blmc {Iao-I-cW \nÀt±-i-§Ä \ÂtI­n hcp¶Xv F\n¡v \_p²n-ap-«p-­m-Im-dp-­v.
58. Fsâ kvIqfnÂ \Ã A[ym-]I hnZyÀ°n-\_Ôw \ne-\nÂ¡p-¶-XnÂ Rm³ k´p-jvS-bm-Wv.
59. Ip«n-I-fpsS ]cn-]qÀ® hnI-k-\-¯n-\pÅ ]cn-io-e-\-§-tfmSv c£n-Xm-¡-fpsS hyXykvX A`n-{]mbw Fs¶ Akz-Ø-bm-¡m-dp-­v.
60. aäp tPmen-bp-ambn Xmc-Xayw sN¿p-t¼mÄ A[ym-]\w Hcp \Ã tPmen-bm-Wv.
61. kvIqÄ Imcy-§-fnÂ Xocp-am-\-sa-Sp-¡m-\pÅ tae-[n-Im-cn-bpsS Ign-hnÂ Rm³ kwXr-]vX-bm-Wv.
62. XpSÀ¨-bmbn Htc {]mb-¯n-epÅ Ip«n-Isf ]Tn-¸n-¡p-¶Xv F¶nÂ aSp-¸p-f-hm-¡p-¶p.
63. Ip«n-I-fnÂ hyàn-]-c-amb hr¯nbpw ipNo-I-cW at\m-`m-hhpw hfÀ¯m³ F\n¡v Ign-bm-dn-Ã.
64. Ip«nI-fpsS Bi-b-hn-\n-ab ]mT-h-¯n-\m-h-iy-amb ]cn-io-e-\-§Ä \ÂIm³ Ign-bm-dp-­v.

**APPENDIX – III**

**FAROOK TRAINING COLLEGE**

**JOB SATISFACTION SCALE OF PRE-SCHOOL TEACHER**

**(Draft)**

**Mohamedunni Alias Musthafa. M.N Jaseena. M.J.**

***Lecturer M.Ed. Student***

***Farook Training College Farook Training College***

 The objective of this scale is to know about your job satisfaction as a pre school teacher. Therefore knowledge of your feeling and attitudes about your job is necessary. Following pages contain a number of statements carries five responses viz., strongly agree, agree, undecided, disagree, and strongly disagree. Please read each statement carefully and indicate your attitude by ticking only on alternative that is most appropriate for you. Separate response sheet is attached with this scale. Mark your response by putting '🗸' mark in the circle given against the question number in the response sheet. For illustration see the example.

**Example :** I do not get motivation from this profession, (nursery teacher) to work according to my capability.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| ○ | ○ | ○ | ○🗸 | ○ |

 Before starting to answer please furnish some personal information. The informations are very crucial to the purpose of this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

**PERSONAL DATA SHEET**

1 Name :

2 Name of the School :

3 Locality : Urban/Rural

4. Educational Qualification :

5. Teaching Experience :

6. Age :

7. Type of Management : Govt./Private

8. Nature of Recognition :

9. Salary :

10 Locality to which : Urban/Rural

 teacher belonged

1. Learning process is adversely affected by the arrival of students to the school not at the proper time.
2. I feel difficulty in writing suggestions to parents in every student's book.
3. Authority used to expresses positive attitude towards me
4. I do not get motivation from this profession (nursery teaching) to work according to my capability.
5. I used to get enough leave to satisfy my personal need.
6. Lack of communication among the co-workers leads to misunderstanding.
7. I am restless in the carelessness of parents to take students of here after class time.
8. I am happy in the participation of all parents in discussion relating to school matters.
9. The difference between my salary and work load makes me unhappy.
10. Toilet facilities are available in my school.
11. Since there is possibility of getting pension benefits.
12. I never used to self evaluate my class room activities.
13. I am unhappy in the carelessness of authorities in the maintenance of school building.
14. Due to the immature nature of nursery students, I feel difficulty to control them when their number increases.
15. I feel restless when students met with some accidents while playing.
16. Since I have to give training to nursery students there are very rare opportunities for me to develop my capabilities.
17. We have a spacious and well equipped staff room
18. I feel troubled due to the distance between my home and school.
19. I am satisfied when my salary is compared to those job which requires same qualification as that of this profession.
20. I am happy about the frequent visiting for parents to school to monitor the progress of students.
21. It is difficult for me to give proper learning activities to students due to their indiciplinary behaviour in the classroom.
22. I am satisfied in the interest of students in co-curricular activities.
23. Parents are not considering wholeheartedly the suggestion given to them about the child rearing.
24. I am restless because there is no increment in my salary according to the increased cost of living.
25. Authorities are not considering my sincerity in the job.
26. I am happy in the promotion considering the seniority and capability.
27. There are enough means of traveling facilities to my school.
28. I have more work load when compared with other teachers.
29. Authority usually take care in enhancing the learning facilities while increasing the count of students.
30. I am not getting opportunity to increase my knowledge, after entering into nursery teaching.
31. During rainy session, journey to my school is difficult.
32. I am unhappy about the attitude of some teachers towards the students.
33. I am getting good response from the parents, while discussing the abilities and drawbacks of the students.
34. I am satisfied in giving special consideration to the slow learners.
35. Noise of the classroom irritates me.
36. Students coming without sufficient learning materials affect the continuity of classroom work.
37. I am able to conduct programmes which remove the stage fear of students and also give proper encouragements.
38. It makes me unhappy when parents criticize the teachers by considering only what their children say.
39. I am satisfied with creativity of my students.
40. Our P.T.A inspires school activities.
41. Students are doing urination in the class room, it makes unhappy to me.
42. Classrooms that are not spacious and without basic facilities makes me unhappy.
43. I feel difficulty in solving problems among the students.
44. I feel unhappy due to unavailability of facilities to conduct varied activities in my job.
45. I am taking all criticisms and appreciations from the authorities in same mentality.
46. I am not at all interested in giving training for the physical development of the students.
47. Nursery teaching helps me for easy aquintance with society.
48. I am not interested in discussing my problems with co-workers.
49. I am ready to work with full responsibility since I am conscious about the future of my students.
50. I am compelled to become a nursery teacher since I could not get any other occupation.
51. There is difficulty in doing common ventures because non co-operating mentality of co-workers.
52. I feel unhappy when the students do not follow (obey) the suggestions of teachers.
53. I am satisfied in giving motherly affection to students.
54. I feel difficulty when parents criticizes me in simple problem according among the students play.
55. There are training programe which help to improve teachers capabilities.
56. I am unsatisfied since I have to follow the same learning procedures in every year.
57. I feel satisfied in taking responsibility of co-curricular activities of my school.
58. I feel difficulty in giving care to students to make them eat their food properly.
59. I am unsatisfied in controlling learning process the standard due to their immaturity.
60. I am not interested, to give explanation to authorities for change that I make in my classroom activities.
61. I am conscious about my capabilities which help me to give training to nursery students.
62. I feel difficulty to control the students, outside the class room.
63. I am satisfied in the interest of parents to send the students at school at the right time.
64. I am unhappy about the miss behaviour of students.
65. Whenever the children make progress, the credit is taken up by the parents themselves.
66. I am satisfied to feed the students in their lunch hour.
67. I feel difficulty to do my work due to noise from the neighbouring classes.
68. I am rest less in the careless of parents about in sending students to school with out cleanliness.
69. Authorities takes interest to understood the teachers problems sincerely.
70. I am dissatisfied since all students are not sleeping after lunch.
71. While taking decision about school matters the management used to considered teachers suggestions also.
72. Parents complained about the training given to students in reading and writing in our school.
73. I am unhappy in the carelessness of authorities about expurgation activities of school.
74. Parents responsibility in the study matters of their children make classroom activities more easier.
75. In nursery teaching leadership activities are very rare.
76. Suggestion given by the authorities encourages me to raise the standard of my job.
77. I feel difficulty to find out the students who suffer from malnutrition and to give some instruction to their food habit.
78. I am happy about good teacher student relationship existing in my school.
79. I am unhappy in the different opinion of parents, about the practice for all round development of the students.
80. Teaching is a good job when compared to other job.
81. I am not satisfied with the parent attitude on sending students to school before recovery from the diseases.
82. I am satisfied in the competency of authority to taking decisions concerning school matters.
83. I feel monotony in teaching students of same age in every year.
84. I could not develop personal hygiene and cleaning mentality in the pupil
85. I could provide training to the students for improving their communication skill.

**APPENDIX – IV**

**FAROOK TRAINING COLLEGE**

**JOB SATISFACTION SCALE OF PRE-SCHOOL TEACHER**

**(Final)**

**Mohamedunni Alias Musthafa. M.N Jaseena. M.J.**

***Lecturer M.Ed. Student***

***Farook Training College Farook Training College***

 The objective of this scale is to know about your job satisfaction as a pre school teacher. Therefore knowledge of your feeling and attitudes about your job is necessary. Following pages contain a number of statements carries five responses viz., strongly agree, agree, undecided, disagree, and strongly disagree. Please read each statement carefully and indicate your attitude by ticking only on alternative that is most appropriate for you. Separate response sheet is attached with this scale. Mark your response by putting '🗸' mark in the circle given against the question number in the response sheet. For illustration see the example.

**Example :** I do not get motivation from this profession, (nursery teacher) to work according to my capability.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| ○ | ○ | ○ | ○🗸 | ○ |

 Before starting to answer please furnish some personal information. The informations are very crucial to the purpose of this research. Your answer will be treated as strictly confidential and will be used for the research purpose only.

**PERSONAL DATA SHEET**

1 Name :

2 Name of the School :

3 Locality : Urban/Rural

4. Educational Qualification :

5. Teaching Experience :

6. Age :

7. Type of Management : Govt./Private

8. Nature of Recognition :

9. Salary :

10 Locality to which : Urban/Rural

 teacher belonged

1. I feel difficulty in writing suggestions to parents in every student's book.
2. Authority used to expresses positive attitude towards me
3. I do not get motivation from this profession (nursery teaching) to work according to my capability.
4. I used to get enough leave to satisfy my personal need.
5. The difference between my salary and work load makes me unhappy.
6. Toilet facilities are available in my school.
7. Since there is possibility of getting pension benefits.
8. I never used to self evaluate my class room activities.
9. Due to the immature nature of nursery students, I feel difficulty to control them when their number increases.
10. Since I have to give training to nursery students there are very rare opportunities for me to develop my capabilities.
11. I am satisfied when my salary is compared to those job which requires same qualification as that of this profession.
12. I am happy about the frequent visiting for parents to school to monitor the progress of students.
13. It is difficult for me to give proper learning activities to students due to their indiciplinary behaviour in the classroom.
14. Parents are not considering wholeheartedly the suggestion given to them about the child rearing.
15. I am restless because there is no increment in my salary according to the increased cost of living.
16. Authorities are not considering my sincerity in the job.
17. There are enough means of traveling facilities to my school.
18. I have more work load when compared with other teachers.
19. Authority usually take care in enhancing the learning facilities while increasing the count of students.
20. I am not getting opportunity to increase my knowledge, after entering into nursery teaching.
21. I am unhappy about the attitude of some teachers towards the students.
22. I am getting good response from the parents, while discussing the abilities and drawbacks of the students.
23. I am satisfied in giving special consideration to the slow learners.
24. Noise of the classroom irritates me.
25. I am able to conduct programmes which remove the stage fear of students and also give proper encouragements.
26. I am satisfied with creativity of my students.
27. Our P.T.A inspires school activities.
28. Students are doing urination in the class room, it makes unhappy to me.
29. I feel difficulty in solving problems among the students.
30. I feel unhappy due to unavailability of facilities to conduct varied activities in my job.
31. I am taking all criticisms and appreciations from the authorities in same mentality.
32. I am not at all interested in giving training for the physical development of the students.
33. Nursery teaching helps me for easy aquintance with society.
34. I am not interested in discussing my problems with co-workers.
35. I am ready to work with full responsibility since I am conscious about the future of my students.
36. I am compelled to become a nursery teacher since I could not get any other occupation.
37. There is difficulty in doing common ventures because non co-operating mentality of co-workers.
38. I feel unhappy when the students do not follow (obey) the suggestions of teachers.
39. I am satisfied in giving motherly affection to students.
40. I feel difficulty when parents criticizes me in simple problem according among the students play.
41. I am unsatisfied since I have to follow the same learning procedures in every year.
42. I feel satisfied in taking responsibility of co-curricular activities of my school.
43. I feel difficulty in giving care to students to make them eat their food properly.
44. I am unsatisfied in controlling learning process the standard due to their immaturity.
45. I am not interested, to give explanation to authorities for change that I make in my classroom activities.
46. I am conscious about my capabilities which help me to give training to nursery students.
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49. I am unhappy about the miss behaviour of students.
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64. I could provide training to the students for improving their communication skill.