



## A STUDY OF TEACHERS' ROLE PERFORMANCE IN RELATION TO JOB SATISFACTION

**DR. VINEETA RANA**

ASSISTANT PROFESSOR

NOIDA COLLEGE OF PHYSICAL EDUCATION,

GAUTAM BUDDH NAGAR, UP

### ABSTRACT

*Human society is the structure of statuses and roles. The status of a person is the position he holds in the group. Human individuals are the units of this social structure. Therefore, next to home, the school is the chief determinant of an individual's personality. The teacher's role as a shaper of a child's personality is extremely important. It is true to say that teacher is the heart of every educational institution and the success of an institution in the attainment of educational goals depends largely on the quality and performance of its teachers. The present study is undertaken to assess the degree of role performance among higher primary school teachers, to understand the relationship between role performance and job satisfaction of higher primary school teachers and to study the above relationship comparatively in the context of boys—girls, government (parishadiya) — private, rural-urban higher primary schools. It is set up by the society with a large number of objectives which are of a very important nature. The population of the present study comprises 42 from Saharanpur district, 23 from Haridwar district and 61 schools from Muzaffarnagar were selected. The result indicates the teachers of girls higher primary schools are better in role performance than the teachers of boy's higher primary schools. The teachers of government higher primary schools are found to perform their role more sincerely than the teachers of private higher primary schools. The results also indicates that the role performance of higher primary school teachers is significantly related to job satisfaction.*

*Keyword: Role Performance, Job Satisfaction, Government-Private Schools, Rural-Urban Schools.*

### INTRODUCTION

School is one of the most important institutions in any society. It is set up by the society with a large number of objectives which are of a very important nature. It has to play a crucial role in the building up of society which builds it. The function of developing the future citizens is entrusted to the school. Therefore, next to home, the school is the chief determinant of an individual's personality. The teacher's role as a shaper of a child's personality is extremely important. Besides parents, the teacher is the most influential person in a child's development. The teacher is the educational parent of the child, the

foster parent so to say. He supplements the role of the parents. He is the undertaker of the great task of educating the child. The child looks to him for knowledge, wisdom, manners, morals, inspiration and enlightenment. The special role of education in accelerating the pace of all round development, specifically economic, social, technological, and industrial development, has been recognized in the successive national plans. The standard of education in India, as in any other country, depends above all other things on the quality and, competence of teachers. It is true to say that teacher is the heart of every educational institution and the success of an institution in the attainment of educational goals depends largely on the quality and performance of its teachers. In fact, teacher is the most significant factor in the learning environment provided by the institution. Kulandalvel and Rao's study revealed that a good teacher was viewed by the students favorably. He was inspiring good qualities in the students and retaught a lesson when not understood by them. In his dealing with the students, he treated them alike without showing caste or other prejudices. He reprimanded them for their follies and tried to solve their problems. A good teacher works as a reformer for his students. he actually moulds them into valuable citizens, the future nation builders. But ail this depends on the extent of sincerity with which a teacher performs his prescribed and expected roles.

### *The concept of role performance*

In a sense, human society is the structure of statuses and roles. Human beings are recognized on the basis of their status and roles. The status of a person is the position he holds in the group. Society is an organism composed of different parts which have their definite positions and perform definite functions in order to ensure the survival and coherence or the organism as a whole. Human individuals are the units of this social structure. They have different positions and different duties or tasks to perform. The position such a father, son, teacher, servant, minister and driver etc. are statuses and the tax related to these statuses are their roles. A teacher, devoted to his role, writes the history and builds the nation. According to Cornnon-Wealth Report (1974), "the Teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in the face of growing need for reform. on the other hand, can participate actively as an initiator himself or an interpreter of the plans devised by others". The teacher, in modern times, has multiple roles to perform. His role is not confined to the classroom or towards his pupils only. The school administrators, guardians, the community and the nation as a whole have several expectations from the teaching community.

The significance of teacher' s role and his job satisfaction has been well recognized in Education Commission Report in which it is observed, "Nothing is more important than securing a sufficient supply of high-quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective". It is, therefore hypothesized that the role performance of the teacher is greatly influenced by the related psycho-social satisfaction that he derives from his job. This is more so at the grass-root level of our educational

structure. Therefore, it is extremely needed to understand the relationship between role performance and job satisfaction at primary level of teaching profession.

### **STATEMENT OF THE PROBLEM**

The study is titled as "A STUDY OF TEACHERS' ROLE PERFORMANCE IN RELATION TO JOB SATISFACTION"

### **OPERATIONAL DEFINITION**

#### **Teachers' Role Performance:**

The term role occupies a very important place in sociological literature. The Getzel's theory of educational administration is mainly based on the concept of role. Sargent writes, "A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of demands and expectations of those in his group". The role a person is the part he plays or the duty he assumes or the character which he undertakes while interacting with others in a specific status situation. A teacher performs many roles. As a teacher, he interacts with fellow teachers, students, parents' overearnest officials, other social organizations the principal, the management, and the society at large. For the purpose of the present study the term "teachers; role performance" is defined as the actual carrying out of the prescribed or expected roles by a teacher in an interacting situation.

#### **Teachers' Job Satisfaction:**

Job is complex term. however, this concept is a combination two words 'job' and 'satisfaction'. The word job' has been defined in Shorter Oxford English Dictionary as "a piece of work" or "a small definite piece of work in one's own calling". In New International Dictionary, the word "job' has been defined as "a piece of work, something done for private advantage, a specific duty, role or function, the object or material which work is being done for the actual process or doing a piece of work". In general, Job refers to a particular activity through which an individual earns his livelihood. It indicates the achievement of the goal or goals for which an individual does his job.

Job satisfaction is the contentment and pleasure which a job provides to the individual in terms of income or wages, benefits, working conditions smooth and inspiring relationships with other human beings involved in or connected with his job.

Job satisfaction, according to Brown is the favorable feeling of a person towards his job situation. Bullock defines job satisfaction as an attitude resulting from a balancing summation of many likes and dislikes connected with the job.

In the present study, "teachers' job satisfaction" is defined as a feeling of contentment arising out of expected or desired psycho—social and economic gains derived from teacher' s job situation as well as a positive attitude towards his occupational placement and towards life in general.

### **OBJECTIVES**

The present study seeks to achieve the following objectives:

1. To assess the degree of role performance among higher primary school teachers.
2. To understand the relationship between role performance and job satisfaction of higher primary school teachers.
3. To study the above relationship comparatively in the context of boys—girls, government (Parishadiya) — private, rural-urban higher primary schools.

### **HYPOTHESES**

Following hypotheses have been constructed to achieve the above objectives-

1. That role performance of higher primary school teachers is normally distributed over the total sample included in the study.
2. That there is a significant difference between the role performance of the teachers of boys' and girls' schools.
3. That role performance of teachers is differentially related to the government (parishadiya) and privately managed school teachers.
4. The role performance of teachers are differentially related to the rural-urban placement of teachers.
5. The role performance of higher primary school teachers are related to their job satisfaction.

### **THE POPULATION**

All the eligible fulltime teachers on permanent pay rolls of all Higher Primary Schools (Uchch prathamik Vidyalays or Junior High Schools) imparting education from 6th to 8th classes in Saharanpur, of Uttar Pradesh run or recognized (privately managed institutions) by the state department of education constitute the population for including the present study.

### **THE SAMPLE**

A sample is a small proportion of the population selected for study. The use of representative sample enables us to draw valid inferences from the study of a small portion of the population.

The actual unit of the sample in this study is the teacher. But the selection of the sample on the basis of teachers was found to be difficult as well as inconvenient. Cluster sampling method in which the entire group of teachers working in every Higher Primary School was treated as a unit of study.

For the present study all the boys-girls, government-private and rural—urban higher primary schools are located in the three districts. 126 schools out of 628 were selected for the research. Proportionate Stratified random sampling technique was used in the selection of the sample. 42 schools out of 208 were selected from Saharanpur district, 23 out of 114 were selected from Hardwar district and 61 out of 306 schools were selected from Muzaffarnagar district.

### **VARIABLES INVOLVED**

The present study involved two kinds of variables

- 1) Dependent Variable
- 2) Independent Variable

#### **Dependent Variable**

The dependent variable is that factor which is observed and measured to determine the effect of independent variable. In the present study the dependent variable is teachers' role performance

#### **Independent Variable**

The independent variable is that factor which is measured, manipulated or selected by the experimenter to determine the relationship to an observed phenomenon. Job satisfaction is independent variables in this study.

### **TOOLS USED**

After selecting the sample, we have to choose suitable tools for collecting the data. The selection of tools for a particular study depends upon various factors, such as objectives of the research, availability of suitable tests and investigator's ability. In the present study, following tools have been used

- (a) Teachers' Role Performance Scale (TRPS) was constructed by the researcher herself and was used for measuring the dependent variable namely teachers' role performance.
- (b) Teachers' Job Satisfaction Scale (TOSS) constructed by Gupta was used to measure the independent variable of teachers' job satisfaction.

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **Statistical Techniques Used**

For achieving the objectives of the and testing hypotheses, the following statistical techniques were used.

#### **Hypothesis-**

To test this hypothesis, Kolmogorov-Smirnov One sample Test of Significance was used. This is a test of goodness of fit. That is, it is concerned with the degree of agreement between the distribution of a set of sample values (observed scores) and some specified theoretical distribution such as normal distribution. It determines

whether the scores in the sample can reasonably be thought to have come from a population having that theoretical distribution. Briefly, the test involves specifying the cumulative frequency distribution which would occur under the theoretical distribution and comparing that with the observed cumulative frequency distribution.

The value of K is computed by the formula

$$K = D \sqrt{N}$$

D = Maximum vertical differences

N = Total frequencies.

To be significant at .05 level, the KS-value must be higher than 1.36 and to be significant at .01 level, it be higher than 1.63.

### Hypothesis 1

This hypothesis implied that role performance like other psychological traits such as intelligence, interests, aptitudes, values and academic interest is normally distributed in the teachers of the higher primary schools. To ascertain this the Teachers' Role performance Scale was administered on the sample of higher primary teachers from boys and girls higher primary schools of Saharanpur, Haridwar and Muzaffarnagar districts of Meerut region. Then, the frequency distribution of role performance scores for all the teachers of higher primary schools included in the sample was prepared. The frequency distribution of scores obtained on the scale for 404 male and female teachers is presented in Table-1

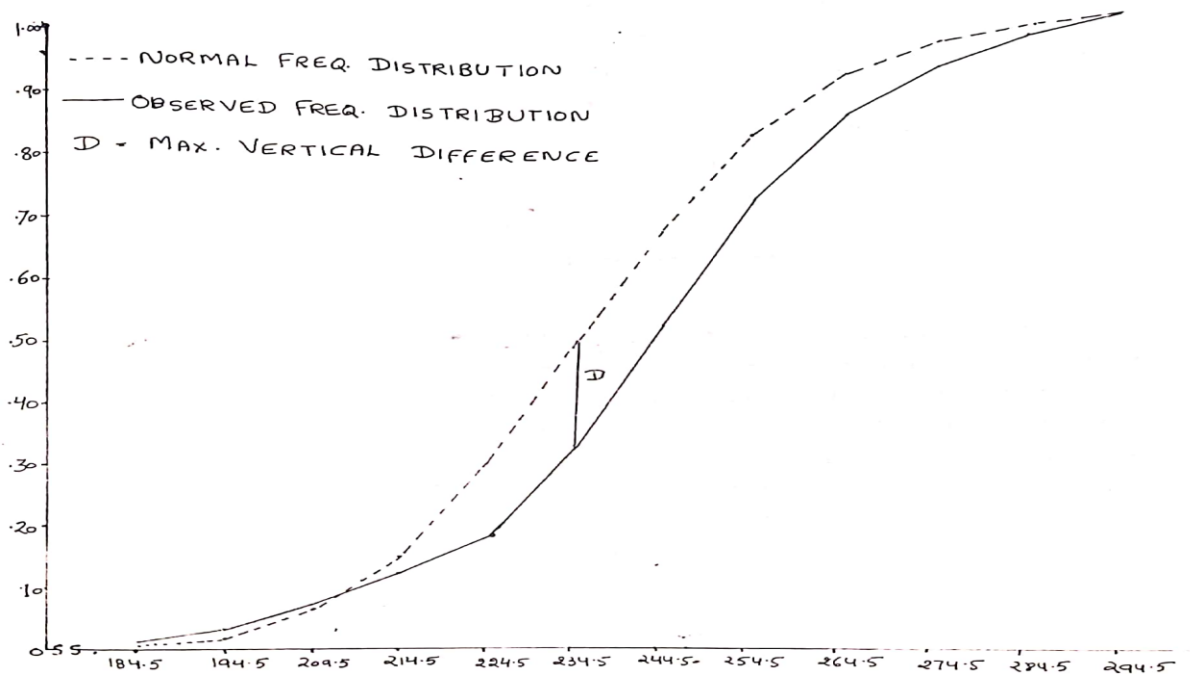
**TABLE 1**

CLASS INTERVALS	FREQUENCY
290-299	5
280-289	20
270-279	30
260-269	54
250-259	81
240-249	81
230-239	58
220-229	25
210-219	21
200-209	17
190-199	7
180-189	5

**TABLE 2**

CLASS	OBSERVED DISTRIBUTION			NORMAL DISTRIBUTION			cp <sub>1</sub> -cp <sub>2</sub>
	f <sub>1</sub>	cf <sub>1</sub>	cp <sub>1</sub>	f <sub>2</sub>	cf <sub>2</sub>	cp <sub>2</sub>	
290-299	5	404	1.000	2	404	1.000	000
280-289	20	399	.987	7	399	.987	.008
270-279	30	379	.938	18	395	.977	.039
260-269	54	349	.843	37	377	.933	.070
250-259	81	295	.730	61	340	.841	.111
240-249	81	214	.529	77	279	.690	.161
230-239	58	133	.329	77	202	.500	.171
220-229	25	75	.185	61	125	.309	.124
210-219	21	50	.123	37	64	.158	.035
200-209	17	29	.071	18	27	.066	.005
190-199	7	12	.029	7	9	.022	.007
180-189	5	5	.012	2	2	.004	.008

N <sub>1</sub> = 404	N <sub>2</sub> =404	D=.171
f <sub>1</sub> = Freq. distribution	f <sub>2</sub> = Freq. distribution	K=3.43
cp <sub>1</sub> =Cum. Proportions	cp <sub>2</sub> = Cum. Proportions	Sig. at 0.01 Level

**FIGURE 1**

The table 2 shows that the Kolmogorov Smirnov Test of significance of difference between the observed frequencies and the theoretical distribution under the hypothesis of normal distribution brought out the fact that the observed frequency is different from the theoretical distribution under the hypothesis of normal distribution. Hence, hypothesis 1 is rejected at .01 level.

Hypothesis-2

The aim of this hypothesis was to compare the teachers of boys and girls higher primary schools on teachers' role performance scores. It was hypothesized that sex influences the role performance of the teachers and there is a significant difference between the role performance of the teachers of boys' and girls' schools. To test this hypothesis a null hypothesis that there is no difference on role performance between the teachers of these two types of institutions was formulated the purpose of testing this hypothesis, the institutions in the sample were separated into boys' higher primary schools and girls higher primary schools. Of all the 107 schools included in the sample 90 schools were boys' school and 17 schools were girls' schools.

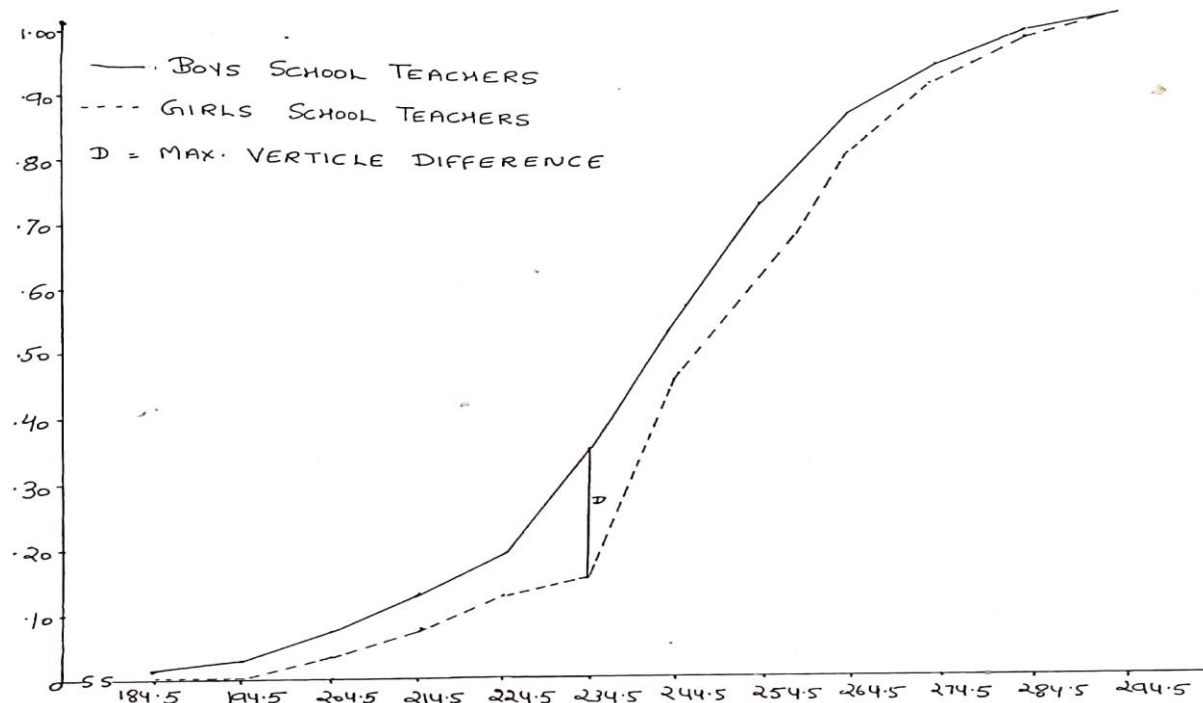
The frequency distributions for the teachers of boys' and girls' schools were prepared separately on the basis of their scores Role Performance Scale. These distributions were compared together by applying Kolmogorov-Smirnov Two sample Test to find out if they differed significantly. The graphical representation of the comparison of two distributions by K-s Test has also been displayed in figure-2. Table-3 shows the whole computation and the result Of Test. From the table it can be noted that obtained K —value calculated by K. S. Two Sample test is 1.3602 which is more than 1.36 for achieving .05 level of significance Therefore, the null hypothesis of no difference is rejected and the hypothesis that there is a significant difference between the role performance of the teachers of boy's schools and the teachers of girl s schools is accepted. The same conclusion may be drawn from the observation of two frequency distributions as well as from the mean of male teachers which is 245.59 and the mean of female teachers which is Role Performance Scale. The teachers of girls 252 on Teachers 'higher primary schools obviously seem to perform their role more the teachers of girls higher primary schools obviously seem to perform their role more sincerely than the teachers of boy's higher primary schools. the cumulative frequency curves for the two distributions given in figure-2 also indicate the same thing.

**TABLE 3**

CLASS	BOYS SCHOOL			GIRLS SCHOOL			cp <sub>1</sub> -cp <sub>2</sub>
	f <sub>1</sub>	cf <sub>1</sub>	cp <sub>1</sub>	f <sub>2</sub>	cf <sub>2</sub>	cp <sub>2</sub>	
<b>290-299</b>	4	348	1	1	56	1	0
<b>280-289</b>	16	344	.988	4	55	.982	0.006
<b>270-279</b>	24	328	.942	6	51	0.911	.031
<b>260-269</b>	48	304	.873	6	45	0.803	.070
<b>250-259</b>	68	256	0.735	13	39	0.696	0.039
<b>240-249</b>	64	188	.540	17	26	0.464	0.076
<b>230-239</b>	56	124	.356	2	9	0.16	0.196
<b>220-229</b>	22	68	.195	3	7	0.125	.070
<b>210-219</b>	19	46	.132	2	4	.071	.061
<b>200-209</b>	15	27	.077	2	2	0.35	.042
<b>190-199</b>	7	12	.034	0	0	0	.034
<b>180-189</b>	5	5	.014	0	0	0	0.014



$N_1 = 348$	$N_2 = 56$	$D = .196$
$M_1 = 245.59$	$M_2 = 252$	$K = 1.3602$
$f_1 =$ Freq. distribution	$f_2 =$ Freq. distribution	
$cp_1 =$ Cum. Proportions	$cp_2 =$ Cum. Proportions	Sig. at 0.05 Level



**FIGURE 2**

**Hypothesis-3**

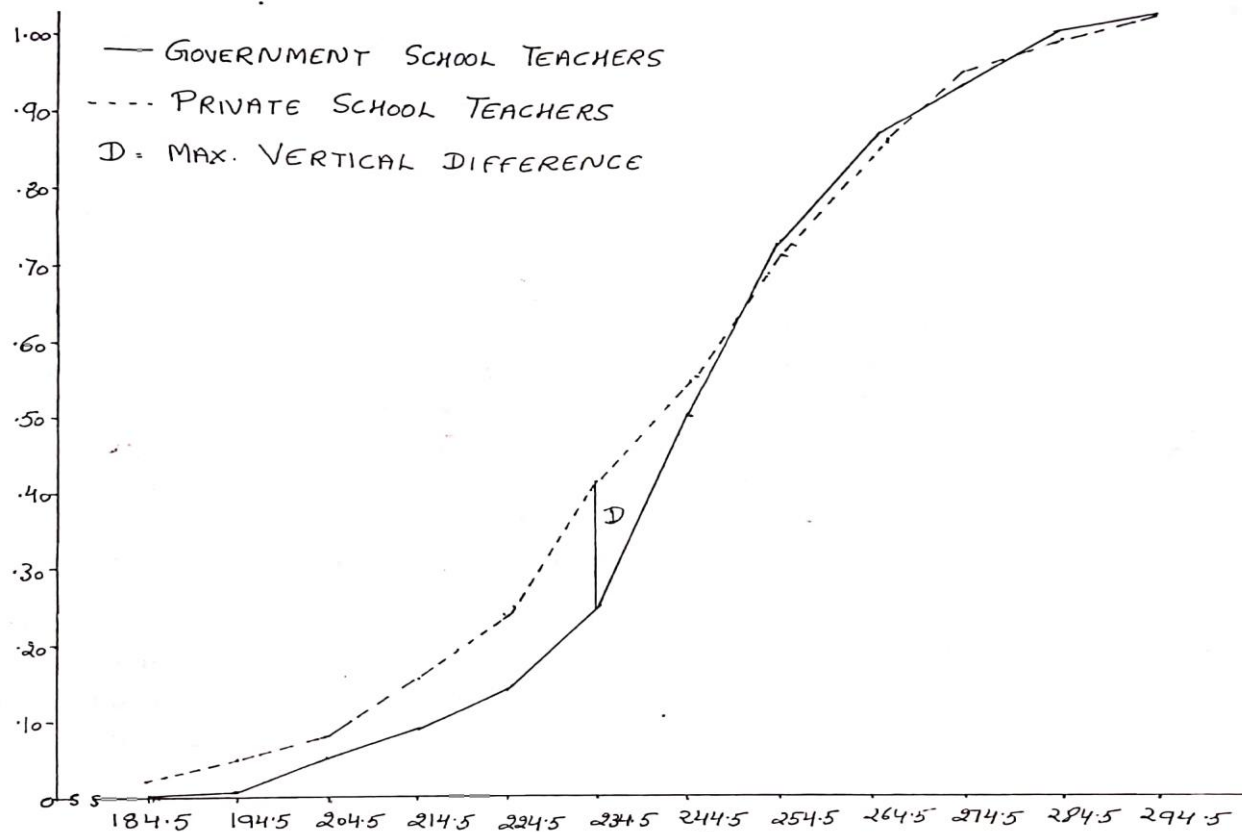
The purpose of this hypothesis was to study the difference between the role performance of teachers of government and private higher primary schools. The hypothesis was that role performance of teachers is differentially related to the government and privately managed schools. To test this hypothesis a null hypothesis that no such difference exists, was formulated, which was subjected verification by applying Kolmogorov-srnirnov Two Sample Test of significance. For the purpose of applying the K-S Test, all the 107 higher primary schools were divided into two categories namely, 54 government schools and 53 private schools. It may be seen from Table—II that the R—value of K-s test is 1.74, which is significant at .01 level. Thus, the null hypothesis of no difference is rejected and as such the research hypothesis 3 that the role performance of teachers is differential IY related to the government and privately managed schools is accepted at .01 level of significance. A look on the frequency distributions of teachers of government and private schools as well as the means of role performance scores of two groups indicates that teachers working in government schools ( $Y_1 = 248.91$ ) perform their role more efficiently than the teachers in private schools ( $Y_2 = 243.83$ ). The cumulative frequency curves for the two distributions given in figure-3 also indicate the same thing.

**Table 4**

Class	GOVERNMENT SCHOOLS			PRIVATE SCHOOLS			cp <sub>1</sub> -cp <sub>2</sub>
	f <sub>1</sub>	cf <sub>1</sub>	cp <sub>1</sub>	f <sub>2</sub>	cf <sub>2</sub>	cp <sub>2</sub>	
290-299	2	211	1	3	193	1	
280-289	13	209	.990	7	190	0.984	0.006
270-279	14	196	0.928	16	183	0.948	0.02
260-269	27	182	.862	27	167	0.865	.003
250-259	49	155	0.734	32	140	0.725	0.009
240-249	54	106	0.502	27	108	0.559	0.057
230-239	23	52	0.246	35	81	0.419	0.173
220-229	10	29	0.137	15	46	0.238	0.101
210-219	7	19	0.09	14	31	0.16	0.07
200-209	10	12	0.056	7	17	0.088	0.032
190-199	2	2	0.009	5	10	0.052	0.043
180-189	0	0	0	5	5	0.025	0.025

N <sub>1</sub> = 211	N <sub>2</sub> = 193	D = .173
M <sub>1</sub> = 248.91	M <sub>2</sub> = 243.83	K = 1.74
f <sub>1</sub> = Freq. distribution	f <sub>2</sub> = Freq. distribution	
cp <sub>1</sub> = Cum. Proportions	cp <sub>2</sub> = Cum. Proportions	Sig. at 0.01 Level



**FIGURE 3**

Hypothesis 4

Through this hypothesis the relationship between teachers' role performance and rural-urban of the schools. The hypothesis was that the role performance of teacher is differentially related to the rural-urban placement of teacher. The null hypothesis was formulated that there is no difference in role performance between the teachers

of rural and urban schools. To test this hypothesis, the 107 higher primary school were divided into 77 rural - 30 urban schools' categories on the basis of location.

Separate frequency distributions of scores on Teachers' Role Performance Scale were prepared for these two groups of primary schools. These distributions were compared together by applying Kolmogorov — Smirnov Two Sample Test to find out if they differed significantly. The graphical representation of the comparison of two distributions by K-S Test has also been displayed in figure -4. The table shows the whole computation and the result of K-s Test.

**Table 5**

CLASS	RURAL SCHOOLS.			URBAN SCHOOLS			cp <sub>1</sub> -cp <sub>2</sub>
	f <sub>1</sub>	cf <sub>1</sub>	cp <sub>1</sub>	f <sub>2</sub>	cf <sub>2</sub>	cp <sub>2</sub>	
<b>290-299</b>	5	284	1	0	120	1	0
<b>280-289</b>	14	279	0.982	6	120	1	0.018
<b>270-279</b>	19	265	0.933	11	114	.950	0.017
<b>260-269</b>	40	246	0.866	14	103	.858	0.008
<b>250-259</b>	58	206	0.725	23	89	0.742	0.017
<b>240-249</b>	58	148	0.521	23	66	0.55	0.029
<b>230-239</b>	38	90	0.361	20	43	0.358	0.042
<b>220-229</b>	18	52	0.183	7	23	0.192	0.009
<b>210-219</b>	18	34	0.119	3	16	0.133	0.014
<b>200-209</b>	12	16	0.156	5	13	0.108	0.052
<b>190-199</b>	3	4	0.014	4	8	0.066	0.052
<b>180-189</b>	1	1	0.003	4	4	.033	0.03

N <sub>1</sub> = 248	N <sub>2</sub> =120	D=.052
M <sub>1</sub> = 247.28	M <sub>2</sub> = 244.58	K= 0.480
f <sub>1</sub> = Freq. distribution	f <sub>2</sub> = Freq. distribution	
cp <sub>1</sub> =Cum. Proportions	cp <sub>2</sub> = Cum. Proportions	Not Sig.

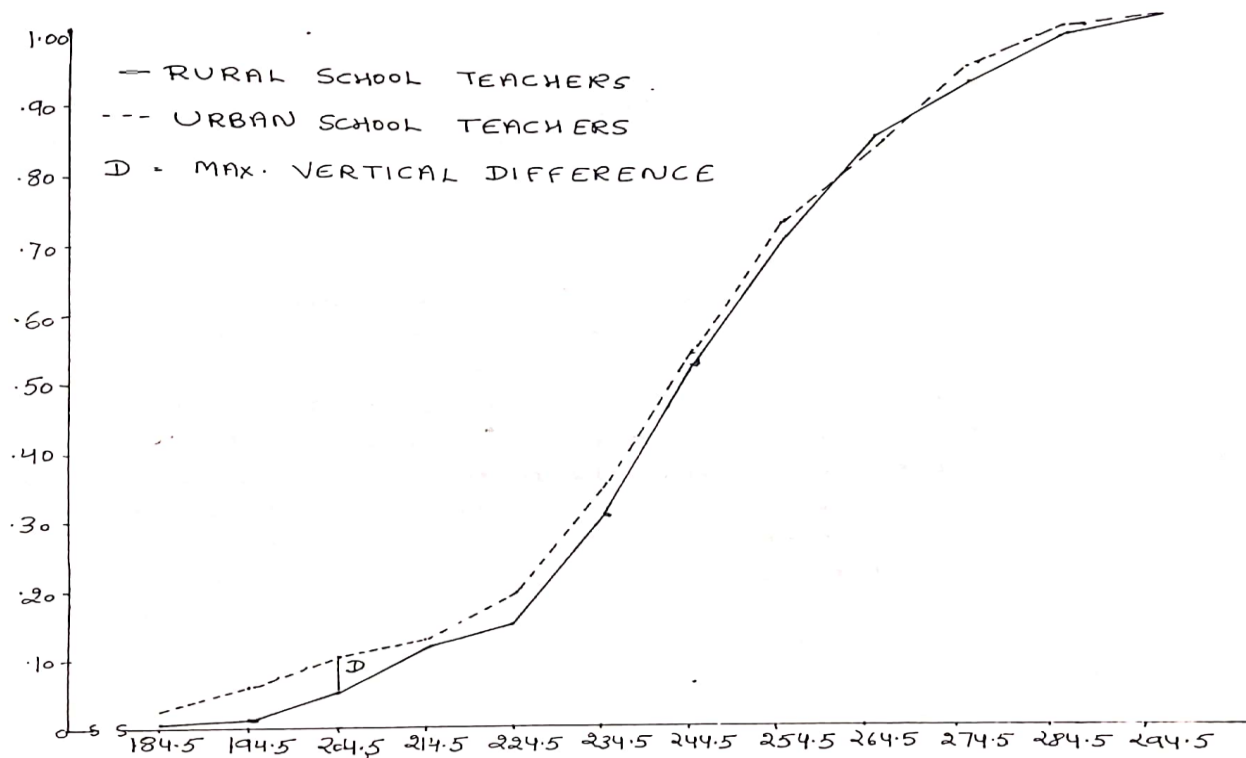


FIGURE 4

Hypothesis 5

Hypothesis 5<sup>th</sup> was that the role performance of higher school teachers is related to their job satisfaction. To test this hypothesis the null hypothesis was formulated that the performance of higher primary school teachers is not related to their job satisfactions. All 404 answer scripts were scored and arranged in descending order with highest score at the top and lowest at the bottom on the Teachers' Job Satisfaction Scale. To test this hypothesis (using Kelley's method) an upper group consisting 27% (approximate 109 respondents) of the total group who received highest scores on the total sample were termed as high job satisfied category and a lower group consisting of an equal number (109) of respondents who received lowest scores were identified as low job satisfied category. For each of these two groups of teacher's frequency distributions of scores of teachers on Teachers ' Role Performance Scale were prepared separately. These are shown in table. In order to test the difference on Teachers ' Role Performance between high job satisfied and low job satisfied groups, Kolmogorov — Smirnov two sample test of significance was applied. The graphical representation of the two distributions has also been plotted in figure.

**TABLE 6**

Class	LOW JOB SATISFIED			HIGH JOB SATISFIED			cp <sub>1</sub> -cp <sub>2</sub>
	f <sub>1</sub>	cf <sub>1</sub>	cp <sub>1</sub>	f <sub>2</sub>	cf <sub>2</sub>	cp <sub>2</sub>	
<b>290-299</b>	0	109	1	3	109	1	0
<b>280-289</b>	3	109	1	10	106	.972	0.028
<b>270-279</b>	3	106	0.972	21	96	0.88	0.092
<b>260-269</b>	3	103	0.945	21	75	0.688	0.257
<b>250-259</b>	21	100	0.917	11	54	0.495	0.422

240-249	9	79	0.724	27	43	0.394	0.33
230-239	19	70	0.642	10	16	0.146	0.496
220-229	9	51	0.467	3	6	0.55	0.412
210-219	16	42	0.385	2	3	0.027	0.358
200-209	14	26	0.238	1	1	0.009	0.229
190-199	7	12	0.11	0	0	0	0.11
180-189	5	5	0.045	0	0	0	0.045

$N_1 = 109$	$N_2 = 109$	$D = .496$
$M_1 = 230.01$	$M_2 = 257.80$	$K = 3.69$
$f_1 = \text{Freq. distribution}$	$f_2 = \text{Freq. distribution}$	
$cp_1 = \text{Cum. Proportions}$	$cp_2 = \text{Cum. Proportions}$	<b>Sig. at 0.01 Level</b>

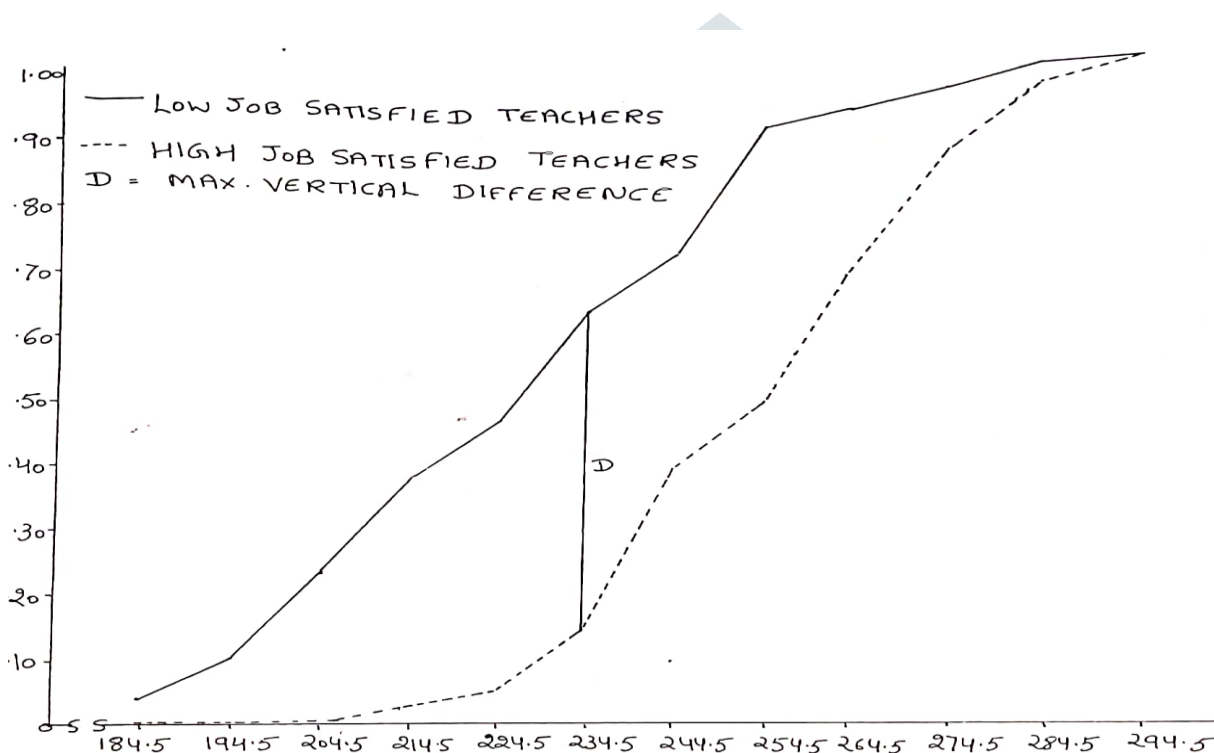


FIGURE 5

From table 6 it may be seen that the difference between teachers of low job satisfied category and high job satisfied category on teacher’s role performance is significant at .01 level. The null hypothesis is rejected while the research hypothesis-5 "that the role performance of higher primary school teachers is related to their job satisfaction" is accepted. The means of Teachers' Role Performance Scores for low job satisfied and high job satisfied are 230.1 and 257.80 respectively. This is clear indication that the teachers who are more satisfied with their job perform their role more sincerely or more effectively, while teachers who are less satisfied with their job perform their role less sincerely or less effectively. It is, therefore, clear that role performance of primary school teachers is directly related to their job satisfaction. The ogives i.e., cumulative frequency curves for the two frequency distributions given in Fig. 5 also indicate the same fact.

## FINDINGS

The following conclusions have emerged from the present study.

(1) The degree of teacher's role performance is not the same in all the higher primary schools. This means that higher primary schools differ among themselves with regard to teachers' role performance.

(2) Role performance is related to the sex of the teachers. There is a significant difference between the role performance of boy's higher primary school teachers and that of girls higher primary school teachers. The teachers of girls higher primary schools are better in role performance than the teachers of boy's higher primary schools.

(3) There is significant difference between the role performance of teachers working in government higher primary schools and the role performance of teachers working in private higher primary schools. The teachers of government higher primary schools are found to perform their role more sincerely than the teachers of private higher primary schools. Thus, the type of management seems to be linked with teacher's role performance.

(4) No significant difference is found between the role performance of rural school teachers and role performance of urban school teachers. Thus, the study reveals that the location of higher primary schools does not play any important part in determining the role performance of higher primary school teachers.

(5) The role performance of higher primary school teachers is significantly related to job satisfaction.

## CONCLUSION

The present study will also add to the horizons of conceptual frame of reference regarding the dimensions of teachers' role of performance at higher primary level. It will provide the field of definite activities and responsibilities involved in teachers' role performance and also helpful in scientific categorization of the teachers on the basis of the degree of performance of their roles in both the sectors, government and private. By assigning a particular role to the most competent teacher, the smooth functioning of the school and supervision of school activities will be ensured.

The present study has brought out an illuminating fact to the fore that female teachers are much more serious and sincere in performing their role as compared to male teachers. This finding will make the controllers of education more conscious in their endeavor to employ more and more women teachers if they are really serious to make teaching profession well equipped with people who are serious enough in performing their roles in any situation.

## REFERENCES

- AGGARWAL, J. C. Teachers' Role, Status, Service, Role, Condition and Education in India, New Delhi, 1988.
- BHUSHAN, B. Dictionary of Sociology, New Delhi Anmol Publication, 1989.
- BROWN, J.M., et.al., Applied Psychology, New Delhi: Amerind Publishing Co. 1972
- BULLOCK, R.P., Social Factors Related to Job Satisfaction, Research Monograph, No .70 t Columbus: Ohio State University, Bureau of Business Research, 1952
- Common Wealth Secretariate: Teacher Education in Changing Society, Report of Common Wealth Conference on Teacher Education, London 1974
- Education And National Development: Report of Education Commission 1964-66, vol. 1: General Problems, New Delhi: NCERT 1910.
- GUPTA, S.P., A Job Satisfaction Three Levels of Teachers at Three Levels of Teachers, Ph.D. Education, Meerut University, 1980.
- HOPPOCK, R. "Comparisons of Satisfied and Dissatisfied Teachers: Psychology Bull., 1935, 32.
- KULANDAIVEL, K. and T.R.S. RAO, Qualities of Good Teachers and Good Students (A Study of Student Rating) R. K. Mission Vidyalaya Coimbatore, 1968.
- LITTLE. WILLIA, Shorter Oxford English dictionary, Volume 2, Oxford; Clarendon Press 1944
- LYNTON. RALPH, The Study of Man, New York: Appleton Century Co. 1936.
- MEDDTS, RAY, Statistical Hand Book for Non-Statisticians, London: McGraw Hill Book Co.,1975.
- MERTON. R. K., Social and Social Structure, Free Press, New York 1965.
- New International Dictionary, Volume II Encyclopedia Britannica Inc., William Banton publisher, Chicago U.S.A, 1971.
- PAGE G.T. ET AL., International Dictionary of Education, London: Nichol's publishing Company, 1977.