

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The present chapter concerns with the presentation, analysis and interpretation of the data. In the present study, the researcher took 409 secondary school teachers. The following tools were administered for the purpose of collecting data-

1. Job Satisfaction Scale by Dr. Meera Dixit (1993).
2. Attitude Scale towards Teaching Profession by Dr. (Mrs.) Umme Kulsum (2008).
3. Self-Efficacy Scale prepared by the researcher.
4. Questionnaire for Demographic variables prepared by the researcher.

In this study the data has been critically analyzed through textual discussions, tables and graphical presentations. The textual discussions have been utilized to point out generalizations and significant interpretations. The tables and figures have been used to clarify significant relationships. They are so constructed that they are self-explanatory. To bring the study to its successful fruition, the total data (409 secondary school teachers) collected in regard to job satisfaction in relation to attitude towards teaching profession, self-efficacy and certain demographic factors, are being systematically organized, analyzed and interpreted. The raw data were first organized into separate tables for each variable of the study. For computation of the needed statistics and application of appropriate statistical tests, most of the data were analyzed on excel sheet and SPSS software. A part of the data were treated with online software. The analysis of the present study is as follows-

After completing the scoring work as given in the preceding chapter of design and procedure, the immediate objective of the investigator was to determine the descriptive statistics of the variance under study i.e. job satisfaction, attitude towards teaching profession, self-efficacy and demographic variables, which is being presented below-

Table 4.1
Descriptive Statistics of Variables under Study

Variables	N	Mean	Std. Deviation
Job Satisfaction	409	200.69	18.79
Attitude towards Teaching Profession	409	190.03	10.92
Self-Efficacy	409	109.78	11.25

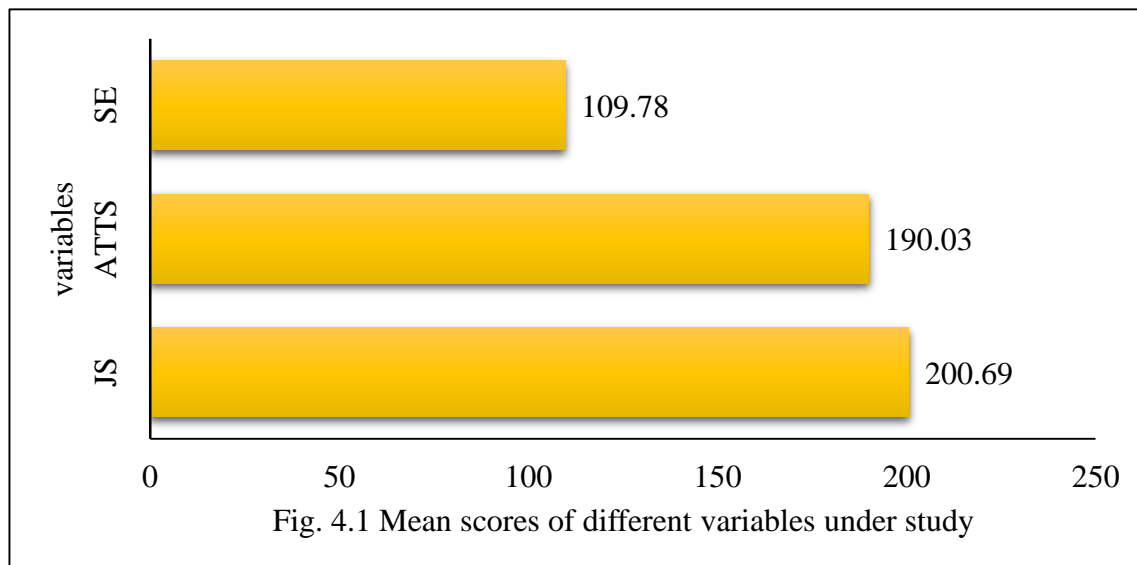


Table 4.1 shows that the mean scores of all the variable under the namely- job satisfaction, attitude towards teaching profession and self-efficacy of secondary school teachers; are 200.69,

190.03 and 109.78 respectively. And their respective standard deviation (SD) are 18.79, 10.92 and 11.25. (Fig. 4.1)

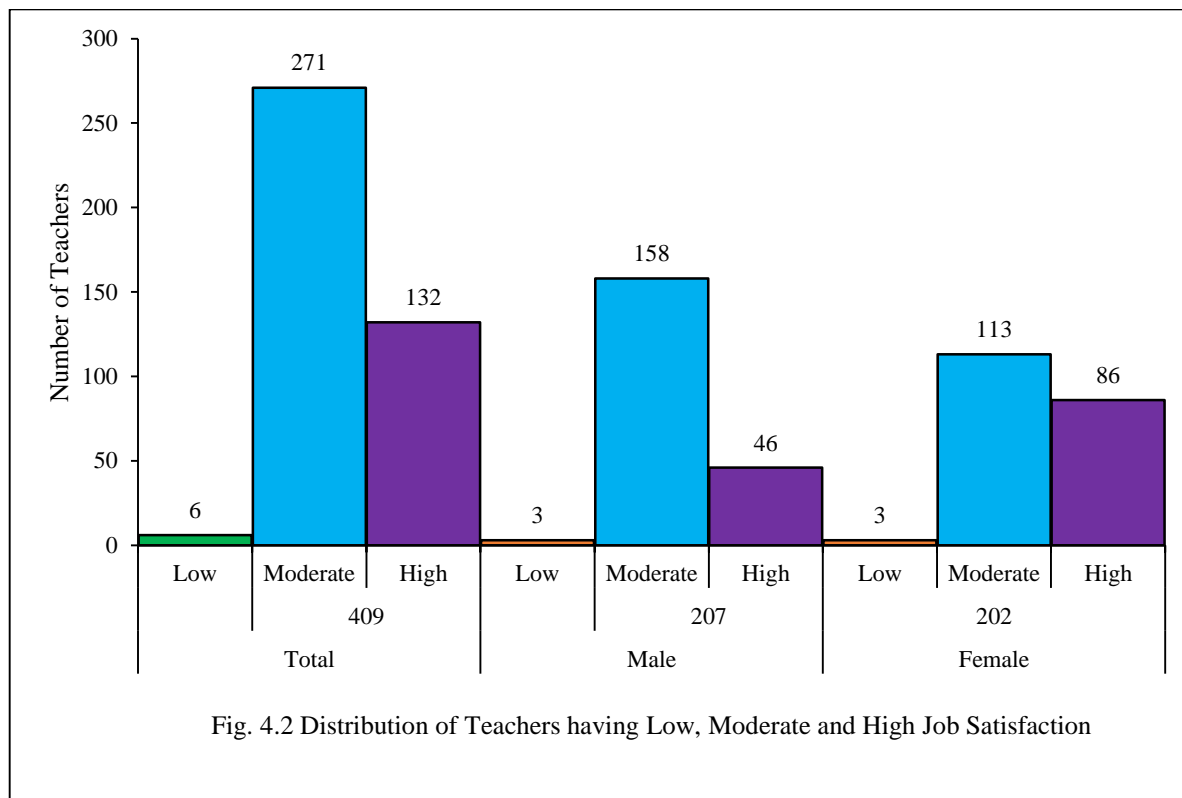
4.2 General Pattern of Job Satisfaction of Secondary School Teachers

Table 4.2

**Percentages of teachers having Low, Moderate and High Job Satisfaction
(Total and gender-wise)**

Groups	No. of teachers	Category	No. of teachers	Percentages
Total	409	Low	6	1.46
		Moderate	271	66.26
		High	132	32.27
Male	207	Low	3	0.73
		Moderate	158	38.63
		High	46	11.25
Female	202	Low	3	0.73
		Moderate	113	27.63
		High	86	21.03

To determine the degree of job satisfaction experienced by secondary school teachers, their scores on the job satisfaction scores was divided into three categories i.e., low job satisfaction, moderate and high job satisfaction. The results appear in table 4.2.



An examination of figure 4.2 shows that the percentages of low, moderate and high level of job satisfaction are 1.46, 66.26 and 32.27 respectively. In male sub-group, these percentages translate into 0.73, 38.63 and 11.25 respectively, while in female sub-group it is 0.73, 27.63 and 21.03 respectively. From these results it is evident that there is a lot of variation in teachers' job satisfaction in their occupation, with nearly half of the teachers experiencing less job satisfaction in their occupation. The results of the analysis also make it clear that the percentage of female teachers experiencing satisfaction is greater than the male teachers.

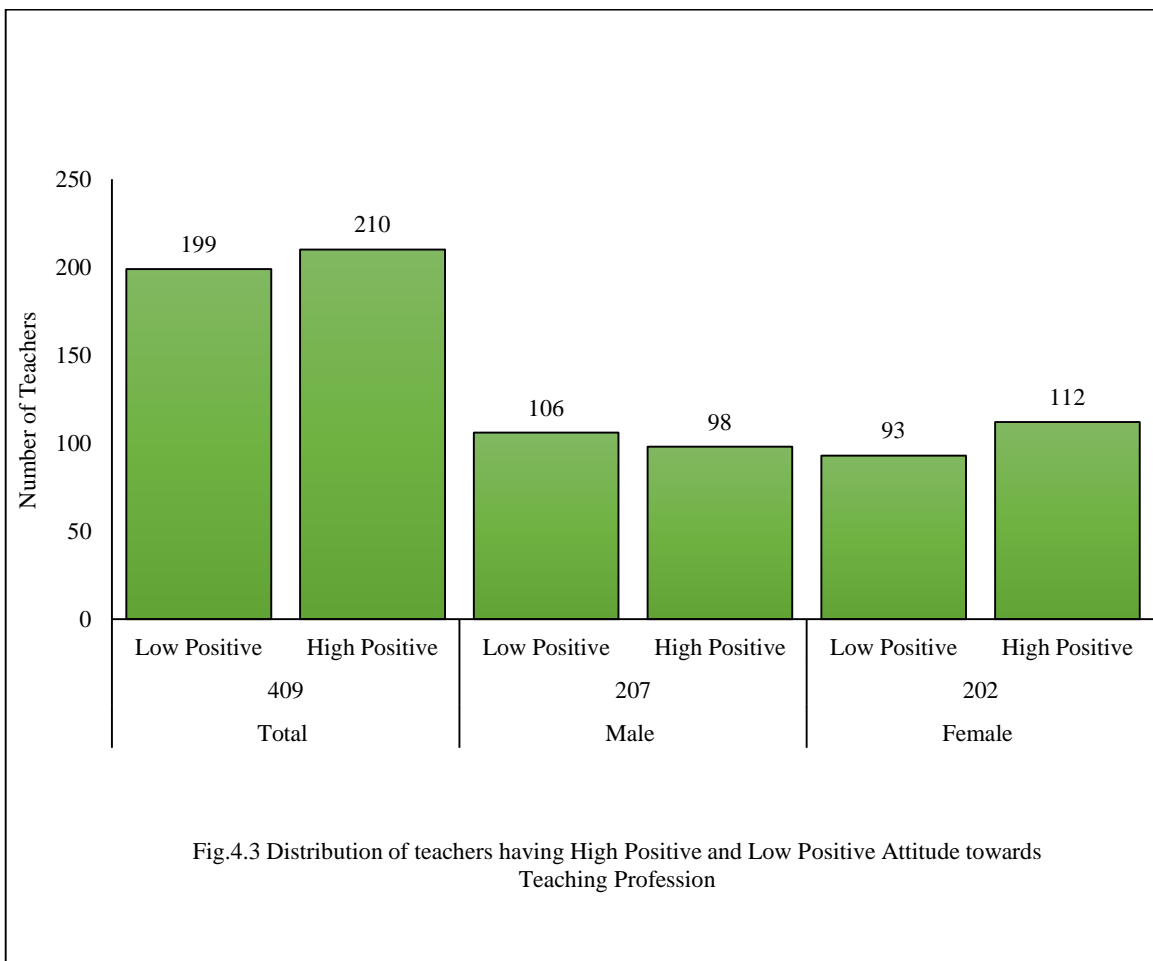
4.3 General Pattern of Attitude towards Teaching Profession of Secondary School teachers

To determine the attitude towards teaching profession of secondary school teachers, their scores on the attitude towards teaching profession scores were divided into two categories i.e., low positive and high positive attitude.

Table 4.3
**Percentages of Teachers Having Low and High Positive Attitude towards Teaching
Profession (Total & Gender-Wise)**

Groups	No. of teachers	Level of Attitude towards Teaching Profession	No. of teachers	Percentages
Total	409	Low Positive	199	48.66
		High Positive	210	51.34
Male	207	Low Positive	106	51.21
		High Positive	98	48.79
Female	202	Low Positive	93	46.04
		High Positive	112	53.96

The results appear in table 4.3. Percentages of low and high positive attitude are 48.66 and 51.34 respectively. In male sub - groups, these percentages translate into 51.21 and 48.79 respectively, while in female sub-group it is 46.04 and 53.96 respectively.



4.3 General Pattern of Self-Efficacy of Secondary School Teachers

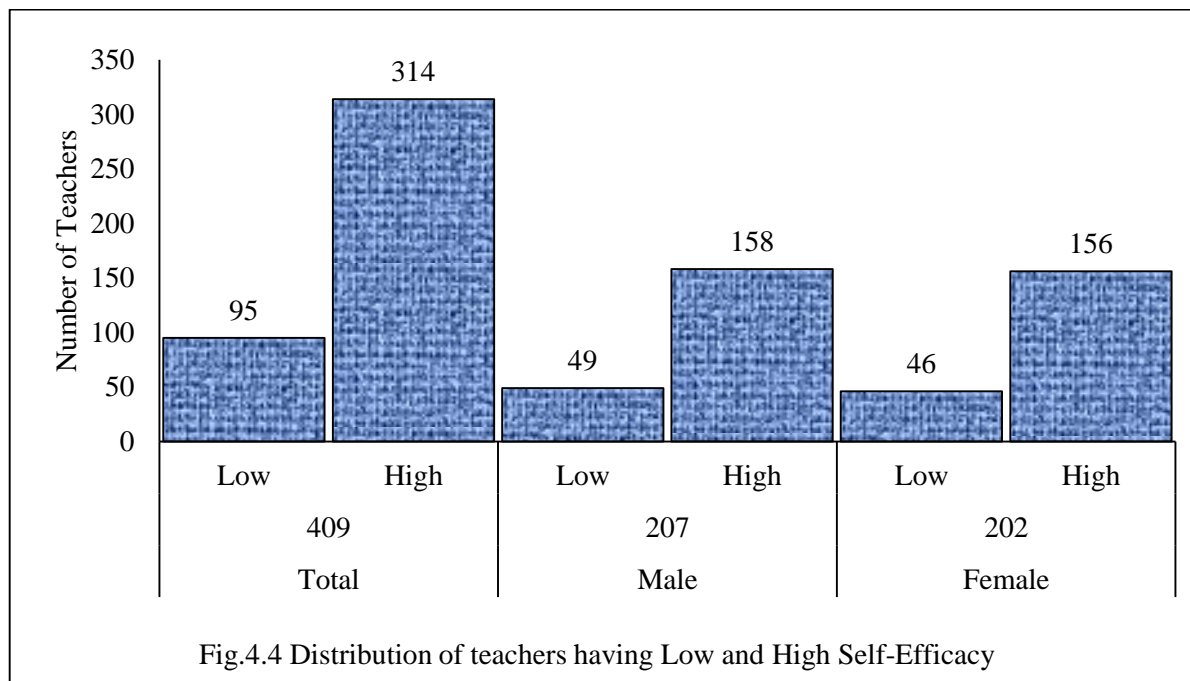
To determine the degree of self-efficacy experienced by secondary school teachers, their scores on the self-efficacy scale were divided into two categories i.e., low and high groups.

Table 4.4

Percentage of Teachers Having Low and High Self-Efficacy (Total and Gender-Wise)

Groups	No. of Teachers	Level of Self-Efficacy	No. of Teachers	Percentage
Total	409	Low	95	23.23
		High	314	76.77
Male	207	Low	49	23.67
		High	158	76.33
Female	202	Low	46	22.77
		High	156	77.23

The results appear in table 4.4. An examination of table 4.4 further shows that the percentages of low and high level of self-efficacy are 23.23 and 76.77 respectively. In male sub-group, these percentages translate into 23.67 and 76.33 respectively, while in female sub-group it is 22.77 and 77.23 respectively. From these results it is evident that there is a lot of variation in secondary school teachers' self-efficacy in their occupation. The results of the analysis also make it clear that the percentage of self efficient female secondary school teachers are slightly higher self-efficacy than the male teachers (fig. 4.4).



After presenting the overall picture of the research data, the results are presented in the following tables and graphs hypothesis wise-

Table 4.5

Showing the comparison of low and high positive attitude towards teaching profession secondary school teachers in respect to their job satisfaction

Job Satisfaction	N	Mean	S.D.	df	t- value
Low Positive Attitude towards Teaching Profession Group	199	196.21	12.53	407	4.82*
High Positive Attitude towards Teaching Profession Group	210	204.93	22.44		

**Significant at 0.01 level*

Table 4.5 shows that the mean value of job satisfaction of low and high positive attitude towards the teaching profession group of secondary school teachers are 196.21 and 204.93, respectively. Their SDs are 12.53 and 22.44 respectively. On applying t-test, a t-ratio of 4.82 is obtained, it was found significant at .05 level. Therefore, H_0 , there is no statistical significant

difference between low and high positive attitude towards the teaching profession group of secondary school teachers on the measure of job satisfaction is rejected (fig. 4.5).

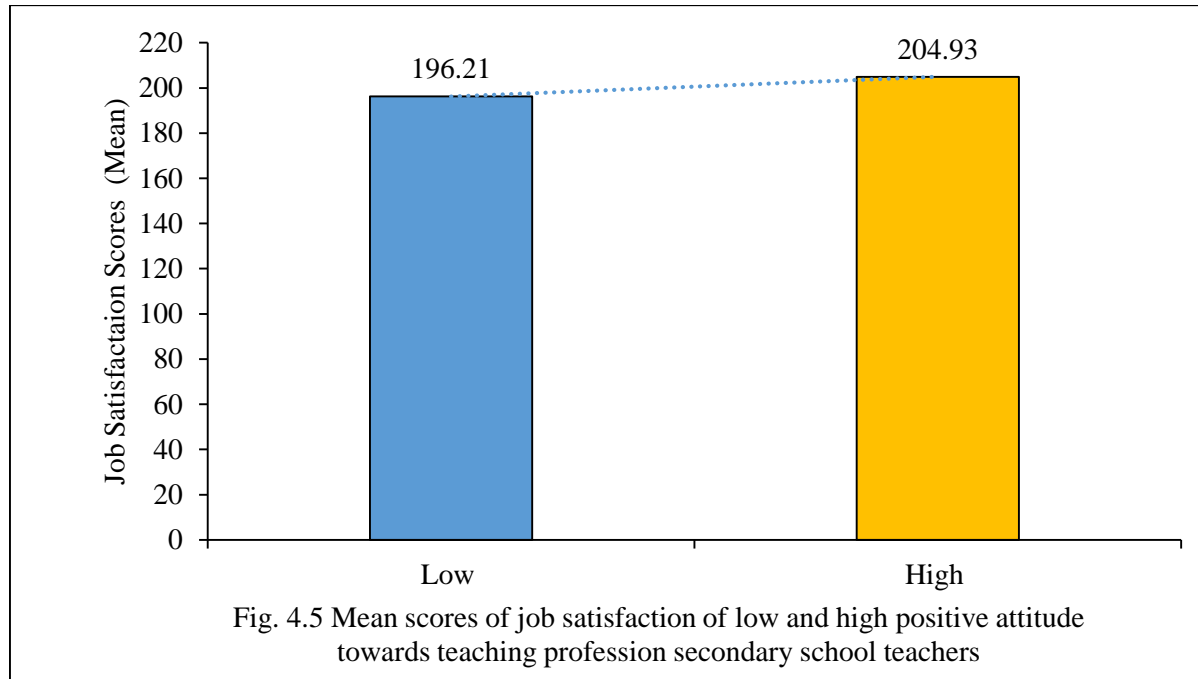


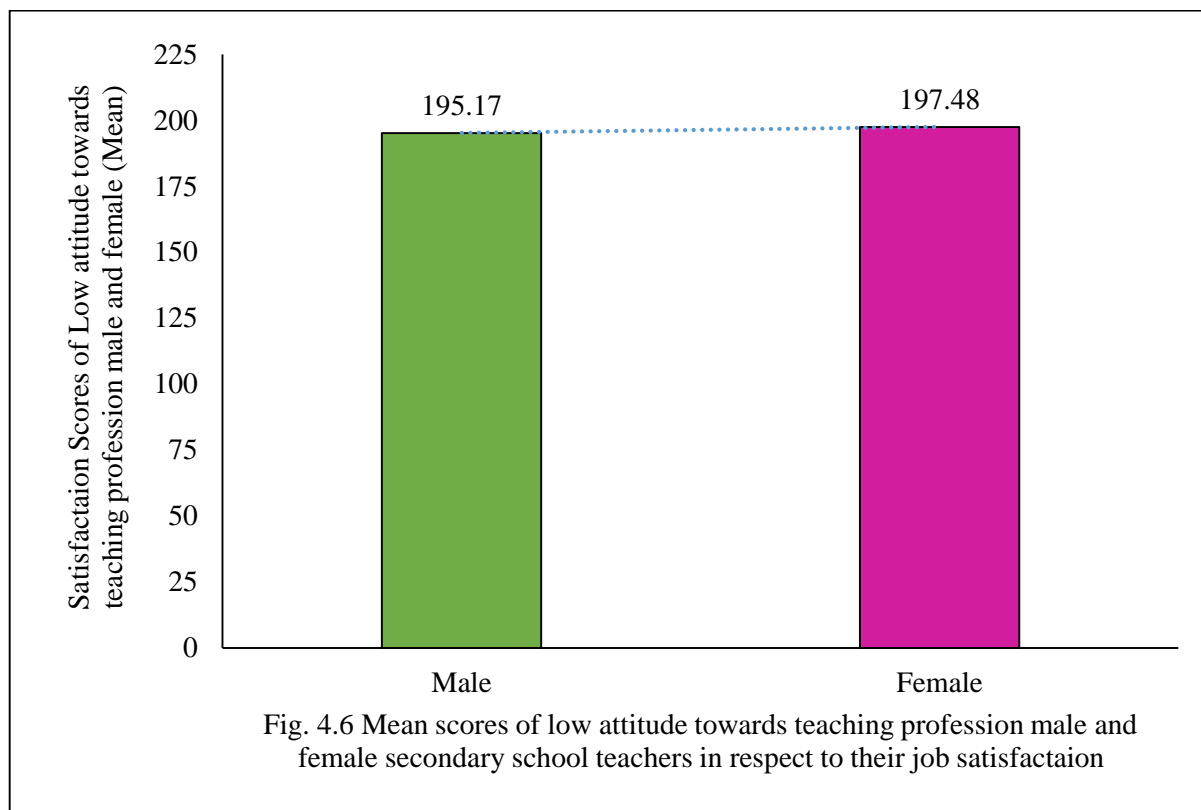
Table: 4.6

Showing the significance of difference between low attitude towards teaching profession male and low attitude towards teaching profession female secondary school teachers in respect to their job satisfaction.

Low Attitude towards Teaching Profession	N	Mean	S.D.	df	t- value
Male	109	195.17	10.44	197	1.3
Female	90	197.48	14.63		

Not significant at 0.05 level

The mean score of low attitude towards teaching profession male teachers is 195.17, while mean score of low attitude towards teaching profession female teachers are 197.48; the SDs scores of both male and female teachers are 10.44 and 14.63 respectively (Table 4.6). When these two means were put for t- test to know the significance of difference between them, it was found to be 1.3 which is not significant at 0.05 level of significance and 197 degree of freedom.



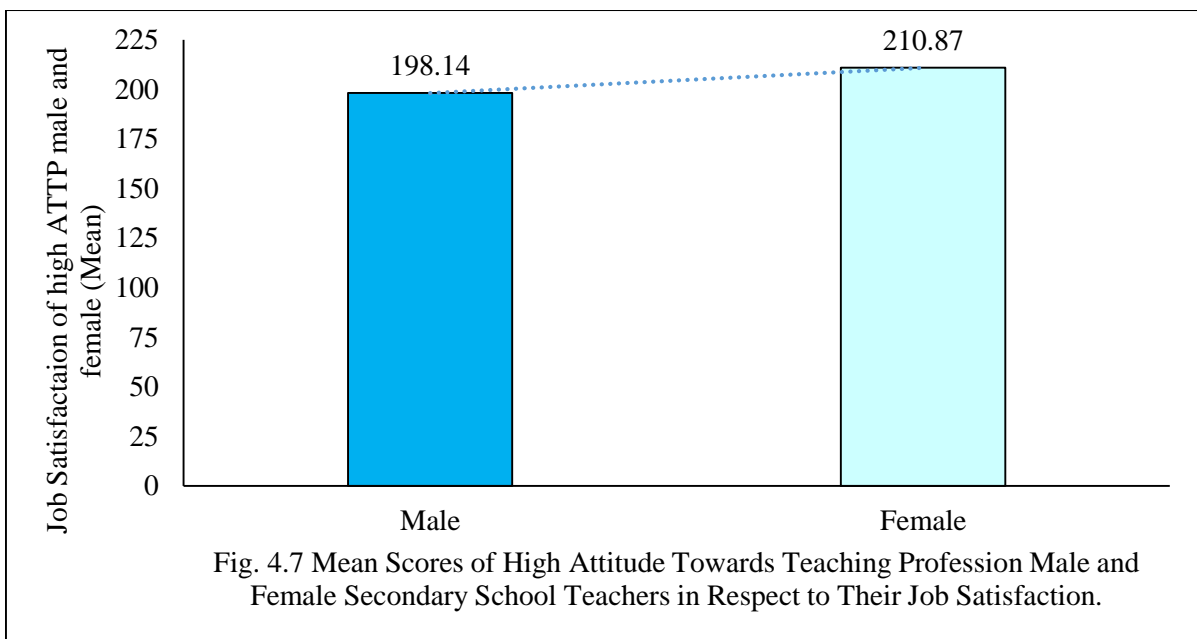
Thus, Ho. 1.1 there is no significant difference between low positive attitude towards teaching profession male and female secondary school teachers in respect to their job satisfaction, is accepted (Fig. 4.6).

Table: 4.7

Showing the significance of difference between high attitude towards teaching profession male & female secondary school teachers in respect to their job satisfaction.

High attitude towards teaching profession	N	Mean	S.D.	df	t- value
Male	98	198.14	18.89	208	4.27*
Female	112	210.87	23.66		

**significant at 0.01 level*



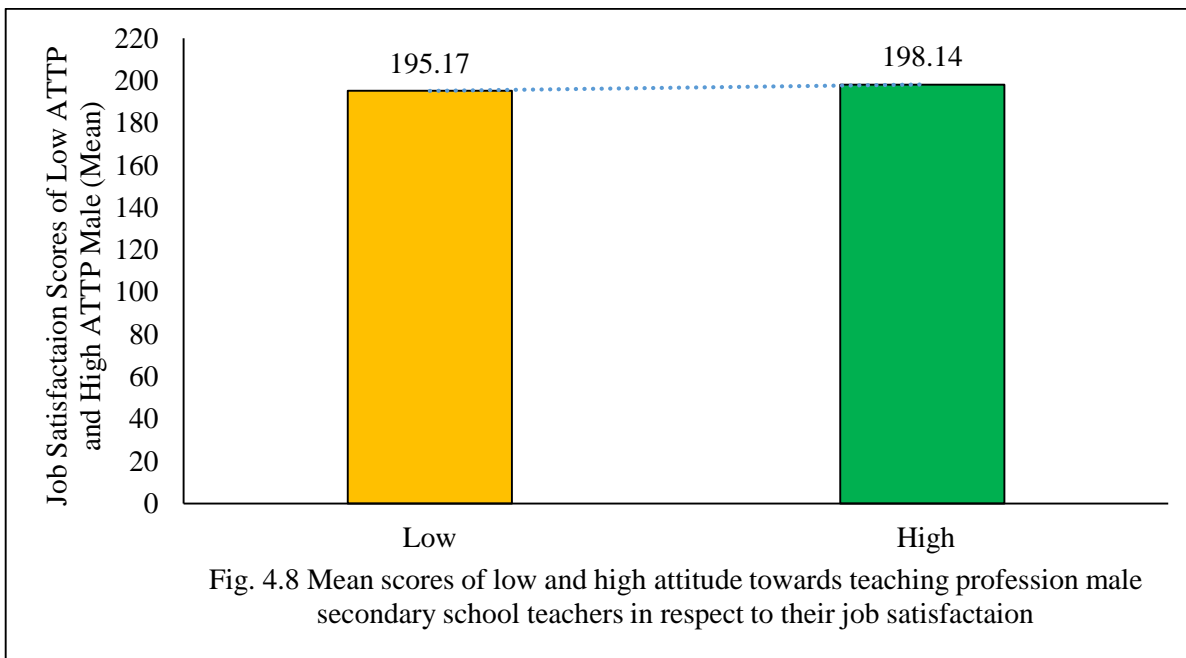
The mean score of low attitude towards teaching profession male teachers is 198.14, while mean score of high attitude towards teaching profession female teachers is 210.87; the SDs scores of both male and female teachers are 18.89 and 23.66 respectively (table 4.7). The t-value was found to be 4.27 which is significant at 0.01 level of significance and 208 degree of freedom. Thus, $H_{0.1,2}$ there is no significant difference between high attitude towards teaching profession male and female secondary school teachers in respect to their job satisfaction is rejected (Fig.4.7)

Table: 4.8

Showing the significance of difference between low and high attitude towards teaching profession male secondary school teachers in respect to their job satisfaction.

Male	N	Mean	S.D.	df	t- value
Low Attitude towards teaching profession	109	195.17	10.44	205	1.42
High Attitude towards teaching profession	98	198.14	18.89		

Not significant at 0.05 level



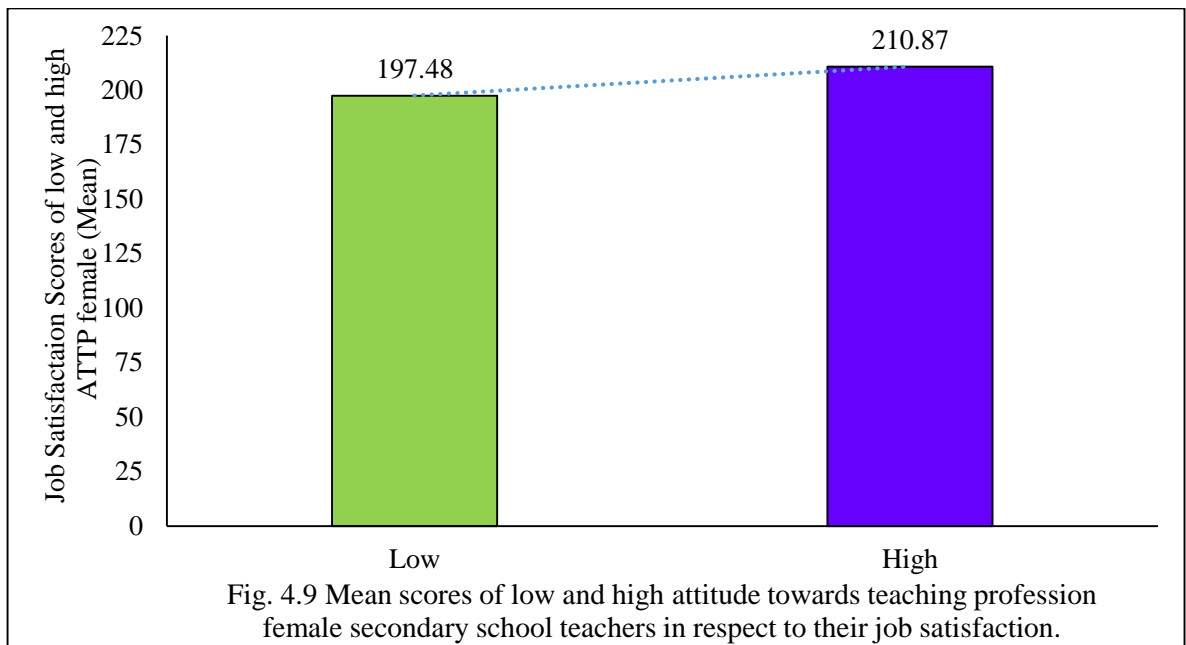
It is evident from table 4.8 that the mean score of low and high attitude towards teaching profession male teachers is 195.17 and 198.14 respectively; where the SDs scores of the both are 10.44 and 18.89 respectively. When these two means were put for t- test to know the significance of difference between them, it was found to be 1.42 which is not significant at 0.05 level of significance and 205 degree of freedom. Thus, $H_{0.1.3}$ there is no significant difference between low and high attitude towards teaching profession male secondary school teachers in respect to their job satisfaction is accepted (Fig.4.8).

Table: 4.9

Showing the significance of difference between the low and high attitude towards teaching profession female secondary school teachers in respect to their job satisfaction.

Female	N	Mean	S.D.	df	t- value
Low Attitude towards teaching profession	90	197.48	14.63	200	4.7*
High Attitude towards teaching profession	112	210.87	23.66		

**significant at 0.01 level*



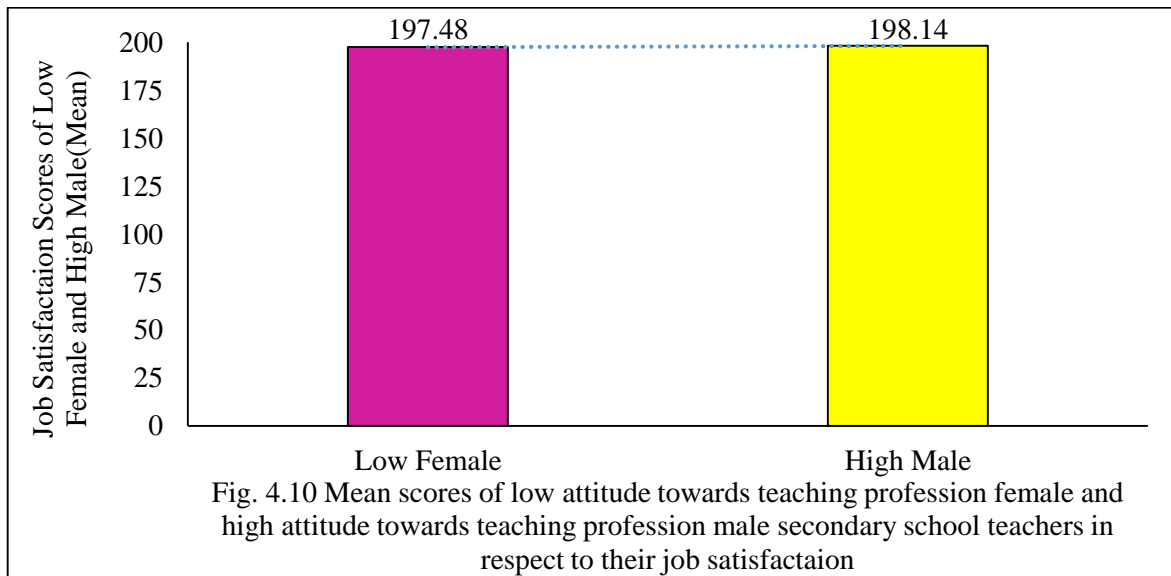
The mean score of low and attitude towards teaching profession female teachers is 197.48 and 210.87 respectively; the SDs scores of both low and high females are 14.63 and 23.66 respectively (Table 4.9). The t-value was found to be 4.7, which was found to be significant at 0.01 level of significance and 200 degree of freedom. Thus, H_0 there is no significant difference between low and high attitude towards teaching profession female secondary school teachers in respect to their job satisfaction is rejected (Fig.4.9).

Table: 4.10

Showing the significance of difference between low attitude towards teaching profession female and high attitude towards teaching profession male secondary school teachers in respect to their job satisfaction.

Variable	N	Mean	S.D.	df	t- value
Low Attitude towards Teaching Profession Female	90	197.48	14.63	186	0.27
High Attitude towards Teaching Profession Male	98	198.14	18.89		

Not significant at 0.01 level



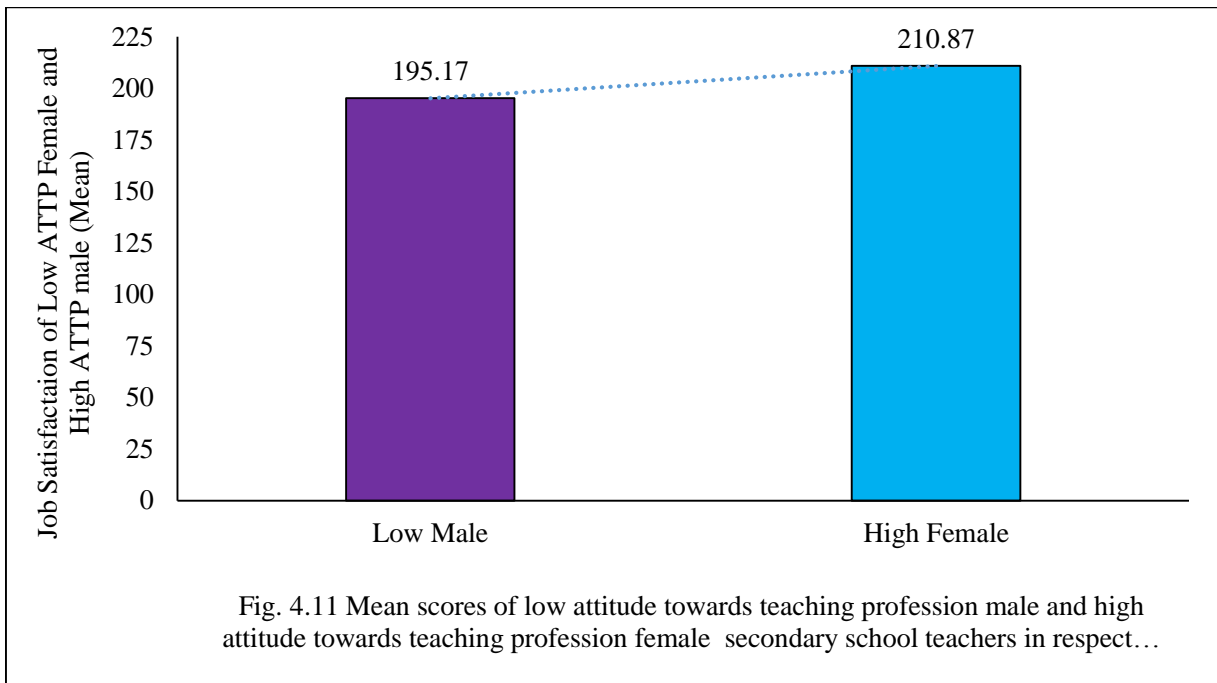
The table 4.10 shows that the mean of low attitude towards teaching profession female and high attitude towards teaching profession male secondary school teachers is 195.17 and 198.14 respectively; whereas the SDs scores of both are 14.63 and 18.89 respectively. The value of t- test was found to be 1.42 which is not significant at 0.01 level of significance and 205 degree of freedom. Thus, Ho.1.5 there is no significant difference between high attitude towards teaching profession male and low attitude towards teaching profession female secondary school teachers in respect to their job satisfaction is accepted (Fig. 4.10).

Table: 4.11

Showing the significance of difference between low male and high female attitude secondary school teachers towards teaching profession in respect to their job satisfaction.

Variables	N	Mean	S.D.	df	t- value
Low Attitude towards teaching Profession Male	109	195.17	10.44	219	6.35*
High Attitude towards teaching Profession Female	112	210.87	23.66		

**significant at 0.01 level*



It is clear from table 4.11 that the mean score of low attitude towards teaching profession male and high attitude towards teaching profession female is 195.17 and 210.87 respectively; and their SDs are 10.44 and 23.66 respectively. The t-value was found to be 6.35 which is significant at 0.01 level of significance and 219 degree of freedom. Therefore, H_0 there is no significant difference between low attitude towards teaching profession male and high attitude towards teaching profession female secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.11).

Table 4.12

Showing the comparison of low and high self-efficacy groups of secondary school teachers in respect to their job satisfaction.

Job Satisfaction	N	Mean	S.D.	df	t- value
Low Self-Efficacy secondary school teachers (LSESST)	95	194.54	14.79	407	3.7 *
High Self-Efficacy secondary school teachers (HSESST)	314	202.55	20.53		

**Significant at 0.01 level*

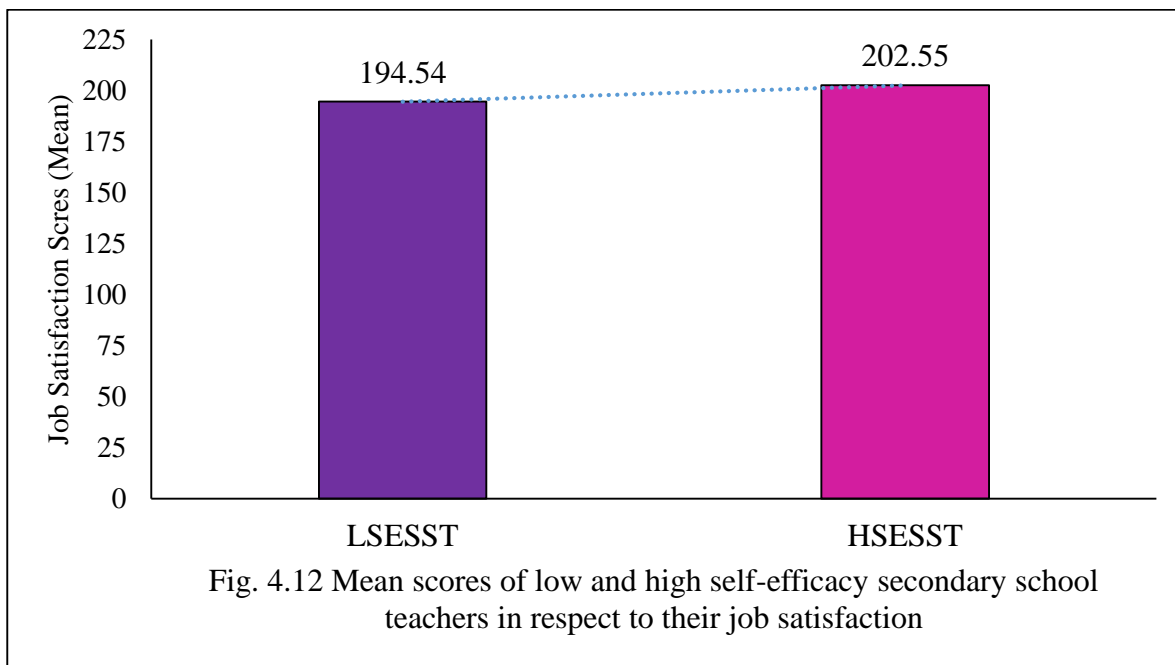


Table 4.12 clearly shows that the mean score of low and high self-efficacy secondary school teachers are 194.54 and 202.55 respectively; whereas the SDs scores of both are 14.79 and 20.53 respectively. The t-value was found to be 3.7 which is significant at 0.01 level of significance and 407 degree of freedom. Thus, H_0 there is no statistical significant difference in high and low self-efficacy groups of secondary school teachers on the measure of their job satisfaction is rejected (Fig. 4.12).

Table: 4.13

Showing the significance of difference between high self-efficacy male and high self-efficacy female secondary school teachers in respect to their job satisfaction.

High Self-Efficacy	N	Mean	S.D.	df	t- value
Male	158	198.03	14.79	314	4.51*
Female	156	207.13	20.53		

**Significant at 0.01 level*

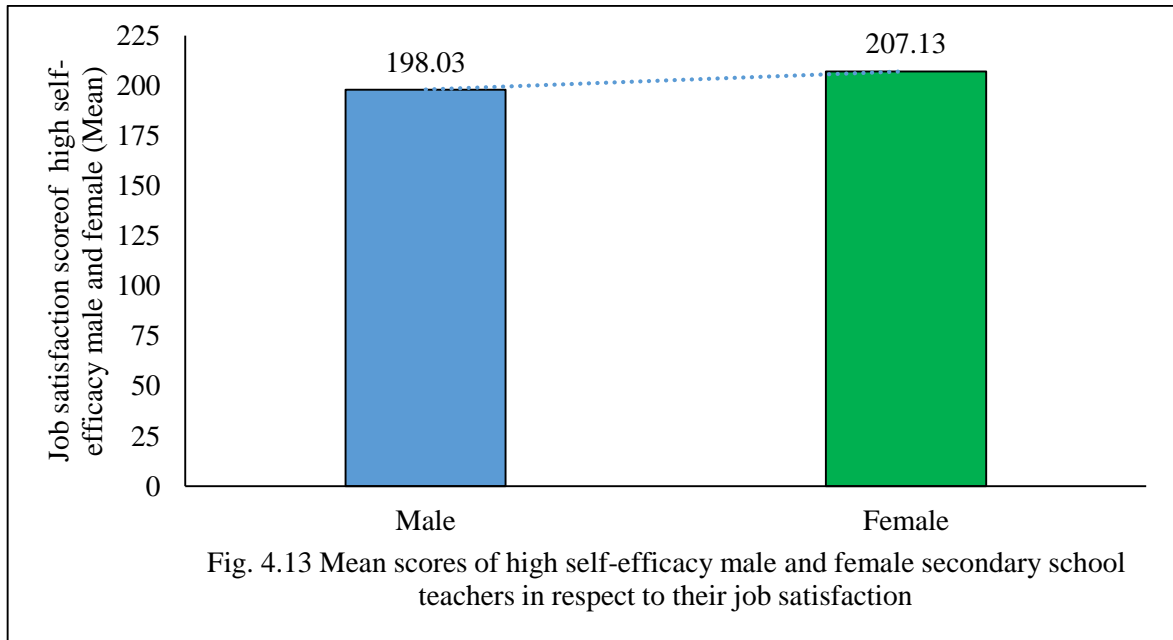


Fig. 4.13 Mean scores of high self-efficacy male and female secondary school teachers in respect to their job satisfaction

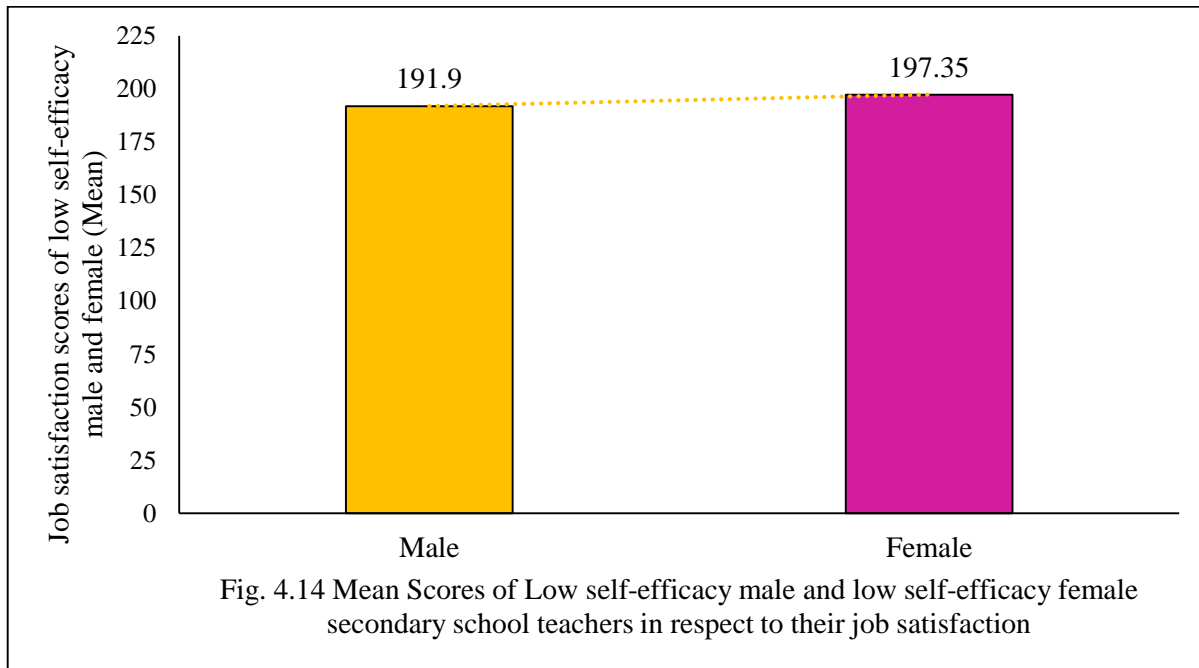
Table 4.13 shows that the mean scores of high self-efficacy male and female teachers are 198.03 and 207.13 respectively, while their SDs are 14.79 and 20.53. To know the significance of difference between these two means, they were put for t-test which is found to be 4.51 and is significant at 0.01 level of significance and 314 degree of freedom. Therefore, H_0 there is no significant difference between high self-efficacy male and female secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.13).

Table: 4.14

Showing the significance of difference between low self-efficacy male and female secondary school teachers in respect to their job satisfaction.

Low Self-Efficacy	N	Mean	S.D.	df	t- value
Male	49	191.9	15.17	93	1.42
Female	46	197.35	21.82		

Not significant at 0.05 level



It is crystal clear from table 4.14 that mean scores of low self-efficacy male and female teachers are 191.9 and 197.35 respectively, while their SD's are 15.17 and 21.82. To know the significance of difference between these two means, they were put for t-test which is found to be 1.42 and is not significant at 0.05 level and 93 degree of freedom. The $H_{0.2.2}$ that there is no significant difference between low self-efficacy and low self-efficacy female secondary school teachers in respect to their job satisfaction is accepted (Fig. 4.14).

Table: 4.15

Showing the significance of difference between low and high self-efficacy male secondary school teachers in respect to their job satisfaction.

Male	N	Mean	S.D.	df	t- value
Low Self-efficacy	49	191.9	15.17	205	2.52*
High Self-efficacy	158	198.03	14.79		

**Significant at 0.01 level*

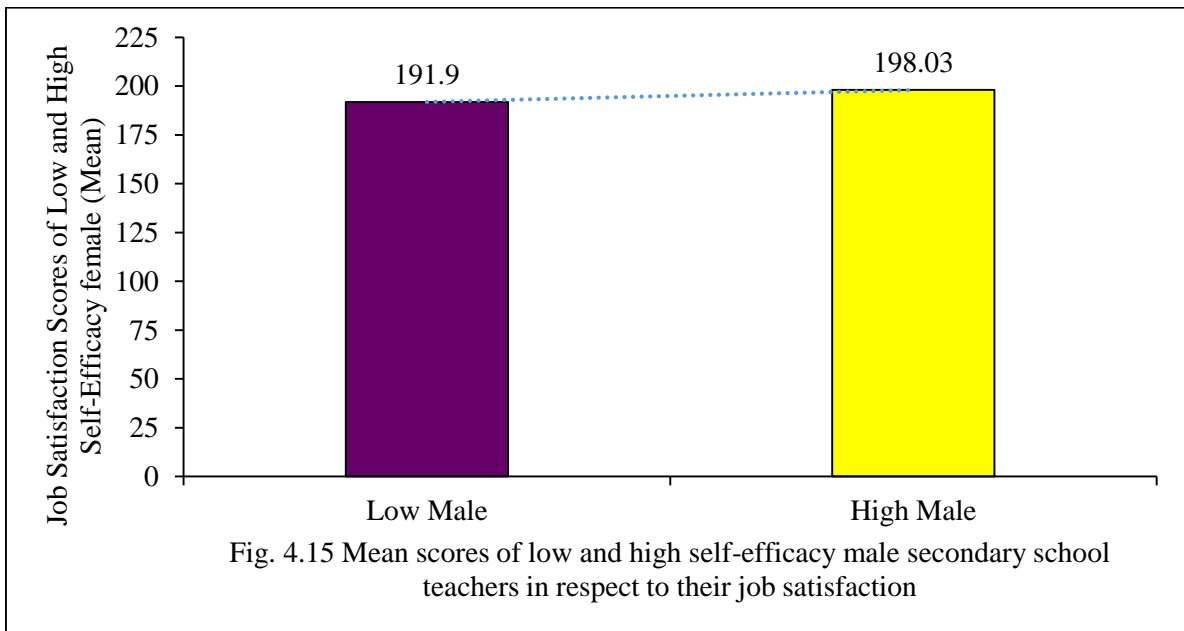


Table 4.15 shows that the mean scores of low and high self-efficacy male teachers are 191.9 and 198.03 respectively, while their SDs are 15.17 and 14.79. To know the significance of difference between these two means, they were put for t-test which is found to be 3.67 and is significant at 0.01 level of significance and 205 degree of freedom. Ho.2,3 there is no significant difference between low self-efficacy and high self-efficacy male secondary school teachers in respect to their job satisfaction is rejected (fig. 4.15).

Table: 4.16

Showing the significance of difference between low self-efficacy and high self-efficacy female secondary school teachers in respect to their job satisfaction.

Female	N	Mean	S.D.	df	t- value
Low Self-Efficacy	46	197.35	21.82	200	2.8*
High Self-Efficacy	156	207.13	20.53		

**Significant at 0.01 level*



Table 4.16 shows that the mean scores of low and high self-efficacy female teachers are 197.35 and 207.13 respectively, while their SD's are 21.82 and 20.53. The value of t-test was found to be 2.8 and is significant at 0.01 level of significance and 200 degree of freedom. Thus, H_0 there is no significant difference between low and high self-efficacy female secondary school teachers in respect to their job satisfaction is rejected. (Fig 4.16).

Table: 4.17

Showing the significance of difference between high self-efficacy male and low self-efficacy female secondary school teachers in respect to their job satisfaction.

variables	N	Mean	S.D.	df	t- value
High Self-Efficacy Male	158	198.03	14.79	202	0.24
Low Self-Efficacy Female	46	197.35	21.82		

Not significant at 0.05 level



The mean scores of high self-efficacy male and low self-efficacy female teachers are 198.03 and 197.35 respectively, while their SDs are 14.79 and 21.82 (Table 4.17). To know the significance of difference between these two means, they were put for t-test which is found to be 0.24 and is not significant at 0.05 level of significance and 202 degree of freedom. Thus, the H_0 there is no significant difference between low self-efficacy female and high self-efficacy male secondary school teachers in respect to their job satisfaction is accepted (fig.4.17).

Table: 4.18

Showing the significance of difference between low self-efficacy male and high self-efficacy female secondary school teachers in respect to their job satisfaction.

Variables	N	Mean	S.D.	df	t- value
Low Self-Efficacy Male	49	191.9	15.17	203	4.8*
High Self-Efficacy Female	156	207.13	20.53		

**Significant at 0.01 level*

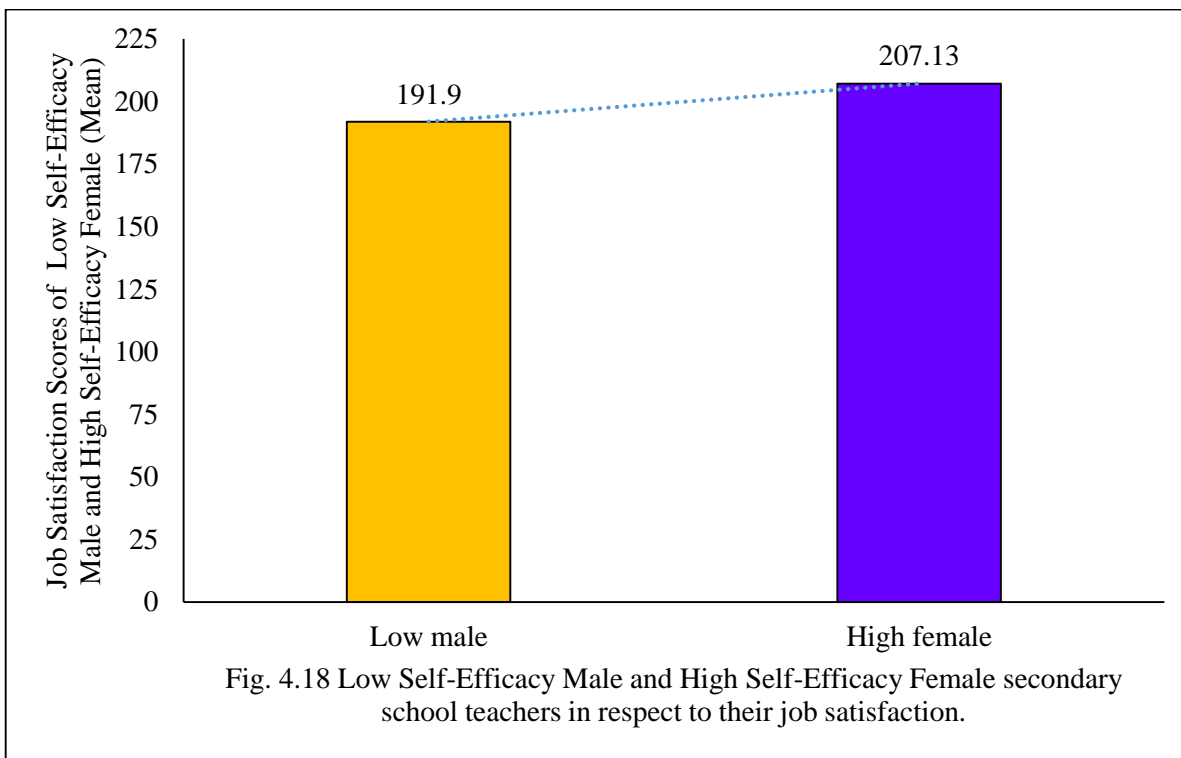


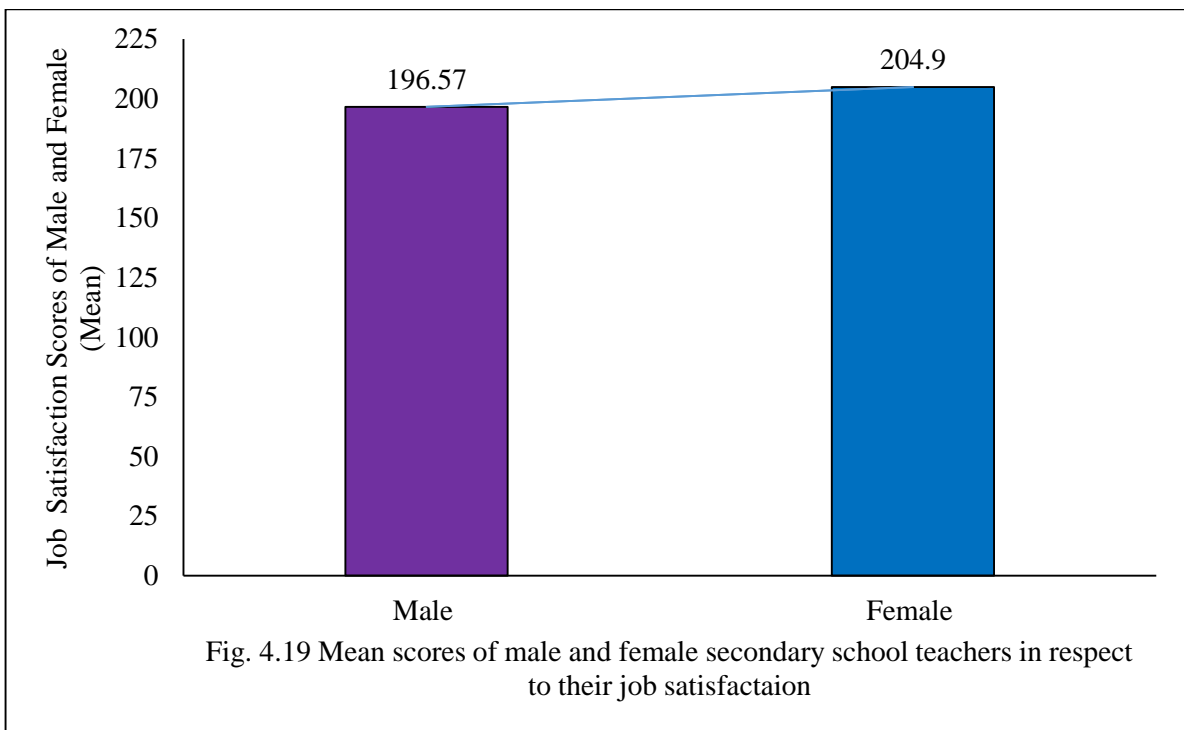
Table 4.18 shows the mean scores of low self-efficacy male and high female self-efficacy teachers are 191.9 and 207.13 respectively, while their SD's are 15.17 and 20.53. When two means put for t-test which is found to be 4.8 and is significant at 0.01 level of significance and 203 degree of freedom. Thus, H_0 there is no significant difference between low self-efficacy male and high self-efficacy female secondary school teachers in respect to their job satisfaction is rejected (fig.18).

Table: 4.19

Showing the comparison of groups of male and female secondary school teachers in respect to their job satisfaction

Gender	N	Mean	S.D.	df	t- value
Male	207	196.57	15.08	407	4.59*
Female	202	204.9	21.18		

**Significant at 0.01 level*



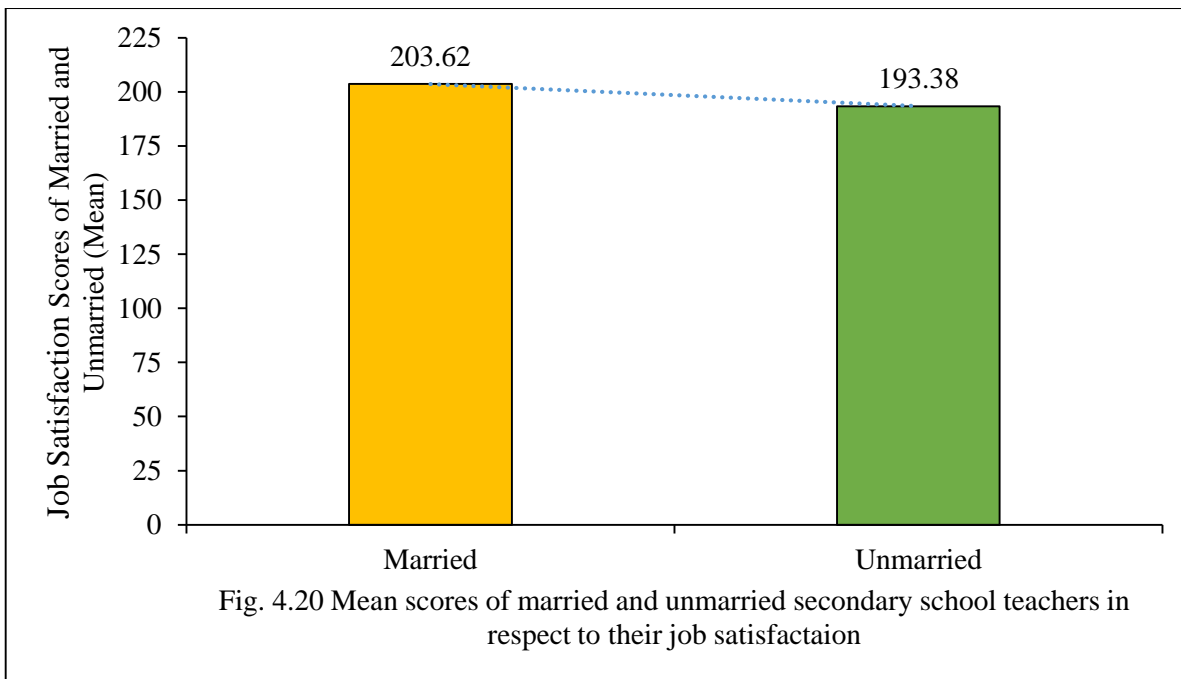
It is quite clear from the table 4.19 that the mean score of male teachers is 196.57, while the mean score of female teachers is 204.9, whereas their SDs are 15.08 and 21.18 respectively. When the t test was applied to find out the significance of difference between these two means, the value of 't' was found as 4.59, which is significant at 0.01 level of significance and 407 degree of freedom. Thus, $H_{0.3.1}$ secondary school teachers of different gender do not differ significantly in their job satisfaction is rejected (fig. 4.19).

Table: 4.20

Showing the comparison of married and unmarried secondary school teachers in respect to their job satisfaction

Marital status	N	Mean	S.D.	df	t- value
Married	290	203.62	18.79	407	5.13*
Unmarried	119	193.38	16.72		

**Significant at 0.01 level*



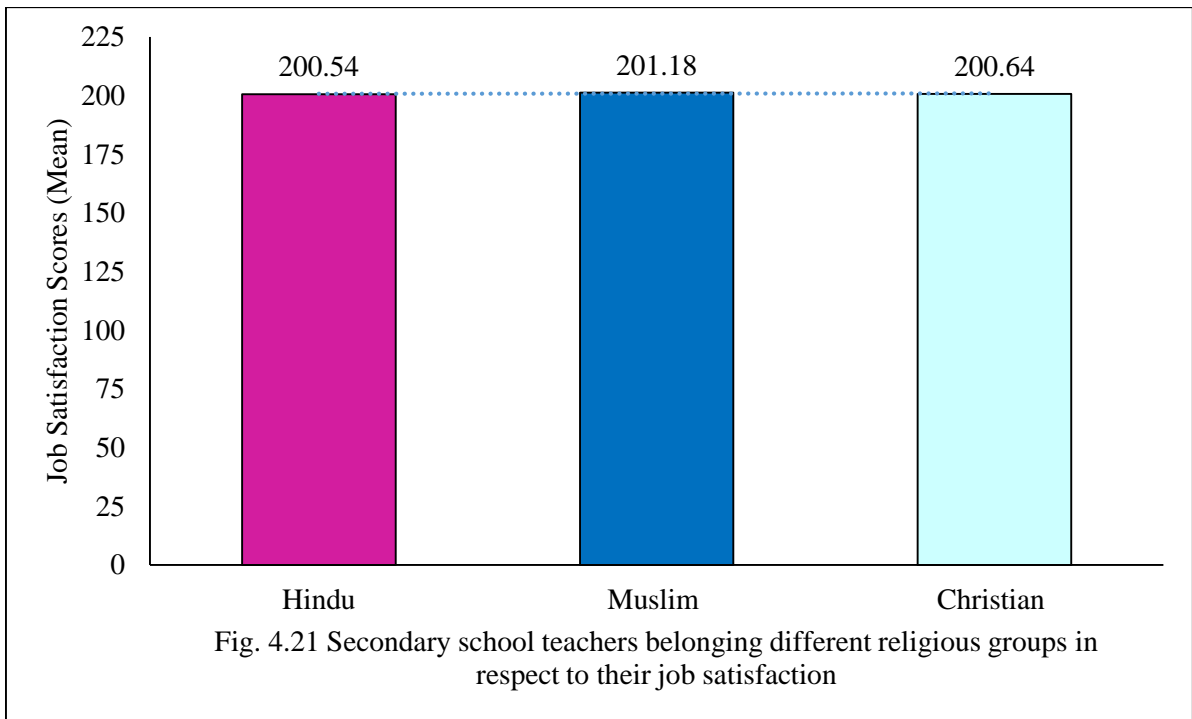
It is clear from the table 4.20 that the mean score of married and unmarried teachers is 203.62 and 193.38 respectively, whereas their SD's are 18.79 and 16.72 respectively. When the t test was applied to find out the significance of difference between these two means, the value of 't' was found as 5.13, which is significant at 0.01 level of significance and 407 degrees of freedom. Thus, Ho. 3.2 secondary school teachers of married and unmarried groups do not differ significantly in their job satisfaction is rejected (Fig.4.20).

Table 4.21

Showing the significance of difference between and within group of secondary school teachers belonging to the different religious groups in respect to their job satisfaction

Religion	N	Mean		SD	
Hindu	287	200.54		16.47	
Muslim	90	201.18		20.15	
Christian	32	200.64		31.25	
Total	409	200.68		18.79	
Source	Sum of Squares	df	Mean Square	F	Significant
Between groups	27.9966	2	13.9983	0.03947	NS
Within group	144003.9448	406	354.6895		
Total	144031.9413	408			

Not significant at 0.5 level



It is clear from the table 4.21 that Secondary school teachers belonging to different religions are not differing significantly on the measure of job satisfaction. The mean scores of

Hindu, Muslim and Christian teachers are 200.54, 201.18 and 200.64, whereas their SD's are 16.47, 20.15 and 31.25 respectively. When the *F*-test was applied to find out the significance of difference between and within groups, the value of '*F*' was found as 0.03947, which is not significant at 0.05 level of significance and 403 degree of freedom. Thus, the Ho. 3.3 the secondary school teachers of different religion groups do not differ significantly in their job satisfaction is accepted (Fig. 4.21).

Table: 4.22

Showing the comparison of groups between trained and untrained secondary school teachers in respect to their job satisfaction

Secondary school teacher	N	Mean	S.D.	df	t- value
Trained	246	204.49	20.79	407	5.19*
Untrained	163	194.94	13.41		

**Significant at 0.01 level*

It is quite clear from the table 4.22 that the mean score of trained and untrained teachers are 204.49 and 194.94 respectively, whereas their SDs are 20.79 and 13.41 respectively. When the t test was applied to find out the significance of difference between these two means, the value of 't' was found as 5.19, which is significant at 0.01 level of significance and 407 degree of freedom. Ho. 3.4 the secondary school teachers of trained and untrained groups do not differ significantly in their job satisfaction is rejected (Fig. 4.22).

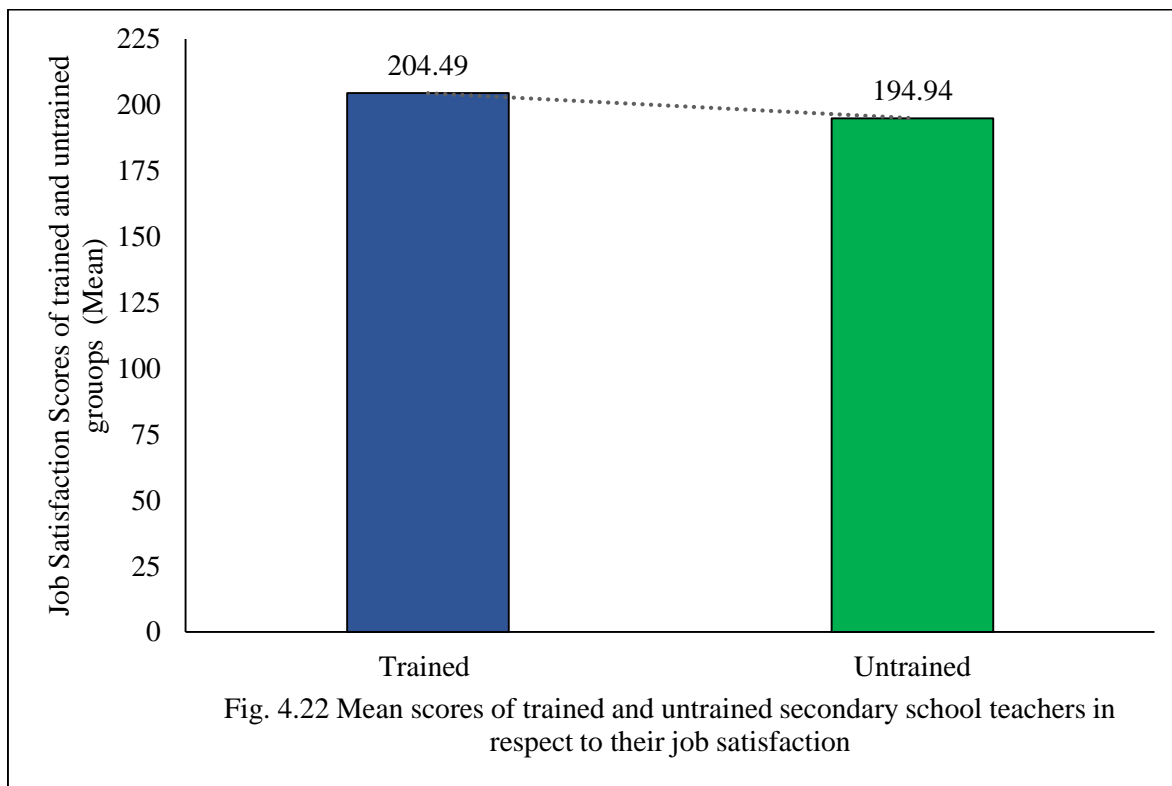
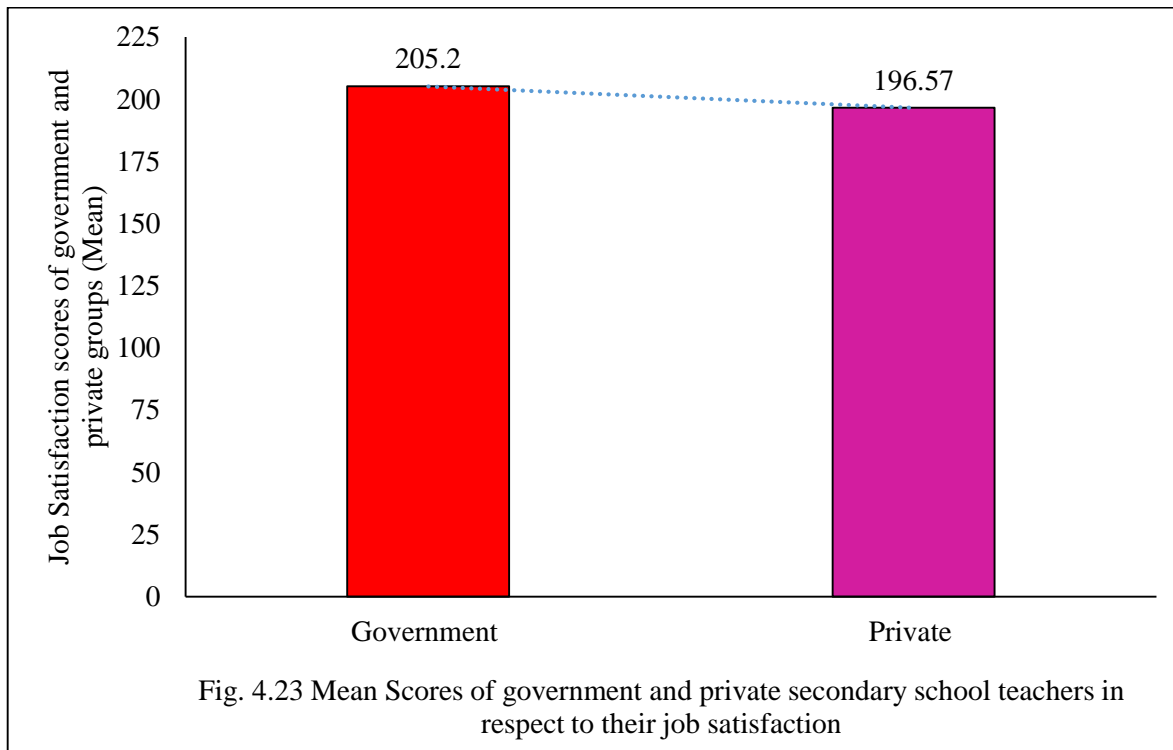


Table: 4.23

Showing the comparison of groups between government and private secondary school teachers in respect to their job satisfaction

Type of school	N	Mean	S.D.	df	t- value
Government	195	205.2	21.27	407	4.76*
Private	214	196.57	15.10		

**Significant at 0.01 level*



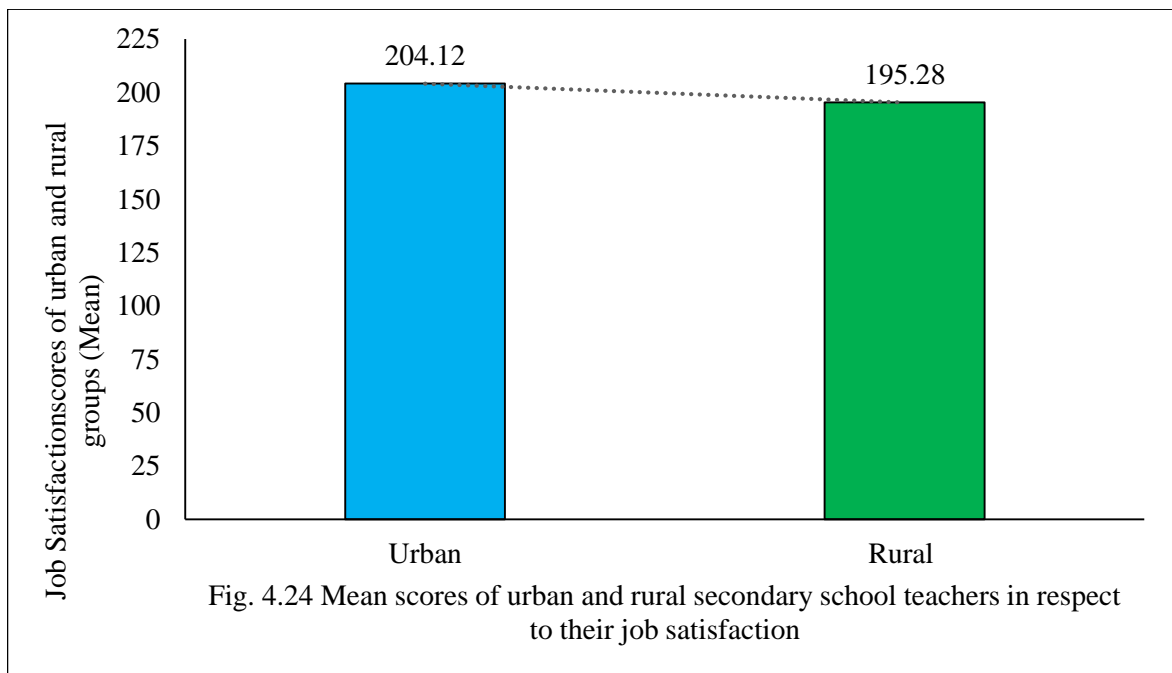
The table 4.23 shows that the mean scores of job satisfaction of government and private secondary school teachers. The mean score of government teachers is 205.2, while the mean score of private teachers is 196.57, whereas their SDs are 21.27 and 15.10 respectively. When the t test was applied to find out the significance of difference between these two means, the value of 't' was found as 4.76, which is significant at 0.01 level of significance and 407 degree of freedom. $H_{0.3.5}$ secondary school teachers of government and private groups do not differ significantly in their job satisfaction is rejected. (Fig. 4.23).

Table: 4.24

Showing the comparison between Urban and Rural secondary school teachers in respect to their job satisfaction

Locality of school	N	Mean	S.D.	df	t- value
Urban	250	204.12	21.28	407	4.76*
Rural	159	195.28	12.23		

**Significant at 0.01 level*



The table 4.24 presents the mean score of urban teachers is 204.12, while the mean score of rural teachers is 195.28, whereas their SD's are 21.28 and 12.123 respectively. When the t test was applied to find out the significance of difference between these two means, the value of 't' was found as 4.76, which is significant at 0.01 level of significance and 407 degree of freedom. $H_{0.3.6}$ secondary school teachers of urban and rural s groups differ significantly in their job satisfaction is rejected. (Fig 4.25).

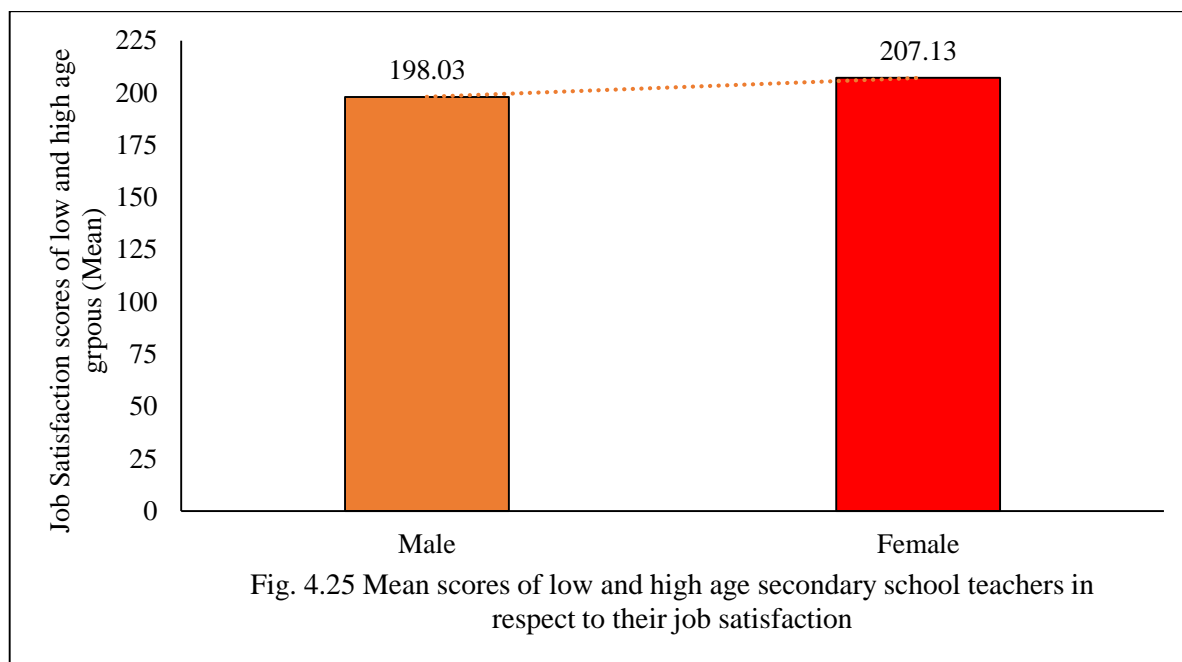
Comparison between Subjects in Respect to High vs. Low Scores –Age

Table: 4.25

Showing the comparison of low and high age secondary school teachers in respect to their job satisfaction

Age	N	Mean	S.D.	df	t- value
Low (Upto 30 years of Age)	174	193.93	14.37	407	5.64*
High(Above 30 years of Age)	235	202.65	16.23		

**Significant at 0.01 level*



The table 4.25 shows that the mean values of low age and high age secondary school teachers are 193.93 and 202.65 respectively, whereas their SDS are 14.37 and 16.23 correspondingly. when the t-test was applied, the value of t' was found as 5.64, which was significant at 0.01 level of significance and 407 degree of freedom. Thus, Ho. 3.7 secondary school teachers of different age groups do not differ significantly in their job satisfaction is rejected (fig. 4.25).

Table: 4.26

Showing the significance of difference between high Age male and high Age female secondary school teachers in respect to their job satisfaction.

High Age	N	Mean	S.D.	df	t- value
Male	120	201.08	13.89	233	4.37*
Female	115	211.98	23.36		

**Significant at 0.01 level*

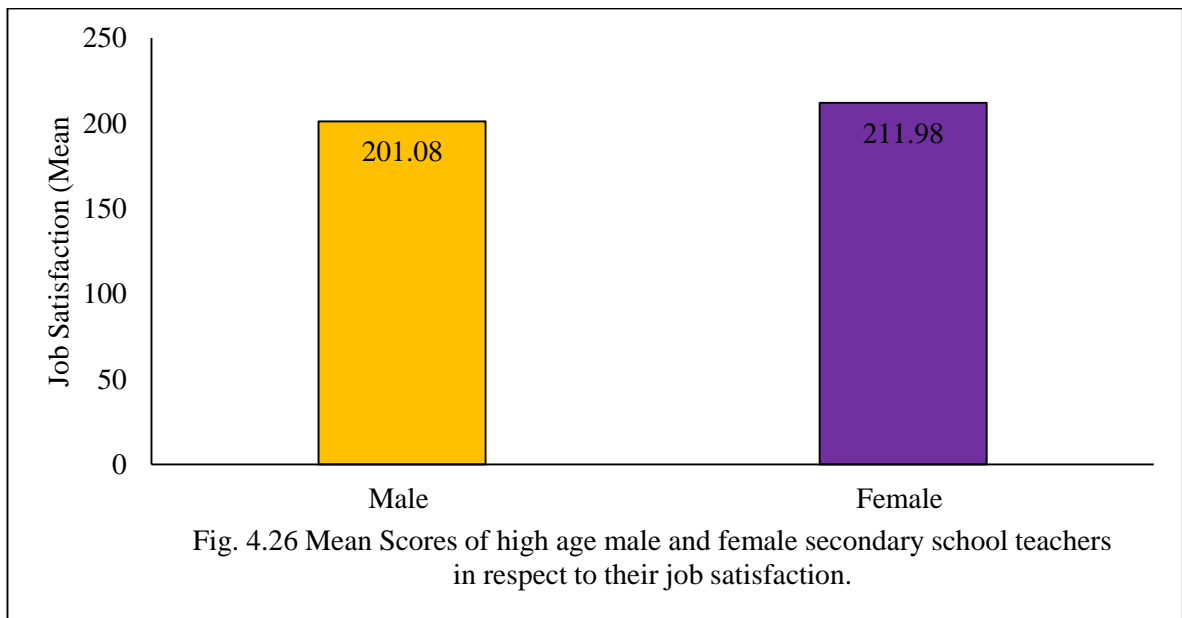


Table 4.26 shows the mean scores of high age male and female teachers are 201.08 and 211.98 respectively, while their SD's are 13.89 and 23.36. To know the significance of difference between these two means, they were put for t-test which is found to be 4.37 and is significant at 0.01 level of significance and 233 degree of freedom. Ho. 3.7 (a) there is no significant difference between high age male and female secondary school teachers in respect to their job satisfaction is rejected (fig. 4.26).

Table: 4.27

Showing the significance of difference between low age male and low age female secondary school teachers in respect to their job satisfaction.

Low Age	N	Mean	S.D.	df	t- value
Male	87	190.36	14.62	172	2.47*
Female	87	195.54	13.00		

**Significant at 0.01 level*

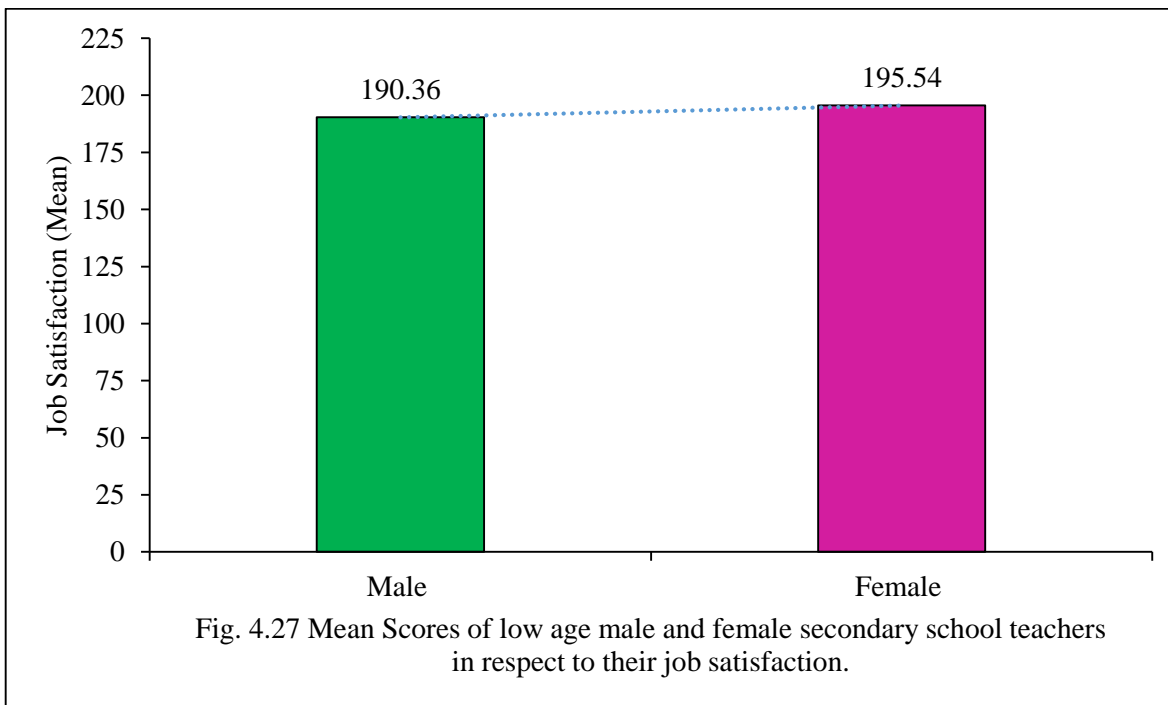


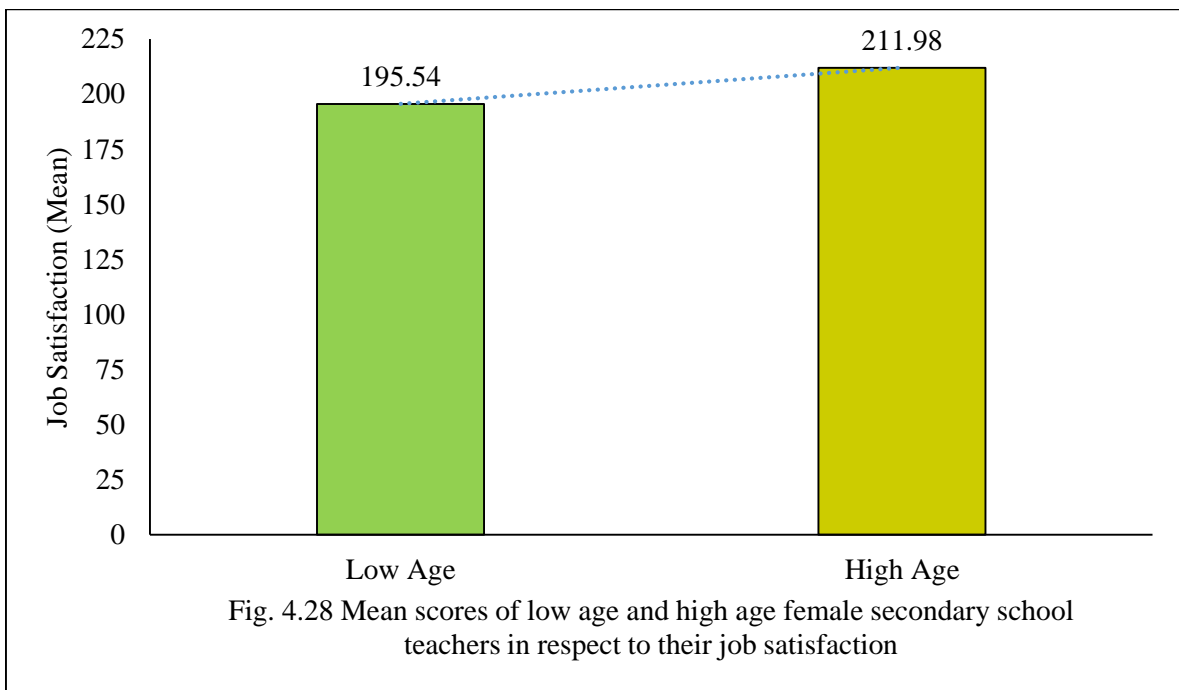
Table 4.27 shows that the mean scores of low age male and female teachers are 190.36 and 195.54 respectively, while their SD's are 14.62 and 13.00. To know the significance of difference between these two means, they were put for t-test which is found to be 2.47 and is significant at 0.01 level of significance and 172 degree of freedom. Thus, H_0 3.7 (b) there is no significant difference between low age male and female secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.27).

Table: 4.28

Showing the significance of difference between low and high age female secondary school teachers in respect to their job satisfaction.

Female	N	Mean	S.D.	df	t- value
Low Age	87	195.54	13.00	200	5.90*
High Age	115	211.98	23.36		

**Significant at 0.01 level*



As it is clear from table 4.28 that the mean scores of low and high age female teachers are 195.54 and 211.98 respectively, while their SD's are 13 and 23.36. To know the significance of difference between these two means, they were put for t-test which is found to be 5.9 and is significant at 0.01 level of significance and 200 degree of freedom. H_0 3.7 (c) there is no significant difference between low and high age female secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.28).

Table: 4.29

Showing the significance of difference between low age female and high age male secondary school teachers in respect to their job satisfaction.

Variables	N	Mean	S.D.	df	t- value
Low Age Female	120	201.08	13.89	205	2.92*
High Age Male	87	195.54	13.00		

**Significant at 0.01 level*

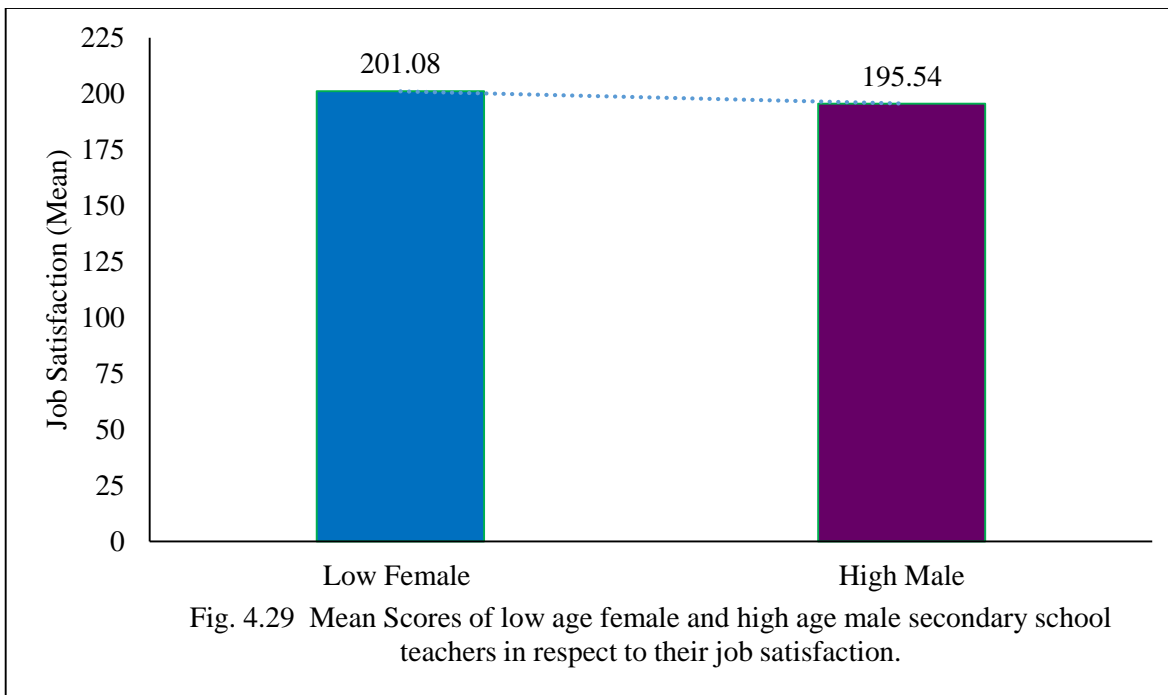


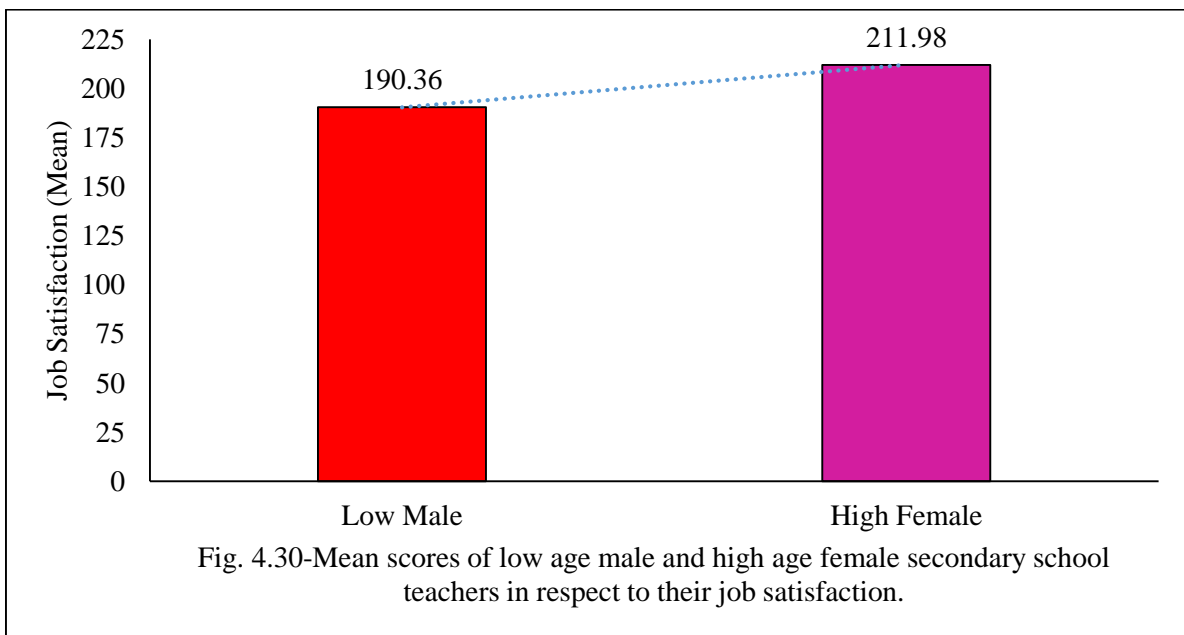
Table 4.29 shows that the mean scores of low age female and high age male teachers are 201.08 and 195.54 respectively, while their SD's are 13.89 and 13. The t-value was found to be 2.92 which is significant at 0.01 level of significance and 205 degree of freedom. Ho. 3.7 (d) there is no significant difference between low age female and high age male secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.29).

Table: 4.30

Showing the significance of difference between low Age male and high Age female secondary school teachers in respect to their job satisfaction.

Variables	N	Mean	S.D.	df	t- value
Low Age Male	87	190.36	14.62	200	7.58*
High Age Female	115	211.98	23.36		

**Significant at 0.01 level*



The mean scores of low age male and high age female teachers are 190.36 and 211.98 respectively, while their SD's are 14.62 and 23.36 (Table 4.30). To know the significance of difference between these two means, they were put for t-test which is found to be 7.58 and is significant at 0.01 level of significance and 200 degree of freedom. Thus, H_0 3.7 (e) there is no significant difference between low age male and high age female school teachers in respect to their job satisfaction is rejected (Fig. 4.30).

Table: 4. 31

Showing the Significance of difference between low age and high age male secondary school teachers in respect to their job satisfaction.

Male	N	Mean	S.D.	df	t- value
Low Age	87	190.36	14.62	205	5.39*
High Age	120	201.08	13.79		

**Significant at 0.01 level*

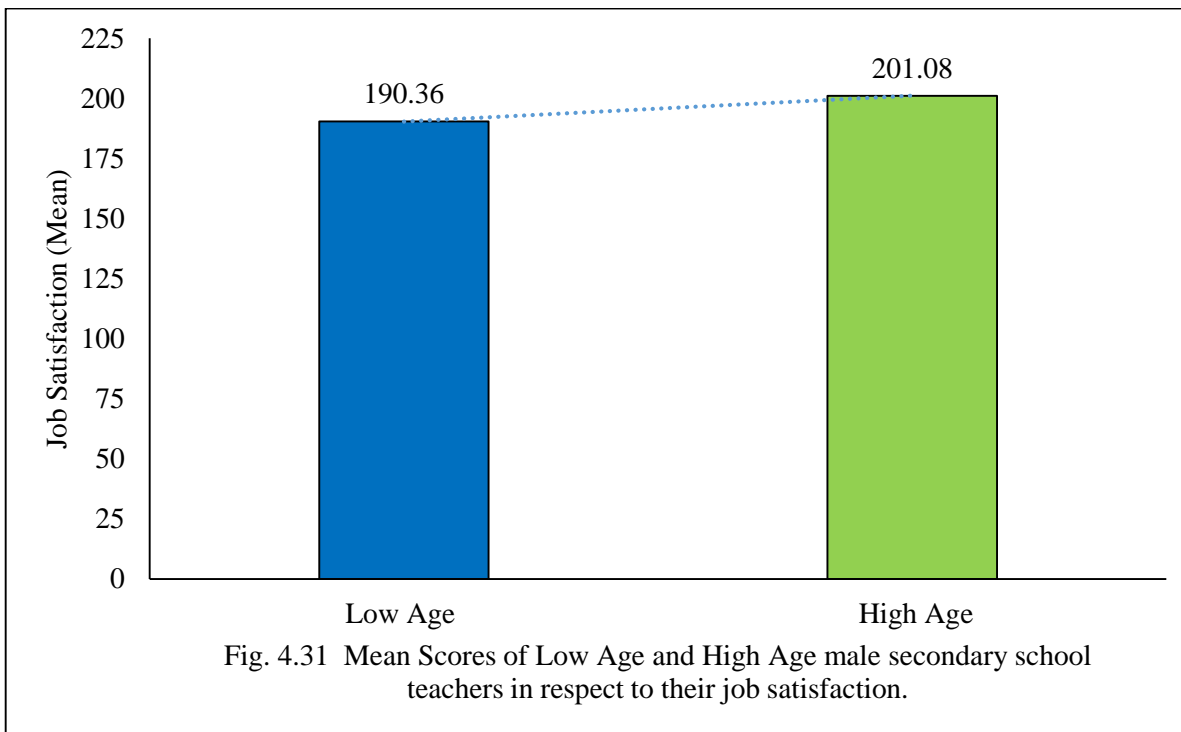


Table 4.31 shows the mean scores of low and high age male teachers are 190.36 and 201.08 respectively, while their SD's are 14.62 and 13.79. To know the significance of difference between these two means, they were put for t-test which is found to be 5.39 and is significant at 0.01 level of significance and 205 degree of freedom. Thus, H_0 _{3.7 (f)} there is no significant difference between low and high age male secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.31).

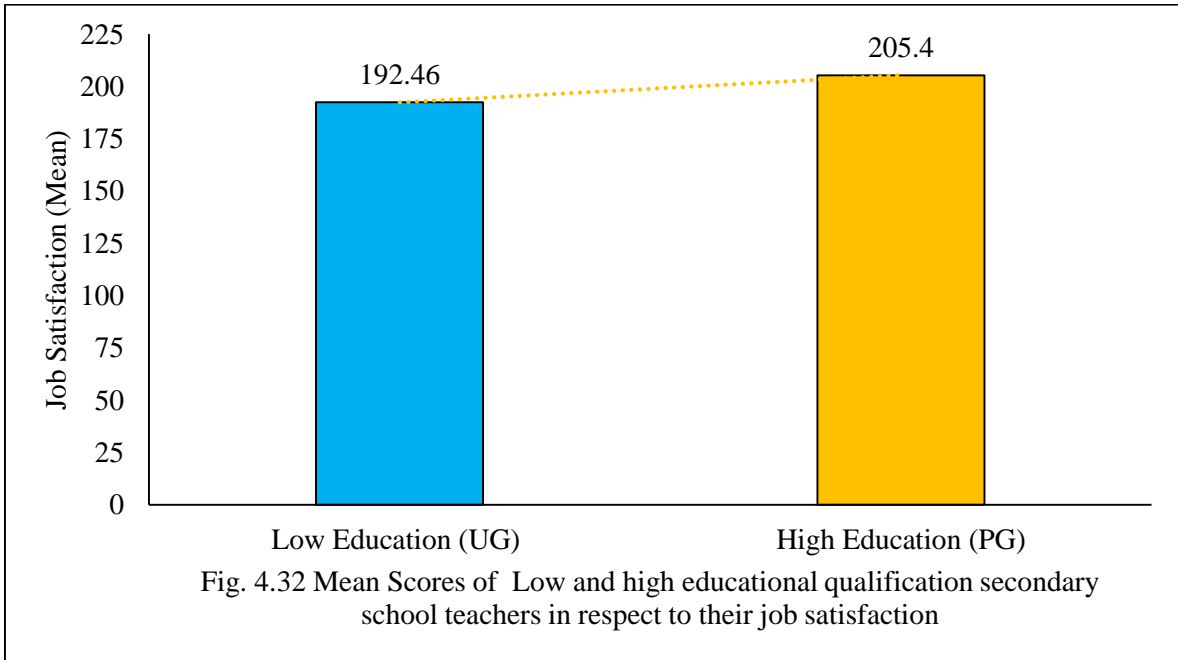
Comparisons between Subjects in Respect to High vs. Low Scorers – Educational Qualification

Table: 4.32

Showing the comparison of groups of low and high educational qualification secondary school teachers in respect to their job satisfaction

Educational Qualification	N	Mean	S.D.	df	t- value
Low (Undergraduate)	149	192.46	12.71	407	7.09*
High (Postgraduate)	260	205.4	20.06		

**Significant at 0.01 level*



It is clear from the table 4.32 that the mean score of low and high educational qualification teachers are 192.46 and 205.4 respectively, whereas their SDs are 12.71 and 20.06 respectively. The value of 't' was found as 7.09, which is significant at 0.01 level of significance and 407 degree of freedom. Thus, $H_{0.3.8}$ secondary school teachers of different educational qualification groups do not differ significantly in their job satisfaction is rejected (Fig. 4.32).

Table: 4.33

Showing the significance of difference between high qualified male and female secondary school teachers in respect to their job satisfaction.

High Qualification	N	Mean	S.D.	df	t- value
Male	132	199.57	15.34	258	4.97*
Female	128	211.41	22.50		

**Significant at 0.01 level*

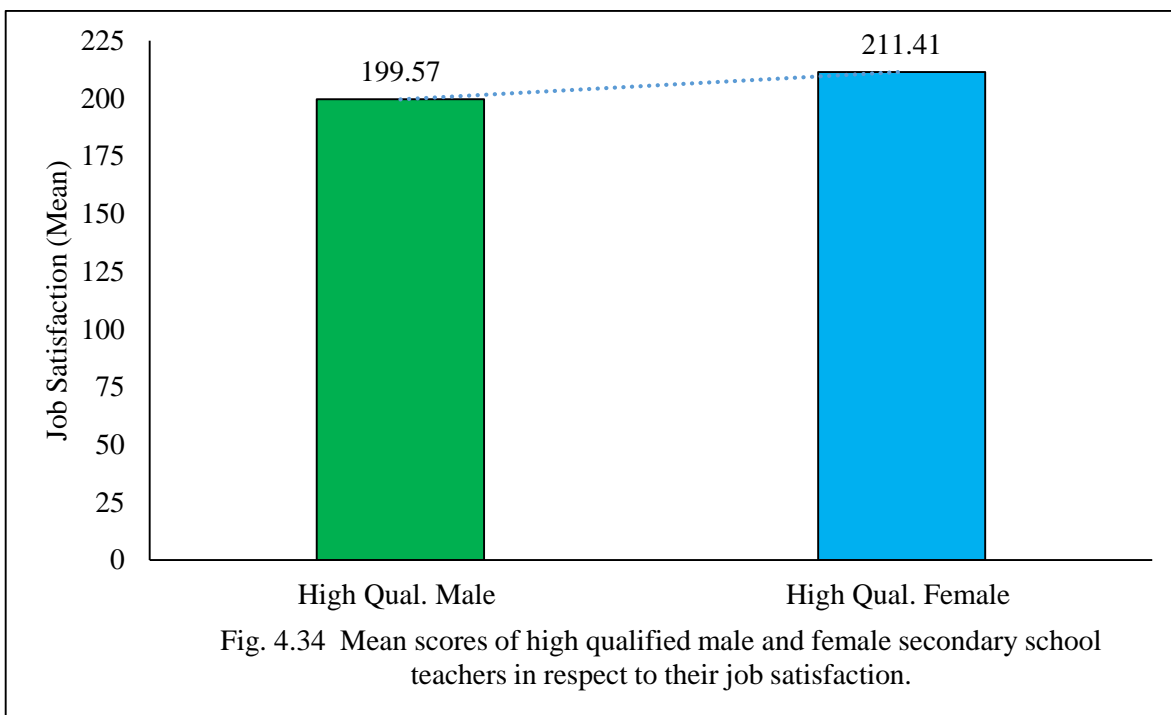


Table 4.33 depicts that the mean score of high qualified male teachers is 199.57 and their SD is 15.34, while mean and SD scores of high qualified female teachers are 211.41 and 22.50 respectively. When these two means were put for 't' test to know the significance of difference between these two means calculated 't' value was found as 4.97 which is significant at 0.01 level of significance and 258 degree of freedom. Hence, $H_{0.3.8}$ (a) there is no significant difference between high qualified male and female secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.33).

Table: 4.34

Showing the significance of difference between low qualified male and female secondary school teachers in respect to their job satisfaction.

Low Qualification	N	Mean	S.D.	df	t- value
Male	75	191.31	13.11	147	1.12
Female	74	193.64	12.26		

Not significant at 0.05 level

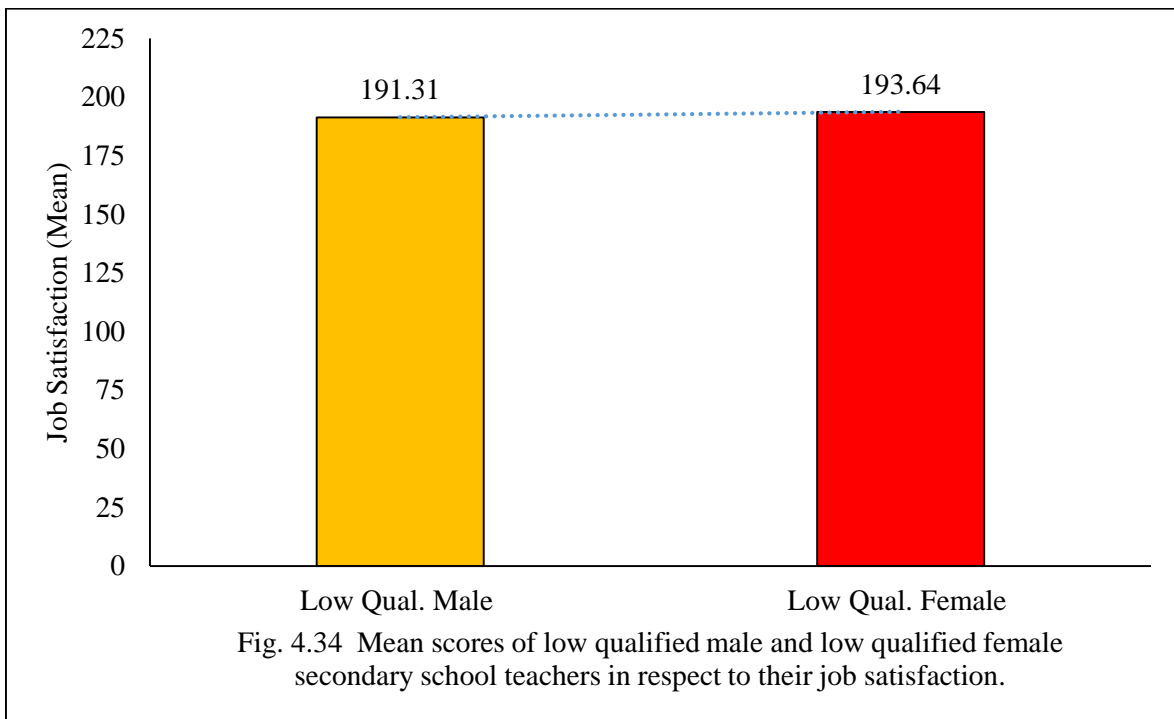


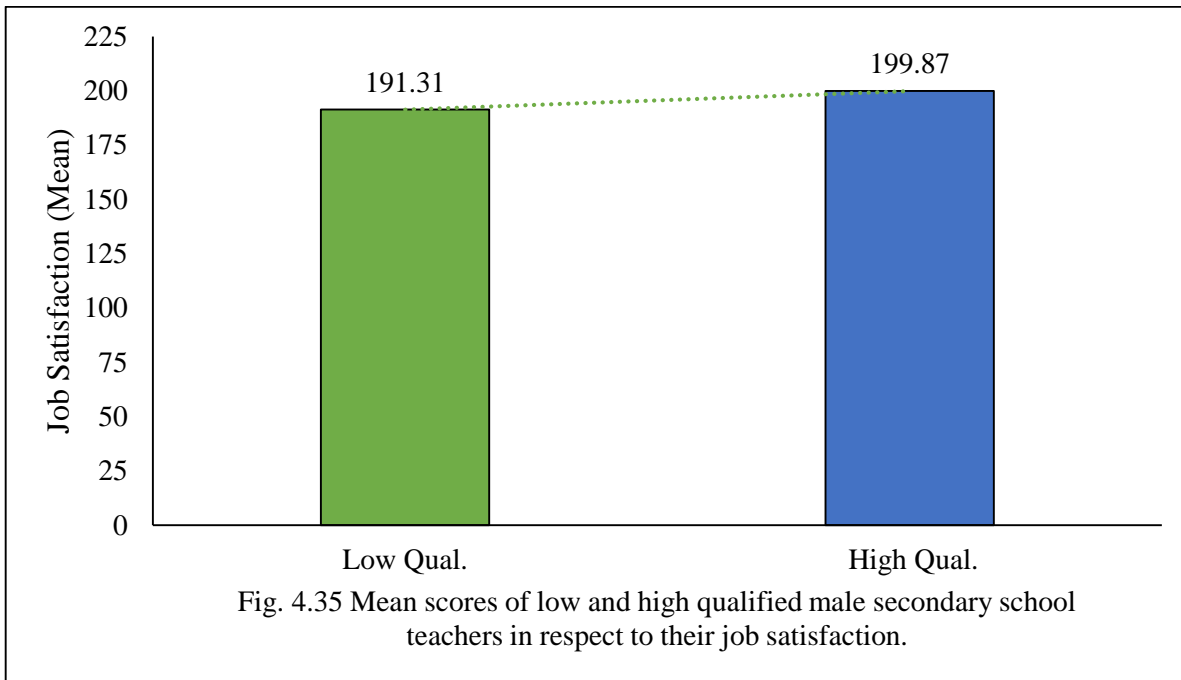
Table 4.34 depicts that the mean score of low qualified male teachers is 191.31 and their SD is 13.11, while mean and SD scores of low qualified female teachers are 193.64 and 12.26 respectively. When these two means were put for 't' test to know the significance of difference between these two means calculated 't' value was found as 4.97 which is significant at 0.05 level of significance and 147 degree of freedom. Hence, Ho. 3.8 (b) there is no significant difference between low qualified male and female secondary school teachers in respect to their job satisfaction is accepted (fig. 4.34).

Table: 4.35

Showing the significance of difference between low and high qualified male secondary school teachers in respect to their job satisfaction.

Male Qualification	N	Mean	S.D.	df	t- value
Low	75	191.31	13.11	205	3.92*
High	132	199.57	15.34		

**Significant at 0.01 level*



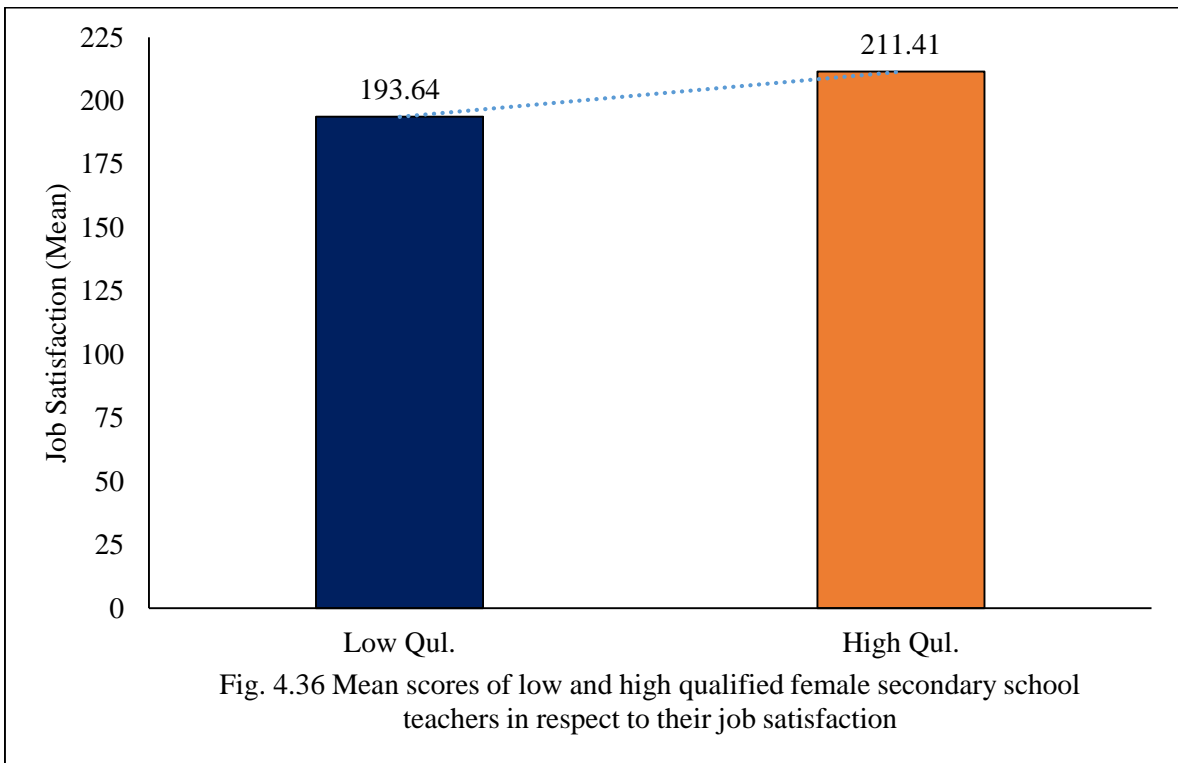
As is clear from table 4.35 the mean score of low and high qualified male teachers are 191.31 and 199.57 respectively. Their SDs are 13.1 and 15.34 respectively. When these two means were put for 't' test, calculated "t" value was found as 3.92 which is significant at 0.01 level of significance and 205 degree of freedom. H_0 3.8 (c) there is no significant difference between low qualified and high qualified male secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.35).

Table: 4.36

Showing the significance of difference between low and high qualified female secondary school teachers in respect to their job satisfaction.

Female Qualification	N	Mean	S.D.	df	t- value
Low	74	193.64	12.26	200	6.27*
High	128	211.41	22.50		

**Significant at 0.01 level*



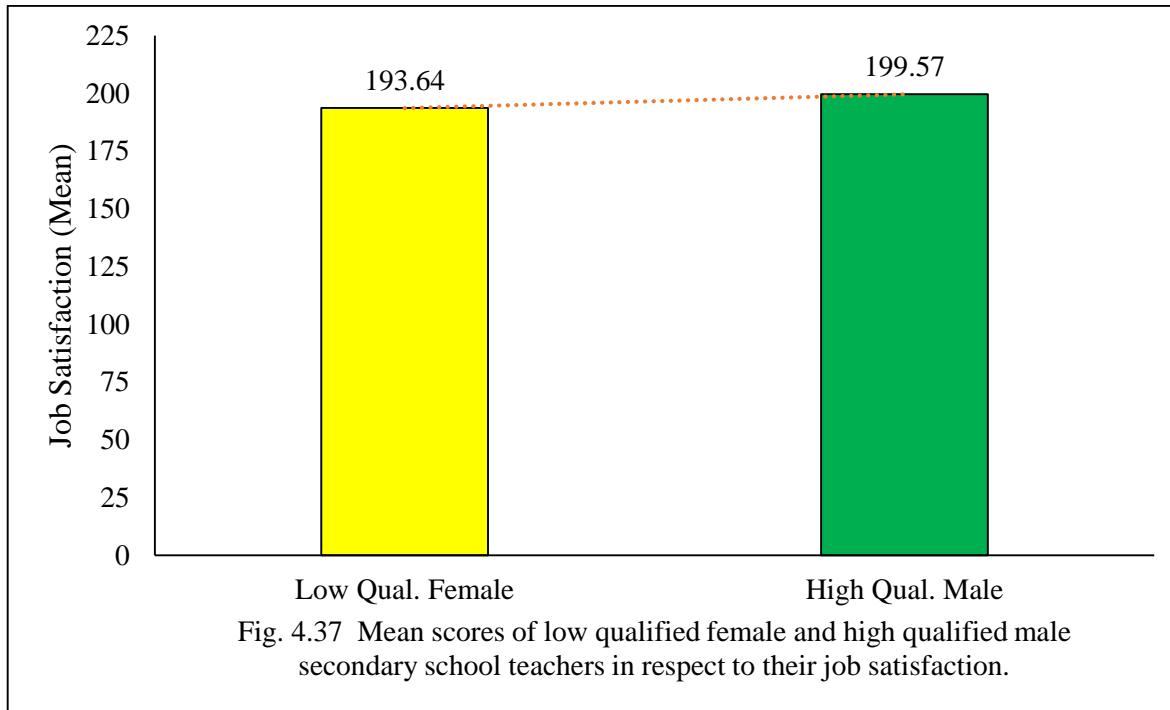
As is clear from table 4.36 the mean scores of low and high qualified female teachers are 193.64 and 211.41 respectively; whereas, their SDs are 12.26 and 22.5 respectively. Then these two means were put to calculate “t” value that was found as 6.27, which is significant at 0.01 level of significance and 200 degree of freedom. Hence, H_0 3.8 (d) there is no significant difference between low and high qualified male secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.36).

Table: 4.37

Showing the significance of difference between low qualified female and high qualified male secondary school teachers in respect to their job satisfaction.

Variables	N	Mean	S.D.	df	t- value
Low Qualification Female	74	193.64	12.26	204	2.85*
High Qualification Male	132	199.57	15.34		

**Significant at 0.01 level*



As is clear from table 4.37 the mean score of low qualified female teachers is 193.64 and their SD is 12.26, while mean and SD scores of high qualified male teachers are 199.57 and 15.34 respectively. The “t” value was found as 2.85 which is significant at 0.01 level of significance and 204 degree of freedom. Hence, H_0 3.8 (e) there is no significant difference between low qualified female and high qualified male secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.37).

Table: 4.38

Showing the significance of difference between high qualified female and low qualified male secondary school teachers in respect to their job satisfaction.

Variables	N	Mean	S.D.	df	t- value
Low Qualification Male	75	191.31	13.11	201	7.06*
High Qualification Female	128	211.41	22.50		

**Significant at 0.01 level*

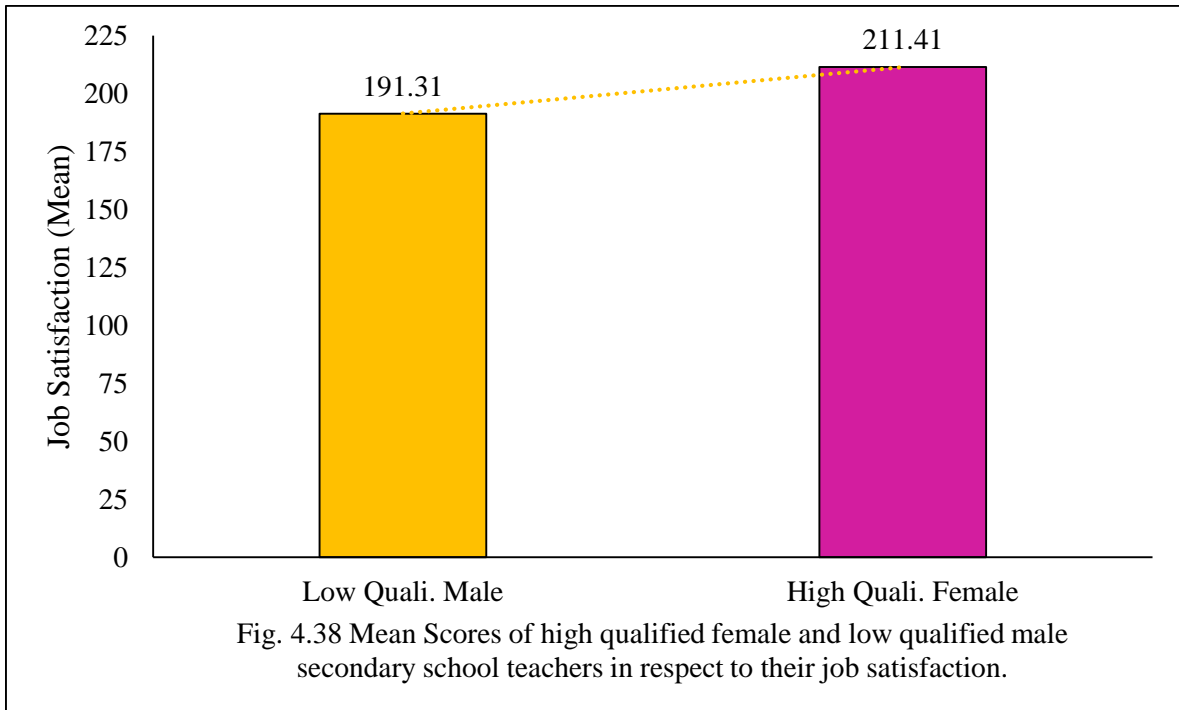


Table 4.38 shows the mean score of low qualified male teachers is 191.31 and their SD is 13.11, while mean and SD scores of high qualified female teachers are 211.41 and 22.50 respectively. When these two means were put for 't', it was found as 7.06 which is significant at 0.01 level of significance and 201 degree of freedom. Hence, H_0 there is no significant difference between low qualified male and high qualified female secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.38).

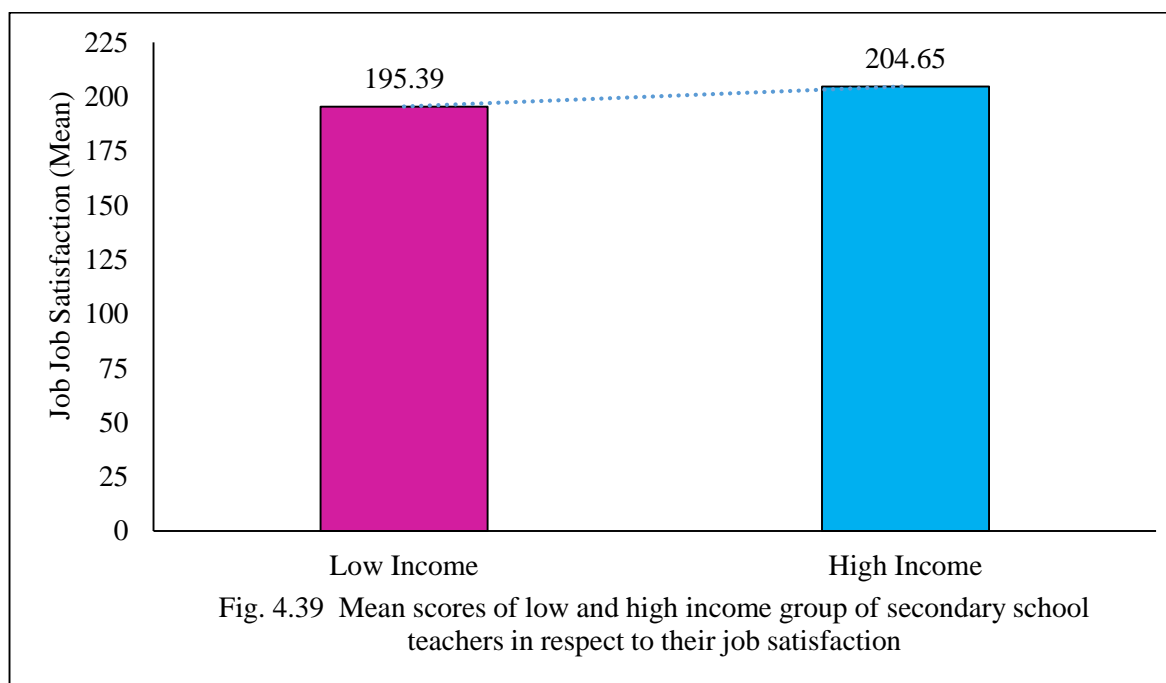
Comparisons between Subjects in Respect to High vs. Low Scorers – Income

Table: 4.39

Showing the comparison between low and high income group of secondary school teachers in respect to their job satisfaction

Income	N	Mean	S.D.	df	t- value
Low (Upto Rs.10,000/month)	175	195.39	14.27	407	5.07*
High(Above Rs.10,000/month)	234	204.65	20.71		

**Significant at 0.01 level*



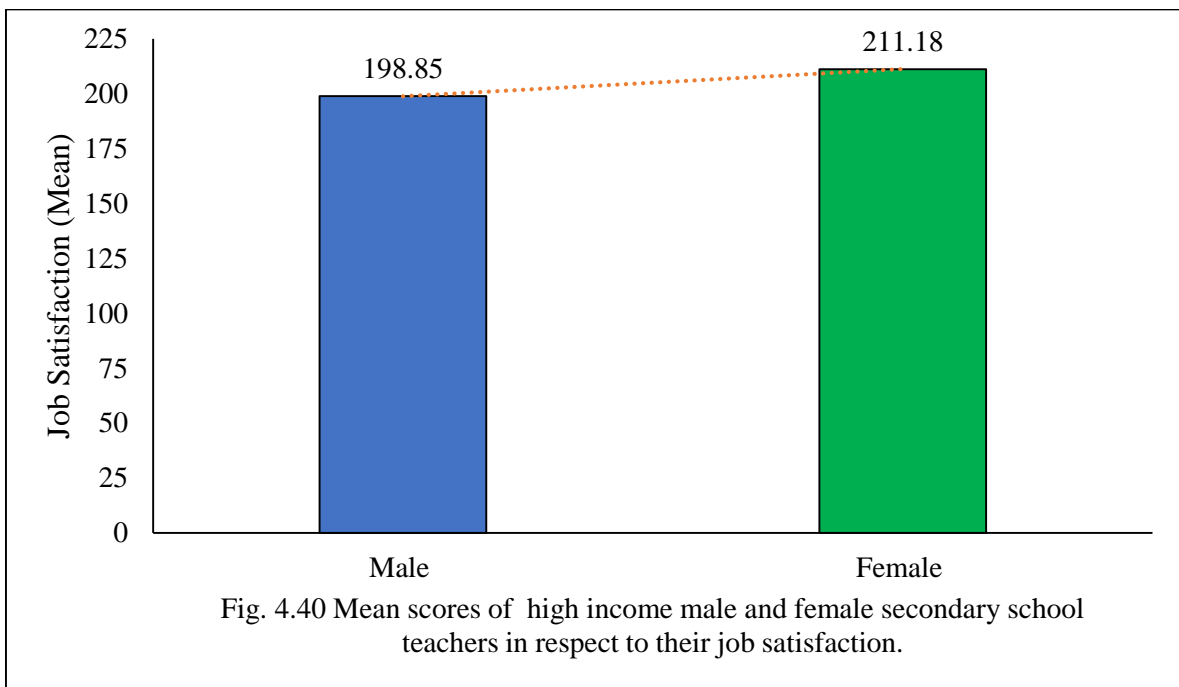
It is clear from the table 4.39 that low and high income group of secondary school teachers' mean scores are 195.39 and 204.65 respectively, whereas their SD's are 14.27 and 20.71 respectively. The value of 't' was found as 5.07, which is significant at 0.01 level of significance and 407 degree of freedom. Hence, H_0 secondary school teachers of different income groups do not differ significantly in their job satisfaction is rejected (Fig.4.39)

Table: 4.40

Showing the significance of difference between high income male and female secondary school teachers in respect to their job satisfaction.

High Income	N	Mean	S.D.	df	t- value
Male	124	198.85	16.80	232	4.75*
Female	110	211.18	22.74		

**Significant at 0.01 level*



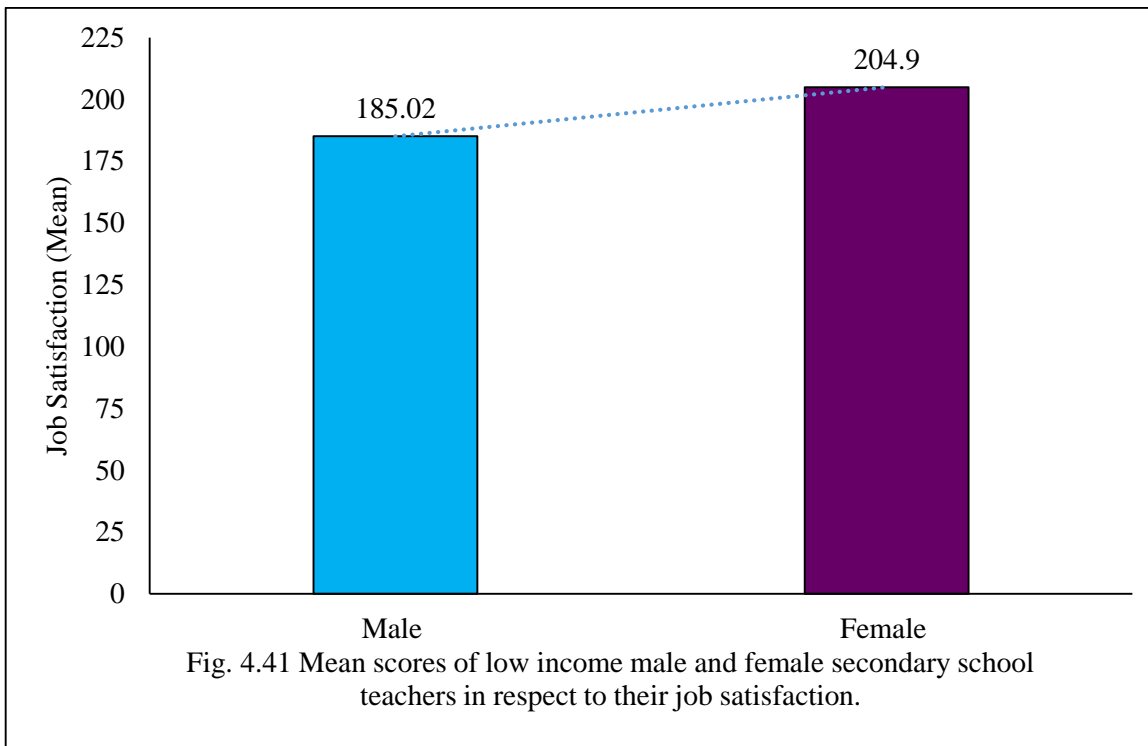
As is clear from table 4.40 the mean score of high income male teachers is 198.85 and their SD is 16.80, while mean and SD scores of high income female teachers are 211.18 and 22.74 respectively. When these two means were put for 't' test to know the significance of difference between these two means, calculated "t" value was found as 4.75 which is significant at 0.01 level of significance and 232 degree of freedom. Hence, H_0 3.9 (a) there is no significant difference between high income male and female secondary school teachers in respect to their job satisfaction is rejected (Fig.4.40).

Table: 4.41

Showing the significance of difference between low income male and female secondary school teachers in respect to their job satisfaction

Low Income	N	Mean	S.D.	df	t- value
Male	83	193.18	11.30	173	1.96
Female	92	197.39	16.31		

Not significant at 0.05 level



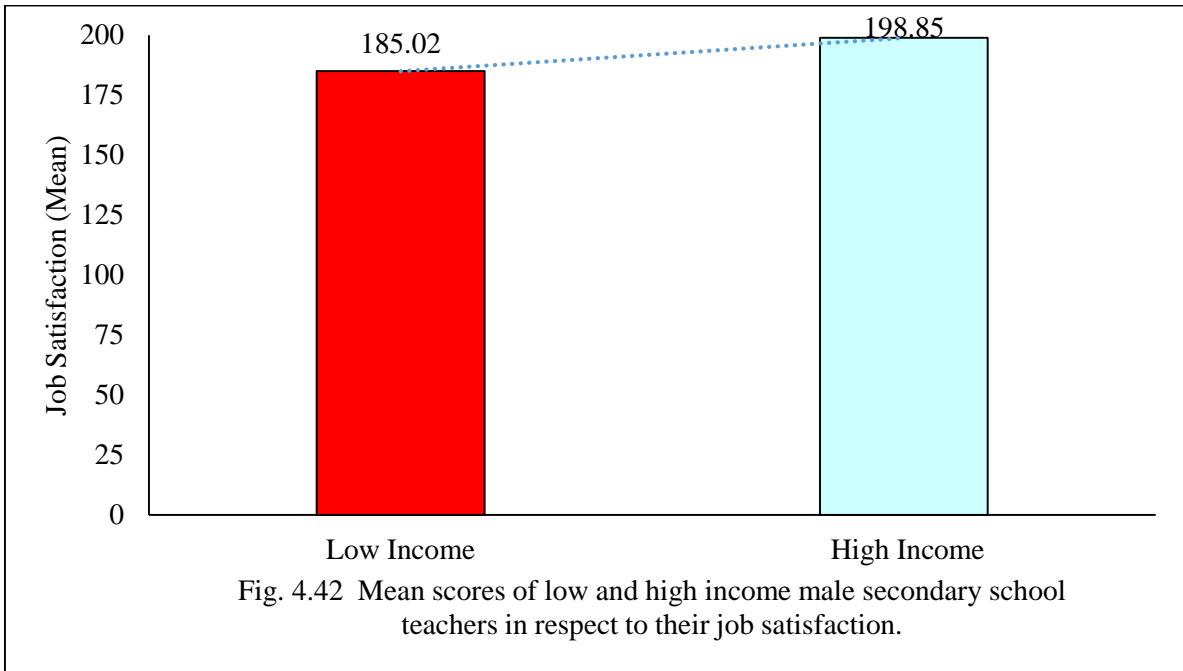
As is clear from table 4.41 the mean score of low income male and female teachers are 185.02 and 197.39 respectively. Their SDs are 11.30 and 16.31 respectively. When these two means were put for 't' test to know the significance of difference between these two means, calculated "t" value was found as 1.96 which is not significant at 0.05 level of significance and 173 degree of freedom. Hence, H_0 3.9 (b) there is no significant difference between low income male and female secondary school teachers in respect to their job satisfaction is accepted (Fig.4.41).

Table: 4.42

Showing the significance of difference between low income and high income male secondary school teachers in respect to their job satisfaction.

Male	N	Mean	S.D.	df	t- value
Low Income	83	185.02	12.19	205	6.35*
High Income	124	198.85	16.80		

**Significant at 0.01 level*



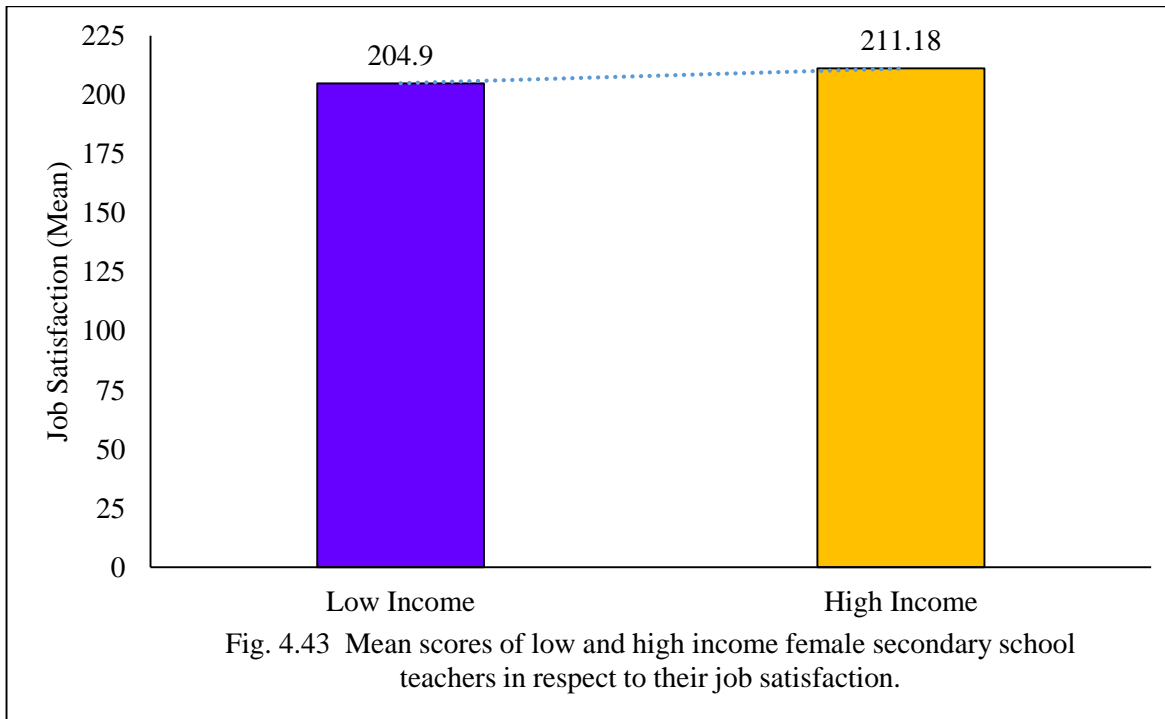
As is clear from table 4.42 the mean score of low and high income male teachers are 185.02 and 198.85 respectively; and their SD are 12.19 and 16.80 respectively. When these two means were put for 't' test to know the significance of difference between these two means, calculated "t" value was found as 6.35 which is significant at 0.01 level of significance and 205 degree of freedom. Hence, H_0 3.9(c) there is no significant difference between low and high income male secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.42).

Table: 4.43

Showing the significance of difference between low and high income female secondary school teachers in respect to their job satisfaction.

Female	N	Mean	S.D.	df	t- value
Low Income	92	197.39	16.31	200	4.86*
High Income	110	211.18	22.74		

**Significant at 0.01 level*



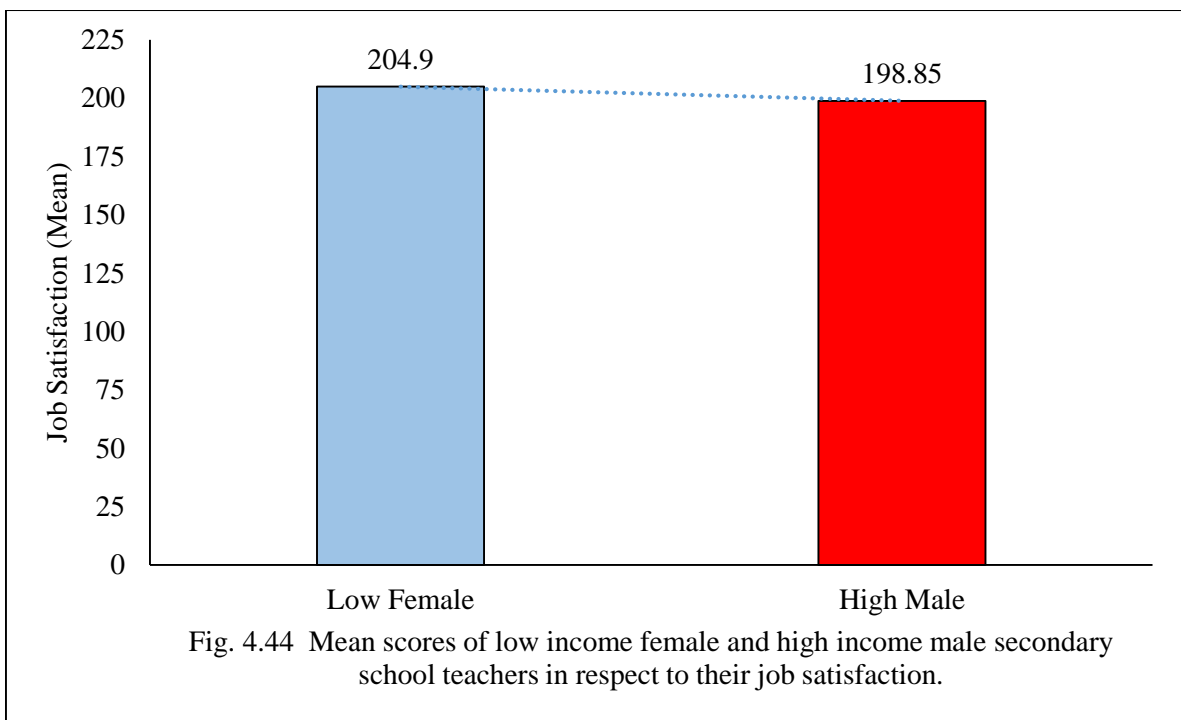
As is clear from table 4.43 the mean score of low and high income female teachers are 197.39 and 211.18 respectively and their SD are 16.31 and 22.74 respectively. The “t” value was found as 4.86, which is significant at 0.01 level of significance and 200 degree of freedom. Hence, $H_{0.3.9 (d)}$ there is no significant difference between low and high income female secondary school teachers in respect to their job satisfaction is rejected (Fig.4.43).

Table: 4.44

Showing the significance of difference between low income female and high income male secondary school teachers in respect to their job satisfaction.

Variables	N	Mean	S.D.	df	t- value
Low Income Female	92	197.39	16.31	214	0.64
High Income Male	124	198.85	16.80		

**Significant at 0.05 level*



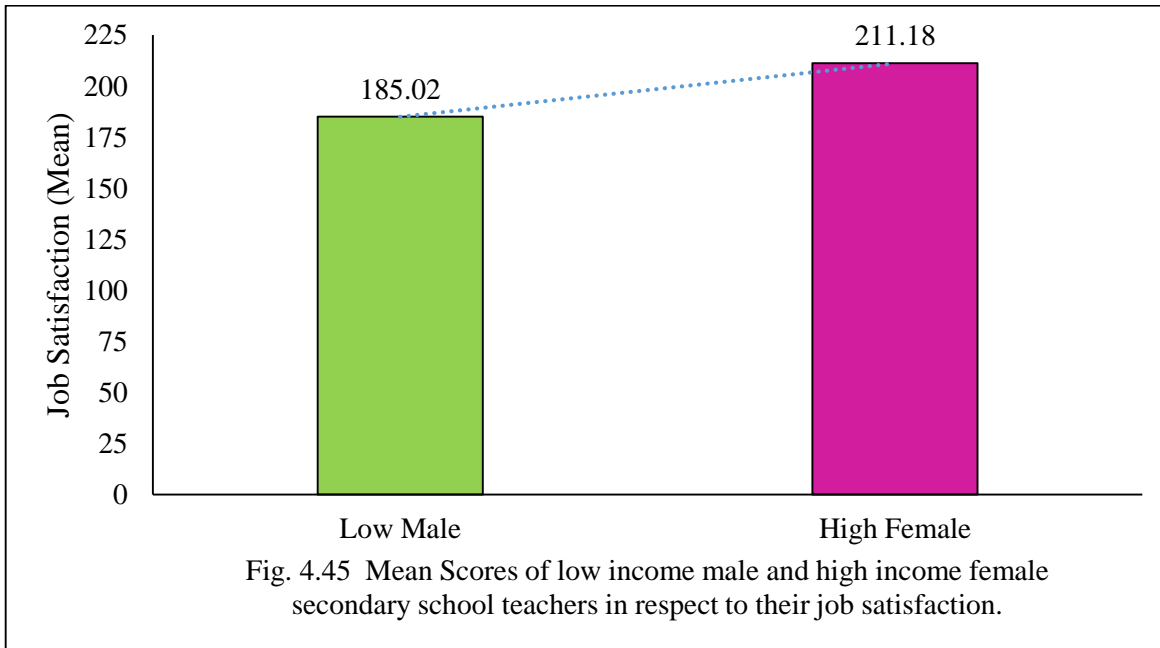
As is clear from table 4.44 the mean score of low income female teachers are 197.39 and 16.31; while mean and SD scores of high income male teachers is 198.85 and their SD is 16.80, respectively. Calculated “t” value was found as 0.64 which is not significant at 0.5 level of significance and 214 degree of freedom. Hence, Ho. 3.9(e) there is no significant difference between low income female and high income male secondary school teachers in respect to their job satisfaction (fig.4.44).

Table: 4.45

Showing the significance of difference between low income male and high income female secondary school teachers in respect to their job satisfaction.

Variables	N	Mean	S.D.	df	t- value
Low Income Male	83	185.02	12.19	191	9.39*
High Income Female	110	211.18	22.74		

**Significant at 0.05 level*



As is clear from table 4.45 the mean score of low income male teachers are 185.02 and their SD is 12.19, while mean and SD scores of high income female teachers are 211.18 and 22.74 respectively. Calculated “t” value was found as 6.35 which is significant at 0.05 level of significance and 191 degree of freedom. Hence, H_0 is rejected (3.9(t)).

Comparison between Subjects in Respect to High vs. Low Scorers – Experience

Table: 4.46

Showing the comparison between low and high experienced secondary school teachers in respect to their job satisfaction

Experience	N	Mean	S.D.	df	t- value
Low (Upto 10 years)	175	193.14	14.20	407	7.48*
High (Above 10 years)	234	206.33	19.80		

**Significant at 0.01 level*



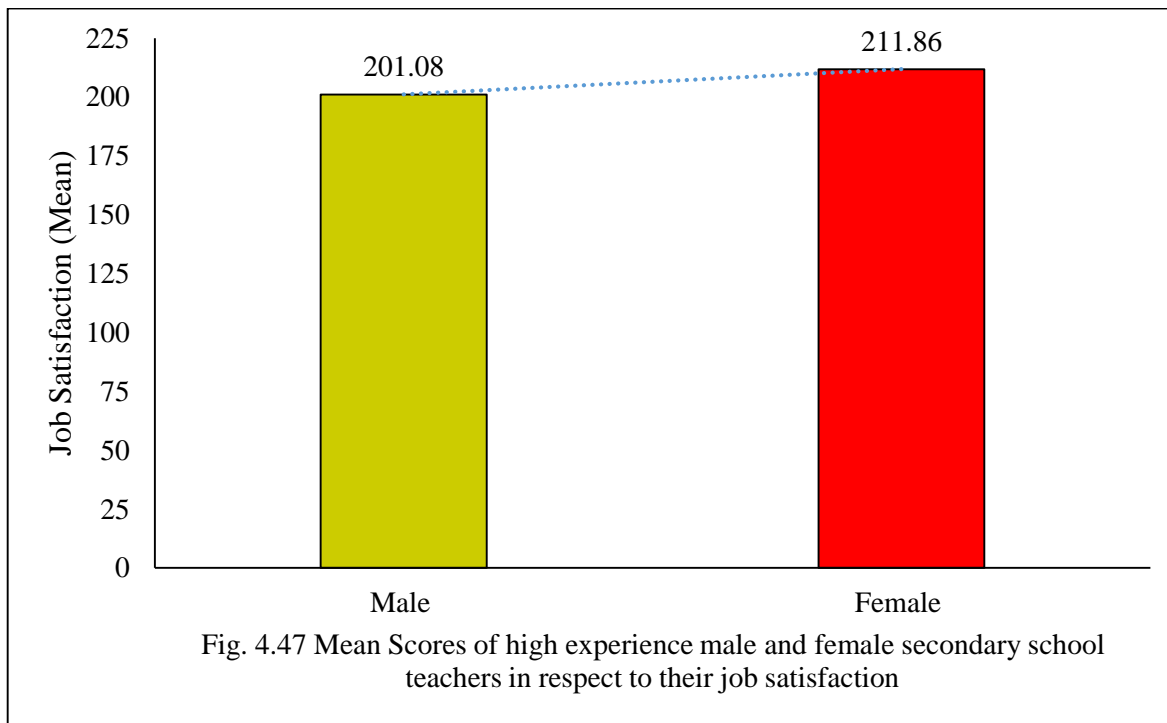
It is clear from the table 4.46 that the mean score of low experience teachers is 193.14, while the mean score of high experienced teachers is 206.33, whereas their SD's are 14.20 and 19.80 respectively. The value of 't' was found as 7.48, which is significant at 0.01 level of significance and 407 degree of freedom. Hence, H_0 secondary school teachers of different experience groups do not differ significantly in their job satisfaction is rejected (fig.4.46).

Table: 4.47

Showing the significance of the difference between high experience male and female secondary school teachers in respect to their job satisfaction

High Experience	N	Mean	S.D.	df	t- value
Male	120	201.08	13.88	232	4.32*
Female	114	211.86	23.42		

**Significant at 0.01 level*



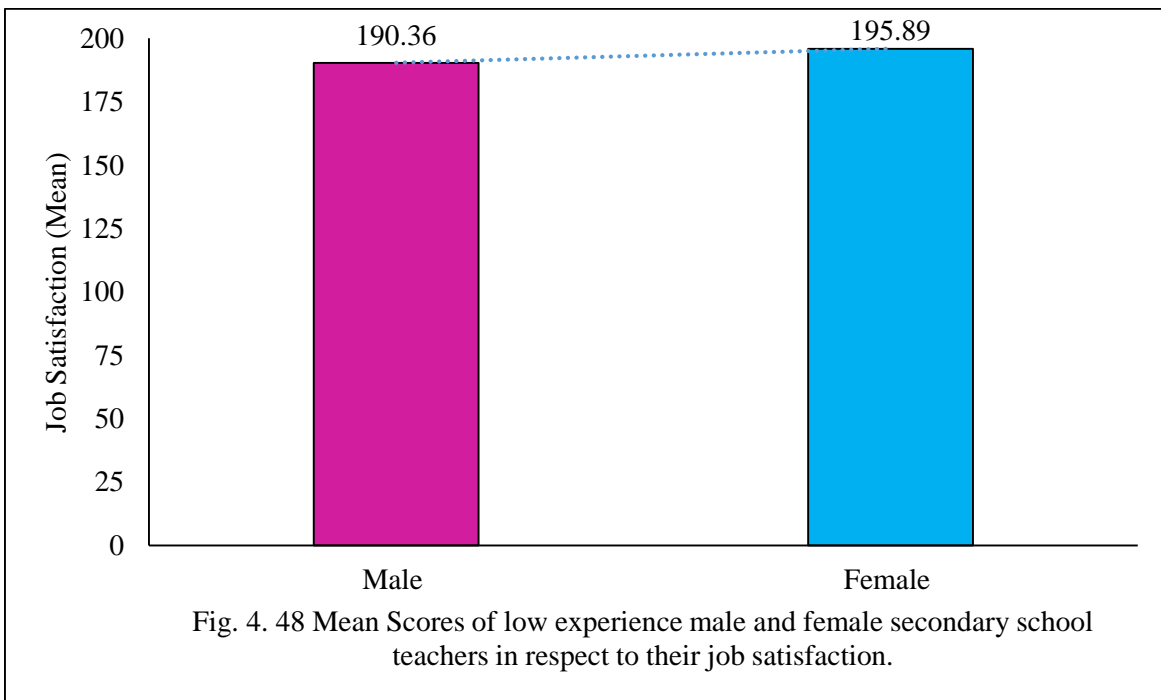
As is clear from table 4.47 the mean score of high experience male teachers is 201.08 and their SD is 13.88, while mean and SD scores of high experience female teachers are 211.86 and 23.42 respectively. Calculated “t” value was found as 4.32 which is significant at 0.01 level of significance and 232 degree of freedom. Hence, H_0 . 3.10 (a) there is no significant difference between high experience male and female secondary school teachers in respect to their job satisfaction is rejected (Fig.4.47).

Table: 4.48

Showing the significance of difference between low experience male and female secondary school teachers in respect to their job satisfaction.

Low Experience	N	Mean	S.D.	df	t- value
Male	87	190.36	14.62	173	2.61*
Female	88	195.89	13.33		

**Significant at 0.01 level*



As is clear from table 4.49 the mean score of low experience male teachers is 190.36 and their SD is 14.62, while mean and SD scores of high experience female teachers are 195.89 and 13.33 respectively. The calculated “t” value was found as 2.61 which is significant at 0.01 level of significance and 173 degree of freedom. Hence, Ho. 3.10 (b) there is no significant difference between low experience male and female secondary school teachers in respect to their job satisfaction is rejected (fig.4.49).

Table: 4.49

Showing the significance of difference between low and high experience male secondary school teachers in respect to their job satisfaction.

Male	N	Mean	S.D.	df	t- value
Low Experience	87	190.36	14.62	205	5.39*
High Experience	120	201.08	13.88		

**Significant at 0.01 level*

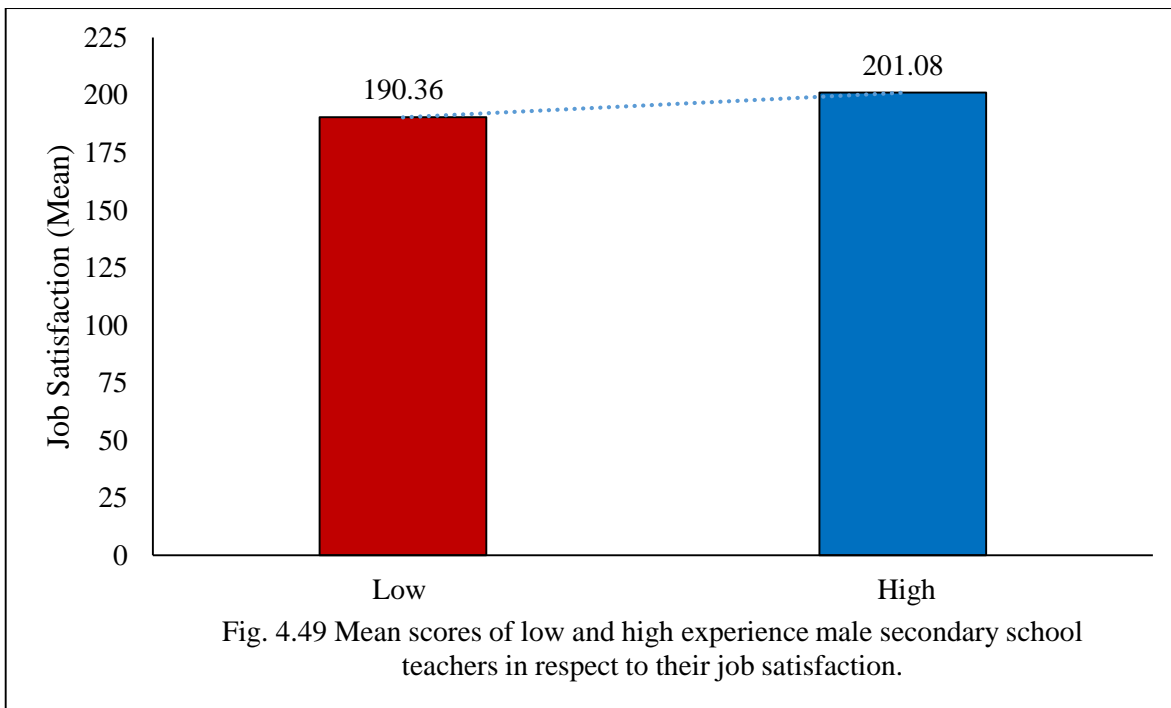


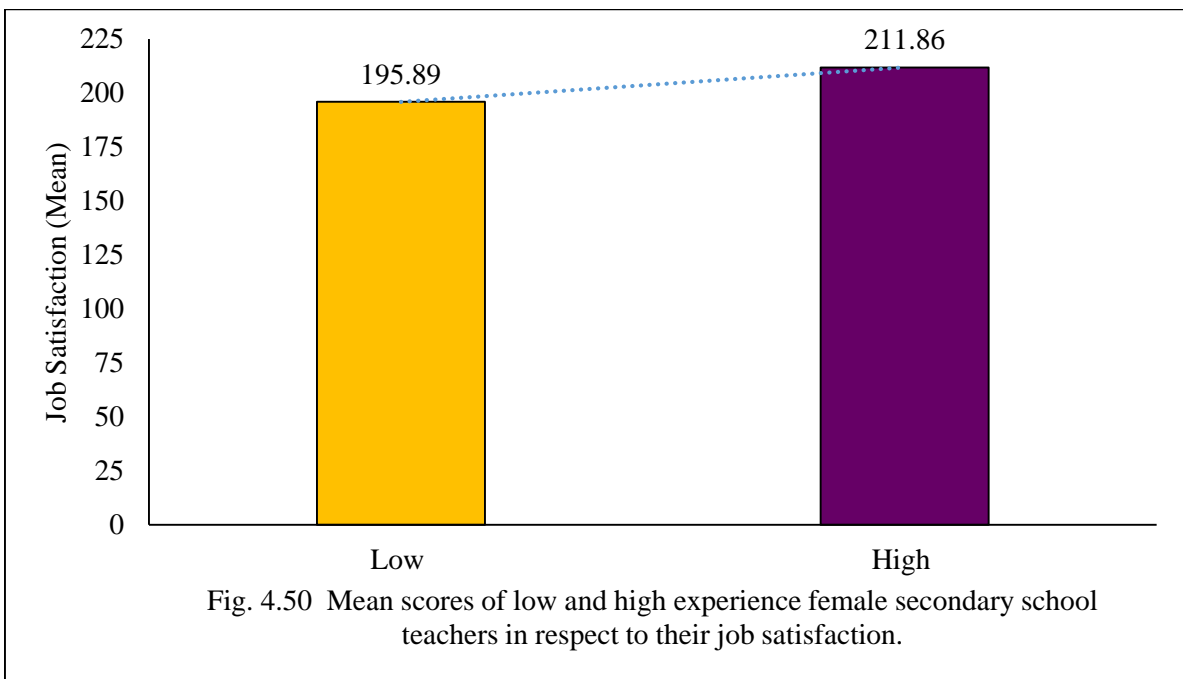
Table 4.49 shows that the mean score of low and high experience male teachers are 190.36 and 201.08 respectively; their SDs are 14.62 and 13.88 respectively. The calculated “t” value was found as 5.39 which is significant at 0.01 level of significance and 205 degree of freedom. Hence, H_0 3.10(c) there is no significant difference between low and high experience male secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.49).

Table: 4.50

Showing the significance of difference between low and high experience female secondary school teachers in respect to their job satisfaction.

Female	N	Mean	S.D.	df	t- value
Low Experience	88	195.89	13.33	200	5.72*
High Experience	114	211.86	23.42		

**Significant at 0.01 level*



As is clear from table 4.50, the mean and SD scores of low experience female teachers are 195.89 and 13.33, while the mean score of high experience female teachers is 211.86 and their SD is 23.42 respectively. The calculated “t” value was found as 5.72, which is significant at 0.01 level of significance and 200 degree of freedom. Hence, H_0 3.10 (d) there is no significant difference between low and high experience female secondary school teachers in respect to their job satisfaction is rejected (Fig.4.50).

Table: 4.51

Showing the significance of difference between high experience male and low experience female secondary school teachers in respect to their job satisfaction

Variables	N	Mean	S.D.	df	t- value
High Experience Male	120	201.08	13.88	206	2.72*
Low Experience Female	88	195.89	13.33		

**Significant at 0.01 level*

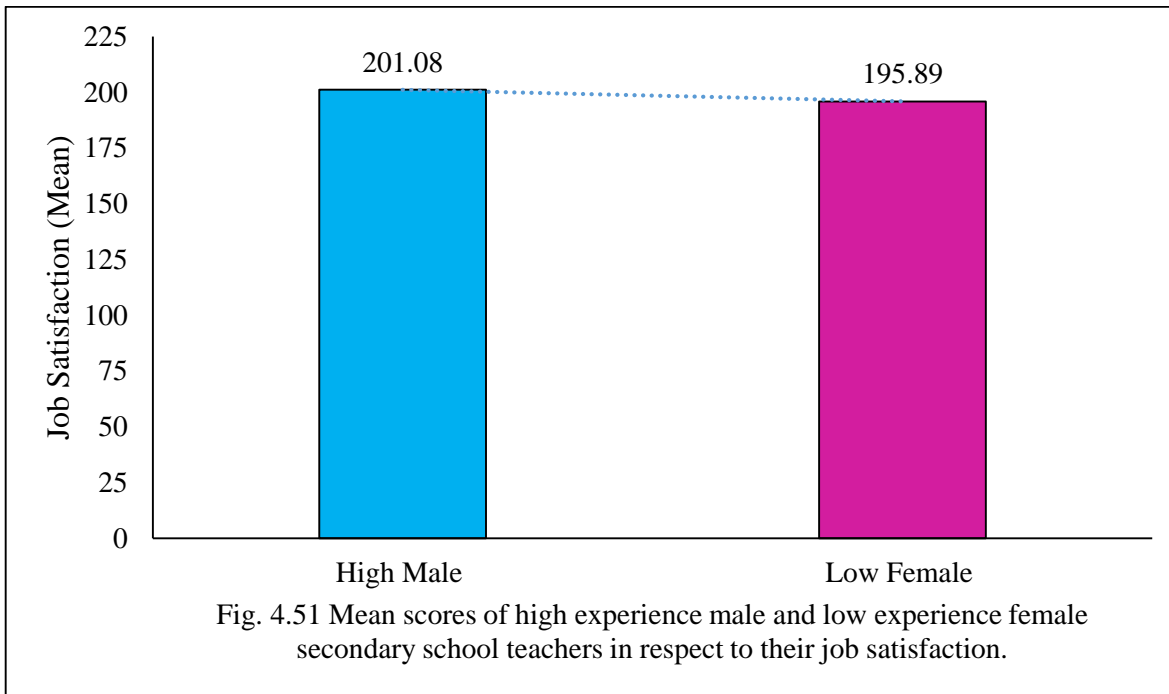


Table 4.51 presents the mean score of high experience male teachers is 201.78 and their SD is 13.88, while mean and SD scores of low experience female teachers are 195.89 and 13.33 respectively. The calculated “t” value was found as 5.72, which is significant at 0.01 level of significance and 206 degree of freedom. Hence, H_0 3.10(e) there is no significant difference between high experience male and low experience female secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.51).

Table: 4.52

Showing the significance of difference between high experience female and low experience male secondary school teachers in respect to their job satisfaction

Variables	N	Mean	S.D.	df	t- value
High Experience Female	114	211.86	23.42	199	7.51*
Low Experience Male	87	190.36	14.62		

**Significant at 0.01 level*

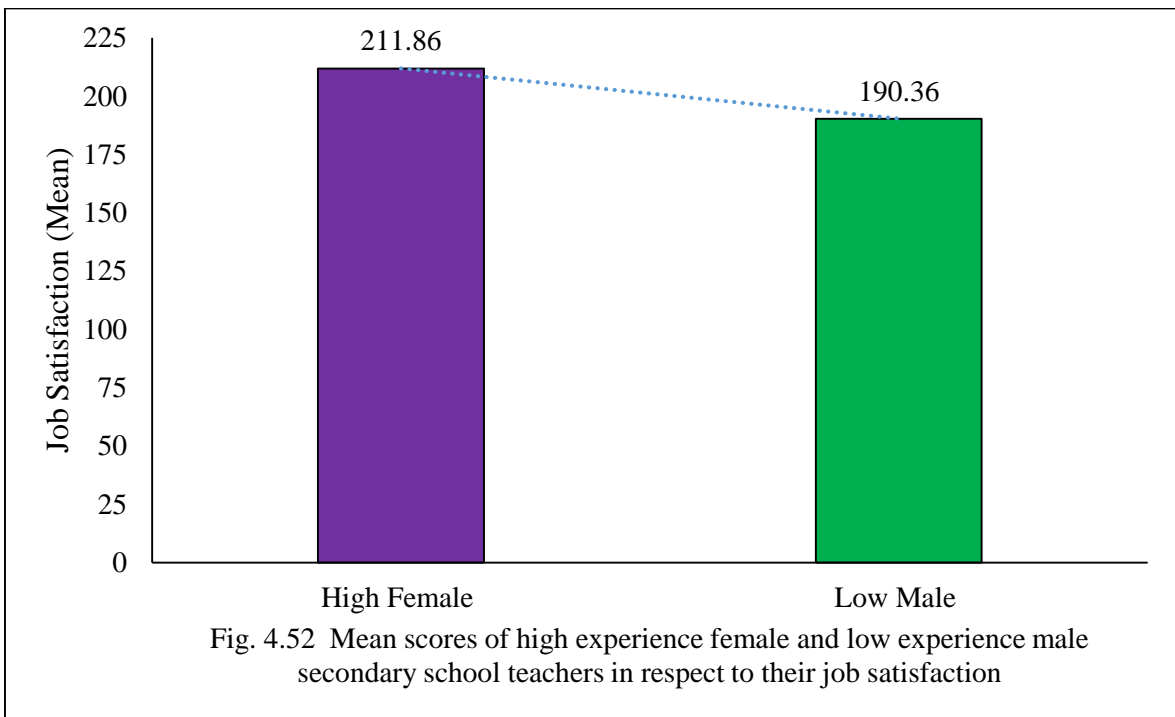


Table 4.52 displays the mean score of high experience female teachers is 211.86 and their SD is 23.42, while mean and SD score of low experience male teachers are 190.36 and 14.62 respectively. The calculated “t” value was found as 7.51, which is significant at 0.01 level of significance and 199 degree of freedom. Hence, H_0 _{3.10 (t)} there is no significant difference between high experience female and low experience male secondary school teachers in respect to their job satisfaction is rejected (Fig. 4.52).

Table: 4.53

Showing the relationship of secondary school teachers' job satisfaction, attitude towards teaching profession and self-efficacy

Variables	Job satisfaction	Attitude towards teaching profession	Self-efficacy
Job satisfaction	-----	0.338**	0.262**
Attitude towards teaching profession	-----	-----	0.329**
Self-efficacy	-----	-----	-----

***.* Correlation is significant at the 0.01 level (2-tailed).

Table 4.53 presents a correlation matrix of job satisfaction, attitude towards teaching profession and self-efficacy of secondary school teachers on total sample. It shows that the relationship between job satisfaction and attitude towards teaching profession ($r=0.338$) is positive statistically significant at 0.01 level. Similarly the correlation between job satisfaction and self-efficacy ($r = 0.262$) is also positive and statistically significant at 0.01 level of confidence. Thus, on the basis of the above findings it may be concluded that job satisfaction is positively and significantly related with attitude towards teaching profession and self-efficacy. Regarding the coefficient of correlation between attitude towards teaching profession and self-efficacy, the above table reveals a positive and significant relationship. The r value is computed as 0.329, which is significant at 0.01 level. Therefore, $H_{0.4}$, there is no statistical relationship between secondary school teacher's job satisfaction, attitude towards teaching profession and their self-efficacy, is rejected.

Table 4.54
Showing the combined effect of Attitude towards teaching profession and self-efficacy on the job satisfaction of secondary school teachers.

Predictors	R	R2	R2 Adjusted	Std. Error	R2 Change	F Change
ATTP	.338	.114	.112	17.704	.115	52.555**
ATTP, SE	.374	.140	.136	17.468	.025	12.036**

In order to find out the combined and individual effects of the selected independent variables viz., Attitude towards teaching profession and self-efficacy on the job satisfaction of secondary school teachers, stepwise regression analysis was applied. The results of multiple regression analysis are presented in Table 4.54, 4. 55 and 4.56.

Table 4.55 ANOVA for Regression Analysis

Source of Variation	Sum of Squares	df	Mean Square	F
Regression	20144.243	2	10072.122	33.008**
Residual	123887.698	406	305.142	
Total	144031.941	408		

Table 4.56 Coefficients for Regression Analysis

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	‘t’
	B	Std. Error	Beta	
Constant	77.299	15.519		4.981
Attitude towards teaching profession	0.486	0.084	0.283	5.799**
self-efficacy	0.282	0.081	0.169	3.469**

**Significant at 0.01 level

A close perusal of Tables 4.54, 4.55 and 4.56 reveals that attitude towards teaching profession and self-efficacy in combination contributed significantly to the job satisfaction ($F = 33.008$, $p < 0.01$) of secondary school teachers.

Using the total scores of attitude towards teaching profession, self-efficacy to predict job satisfaction of secondary school teachers' results in a multiple R of .374, which accounted for 14 % variance of secondary school teachers' job satisfaction scores. In other words, 14 % of the variance in the dependent variable i.e., secondary school teachers' job satisfaction is explained by the independent variables- attitude towards teaching profession and self-efficacy and 86% of the variance in secondary school teachers' job satisfaction is explained by some other variables which investigator has not included in the present study.

Further, table 4.55 shows that the F-value is 33.008 which is significant at the 0.01 level. It means an attitude towards teaching profession, self-efficacy are contributing significantly to secondary school teachers' job satisfaction. Therefore, H_0 , there is no contribution of attitude towards teaching profession and self-efficacy to the variance of secondary school teachers' job satisfaction, is rejected. This indicates that the contribution of the predictor variables in predicting secondary school teachers' job satisfaction could have not occurred by chance.

As apparent from the standardized coefficient (β), bearing t value that is significant at .001 level, attitude towards teaching profession has predicting power ($\beta = 0.283$; $p < 0.01$) for job satisfaction of secondary school teachers and contributed 11.5 % in secondary school teachers' job satisfaction (R^2 Change = .115, $F(1, 407) = 52.555$; $p < 0.01$).

Self-efficacy has the potential predictor ($\beta = .169$; $p < 0.01$) of job satisfaction of the secondary school teachers exhibiting a positive influence and contributed around 2.5 % (R^2 change = .025, $F(1, 406) = 12.036$; $p < 0.01$) of variance in explaining job satisfaction of the

secondary school teachers. It means increase in self-efficacy level also corresponds to increase in job satisfaction of the secondary school teachers. Figure 4.53 gives an account of the relative percent contribution of the predictors in terms of shared common variance in the dependent variable, job satisfaction of the secondary school teachers.

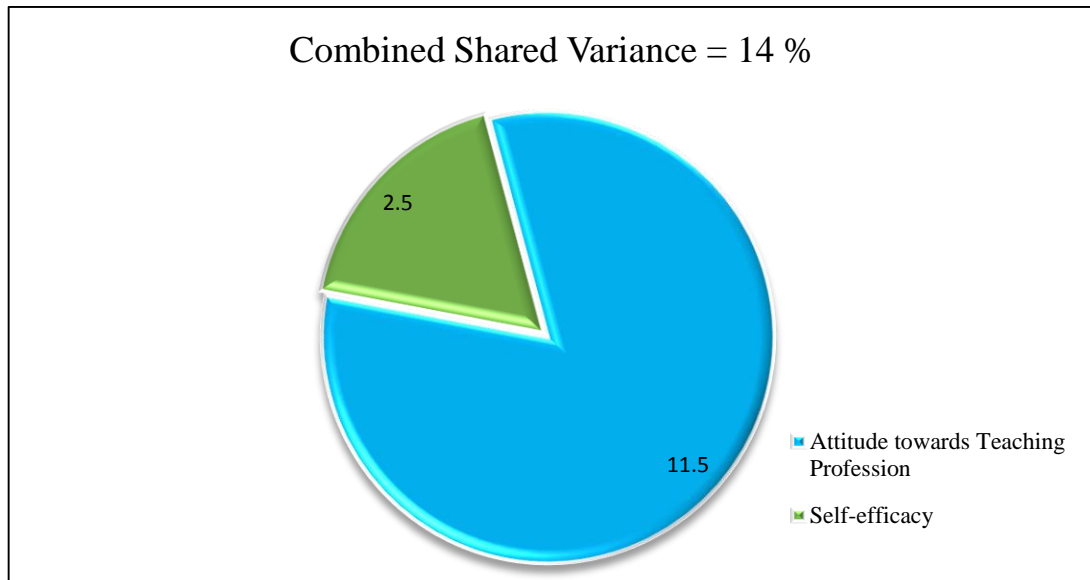


Figure 4.53: Percent Contribution of Predictors in the Dependent Variable the Secondary School Teachers' Job Satisfaction

The total job satisfaction of the secondary school teachers score of any individual not included in this sample can be predicted by using the following regression equation.

$$Y = B_1X_1 + B_2X_2 + C$$

Where, Y= Dependent Variable; X1, X2The Raw Score of Independent Variables

B1, B2..... Regression Coefficient; C = Constant

$$\text{Hence, } Y = 0.486 X_1 + 0.282 X_2 + 77.299$$

So, the total job satisfaction score of secondary school teachers can be predicted by inserting the value of X1 and X2 in the above equation.