

## A Critical Study on the Awareness of Health and Hygiene among Secondary School Teachers in East Godavari District of Andhra Pradesh, India

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### Abstract

The present research paper is designed to study the awareness of health and hygiene among secondary school teachers in East Godavari District, under different managements such as government, aided, un-aided and local body and also in different localities like urban, rural and tribal areas. It is aimed to ascertain whether there exists any difference among the teachers who are working in these schools with regard to the health awareness.

**Key Words:** awareness, school teachers, research, localities, hygiene, practical solution

### Introduction

Health education is a process which effects changes in the health practices of people and in the knowledge and attitudes related to such changes.

In simple words health education is an art of living. We practice this art in order to have a sound body and a sound mind.

Health education is closely connected with imparting knowledge to people about the principles of hygiene. It educates people for preserving and developing their physical and mental health practice the knowledge of various principles of hygiene in their day to day life.

### Definition:

In the words of Thomas Wood, "health education is the sum of experiences. It favorably influences habits, attitudes and knowledge relating to individual, community and social health.

Prof. Grout says, "health education is the translation of what is known about health into desirable individual and community behaviour pattern by means of education process.

According WHO, "health education like general education is concerned with the changes in knowledge feelings and behaviour of people. In its health practices as are believed to bring about the best possible state of well-being.

### Method Of Investigation:

Generally there are three methods of investigation they are.

1. Historical Research
2. Experimental Research
3. Descriptive Research

#### 1. Historical Research:

Historical Research is the systematic and objective location, education and synthesis of evidence in order to establish facts and draw conclusion concerning past event – W.R. Borg.

Historical research is perhaps the most difficult type of educational research to do well. It is important and necessary because it gives us an insight into some education problems that could not be gained by any other technique. The historical study of an education ideas or institution gives us perspective that can do much to help us understand one present educational system; and this understanding in turn to establish a second basic for further progress and improvement. Historical research also can give us an insight into human behavior that can be very valuable in arriving at practical solution for educational problem.

The essential step of historical research are defining the problem; gathering the data, and evaluating and synthesizing the date into an accurate account of the subject investigated. In historical research, it is especially important that the student carefully define his problem and appraises its appropriateness before community himself to fully. Historical research usually requires the setting up specific testable hypothesis, without such hypothesis, historical research often becomes little more than an aimless gathering of facts.

## **2. Experimental Research:**

Experimentation may occur with in the laboratory or outside the laboratory, studies are useful of a type that requires relatively small members of subject and the careful controlled in the situation when experimentation requires equipment or complex apparatus. It may be necessary to work with in the laboratory. Of course the laboratory itself introduce variable, with it may desirable. For instance, human subjects who are introduced into a certain way or atleast feel that the situation cells for certain kinds of responses.

**- Robert M.W. Traners.**

Experimental research describes what will be when all relevant condition are carefully controlled most experiment in education employ some from of the classic single – variable design. The single group design usually involve three steps. The first step is the administration of a present measuring the dependent variable. The second step is application of the experimental treatment to the subject and the final step of is the administration of a past test measuring again of the dependent variable.

The research worker attempts to expose the two groups to as nearly identical treatment as possible with the exception that the experimental group is exposed to the experimental variable. Matching in such design refers to an attempt on the part of the research worker to place his subjects into experimental and control group is such a manner that they are closely comparable on a part test that measures the dependent variable or variable correlated with dependent variable. The main purpose of matching is to reduce initial differences between the experimental and control group on the dependent variable.

## **3. Survey or Descriptive Method:**

The word 'Survey' is derived from the word 'sur' or 'sor' and veir or veior which means ones and see respectively. Survey method deals with what is. It's scope is very vast. It describes and interprets what exist at present. It is concerned with the condition or relationship that exists, practices that prevail, beliefs, points of view or attributes that are help process that are going on influence that are being felt and trends that are developing.

Writes has used various terms like 'normative descriptive' survey or trend to describe such a type of investigation.

According to C.A. Muser, "Survey has its usefulness both in leading to the formation of hypothesis and at a more advanced state in putting them to the test their function in a given research depends on how much is already known about the subjects and on the purpose for which information is required.

### **Purpose Of Survey Method:**

1. Survey determines the basis for decision regarding improvement in education.
  2. Survey determined the present trends and status of given educational situation.
  3. The survey a stepping stone to more precise investigation in education.
  4. Survey enables the educational planner, administration and supervision to solve current practical problem by proving petering data.
  5. Survey suggests the courage of future development in education.
  6. Survey prepares background for a constructive programme of educational reforms and research.
- Basing on above discussion the present investigation selected survey method for this investigation.

**Selection of the Sample for the Study:**

A sample proportion of population selected for observation and analysis. It is collection that consisting of a part of subject of the population which is selected to express the purpose of representing the population. By observing the characteristics of the sample and can make certain influence about the characteristics of the population from which it is drawn.

The designing of the research is based on the sample of the study, by studying sample of a defined population, educational research aims at making generalization which can be applied to the population.

Sampling means selection of individuals from the population in such a way every individual has the equal choice to be taken into sample it is fundamental to all statistical methodology of behavior and social research.

A number of sampling methods are there in educational research. The following are the major types of sampling methods.

1. Random sampling.
2. Stratified sampling.
3. Systematic sampling.
4. Purpose sampling.
5. Quota sampling.
6. Cluster sampling
7. Double sampling.
8. Judgement sampling
9. Incidental sampling
10. Sequential sampling.

According to pattern 'Random sampling' is the form. When the method of selection, each individual or element in universe an equal change.

A sample random is one which each element of the population has an equal and independent change of being included in the same. It is done by using a number of techniques as :

- 1) Tossing a coin.
- 2) Throwing a dice
- 3) Lottery method
- 4) Blind folded method
- 5) By using random table or Trip pelts table.

**Population Of The Study:**

The investigator selected the schools in East Godavari District for the study. The teachers who are working in secondary schools were under the population of the present study.

**Sample Of The Study:**

The investigator followed the Random sampling technique to selected the sample for the present study. Because the random sampling has the following characteristics.

**Purpose of Random Sampling:**

1. It requires a minimum knowledge of population.
2. It is free from subjectivity from personal error.
3. It provides an appropriate data for our purpose.
4. The observations of the sample can be used for inferential purpose.

Basing on the purposes of random sampling the investigator selected sample through the population. The investigator selected 30 schools in East Godavari District through random sampling technique and also the investigator selected teachers in each school randomly.

The following are the variable included in the sample drawn for the present investigation.

1. Sex : Male / Female

2. Locality : Urban / Rural / Tribal
3. Qualification : Graduate / PG
4. Designation : SA/PET
5. Experience : Below 10 years / Above 10 years
6. Management : Govt / LB / Aided / Un-Aided

The implication behind selecting the four areas and six variables under each area is that the researcher believes that the areas and the variables are quite different. Moreover the four areas cover the present investigation. Similarly the six variables sex, locality, qualification, designation, experience and management are quite different from each other. Thus it is believed that this type of selection of areas and variables would provide correct bias for the future programme of action.

### **Tool Of Research:**

The progress of making depends upon well conducted research programs. These research programs postulate sufficient, reliable and valid facts. Such facts are obtained through a systematic procedure. Each data collecting device has both merits and demerits. Each research too is appropriate in a given situation to accomplish a particular a particular purpose.

John.W.Best observes “Like the tools in the carpenter’s box, each research tool is appropriate in a given situation to accomplish a particular purpose. Each data gathering device has both merits and demerits or limitations”.

The following are some of the tools of research which are most frequently used in behavioural science.

#### **A) Inquiry forms**

- 1) Questionnaire
- 2) Schedule
- 3) Checklist
- 4) Rating scale
- 5) Score Card
- 6) Attitude Scale.

#### **B) Observation**

#### **C) Interview**

#### **D) Sociometry**

#### **E) Psychological tests**

#### **F) Objective type test**

Of all these tools of research questionnaire is supported to be the best from to test the hypothesis and collect the data.

Laboriously prepared, properly worded, politely forwarded, adequately publicized, neatly and clearly printed, scientifically and systematically classified intelligently generalized and analyzed an questionnaire serves as an important too of research.

### **Objective Type Test:**

In this type of test the answers to the questions is generally provided in the question paper itself. The teacher has to choose the correct answer.

### **Construction Of The Tool:**

The general objectives of the present study is intended to study the health and hygiene awareness among teacher in East Godavari. In order to collect data for the study. The investigator adopted awareness test.

The awareness test is divided into 4 areas in each, they are as the following.

1. Importance of Health Education.

2. Implementation of Health Education.
3. Problems confronted while implementing Health Education.
4. Suggestions for effective implementation.

After having gone through the various previous studies, keeping in view of the study, the researcher prepared 90 items in this awareness test which has categorized into four areas.

The area wise details and number of items included in the awareness given in the following table.

Sl.No.	Name of the Area	Number of item
1	Importance of Health Education.	30
2	Implementation of Health Education	20
3	Problems confronted while implementing Health Education	18
4	Suggestions for effective implementation	22
	<b>TOTAL</b>	<b>90</b>

**Questionnaire:**

A questionnaire is a form prepared and distributed to secure response to certain questions. It is the device for securing answers to questions by using a form which the respondent fills by himself.

Barr, Daris and Johnson defined questionnaire as a systematic completion of questions that are submitted to a sampling of population from which information is desired.

**The significance of questionnaire:**

Laboriously prepared, politely worded, adequately publicized, and healthy and clearly printed, significantly classified, intelligently generalized and analysed, a questionnaire serves as an important tool of a research. Questionnaire is useful when the people from whom we desire responses cannot be personally contacted or where there is no particular reason, is to see respondents personally. This may be used in even when the respondent is thousands of miles away from the investigation. Its range a territory may be national or international.

**Types of questionnaire:**

Questionnaire is classified into different forms by different educators – some classifications are discussed here.

A) P.V. Young classified the questionnaire into 2 groups they are

- 1) Structural questionnaire.
- 2) Non-Structural questionnaire.

B) John W. Best classified the questionnaire as closed form or restricted form. This type of questionnaire for items a yes/no a short response or checking on items. From the list of suggested responses.

C) George A. Ludberg classified the questionnaire as

**1. Questionnaire of fact.:**

This is generally employed when we require the opinion attitude or preference of the respondent regarding some phenomenon.

D) The open form of the free form questionnaire. It provides for a free response in the respondents own words. It provides a more adequate picture of how the respondent feels about a topic and what it means to him this is also known as depth of questionnaire.

**Characteristics of Good Questionnaire:**

The following are characteristics of good questionnaire.

1. It deals with a significant topic, which is considered so by the respondent also.
2. It is accomplished by a covering letter which tells its importance.

3. It seeks to obtain information, which is not possible from other sources.
4. It is comprehensive and clear for securing all the relevant informations.
5. It is as short as possible.
6. It contains questions in a good order proceeding from general to the more specific and from simple to complex.
7. It contains questions of an objective nature.
8. Questions are arranged in categories to ensure accurate any easy responses.
9. It contains clear to complete directions.
10. Each question of the questionnaire deals with a single idea.
11. It avoids embracing and annoying questions.
12. It is easy to tabulate and is based on pre constructed tabulation sheet.
13. It is easy to intercept.
14. It is alternative in appearance.
15. It is clearly supplicated or printed.
16. It is duly stitched or punched.

#### **Scope Of Questionnaire:**

Its scope has been very vast. It has been used for studying a wide range of problems. To few cases, we can say that it has been used for studying the problem of teacher training, service conditions of teachers, administrative difficulties suit abilities or otherwise of the curriculum, methods of teaching study habits, testing of achievement, duties and difficulties of teachers rating of school text books, student performance etc. They may also be helpful in the fields of attitudes, opinions and judgements.

#### **Advantage Of The Questionnaire:**

The advantages of the questionnaire method can be summarized as follows.

1. It is easy to fill out.
2. It takes little time to fill out
3. It keeps the respondents on the subject
4. It facilitates the process of tabulating and summarizing.
5. It places less pressure on the subject for immediate response.
6. It can be answered at leisure time.
7. It is easy to plan, construct and administer.
8. It may be used as a preliminary tool for conducting adopt study later on by any other method.

#### **Construction Of The Tool:**

Construction of a tool for collection of data occupies on important place in the field of research. The purpose of the present investigation is to study the health education program in secondary schools. The investigator adopted questionnaire as the tool for the collection of data after giving through various previous investigation, articles and journals and some of the dissertations done on the present topic.

The questionnaire is printed on legal pages. In the first page of the questionnaire an appeal was made to given their free and frank opinions. Provision was made to furnish the personal data of the subjects under the 66 selected variables such as sex, qualification, designation, experience, management and locality. The questionnaire is set on the three point scale of likest type with three choices. Before each statement three alternatives were given namely A (Agree), N (Neutral), and D (Disagree).

The subjects were asked to go through each statement and to put a tick mark against the appropriate alternative in accordance with their agreement to get the questionnaire filled in correctly as per the instructions given on the first page.

The degree of efficiency of any meaning device depends upon two indispensable factors they are;

1. Reliability
2. Validity

No test should be employed in only research work unless it provides a high degree of reliability and moderate of validity.

**Reliability:**

According to Garret “A test score is called reliable when we have reasons for believing the score to be stable and trust worthy a test cannot be valid unless it is reliable. Hence reliability of the test is the consistency with which a test measures. A test for which it is intended.

There are four procedures in common used for computing the reliability coefficient of a test. Those tests are

1. Test – Retest method.
2. Alternative or Parallel form method
3. Split half method
4. Rational equivalence method

**1. Test – Retest method:**

Repetition of a test is the simplest method of determining agreement between two sets of scores the test is given and repeated on the same group and the correlation computed between the first and the second set of scores. A positive and significant correlation coefficient between the two sets of scores indicates. That test is reliable.

**2. Alternative or Parallel form method:**

When alternative or parallel test forms of a test can be constructed, the correlation between form A and form B may be taken as a measure of the self-correlation of the test. This is known as coefficient of equivalence. This method is satisfactory when sufficient time has intervened between the administrations of the two forms to eliminate the memory and practice effects.

**3. The Split Half Method:**

The most widely used procedure for estimating reliability from single testing is the split half method odd numbered and even numbered items are separated and the correlation between other two sets of scores provides a measure of the accuracy of the test. This is known as the coefficient of consistency as it shows the consistency of performance on different items of the test. This is also known as coefficient of consistency as it shows the consistency of any performance on different items of the test. This value is not directly applicable to the full length test. From the self – correlation of the half test. The reliability coefficient of the whole test may be estimated by using the Spearman Brown prophecy formula (viz).

**4. The method of Rational Equivalence:**

The method of rational equivalence represents an attempt. To get an estimate of reliability of a test free from the objectives, raised against the methods outlined above. The method of rational equivalence stresses the inter-correlations of the items in the test and correlations of the items with the test as a whole.

Keeping the suitability in view of the researcher adopted the split half method to calculate the reliability of the questionnaire.

**Validity:**

The term validity means truthfulness. Validity may be defined as the accuracy with which a test measure whatever it is supposed to measure. A test valid only for a particular purpose. According to Anastasia, “validity concerns what the test measures and how it does so”.

**Important types of validity:**

1. Face validity

2. Content validity
3. Concurrent validity
4. Predictive validity
5. Construct validity

**1. Face Validity:**

Face validity refers not to what the test necessary measures but to what it appears to measure. Although the use of the term ‘validity’ in their connection may make for confusion. The attainment of face validity as a whole are relevant to the test. It represents content validity. The attainment of face validity is itself a desirable good test of construction.

**2. Content Validity:**

When the contents of the items individually as a whole are relevant to the test. It represents content validity. This involves essentially the systematic examination of the test control to determine whether it covers a representative sample of the behavior domain to be measured infact, content validity in the degree of to which a test measures an intended content area.

**3. Concurrent Validity:**

In this method a test in correlated with criterion which is a validity at the present time. The resulting co-efficient of correlation shall be an indicator of concurrent validity.

**4. Predictive Validity:**

Predictive validity may be defined as the degree to which measures predicts a second future measure. In predictive validity a test is correlated against the criterion. To be made available sometime in future.

**5. Construct Validity:**

Anastasia defined construct validity as the extent to which the test may be said to measure a theoretical construct or trait. Construct validation is a more complex and difficult process than content validation and criterion related validation.

From the above detailed discussion it can be concluded that the tool adopted in present study is highly reliable and valid.

**Item Validity:**

According Garrett, “Chi-Square test provides a method of comparing the observed frequencies with the theoretical frequencies that they are to be expected.

The difference between the observed and expected frequencies are squared and divided by the expected number in each case and the sum of the equation X<sup>2</sup> (Chi-square). The equation for X<sup>2</sup> (chi-square is given below.

$$X^2 = \frac{E(f_o - f_e)}{f_e}$$

Where f<sub>o</sub> = frequency observed

f<sub>e</sub> = frequency expected

The obtained chi-square value was checked of the degree of freedom.

The degree of freedom were determined by the formula.

$$Df = (r-1) (c-1)$$

Here r = No. of rows

c = No. of columns

By using this data was tabulated.

$$Df = (r-1) (c-1)$$

$$= (2-1) (3-1)$$

$$= 1 \times 2 = 2$$



As per the table Chi-square value at 0.01 level for  $Df_2$ , the value is 9.210. If the value is below 9.210 the item is not significant. If it is greater than 9.210 the item is significant.

**Showing variable wise details:**

S.No	Variable	Category	Number	Total
1	Sex	Male	60	102
		Female	42	
2	Educational Qualifications 1.Academic: 2.Professional	Graduate	57	102
		Post Graduate	45	
		B.Ed	55	
		B.P.Ed	33	
		M.Ed	14	
3	Designation	S.A	69	102
		P.E.T	33	
4	Experience	Below 10 years	38	102
		Above 10 Years	64	
5	Management	Aided	11	102
		Un-aided	16	
		Local Body	60	
		Government	15	
6	Locality	Urban	49	102
		Rural	28	
		Tribal	25	

**Item Analysis (Chi - Square) Test**

Q. No	Chi-S Value	Q.No	Chi-S Value	Q-No	Chi-S Value
1	82.29	35	60.52	69	81.94
2	81.94	36	74.17	70	71.11
3	75.35	37	48.76	71	24.52
4	48.17	38	30.76	72	25.94
5	60.76	39	59.29	73	60.41
6	58.64	40	85.94	74	70.64
7	68.88	41	55.23	75	40.64
8	66.58	42	92.64	76	32.29
9	38.88	43	55.82	77	60.52
10	36.58	44	93.88	78	51.05
11	58.11	45	54.41	79	32.29
12	38.88	46	81.70	80	45.70
13	74.17	47	72.70	81	54.76
14	63.94	48	68.47	82	67.82
15	81.70	49	98.64	83	71.11
16	64.97	50	106.64	84	51
17	85.94	51	57.70	85	82.76
18	77.88	52	25.11	86	55.82
19	101.88	53	16.05	87	74.35
20	78.35	54	43.58	88	72.70
21	81.94	55	54.17	89	64.29

22	105.94	56	49.94	90	63.70
23	102.58	57	52.29		
24	77.88	58	49.29		
25	106.29	59	10.11		
26	60.41	60	55.70		
27	102.17	61	51.94		
28	71.11	62	30.76		
29	98.17	63	45.70		
30	42.76	64	45.41		
31	48.17	65	25.94		
32	91.82	66	76.29		
33	69.58	67	83.35		
34	54.5	68	73.64		

**Analysis and Interpretation of Data:**

However valid, reliable and adequate data may be, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded.

**Analysis of the data:**

Analysis of data means studying the tabulated material in order to determine the inherent facts of meanings. It involves breaking down the existing and complex of factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

According to Francis J.F. Rummel, "The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions desires to drive the inherent meanings in their relations to the problem.

Analysis as a process enters into research one form or the from the very beginning in the determination of methods and interpreting and drawing inclusions from the data gathered. A plan of analysis should be prepared in advance before the actual collection of material.

In the general process of analysis of research data, statistical Method have found a place in my research study or any research dealing With large of over small groups of individuals. While complex statistical computations form the basis of many types of research most commonly used methods of analysis data statistically are:

Calculating Frequency distribution of items under study calculating measures of central tendencies - mean, median and mode.

Calculating measures of dispersion - standard deviation. Calculating standard deviation between mean and the critical ratio values.

Graphical representation of data frequency polygon curve. Calculating correlation between maladjustment test scores and memory recognition scores.

While analysing the data investigations usually make use of as many of the above simple statistical as necessary for the purpose of the study.

**Interpretation:**

"The process of interpretation is essentially one of stating what the results show, what do they mean what is their significance and what is the answer to the original problem.

Further interpretation of data is also a very important step in the total process of research. It calls for a critical examination of the results of one's analysis in the light of all the limitations of data gathering. Interpretation is the application of deductive and inductive logic to the research process. Interpretation is purely subjective and there is scope for committing many errors at this stage. An adequate knowledge of the process and a capacity of critical thinking are very essential to safeguard against misinterpretation of data determine the worth of the research. It is essential, while interpreting the results secured after a statistical analysis of complex data, to test whether the observed values or difference in statistics (mean, standard deviation) one at all significant. Whether they are not caused

by chance errors of sampling. It statistical device is used in that of calculating the probable error of the statistics in the question. It has the following form. Chi- Square test Tests of students "t" Analysis of variance "f". For analysis and interpretation of the data, the investigator computed the various statistical measures for the data collected. A detailed account of the various measures is given on the pages.

**Statistical Computations:**

After the quantification of data, various statistical measures such as means, standard deviation t-ratio and analysis of variance (ANOVA) have been calculated and presented.

**Frequency Distribution:**

The information obtained from surveys or experiments will be little use to the investigator until it is classified or organized classification or organization of data consists of grouping the scores into sub-heads or class intervals. Rules for classifying scores into what is called a frequency distribution may be laid down as follows.

1. Determine the range of the scores.
2. Decide the number of classes tentatively.
3. Decide upon the length of the class interval.
4. Tally the scores in their proper intervals.
5. Count the total number of tallies in each row.
6. Note down the total tallies in last column, designated as frequency. The table obtained is called frequency distribution table.

The following frequency distribution table prepared for the obtained scores of the subjects on all the items of the questionnaire is shown in the following table.

**Table showing the obtained scores in case of all the subjects taken up for investigation on all the items of questionnaires**

S.No	Score	S.No	Score	S.No	Score
1	170	35	141	69	130
2	162	36	139	70	133
3	167	37	149	71	132
4	166	38	145	72	127
5	163	39	155	73	125
6	150	40	148	74	121
7	164	41	148	75	130
8	161	42	148	76	127
9	157	43	147	77	137
10	157	44	148	78	126
11	163	45	139	79	140
12	161	46	141	80	125
13	155	47	157	81	143
14	163	48	168	82	132
15	136	49	149	83	125
16	156	50	130	84	132
17	147	51	140	85	133
18	154	52	130	86	126
19	155	53	132	87	133

20	153	54	134	88	128
21	164	55	126	89	134
22	161	56	131	90	130
23	166	57	134	91	133
24	162	58	130	92	134
25	165	59	127	93	135
26	160	60	131	94	137
27	163	61	130	95	129
28	159	62	134	96	130
29	162	63	131	97	129
30	161	64	129	98	137
31	155	65	134	99	131
32	150	66	123	100	129
33	158	67	127	101	129
34	139	68	135	102	116

**Table showing the Ranks of the total scores:**

Score	Rank	Score	Rank	Score	Rank
170	1	147	40.5	130	78.5
168	2	147	40.5	130	78.5
167	3	145	42	130	78.5
166	4.5	143	43	130	78.5
166	4.5	141	44.5	129	85.5
165	6	141	44.5	129	85.5
164	7.5	140	46.5	129	85.5
164	7.5	140	46.5	129	85.5
163	10.5	139	49	129	85.5
163	10.5	139	49	129	85.5
163	10.5	139	49	128	89
163	10.5	137	52	127	91.5
162	13.5	137	52	127	91.5
162	13.5	137	52	127	91.5
161	16.5	136	54	127	91.5
161	16.5	135	55.5	126	95
161	16.5	135	55.5	126	95
161	16.5	134	59.5	126	95
160	19	134	59.5	125	98
159	20	134	59.5	125	98
157	22	134	59.5	125	98

157	22	134	59.5	123	100
157	22	134	59.5	121	101
156	23	133	64.5	116	102
155	26.5	133	64.5		
155	26.5	133	64.5		
155	26.5	133	64.5		
155	26.5	132	68.5		
154	29	132	68.5		

153	30	132	68.5
150	31.5	132	68.5
150	31.5	131	72.5
149	33	131	72.5
148	36.5	131	72.5
148	36.5	131	72.5
148	36.5	130	78.5
148	36.5	130	78.5
148	36.5	130	78.5
148	36.5	130	78.5
148	36.5	130	78.5

**Table showing the frequency distribution of the total sample.**

Class interval	Tally marks	Frequency
115-125	III	03
125-135	                	41
135-145	 	15
145-155	 	14
155-165	      	23
165-175	 	06
		<b>N=102</b>

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