CHAPTER II
REVIEW OF RELATED LITERATURE

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REVIEW OF RELATED LITERATURE

Introduction

A summary of findings of the eminent authors in the concerned discipline and of previous research provides evidence that the investigator is familiar with what is already known and what is still unknown. Since effective research is based upon past knowledge, this review helps to eliminate the duplication of what has been done, and provides chances for framing relevant hypotheses and helpful suggestions for significant investigations. Referring studies that show substantial agreement and those that seem to present conflicting conclusions help to understand the existing knowledge in the problem area. Moreover, the review makes the investigator to be aware of the status of the problem by providing a background for the research investigations. Keeping these important features of a review in mind, only those studies that are relevant, competently executed, and clearly reported are included in this chapter. The review of literature is given as follows.
Attitude Towards Teaching Profession

Studies in Abroad

Mckinnon and Griggs Robert (1983) conducted a study on the relationship of elementary teacher's space relations perceptual ability and their attitude toward science and science teaching. The study indicated that (i) There is a statistically significant relationship between teacher spatial ability and attitude toward science and science teaching. (ii) There is a statistically significant relationship between spatial ability and the grade level at which they teach. (iii) There is a statistically significant relationship between the spatial ability of teachers and their years of experience.

Sami Sulayman and Nimir Sulayman (1984) conducted a study on the relationship between teachers' attitudes toward educational change and their job satisfaction in Sudan. The study revealed that a weak but statistically significant positive relationship between attitude towards educational change and job satisfaction. A relatively strong relationship between job satisfaction and three teacher characteristics namely sex, teaching cadre and teaching level. The variables of sex, teaching cadre and school location had a substantial impact on attitude towards educational change.

A study of the relationship between teachers' attitude toward professionalism and teachers' satisfaction / dissatisfaction with their job was conducted by Nevels and Ralph, W. (1984). The study revealed that (i) A significant inverse relationship was found between teacher autonomy and intrinsic facets of teacher job satisfaction. (ii) A significant inverse
relationship was found between teacher autonomy and the extrinsic facets of teacher job satisfaction. (iii) A significant inverse relationship was found between teacher autonomy and the total job satisfaction of teachers. (iv) No significant relationships were found among the other dimensions of teacher professionalism and the facets of teacher job satisfaction. (v) These classroom teachers receive greater satisfaction from the intrinsic facets of their job then from the extrinsic facets. (vi) Pay and chances of advancement are the greatest sources of dissatisfaction among these classroom teachers. (vii) The chance to do things for others is the greatest source of satisfaction among these classroom teachers.

Siefferman and Lawrence Dean (1985) conducted a study of the attitudes of post secondary vocational teachers towards supervision of instruction and the effects of selected variables on those attitudes. The study concluded that (i) The post secondary vocational teachers have positive attitudes toward supervision of instruction. (ii) A linear relationship was found to exist between teacher attitudes and sex, age, degree status, year of teaching experience and graduate courses in administration and supervision. However, only one variable, degree status, accounted for a statistically significant portion of the unexplained variance is the attitude score.

Holt and Frances Goodwin (1981) conducted a study on the relationship of need fulfilment to job attitudes of faculty in higher education. The result indicated that a strong positive correlation existed
between need fulfilment and job satisfaction. Academic discipline significantly affected only one dimension of need fulfilment esteem. Faculty in the natural sciences and mathematics showed lower scores than faculty in the humanities, social sciences and professional and applied field. The expected effects of age, length of teaching experience, level of education, pay and rank on need fulfilment were not found.

Stunard and Sonja-Lou Linnea (1982) carried out a study on job satisfaction and teacher attitudes of regular classroom and special education teachers. The study revealed that special education and regular education teachers did not differ significantly in their job satisfaction but exhibited differing attitudes toward their students.

An analysis of the relationship of teachers' job satisfaction and teachers' union attitudes in a large midsouthern city conducted by Bilsky and Dorothy Gartner (1982) revealed that teachers less satisfied with the job had more favourable attitudes toward the goals, sanctions and collective action of collective bargaining; younger teachers, black teachers and teachers from lower class back grounds had more favourable attitudes toward collective bargaining and teachers who planned to leave the field of teaching had more favourable attitudes toward collective bargaining than teachers who planned to stay in their present schools indefinitely. In addition it was found that teachers with less total teaching experience and male teachers had more favourable attitudes toward the sanction of collective bargaining.
Harris and Dorothy Jean (1983) studied the college faculty attitudes towards teaching students in remedial / Developmental education programme. The study revealed that a majority of faculty members exhibited favourable attitudes towards teaching remedial students. Selected teacher characteristics were found to influence teacher attitudes, but failed to show statistical significance at the 0.05 level. The null hypotheses were accepted for these independent variables: age, professional specialisation, rank and tenure and professional assignment. The hypothesis that attitudes differed according to sex, length of teaching experience and training in remediation were not statistically significant and were rejected at the 0.05 level of confidence.

Morris and Joyce Laurel (1988) conducted a study on teacher stress and teacher attitude toward students peers and teaching. The results of the study were (i) There was a significant negative correlation between teacher stress and teacher attitudes toward students, peers and teaching, (ii) As a teacher's stress increases, his/her attitude towards students, peers and teaching becomes less positive (iii) No differences were found between beginning or experienced teachers, age, level of education or grade level taught.

The effect of years of experience and other selected variables on attitudes of teachers toward aspects of the teaching profession was studied by Beverly June Rada (1988). The findings were: (i) Significant differences were found between teachers with different years of experience. (ii) Teachers with 5-9 years of experience were found to have more
positive attitudes toward teaching skills than those with 20-24 years of experience. (iii) Teachers with 5-14 years of experience indicated more frustration with teaching than those with 0-4 Years. (iv) Elementary level teachers were found to have more positive attitudes toward teaching as an occupation, teaching skills, students and classroom climate, and relationships with parents than high school teachers. (v) Teachers with children were found to have more positive attitudes toward teaching as an occupation and relationships with supervisors and students than teachers without children. (vi) Teachers in districts with 1000 or more students had less positive attitudes toward teaching skills than those in districts with 1-999 students. (vii) Married teachers were found to have more positive attitudes than unmarried teachers toward teaching as an occupation and teaching skills. (viii) No significant differences were found between teachers with different levels of education. (ix) Male teachers had more positive attitudes toward students and classroom climate than females, while female teachers had more positive attitudes towards parents and students than males.

The attitudes of Georgia public school teachers towards the teaching profession was conducted by Ross and George Stephen (1986). The finding of the study showed that a statistically significant difference existed in the attitudes of Georgia public school teachers towards the teaching profession according to school organisational level. The item analysis revealed statistically significant differences for either school location, organisational level, or the interaction effect of school location by
organisational level. Elementary teachers experience a more positive attitude toward the teaching profession than either middle or secondary teachers.

Silliman Karp (1988) conducted a study on the teaching of elementary school mathematics: The relationship between how mathematics has taught and teacher attitude. The findings of the study were (i) Teachers with negative attitudes toward mathematics tend to create teacher dependent learning situation. On the other hand, the teachers with positive attitudes provided instruction which directed attention to autonomous learning. Teachers with negative attitudes towards mathematics exhibit novice behaviour in their mathematics teaching while the teachers with positive attitudes demonstrate expert behaviours in their mathematics teaching regardless of their years of teaching experience.

Studies in India

Butch (1959) surveyed the attitude of teachers towards the profession. The results indicate that, in general, training has a favourable effect on the attitudes of teachers towards their jobs, except when experience exceeds five years after training. The female graduates are more favourably disposed than the male graduate and that, in the case of male teachers, the level of formal education before training is inversely proportional to the favourableness of attitudes.

Aggarwal (1966) in his study on attitude of training college teachers towards their profession has found that factors like designation, age, sex and experience do not influence the attitude.
Gupta (1977) found positive relationship between teaching efficiency and attitude towards teaching profession. The correlation was very low in the case of females. So a positive favourable attitude towards teaching profession made the work not only career but also satisfying and professionally rewarding.

Chaube (1985) found in his study that: (i) There was no relationship between attitude towards teaching profession and teaching efficiency in male and female teachers. (ii) There was no interrelationship between attitude towards teaching profession and academic achievement in both the sexes. However their trends were in positive direction. (iii) Sex did not play any role in respect of variables (academic achievement, attitude and teaching efficiency) studied in this research.

Sundararajan (1993) studied the teachers' attitude towards vocational education in the higher secondary schools in Tamilnadu. The findings indicated that there was significant difference between the government school teachers with 1 to 9 years of teaching experience and the private school teachers with the same experience and between the matriculation school teachers with 10 to 19 years of teaching experience and the matriculation school teachers with 20 and more years of teaching experience. There was also significant difference between the government school teachers with 10 to 19 years of teaching experience and the matriculation school teachers with 20 and more years of teaching experience. There was significant difference between the government
school teachers with 20 and more years of teaching experience and the private school teachers with 1 to 9 years of teaching experience.

Samantaroy (1971) conducted a study on teacher attitude and its relationship with teaching efficiency. The study revealed positive relationship between teacher attitude and teaching efficiency, thereby showing that superior efficiency goes with favourable attitude and vice versa. It also showed a positive relationship between the variables viz: teacher adjustment and teaching efficiency thereby showing that superior efficiency goes with good adjustment and vice versa.

Singh (1974) conducted a study of the relationship between verbal Interaction of teachers in classroom and attitude towards teaching. The findings revealed that: (i) Indirect influence, pupil talk, indirect to direct ratio, pupil initiation ratio, teacher response and question ratios instantaneous teacher response and question ratios appeared to be significantly related to attitude towards teaching in male and female groups, teaching subject groups and teaching classes. (ii) There was a significant relationship between attitude towards teaching and classroom verbal interaction of student teachers of secondary level. (iii) Lecturing, criticising and justifying authority, direct influence and restrictiveness was found to be negatively correlated with attitude towards teaching in male and female groups and language, social studies and science - mathematics groups; (iv) Pupil talk, and pupil initiation ratio were found to be associated with attitude towards teaching in male and female groups, teaching subject
groups and teaching classes. (v) Teacher response ratio, teacher question ratio, instantaneous teacher response and question ratios were found to be related to attitude towards teaching. (vi) The restrictiveness, restrictive feedback and negative authority were found to be negatively associated with attitude towards teaching and. (vii) The teacher talk was found to be independent of or not related to attitude towards teaching at any level.

An investigation into certain psychological characteristics of an effective school teacher was conducted by Chhaya (1974). The findings were: (i) Effective teachers had significantly better personality adjustment and more favourable attitude towards teaching than ineffective teachers. (ii) Effective teachers did not show significantly more interest in teaching than ineffective teacher. (iii) Effective teachers were significantly more emotionally stable than ineffective teachers. (iv) Effective teachers were not more extrovert than ineffective teachers. (v) Ineffective teachers were more authoritarian than effective teachers. (vi) Age and sex of a teacher had a significant relationship with the effectiveness of teaching and (vii) Rurality or urbanity and marital status of a teacher had no significant relationship with the effectiveness of teaching.

Smriti (1977) conducted a study on attitudes, values and level of aspiration of teachers and their pupils. The study revealed that (i) Institutions were important variables in determining teacher - pupil relationship. Teacher pupil relationship might be studied in relation to social, emotional and academic climate of the institution (ii) Teacher - pupil
relationship might also be studied with reference to organisational structure, communication channels and decision making processes in institution.

Measurement of teacher values and their relationship with teacher attitudes and job satisfaction was conducted by Singh (1974) The findings of the study were (i) Teachers scored the highest on social and theoretical values and the lowest on economic and political values. (ii) Age of the teacher did not make any difference to his values; only religious and political values, differed due to age. (iii) Level of education, training, management of school, location and size of the school had no significant bearing on values of teachers. (iv) The professional attitude of teachers were favourable and their attitude towards teaching as a profession, classroom teaching, pupils and teachers.(v) There was no difference in the attitude of teachers due to difference in age, male and female teachers differed in their attitude. (vi) Teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration. (vii) There was no difference in the level of satisfaction of teachers due to difference in age, female and unmarried teachers were more satisfied with all the factors than the male and married teachers. (viii) There was significant positive relationship between scores on theoretical and social values and scores on attitudes; contrary to this there was a negative relationship between scores on economic and political values and scores on attitudes. (ix) Relationship between scores on values and scores on job satisfaction was more
pronounced; teachers scoring high on theoretical values were significantly satisfied with their profession; similarly teachers scoring high on social values were also highly satisfied; contrary to this, teachers scoring high on economic and political values were not satisfied with their profession; the relationship was negative and significant in the case of economic values and political values and. (x) There was a positive and significant relationship between scores on attitudes and scores on satisfaction

Bhaker (1996) conducted a study of attitude of teachers towards teaching profession the study revealed that (i) pupil - teachers of regular course were superior in attitude towards teaching profession than pupil - teachers of correspondence course. Regular and continuous training improves the attitude of teachers towards teaching profession. (ii) In-service teachers and pupil teachers were equal or similar in attitude towards teaching profession. Due to lack of in-service training, the level of attitude remains the same. It showed that not only pre-service training, in-service training was also needed to maintain the quality of teaching. (iii) Male teachers were inferior in attitude towards teaching profession than female teachers. Female teachers shows more favourable attitude towards teaching profession than male teachers. (iv) Government school teachers have low attitude than private school teachers.

Job Satisfaction

Studies in Abroad

Johnson (1967), studied elementary and high school teachers employing
a standard questionnaire to tap customary job attitudes and a critical incident technique to tap typically, positive and negative attitudes. Achievement, recognition, the work itself and responsibility were identified as sources of satisfaction, while policy and administration, working conditions, professional status and professional life were identified for dissatisfaction.

While analysing the factors that affect job satisfaction of public high school business teachers, Lacy (1969), has given the idea that, the community in which teacher lives, school administration, salary, teaching load and amount of teaching experience affect the job satisfaction of teachers. She also observed that a teachers job satisfaction is not affected by sex, marital status, number of dependents, size of community in which he lives and the teachers. She found that fringe benefits are important for teachers' job satisfaction.

Price (1971), while studying the association between sources of organisational stress in the schools and job satisfaction of teachers, concluded that low experienced, young and male teachers were less satisfied with their teaching situation. He found that structural stress had no significant effect on teacher job satisfaction where as conflict stress had significant effect: as conflict increases the job satisfaction decreases.

Oades and Carolyn Diane (1983) investigated the relationship of teacher motivation and job satisfaction. The findings indicated that teacher motivation was significantly positively correlated with satisfaction with
work, promotion, supervision and co-workers. Motivation was not significantly correlated with satisfaction and pay. Teachers were highly satisfied with co-workers and supervision, satisfied with work and pay, dissatisfied with opportunities for promotion.

Loftland, (1985) studied sex, age, level of experience, teaching level and organisational climate of teachers in relation to their job satisfaction. He reported that these factors were not related to job satisfaction.

Lim and Sammy Bak Hong (1985) studied the job satisfaction factors of school administrators and teachers. The results indicated that. (i) At the elementary level teachers value job satisfiers related to day to day work role higher than do administrators. (ii) Secondary and elementary administrators do not differ in their rating of job satisfiers. (iii) Older, more experienced administrators and teachers rate job satisfier higher than younger, less experienced administrators and teachers. Generally teachers do not differ from administrators in their overall rating of job satisfiers.

While evaluating the factors leading to satisfaction and dissatisfaction among elementary and secondary school teachers in the state of Tennessee, Hafford (1977), observed that (i) Older, more experienced and married teachers showed greater degree of satisfaction than younger, less experienced and single teachers. (ii) Teachers with secondary source of income showed greater satisfaction with compensation and advancement. (iii) There was no observed effect of race.

Ann (1980), in studying the effect of age, sex, and years of teaching...
experience on job satisfaction of elementary and secondary teachers found that, old, more experienced and female teachers were more satisfied than younger, less experienced female and male teachers.

Mc Caskill, et al., (1980), studied the effect of salary and reported that it was correlated with teachers' job satisfaction.

Lowther, et al., (1985), analysed the determinants of job satisfaction at various age levels, in his study of 182 teachers. Findings revealed that: (i) Job satisfaction increased with age, (ii) Job values remained constant with age, and (iii) Job rewards increased with age, and (iv) The major determinants of job satisfaction were intrinsic to teaching for younger teachers and extrinsic to teaching for older teachers.

A study conducted by Huntington (1976) revealed that sex, age, years of teaching experience in open space schools and highest degree held, were found to exhibit no significant relationship with the degree of job satisfaction of teachers. While examining the job satisfaction of two groups of elementary school teachers, in terms of personality characteristics it was found that these characteristics affected teachers' job satisfaction significantly. He also observed that satisfaction with teaching load was affected with emotional maturity: higher the emotional maturity more will be the job satisfaction.

Using teacher student relations as predictor of school teacher's job satisfaction, Behrman (1977) demonstrated that perceived interpersonal relations with students, peers and administrators were all significantly
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correlated with job satisfaction. He also found that teachers who perceived
that they got along better with their students were more satisfied with
their jobs.

Reid (1979), tried to relate job security, role involvement and job
satisfaction of teachers. He established that a strong positive relationship
was found between teachers feeling of job satisfaction and job security.

Haughey and Murphy (1983), working with 528 rural teachers in British
Columbia, tried to investigate whether rural teachers were satisfied of their
work life. In the results they reported, that only 22% of the subjects were
moderately or highly satisfied with their teaching position. The major
sources reported for dissatisfaction were: society's perception of teachers
and administration practices. The subjects were found to gain satisfaction
from interaction with students, relationship with colleagues and the
autonomy they acquired as teachers.

Hansen and Stanley (1969), taking a random sample of high school
teachers from Los Angeles City school described the positive and
negative incidents related to their job as teachers. Researchers reported
that achievement, interpersonal relations with students and recognition are
the principal motivators for the teachers. Discipline interpersonal relation
with peers, work itself and district/school policy and administration are
the principal sources of dissatisfaction.

In a correlational study between job satisfaction and vocational
preferences of teachers of educable mentally retarded children,
Wiggins (1975) found that teaching level, degree earned and certification status had no statistically significant relationships to reported job satisfaction. He also noted that resource teachers reported a higher level of job satisfaction than did teachers in self contained situations.

While making an enquiry into the work satisfaction and professional self image of elementary school teachers Schackmuth (1975), reported that the individuals level of work satisfaction was largely dependent upon the extent to which he possesses a professional self concept. He also concluded that the environmental variables comprising the organizational context of the elementary school are of moderate significance in predicting work satisfaction.

Relationships as perceived by Findlay, Jr. (1976), between job satisfaction and age, salary level, marital status and years in present position were positive and significant for Colorado business teachers.

Shang and Grace Meiying (1990) conducted a study on an analysis of job satisfaction variables among state institutional special education teachers. It was reported that the individual contributions of teacher-principal/ supervisor relations and school facilities and supportive services were statistically significant in predicting the job satisfaction of institutional special education teachers.

Bowers and Debra Lynn (1991) examined the relationship of staff development/ inservice education and teachers' job satisfaction in selected middle schools. The result did not indicate a significant relationship.
between teachers' satisfaction and professional growth / inservice activities.

Evers and Tsila Barner (1992) studied the factors affecting job satisfaction in secondary school teachers. It was found that there were seven statistically significant factors influencing overall satisfaction: support from parents, students and community stress, participation in curriculum development, freedom to do the work, work-role-centrality, physical surroundings and pay. Demographics did not play a significant role, though educational level and school location influenced some aspects of job satisfaction. Faculty from technical institutes were significantly less satisfied with their working conditions as compared to faculty from the other two types of institutions. Faculty from the teaching areas of maths / science and career / technical were significantly less satisfied with their job performance than faculty from the teaching areas of humanities / education and all other remaining teaching areas.

Deborah Iristine (1989) conducted a survey of the level of job satisfaction of women managers in financial services. For the purpose of this study, job satisfaction was defined as the feelings of female managers about five aspects of their jobs namely job content, promotional opportunities, pay, supervision and co-workers. The most satisfying aspect of the job reported by women managers was co-workers. The least satisfying aspect reported was opportunities for promotion.

Chittom and Sara Austin (1990) studied the relationship between secondary teachers' job satisfaction and their perceptions of school
climate. Findings showed that teachers with high level of job satisfaction indicated more favourable impressions of school climate than did teachers with low level of job satisfaction.

✓ Paggi and Stephanie Jo (1990) conducted a study of the factors contributing to job satisfaction of female superintendents. The result revealed that achievement, recognition and interpersonal relations with subordinates were the factors relating to both job satisfaction / dissatisfaction.

Semapakdi and Virachi (1987) investigated the job satisfaction of elementary school teachers. This study yield the following important findings (i) There were no significant differences attributable to sex or level of education of the principals and teachers in their expression of job satisfaction (ii) There were significant differences attributable to age and years of work experience of the principals and teachers in their expression of job satisfaction.

✓ Chang and Diana Kweilan Li (1988) studied the effects of education on the job satisfaction of women in Taiwan. Findings revealed that women with more education were more motivated and were more satisfied with their jobs.

Monroe and Linda, S. (1989) conducted an analysis of faculty job satisfaction and performance in the Tennessee public institutions of higher education. The findings from the study revealed that faculty were moderately satisfied with the work itself, interpersonal relation of the job
and the ability of personal achievement. The faculty were slightly dissatisfied with salary, policy and administration factors; and only slightly satisfied with growth potential of the job. Faculty from the career/technical teaching area were significantly less satisfied with their working condition than faculty from the other two types of institutions.

Martin, Sr. (1975), in his study on school teachers and administrators noted that (i) Administrators in general had higher levels of job satisfaction than did teachers in general. (ii) No significant difference in job satisfaction existed between teachers and administrators, residing in or outside their school districts. (iii) Correlation between job satisfaction and attitude towards students among teachers and administrators were not significant.

Basewell (1976), while studying the teaching satisfaction of elementary school teachers in isolated rural Texas Countries revealed that teachers, who were thirty years old or older, with 3 or more years of teaching experience, who were reared in rural countries, who owned their homes and who were married, were significantly more satisfied than those under 30 years of age, less than 3 years of experience, reared in cities, rented their houses and were unmarried.

Cortis (1976), from his study on elementary and secondary school counsellors demonstrated that, (i) Scores of job satisfaction differed significantly by sex, age and amount of education. Women were found to be more satisfied than men. Amount of education was found inversely
related and age was found positively related with job satisfaction. 
(ii) Scores of satisfaction differed significantly at the 0.01 level in respect to school location and size, at 0.05 level in respect to school level. Job satisfaction was found to increase as the distance of the school site increased from the urban milieu. Satisfaction was found inversely related to school level.

In one of his studies Merrill - II (1969), analysed the factors which influence the job satisfaction of elementary teachers and principals. He indicated that female teachers were much more satisfied than the male teachers. He found moderate relationship to high job satisfaction for advanced age, more training and upper socioeconomic background. No relationship was found between teachers or principals from rural and suburban area indicating that ecology was not a significant factor concerning job satisfaction.

While discovering some of the sources of job satisfaction among public school teachers, Bishop (1970), found that younger teachers displayed a significantly lower level of overall satisfaction than did older teachers. He noted that the level of satisfaction increases as age increases.

Probe (1971), through his study reported significant relationship between job satisfaction and sex, age, education, teaching level, school size, length of teaching experience, length of employment in present system, further plans and some other demographic variables.
In his study Hommer (1971), noted that there was no significant difference in job satisfaction between subgroups of special class teachers when compared by level of preparation, number of years in current position, number of years of teaching experience, number of different position held, sex, marital status and differential salary.

In a study of factors for satisfaction, Chase (1951) concluded that women were slightly more enthusiastic than men, married teachers slightly more enthusiastic than the unmarried. Satisfaction increased with teaching experience, length of service and salary increases. Leadership and participation were the most important where as teaching load and salary the least.

Mc Laughin and Shea (1960), ranked 793 job dissatisfaction of elementary and secondary school teachers, gathered through group and individual interview techniques. Both categories of teachers agreed that excessive clerical work, inadequate salary and negative student attitudes towards learning were among the chief dissatisfaction. Elementary teachers were more dissatisfied with supervisory duties at school, extra functions of the school and inadequate equipment and facilities than secondary teachers.

Based on the results of a job satisfaction survey conducted by university of Illinois: College of Education Bulter (1961) reported that, though there existed no difference on the basis of salary, married teachers were more likely to be dissatisfied, than single teachers. No difference on
the basis of the size of school or teaching effectiveness was realized; of course satisfaction and dissatisfaction were related with administrators.

Montgomery (1989), tried to find out the relationship between perception of certain job characteristics among public school principals and their level of job satisfaction, studying 720 principals. The results revealed that a significant positive relationship exists between the job characteristics and job satisfaction. Task identity and skill variety did not contribute to job satisfaction significantly.

Pedersen (1989), studied the job satisfaction and job dissatisfaction of 40 teachers. The findings indicted that the predominant job satisfaction factors for teachers are achievement and recognition. The predominant dissatisfaction factors are unfairness, lack of sense of achievement and school policy / administration.

Kilpatrick (1962), tried to see the impact of staff promotional policies on job satisfaction studying a sample of 250 high school teachers. He defined job satisfaction as having five major factors: formal relations with the administration, quality of leadership, the job situation, work situation attributes and salary satisfaction. Except salary satisfaction all the four factors were significantly related to staff promotional policies at 0.01 level of confidence.

Veena Sinha and Probhat (1993) conducted a study on job satisfaction as a function of extroversion in secondary school teachers. The study reveals that (i) There is significant positive relationship between job
satisfaction and extroversion in respect of secondary school teachers. Therefore extrovert teachers are more likely to be satisfied with the jobs than introverts. (ii) Male teachers are more satisfied with their jobs than their female counterparts. (iii) The male teachers are as much extroverts as their female counterparts.


Job satisfaction of faculty members of university was studied by Wangphanic (1984). The findings were: (i) There were no interaction effects among the faculty's age, work experience and salary on job satisfaction. (ii) There were no significant difference in some job facets of satisfaction with respect to the faculty's demographic data. (iii) The faculty members with high age, high work experience, or middle and high salary showed the highest overall satisfaction and satisfaction with pay. (iv) Female faculty were more satisfied with supervision and co-workers than male faculty. (v) High academic rank faculty were more satisfied with their work than middle and low academic ranks faculty, and both middle and high rank faculty were more satisfied with pay than low rank faculty. (vi) The locations of the campus where the faculty worked did not make any differences in the faculties satisfaction. (vii) Along with academic rank, work experience, or salary, however, the different campuses resulted in
differences in overall satisfaction. (viii) Inter correlations among the faculty's age, work experience and salary were significant, but these variables did not correlate significantly with job satisfaction. (ix) The faculty's job-component satisfaction significantly predicted overall satisfaction. Among these components satisfaction with work and pay were the important predictors.

Saad Sulayaman (1984) conducted a study on the relationship between teachers' attitudes towards educational change and their job satisfaction. The study indicated a weak but statistically significant positive relationship between attitudes towards educational change and job satisfaction. A relatively strong relationship between job satisfaction and three teacher characteristics: sex, teaching cadre and teaching level. The variables of sex, teaching cadre and school location had a substantial impact on attitude towards educational change. In addition, the results revealed significant differences in pro-change attitudes and levels of job satisfaction with respect to the variables of sex, age, teaching level and school location.

A study of job satisfaction of rural and urban elementary school teachers in Thailand was conducted by Kirtdum (1984). His study indicated that factors which related to satisfaction were responsibility, growth, work itself, recognition, co-worker and policy and administration factors which related to dissatisfaction were salary, working conditions, promotion and supervision. The overall satisfaction of rural and urban elementary school teachers was not different. Elementary school teachers
who had backgrounds matching their school location tended to be more satisfied with their job than teachers whose backgrounds differed from their school location and there were no differences in the overall satisfaction of elementary school teachers related to sex, age, number of years in teaching and school size.

**Studies in India**

Kulsum, U.(1985) conducted a study on the influence of school and teacher variables on the job satisfaction and job involvement of secondary school teachers. The results indicated that (i) Teachers salary, their job performance, their effectiveness, headmasters initiating structure, headmasters consideration and teachers job involvement correlated positively and significantly with their job satisfaction scores. (ii) Teachers working in corporation schools had the highest level of job satisfaction followed by teachers working in government, private aided and private unaided schools.(iii) Female teachers as compared to male teachers and permanent teachers as compared to temporary teachers had higher level of job satisfaction. (iv) The interaction effect of sex and marital status, the interaction effect of sex and nature of job, the interaction effect of age and sex, the interaction effect of teacher size and school age. and the interaction effect of student size and school age pertaining to job satisfaction score were found to be significant.(v) Teachers' job involvement, their attitude towards teaching, headmasters' consideration, headmasters' initiating structure and teacher effectiveness turned out to be
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the significant predictors of teachers’ job satisfaction scores. (vi) Teachers job satisfaction, teacher effectiveness, teacher attitude towards the teaching profession, students size and teachers performance turned out to be the significant predictors of teachers' job involvement. (vii) Teachers' attitude towards the teaching profession and teacher effectiveness turned out to be the common predictors of both job satisfaction and job involvement.

Lakshahira Das (1995) conducted a study on the job satisfaction of College and Higher secondary teachers. The study revealed, (i) Moderate job satisfaction among the two types of teachers. (ii) There is no significant difference in the degree of job satisfaction of college and higher secondary teachers. (iii) There is no significant difference in the degree of job satisfaction of male and female higher secondary teachers. (iv) There is no significant difference in the degree of job satisfaction of male college and secondary teachers. (v) There is no significant difference in the degree of job satisfaction of female college and higher secondary teachers (vi) Experienced college teachers do not have better job satisfaction than the inexperienced college teachers. (vii) There is no significant difference in the degree of job satisfaction of inexperienced college and higher secondary teachers.

Nayak, K.D. (1982) conducted a study of adjustment and job satisfaction of married and unmarried lady teachers. It was reported that (i) No significant difference in the job satisfaction of married and unmarried female teachers working in rural and urban areas was found.
(ii) No significant difference was found in the teaching aptitude of married and unmarried teachers of different categories working in rural and urban areas. (iii) Adjustment problems were observed in the context of unmarried lower-division teachers and upper division teachers, where as no significant adjustment problem were observed in the case of unmarried lectures. (iv) No significant difference was found in the adjustment of urban and rural married teachers of lower division and upper division categories whereas married lecturers were found to have some adjustment problems with their environment. (v) Teaching aptitude was found to have a significantly positive relationship with job satisfaction of female teachers. (vi) Job satisfaction was not found to affect the adjustment of female teachers significantly. (vii) Differences in the job satisfaction of married and unmarried female teachers of different categories working in rural and urban area were not found to be significant.

Lavingia, K.U. (1974) conducted a study of job satisfaction among school teachers. The findings indicated that (i) Primary teachers were more satisfied than secondary teachers. (ii) Female teachers were more satisfied than male teachers (iii) Job efficiency is positively correlated with job satisfaction. (iv) Young teachers in the age group of 20-24 years were more satisfied in both the groups of primary and secondary teachers. (v) Unmarried teachers were more satisfied (vi) Academic qualification did not seem to have any bearing on job satisfaction.

Ponnsusamy, A. (1992) conducted a study on job satisfaction and self-esteem of college teachers. This study yielded the following important
findings (i) Level of job satisfaction had a significant relationship with the age of the respondents. There exists a positive relationship between age and job satisfaction and indicated that older workers were more satisfied than the younger group. (ii) Job satisfaction does not have any relationship with the education of the respondents and they are independent of each other. (iii) Respondents who lived in nuclear families had low level of job satisfaction (iv) There was no relation between religion and level of job satisfaction of the respondents. (v) More number of respondents from forward community had low level of job satisfaction, more or less equal number of respondents from backward community had low and high level of job satisfaction and more number of respondents from scheduled caste and scheduled tribes had high level of job satisfaction. (vi) There is negative association between job satisfaction and marital status. (vii) The size of the family did not have any relationship with the level of job satisfaction of the respondents. (viii) No significant relationship found between the number of dependents and the job satisfaction of the respondents. (ix) There was negative relationship between pay and level of job satisfaction. Respondents who had less pay had high level of job satisfaction. (x) There was negative relationship between number of earning members and level of job satisfaction. Respondents who have less number of earning members in their families have high level of job satisfaction. (xi) Job satisfaction did not have any relationship with the work experience of the respondents (xii) There is statistically significant negative relationship between family income and level of job satisfaction.
Respondents who had low family income, had high level of job satisfaction.

Narayana Rao, S. (1986) studied work adjustment and job satisfaction of teachers. The findings revealed that (i) Job satisfaction and types of management were not related to each other. (ii) Job satisfaction of primary school teachers from rural areas and urban areas were not significant. (iii) There is no sex difference in job satisfaction. (iv) The length of service was significant in influencing the job satisfaction of the primary school teachers. (v) Collegiate teachers were less satisfied with their jobs than the primary school teachers.

Padma Priya, C.B. (1983) conducted a study of job satisfaction in selected groups of women teachers. This study yielded the following important findings. (i) There was no relationship between job satisfaction and age. (ii) There was positive relationship between job satisfaction and salary. (iii) There was no relationship between job satisfaction and length of service. (iv) There was no significant difference in job satisfaction between married and unmarried women. (v) There was no significant difference in job satisfaction between teachers having high qualifications, and those with lower qualification. (vi) There was no significant difference in job satisfaction between teachers working in different type of schools. (vii) There was no relationship between job satisfaction and religious affiliations of teachers.
Premalatha, K. (1974) conducted a study of professional satisfaction and dissatisfaction among the women teachers of primary school. The findings were: (i) There was no difference between married and unmarried teachers in job satisfaction. (ii) There was no difference in job satisfaction between teachers getting higher scales of pay and women teachers getting lesser pay. (iii) There was no difference between teachers who were elder in age (40 years and above) on younger (below 40) in terms of their job satisfaction. (iv) There was no difference in job satisfaction of teachers working in government and private school.

Raghunath Singh, A. (1984) conducted a survey of job satisfaction among the teachers of selected schools. The results indicated that (i) Men and women teachers under investigation did not differ significantly with respect to the satisfaction obtained in their job. (ii) Married and unmarried teachers did not differ significantly with respect to the satisfaction obtained in their job. (iii) The mean job satisfaction of private school teachers was greater than that of government school teachers (iv) There was no relationship between the size of the family and job satisfaction. (v) The job satisfaction score was independent of age. (vi) The science and arts graduate teachers did not differ significantly in job satisfaction. (vii) The graduate and post-graduate teachers under investigation did not differ significantly in their job satisfaction.

In his study on job satisfaction vs work-role variables Anand (1972), observed that: (i) Women teachers were more satisfied than men
teachers. (ii) Age was found to be significantly related to job satisfaction of school teachers in positive way and. (iii) Academic career of teachers were not significantly related to their job satisfaction

Kolte (1978), tested the generality of 'Herzberg's two factor theory' through his study on primary school teachers of 18 primary schools falling under 5 panchayat samitis of Bulndana district (Maharastra). The study yielded the findings, as ; (i) 42 out of 78 collected cases of feelings of satisfaction were due to achievement. (ii) 30 revealed recognition as a factor for the feeling of satisfaction. (iii) Advancement emerged as a satisfier for 18 cases. (iv) Work itself for 6 cases, and (v) Policy and administration was shown as satisfier in the incidents where both, husband and wife were teachers and posted at the same place. Out of 70 collected cases of bad feelings for the job. (i) 35 reported, unfair policy and administration as its cause. (ii) Work conditions were cited as the cause of dissatisfaction by 25 respondents. (iii) Salary by 10 (iv) Interpersonal relations by 10 and (v) Advancement by 5 cases.

Indiresan (1979), in her study on engineering teachers, revealed that the correlations of job satisfaction with organizational atmosphere dimensions, esprit, authority, fairness, hinderance and administration, were all significant. The correlation between job satisfaction index and total score for organisational atmosphere was also significant. These significant correlations indicated that the engineering teachers who express a greater satisfaction perceive the organizational atmosphere in positive perspective.
Porwal, N.K. (1980) in his study on personality correlates of job satisfied higher secondary school teachers, tried to identify the personality traits of satisfied and dissatisfied teachers. He also examined the impact of variables like age, marital status, length of service, pay scale, location of work place, types of management of employment to their job satisfaction. His study revealed that (i) Age exerted adverse effect on job satisfaction (ii) Sex produced differences in level of job satisfaction: the female unmarried teachers were more satisfied than married teachers of both sexes. (iii) A negative relationship existed between length of service and level of job satisfaction. (iv) Job satisfaction did not vary with different pay scales. (v) Rural and urban setting had no significant bearing on job satisfaction. (iv) Government school teachers were more satisfied than private management teachers.

Dixit (1985) in his study on effect of teaching experience on the level of job satisfaction among secondary school teachers tried to relate the level of job satisfaction to teaching experience. The findings indicated that, the teachers with least teaching experience were more satisfied with their job than were teachers with 10-20 years of experience but also the most experienced teachers seemed to be more satisfied.

Singh (1974) studied job satisfaction as a function of supervisory orientation. He observed that: (i) There was no difference in the level of job satisfaction of teachers due to age differences. (ii) Female and unmarried teachers were more satisfied with all the factors than the male and married teachers. (iii) A positive and significant relationship existed
between the scores on attitudes and scores on satisfaction. (iv) Teachers belonging to private schools, were most satisfied, whereas those belonging to government-aided schools were least satisfied.

Anand (1977) in his study on school teachers: Job satisfaction vs Extroversion and Neuroticism found that 30 percent of teachers' job satisfaction was determined by their possession of a degree of extroversion, whereas sex accounted for only 9 percent. Years of experience and age were found to play no role in the determination of job satisfaction of school teachers, whereas neuroticism was negatively related to it.

Gupta (1980), studied the job satisfaction of teachers at three levels of teaching (primary, secondary, and higher) with a random sample of 675 subjects. He reported that: (i) Primary school teachers were significantly less satisfied than secondary teachers or, and college teachers, and (ii) Secondary school teachers and college teachers were almost equally satisfied with their job.

Chopra (1982), studied job satisfaction of teachers and students achievement with the view of organizational climate of school, having a sample of 272 teachers and 620 students. He reported that: (i) Among six, the open climate schools showed the highest and significant overall teachers' job satisfaction followed by autonomous, familiar, controlled, closed, and paternal climate schools respectively. (ii) Students achievement was not significantly different in different climate type schools, and
(iii) There was no significant relationship between teachers' job satisfaction and students' achievement.

Rai and Bhatt (1987), studying the personality determinants of job satisfaction of college teachers established that job satisfaction depends upon a variety of factors, internal as well as external conditions of work, e.g. salary, advancement, recognition, feeling of achievement, responsibility, dealing of the boss, relation with colleagues, boss and students, financial return and attitude of management.

Shrivastav (1986) investigated the job satisfaction and professional honesty of primary school teachers. The study reported that (i) The primary school teachers of the area under study had high job satisfaction. (ii) Inadequate salary, lack of physical facilities, problems in getting arrears and exploitation by the job officers were among the major factors of job satisfaction among primary school teachers.

Mohan and Sarin (1989), studied job satisfaction in relation to personality, self esteem and adjustment of 50 teaching and 50 non-teaching engineers. They concluded that their job satisfaction was influenced by pay, neuroticism, self esteem and total adjustment. It was also asserted that job satisfaction had some basic relation with psychological traits in addition to contents of job.

Shah, K. (1982) conducted a study on socio-economic background of primary school teachers and job satisfaction. The findings indicated that: (i) Most of the women teachers were satisfied with their job. (ii) Most
of the teachers were dissatisfied with their low pay scales, still they wished to remain in their job. They liked their job. (iii) Teachers reported that there were very few opportunities for professional growth and other facilities like pension, residence, medical benefits were not provided. (iv) Almost all the women teachers has a sense of satisfaction in performing the dual role of a housewife and a teacher. (v) Though the women teachers were dissatisfied with the low pay scales of primary school teachers they liked the job because the teaching profession traditionally commanded high esteem.

Amarsingh (1985) conducted a study on the correlation of job satisfaction among different professionals. This study yielded the following important findings: (i) The job intrinsic variable correlated positively and significantly with job satisfaction of professionals. (ii) The job extrinsic variable including psycho-social, economic and community growth factors was found to be positively related to job satisfaction. (iii) Age and experience were correlated positively. (iv) Size of the family was negatively correlated with job satisfaction in all the categories of professionals. (v) Professionals with extra - academic and professional attainment had shown a trend towards reduced job satisfaction. (vi) Married professionals were found to be more satisfied than unmarried professionals. High scores of extroversion affected the job satisfaction of teachers, engineers, advocates and doctors negatively.
Bernard (1974) conducted a study of the job satisfaction among graduate teachers. The results indicated that: (i) Generally teachers showed high job satisfaction than the average. (ii) The differential study indicated that the women teachers were more satisfied than the men teachers and that they significantly differ from them in this respect. (iii) The aided school teachers appeared to be better satisfied than the municipal and government school teachers. (iv) There was no difference in the job satisfaction rate between the married and single teachers. (v) There was no significant correlation between the subject of specialisation and job satisfaction. (vi) There was no significant difference in the job satisfaction score between different age groups. (vii) There was no significant difference in the job satisfaction rate between teachers drawn from rural and urban areas. (viii) Class obtained in the degree examination has nothing to do with the job satisfaction rate of the teachers. (ix) Teachers from very high educational background appeared to be very highly satisfied. (x) Teachers coming from very high economic background ranked last in job satisfaction. (xi) Teachers with less number of dependants were more satisfied than the teachers with more number of dependents.

Anjaneyulu, B.S.R. (1968) conducted a study of job satisfaction in the secondary school teachers and its impact on the education of pupils. It was found that the factors of dissatisfaction among women teachers were different from those of their male counterparts.
Palkkhiwala (1959), attempted a study of job satisfaction of secondary school teachers and concluded that a large percentage (65-80) of teachers in all types of schools (aided, unaided, unrecognized) were dissatisfied with their jobs for one reason or another.

Parashar (1963), studied the attitude of 300 teachers and reported that women teachers were more satisfied than men. No significant difference was observed between married and unmarried teachers.

Sahai (1967), studied 200 teachers from 16 urban schools of Delhi and discovered that lack of proper physical facilities caused dissatisfaction to a majority of teachers. Besides, men were more dissatisfied and salary was the main source of dissatisfaction for men and women.

A study of principals' leadership behaviour in relation to teachers self-concept, job satisfaction and some other institutional characteristics at secondary school level was conducted by Nasreen (1986). The finding were: (i) The principals' relationship behaviour was positively related to teachers job satisfaction (ii) The initiating structure and consideration styles of principals' leadership behaviour was found to be significantly related with teachers' job satisfaction.

**Conclusion**

Review of literature revealed the sources of job satisfaction. Based on the studies of Johnson (1967), Hansen and Stantley (1969), Haughey and Murphy (1983) and Vaithaisong (1982) the sources or areas of job satisfaction were selected for the present study.
Studies conducted by Findlay (1976), Hafford (1977), Lacy (1969), Kulsum (1985) etc. helped the investigator to select the factors which affect the job satisfaction of teachers.

Even though a large number of studies have been conducted on job satisfaction of teachers most of them were conducted for primary and secondary teachers. No study has been conducted for teachers working in all the three stages (primary, secondary, and higher secondary) of school.

The investigator was able to trace only very few studies pertaining to women teachers.

As regard to studies on relationships between variables, studies on the relationship between attitude towards teaching profession and job satisfaction of women teachers has not been conducted as far as the knowledge of the investigator goes.

Chapter II contained a thorough review of the literature pertaining to the topic of the research problem. The variables identified in the previous research studies are analysed well in the context of the present study for getting objective results. Having presented the review, the investigator presents the methodology of the study in chapter III.