Chapter - III

Review of Literature
and
Research Design
CHAPTER – III

REVIEW OF LITERATURE AND RESEARCH DESIGN

An attempt is made in this Chapter to examine the Significance of the Study, Review of Literature available relating to the topic of research and research design and Methodology of the study.

3.1 SIGNIFICANCE OF THE STUDY:

Indian education system turns out millions of graduates each year, many skilled in IT and engineering. This manpower advantage underpins India’s recent economic advances, but masks deep-seated problems within India’s education system. While India’s demographics are generally perceived to give it an edge over other countries’ economies, if this advantage is restricted to a small, highly educated elite, the domestic political ramifications could be severe.

With 35 percent of the population under the age of 15, India’s education system faces numerous challenges. Successive governments have pledged to increase spending on education to 6 per cent of GDP, but actual spending has hovered around 4 per cent for the last few years. While, at the top end, India’s business schools, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and universities produce globally competitive graduates, primary and secondary schools, particularly in rural areas, struggle to find staff.

Although enrolment in primary education has increased, it is estimated that at least 35 million, and possibly as many as 60 million, children aged 6–14 years are not in school. Severe gender, regional, and caste disparities also exist. The main problems are the high drop-out rate, especially after Class 10, low levels of learning and achievement, inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, the large number of teacher vacancies, poor quality of education and inadequate funds. Measures to improve Job Satisfaction among the teachers is one of the important factor which improves the quality of education in India.
3.2 STATEMENT OF THE PROBLEM:

Education and Primary Education in particular will play a prominent role in human development. The progress and prosperity of any nation depends upon the development and quality of its citizens. The quality of the citizens largely depends upon the quality of education offered in the country. The strength and success of any education system largely depend on teachers irrespective of the institution where they work. Teachers occupy an important position and have great respect in the society and need job satisfaction in their chosen vocations. The teachers who are not satisfied with their job do not adjust well with their students and become inefficient. Hence it is extremely essential that teachers should be satisfied with their profession.

In olden days teachers used to have more satisfaction with their job and pride in occupying that position, but in recent times in India some research studies reveal that there has been a decline in job satisfaction among teachers. More number of teachers are working in organized (Government and Aided) and unorganized (Self-financing or Un-aided Schools) sectors, there is a huge difference in their working conditions, pay structure and facilities. Various committees constituted by the Government of India have emphasized that the persons with high attitude levels for teaching should be appointed. Therefore the level of attitude towards teaching and their satisfaction in teaching is to be analyzed. Hence, the present study is an attempt to measure the job satisfaction of the teachers working in Chittoor district particularly among Second Grade Teachers

3.3 REVIEW OF LITERATURE:

An overview of Literature is immensely important to understand the problem, scope of the problem and analyze problem along with identifying the lacunae that exists in the earlier works carried out by other researchers on similar works. An effort is made to review of a few analytical and empirical studies on Job Satisfaction and its effect on performance. This has been done with a view to provide a setting for the present work. The review has been pursued from Journals, Articles, Websites, Books, Published and Unpublished material of both Government and Non-Government organizations.

Morse (1953)\(^1\) in his study based upon the interview of 742 white collar workers in a large insurance company developed four indices of job satisfaction. The first related to
the content of the job, the second to identification with the company, the third to financial and job status satisfaction and the fourth to pride and group performance. The results of the investigation indicated that the level of satisfaction is the combination of both level of aspiration or need tension level and amount of return from environment. Job satisfaction exists when these two are in line and dissatisfaction results when the return from the environment is much less than the need level of the individual.

Herzberg et al., (1959)² conducted a study on job satisfaction among 200 accountants and engineers from nine steel and engineering companies. The investigation aimed at studying job attitudes ‘in toto’. A semi-structured interview was used to collect data and a five-fold analysis was adopted. The results of the study substantiated the hypothesis that there are different sets of factors which act as ‘satisfiers’ and ‘dissatisfiers’. The five factors, which act as strong determinants of job satisfaction were: recognition, achievement, responsibility, advancement and nature of work (advancement and nature of work (job content factors). The factors of dissatisfaction were: supervision, salary, working conditions, inter-personal relations and company policy (job contextual or environmental factors). The significance of the study lies in the fact that it challenged the conventional explanation of job satisfaction that satisfaction and dissatisfaction are two ends of continuum with a neutral position midway where an individual is neither satisfied nor dissatisfied.

Porter & Lawler (1964)³ made a comparative study of job satisfaction of managerial staff of companies having 'tall' and 'flat' organizations. It was a national-wide survey covering a sample of more than 1900 managers drawn from all levels of management. It was found that job satisfaction of managerial staff of companies having 'flat' organization and employing less than 5000 people was greater than their counterparts in the 'tall' organization. But for companies employing more than 5000 people, the picture was reversed. They concluded that the effect of a 'tall' or 'flat' organization structures does not appear very simple and unequivocal. The size is one of the factors affecting the relative advantages of one or the other type of structure. Moreover, the level at which the employee works in an organization was also an important factor.

Kapoor (1967)⁴ analyzed some important determinants of job satisfaction. The underlying assumption of his study was that employee satisfaction is a function of the discrepancy between worker's expectation/aspirations and actual achievement. The greater
the discrepancy, the stronger the dissatisfaction and vice versa. The findings revealed that wages ranked highest in worker's expectation and job security, opportunity for advancement and housing followed in this order. Workers showed general dissatisfaction due to non-achievement of their high expectations concerning wages. Job security, on the other hand, did not cause any significant amount of dissatisfaction. He concluded that wages, housing and opportunity for advancement may be considered as worker's primary needs and placed into a "hierarchy of prepotency" which if it remains unfulfilled causes dissatisfaction.

Wild & Dawson (1972)\(^5\) examined the influence of certain biographical variables like age, marital status and length of service, on the relationship between specific job attitudes and overall job satisfaction. The results indicated that age and marital status had significant effects on the relationship of specific job attitudes to overall job satisfaction. In particular, the relationship of attitude towards pay, supervision, physical working conditions, mental Vs. physical work and social (peer) relations with job satisfaction appeared to be influenced by these two variables. Length of service also appeared to be a significant variable.

According to Singhal (1973)\(^6\) job satisfaction is a composite measure which can be obtained by a meaningful combination of the indices of personal, organizational and situational factors. To provide empirical support to this statement, he collected data from 88 workers, selected by the method of random sampling, in a medium-sized Indian factory. He obtained data about three types of factors viz.,

(a) Personal factors - income, education, length of service, number of dependents.

(b) Organizational factors - job incentives, interpersonal communications.

(c) Situational factors - unionization, group cohesiveness etc.

The results revealed that these three types of factors interacted and influenced each other and did exercise a significant influence on job satisfaction.

Sushila Singhal & Chitra Srivastava (1982)\(^7\) evaluated the theoretical relevance of assumptions about society, organizations and people, which underlie job satisfaction in the context of Indian economy and tested empirically the relevance of the major assumptions
in three different settings - academic, business and bureaucratic - at various levels. The results revealed that more people in all settings expressed negative or mixed feelings on job than positive feelings. Mis-conceptualizations of job satisfaction had arisen from misunderstanding of job as organization bound concept. The study suggested that, job needs to be conceptualized as a broad based activity and psychological consequences of it known as job satisfaction by bringing into its frame work quality of life indicators.

Arya (1984)\(^8\) analyzed workers' satisfaction from seven facets of his job, viz., the satisfaction from supervisory behaviour, welfare facilities, working of the bipartite committees, wages, promotion policy, job content and identification with the company. For the purpose of study, a random sample of 375 workers was drawn from two large sized public sector plants. Workers were interviewed on a structured interview schedule and both parametric (multiple regression analysis) and non-parametric (chi-square and median) tests were used for the purpose of analysis. The study revealed that education, training, workers' participation in the bipartite committees had a positive influence over work satisfaction where as militancy had a negative influence over work satisfaction.

Khaleque & Nilima Choudhury (1984)\(^9\) made an endeavour to measure the overall job satisfaction of the top and bottom managers and to determine the influence of some of the personal and specific job factors on the overall job satisfaction of Managers. The sample for the study consisted of 35 top managers and 51 bottom managers, selected from two tobacco companies. The results highlighted that the top managers had considered nature of the work as the least important factor for job satisfaction. On the other hand, the bottom managers had considered job security as the most important factor and wage as the least important factor for job satisfaction. It was found that the mean scores of overall job satisfaction were higher for both the top and bottom managers who were satisfied with six or more job facets than of those who were satisfied with five or less job facets

Sayeed (1992)\(^10\) made an attempt to determine the relationship between employee job satisfaction and organizational effectiveness. The main objective of the study was to relate satisfaction with organizational effectiveness along with personal attributes such as age, education, pay, length of service etc. The study revealed that job satisfaction facets had more explanatory power than the personal attributes of respondents. It was clear from the study that the organization through its human resource development policies and
practices created better environment for employees, resulting in greater satisfaction which in turn enhanced organizational effectiveness.

Rama Devi (1997)\textsuperscript{11} in her doctoral research work conducted a survey on faculty job satisfaction in two universities located in Andhra Pradesh (India). The two universities selected are Sri Krishnadevaraya University (SKU), a State University and University of Hyderabad (UH), a Central University. The sample consisted of 200 teaching faculty - 100 from each of the two universities. The purpose of the study was to measure job satisfaction of the faculty in the two universities and to find out factors causing satisfaction and dissatisfaction among the faculty. The results of the study revealed that the level of job satisfaction among the faculty of UH is higher when compared to faculty of SKU. Freedom in doing job and scope for self-improvement are found to be more important factors causing satisfaction for faculty in UH while income and job security seem to be prominent factors of satisfaction for faculty in SKU. Bureaucratic rules, lack of recognition for work and interfering administration appeared to be prominent factors of dissatisfaction for faculty in UH whereas lack of recognition for work, bad working conditions and routine nature of work were indicated as major factors of dissatisfaction among faculty of SKU. It was also observed that to a large extent personal variables, such as age, sex, marital status, length of service have not significantly influenced job satisfaction of faculty in both the Universities.

Wright, David Lee (1997)\textsuperscript{12} assessed how certain organizational level and individual level factors affect job attitudes. Specifically market orientation and organizational learning, contingent on the individual's orientation towards learning were examined as potential predictors of job satisfaction and organizational commitment. Statistical analysis revealed that:

(i) Job Satisfaction and organization commitment are each influenced by market orientation and the learning organizations;

(ii) Job satisfaction and organizational commitment are each influenced by individual learning orientation in the presence of- market orientation or learning organization characteristics;

(iii) Interaction between market orientation and learning organization does not affect job satisfaction or organizational commitment;
(iv) Individual learning orientation does not moderate the effects of market orientation, the learning organization or their interaction of job attitudes.

Del Vecchio, Gerald Angelo (1999)\textsuperscript{13} examined the determinants of job satisfaction and organizational commitment after acquisition. In this study employees attitude on job satisfaction and organizational commitment were assessed and compared from three divisions of a multi-division U.S. Corporation. The three divisions comprised of one division that was acquired in a hostile acquisition, one division that was formed as a result of a friendly merger, and a third division that did not experience any acquisition or merger. The employee altitudes were assessed several years after the acquisition / merger event by using Price-Muller (1986) Instrument. ANOVA, correlation analysis and regression measures indicated significant differences in perceived job satisfaction and organizational commitment in employees of the acquired divisions compared to the employees of the control group. Significant differences were observed in job satisfaction and organizational commitment in employees of the hostile acquisition division compared to employees of the friendly merger division. Within division observations indicate no significant differences for employees of an acquisition division. However, significant differences for employees of a merger division were observed.

Sinberg, Kurt Raymong (1999)\textsuperscript{14} examined the relationship between software developer decision-making involvement and software developer satisfaction. The results are based on a survey of 169 software developers associated with a masters programme in software engineering located at a university in a large metropolitan area. The study showed a significant correlation between job satisfaction and certain decision-making involvement among software developers. The research indicated that a large number of software developers are experiencing levels of dissatisfaction in their current jobs. This job dissatisfaction may be contributing to lower software development productivity, lower software quality and greater turnover rate of software developers. These results suggest that software development organizations should consider incorporating more participative decision-making practices in an effort to improve their software developer job satisfaction.

Shaffer (1987)\textsuperscript{15} in his article, "journal of applied psychology" has drawn the following: comparing job satisfaction with the length of employment, the relationship is determined by how the employee is viewed not only by the current employer but how he can be perceived by prospective employers. An employee who has been in the workforce
for a number of years has qualities and experience that can make him a valuable asset to a company. If recognized and rewarded consistently by the current employer, usually minimal action is taken to look for other employment offers. Experience is only one of a gamut of qualities that length of employment can pair with perceived job satisfaction. Others include the ability to work and relate with co-workers and customers, and the pattern of work and non-work satisfaction.

Moorman, R.H (1993)\(^{16}\) in his book, "The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behaviour" indicates that job satisfaction is a combination of cognitive and affective contentment for an individual within an organization. Affective satisfaction is found in overall positive feelings or mood exhibited by the employee and reflect job satisfaction. On the other hand, cognitive satisfaction is confirmed on a more logical and rational evaluation of the job condition. Thus, cognitive satisfaction is assessment of satisfaction on the basis of comparisons that do not rely on emotional judgment, but are appraisal of conditions, opportunities and outcomes.

Sudarsan, S. (2001)\(^{17}\) in his article, "Attitude of Teachers towards Team Teaching at the Primary Level" has drawn the following: (1) There is significant difference in the mean attitude scores of male and female teachers towards team teaching at the upper primary level. (2) There is significant difference in the mean achievement scores of teachers of the government and private towards team teaching. (3) There is significant difference in the mean attitude of scores of the teachers with diploma and degree towards team teaching at the upper primary level. (4) There is a significant difference in the mean attitude scores of the teachers with below 10 and 10, plus years of teaching experience towards the team teaching.

Singh, Surya (2002)\(^{18}\) in their study, "A Study of Communication Behaviour of Prospective Teachers" have drawn the following: Over the component 'self concept' significant difference was found between the total scores of interpersonal communication behaviour of male and female prospective teachers, between art and science prospective teachers and between the graduate and post graduate prospective teachers. No significant difference was found between the first and second division holders. Over the component, "difficulties in coping with angry feelings" significant difference in the total scores of
interpersonal communication behaviour was found between male and female prospective teachers. No significant difference was found between art and science, graduate and post-graduate and between first and second division holding prospective teachers. Over the component "good listener," significant difference was found between art and science prospective teachers whereas no significant difference was found between male and female prospective teachers, graduate and post-graduate, between first and second division holders' prospective teachers. "Clarity of expression" is lacking among graduate, post graduate and first and second division holders. On the whole significant difference was observed in any of the sub-groups. However, no significant difference was observed between art and science graduates' communication behaviour of prospective teachers in the classroom, no significant difference was observed between male and female prospective teachers, between art and science background prospective teachers. However, significant difference was observed between graduate and post-graduate and between first and second division holding prospective teachers.

Ravi, V. (2003)\(^9\) in his study, "A Study of the Factors Contribution to the Efficiency of the Heads of the Institutes in Private Schools" has drawn the following: (1) It is found that there is a significant difference in the efficiency of a principal based on educational qualifications. (2) It is observed that there is a significant difference in the performance of a principal as administrator based on the experience. (3) Teachers with more than 21 years experience proved to be better and shared good results as principals. (4) More P.G. teachers in the schools seemed to enhance the efficiency of principal. (5) There is no significant relationship observed between efficiency of the Principal as an administrator and as a teacher as far as results are concerned. (6) Socio-economic status did not influence the efficiency of the principal. (7) Efficiency of a principal as a teacher in rural areas seemed to be reasonably better than the urban areas.

Swaminathan, K. (2003)\(^9\) in his study, "A Study of the Problems and Functioning of the Parent Teacher Associations of the Higher Secondary Schools in Thanjavur District" has revealed the following: (1) Executive committee meetings are not regularly conducted as per the norms in many schools. (2) The parents of this district do not have sufficient knowledge about the rules of the Parent Teacher Associations. There is a significant relationship between the type of schools and the appointment of the Parent
Teacher Associations teachers as per the norms. There is: Significant relationship between the locality and explanation of Parent Teacher Associations from every teacher.

Kanimozhi, N. (2003)\textsuperscript{21} in her study, "A study on job satisfaction among workers in Prachi Exports - Tiruppur" has found out that 50 percent of the employees are satisfied in their job and only 4 percent are dissatisfied. In her study she has concluded that,

i. Satisfaction level has decreased in the higher age group.
ii. Male workers are more satisfied when compared with female workers.
iii. Permanent workers are more satisfied when compared to temporary workers.
iv. The satisfaction with job tends to increase with the higher level of education.
v. Unmarried teachers are more satisfied with their job than the married.
vi. Regarding higher salary range, there is an increase in job satisfaction

Meenakshi, S. (2003)\textsuperscript{22} in her study, "A study on motivation and job satisfaction among workers in Tuticorin Port Trust", has found that the age of the workers does not influence the satisfaction of their jobs, the female employees are more satisfied when compared to male employees with their jobs, the employees are not very well motivated through financial incentives, the experience of the employees influences the level of satisfaction towards their jobs and monthly income of the employees influences the level of satisfaction in their jobs.

Ashokan, A. (2004)\textsuperscript{23} in his study, "Job satisfaction with reference to Bank Employees" has examined the relationship between organizational variable and job satisfaction; individual variable and job satisfaction; and family variable and job satisfaction and has found out:

- Factors such as length of service, marital status, age, educational level, place of residence, number of family members and family income are not showing any relationship of association to job satisfaction
- It is not possible to conclude salary and place of job as a determinant of job satisfaction.
- In this analysis occupational level acts as a determinant of job satisfaction.
Srivastava & Bajpai Naval (2005) in their study, "Job Satisfaction in Public Sector" have indicated that job satisfaction is one of the key factors in organizational dynamics and is generally considered to be primary dependent variable in terms of which effectiveness of an organization's human resource is evaluated. However, a global concept of job satisfaction is not warranted as it is not a single unified entity but is a multidimensional concept that breaks down into dimensions viz; intrinsic task satisfaction, attachment to people at work, superior's behaviour, and satisfaction with security, income and chances of promotion.

Sharma, Y.P. (2005) in his article, "A Study of Job Satisfaction among the Physical Education Teachers Working in Himachal Pradesh Schools" has drawn the following: The majority of the teachers are satisfied with their job according to the job satisfaction components. They are satisfied with their work, work condition, salary, security, promotional policies, institutional plan and policies, relationship with their co-workers, functioning of authorities (head) and their competence.

Trehan, R. (2005) in his study, "Quality of Working Life: A Comparative Study of Urban and Rural School Teachers in Punjab" has revealed the following: Urban teachers feel that their income is adequate for their needs and they are highly paid whereas rural teachers think their income is not sufficient. They feel insecure. They get less than they deserve. They are underpaid and can barely live on their income. The pay scale is same for urban and rural teachers. Regarding opportunities for promotion, urban teachers lay emphasis on promotion based on ability; in contrast rural teachers believe that there is limited opportunity for promotion. Urban teachers feel that their principals/heads act as their friend and guide and they keep teachers informed about the activities and happenings regarding the policy issues.

The urban teachers are satisfied with their family life but rural teachers are more dissatisfied because they face family pressures, time constraint, and inconvenience of location. As a result of these their working hours increase leading to dissatisfaction in their life. Most of the rural teachers think that urban teachers get more facilities in terms of teaching aids, infrastructure facilities such as well-equipped classrooms, well-built science labs, well-maintained playgrounds, and good working conditions. The environment is pleasant in their school and conducive.
Upadhyaya, P. (2006)\(^{27}\) in his article, "Personality of Emotionally Intelligent Student-Teachers" has drawn the following: Student-teachers with low emotional intelligence are more uneasy and worried about future are less cautious, irregular and likely to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion or accepted path taken by most people. Student-teachers with high emotional intelligence are more competent and have more self confidence, hard working, help others constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion. The fifteen personality traits like experimentative vs conservative, emotionally stable vs excitable, spiritual vs materialist, social vs self-centered, adaptive vs rigid, inquisitive vs non-curious, relaxed vs tense, Affectionate vs undemonstrative, self-critical vs happy-go-lucky, group dependent vs autonomous, humble vs assertive more analytical vs less analytical, forthcoming vs crooked, dominant vs submissive, conscientious vs unscrupulous are not different in case of student teacher with high and low emotional intelligence.

Vaidya, S.A. (2006)\(^{28}\) in her study, "A Study of Educational Aspiration of Higher Secondary Students in Relation to Different Variables" has drawn the following: (1) Mean score of Educational Aspiration of higher secondary students is 28.07 (Range 0 to 40), which indicates that awareness towards education has increased in the society. (2) Boys have higher educational aspiration in comparison to girls. (3) The students from urban areas have higher educational aspiration than rural students. (4) The students from nongovernmental school have higher education aspiration than the students from government school. (5) The students from science stream have higher educational aspiration than the students from arts stream. (6) Gender, area and socio-economic status of the students have a significant group effect on their educational aspiration and type of schools; stream and standard of students do not have a significant group effect on their educational aspiration. (7) Educational Achievement, Self concept and Achievement Motivation of the students have a significant group effect on their educational aspiration. (8) A positive correlation is found between educational aspiration and socioeconomic status, educational achievement, achievement-motivation of the students. (9) A negative correlation is found between educational aspiration and self-concept.

Arora, S., Bharati, S. and Mahajan, A (2006)\(^{29}\) in their study, "Evaluation of Non-formal Pre-school Services provided Anganwadi Centers (Urban Slums of Jammu City)"
concluded the followings: The non-formal preschool education was provided to children at centers with the help of *Anganwadi* workers using two way interaction methods and taking the help of teaching aids for imparting education to the children. Indigenous material was used to make teaching aids like puppets, vegetables and fruits and most of the parents were satisfied with non-formal education provided at Anganwadi centers but few were not, as they felt that *Anganwadi* workers laid more emphasis on nutrition and health.

Ghali Vijayalakshmi (2006)\(^{30}\) in her article, "Prioritization of Secondary School Children's Values by their Parents and Teachers" has drawn the following: (1) All categories of teachers and parents give more importance to only 5 values, namely worthiness, sympathies, discipline, equality and caring. (2) Hundred per cent of teachers give priority to open mindedness, practicality, and academic bent of mind, self-reliance, forgiveness, obedience and creativity. (3) Hundred per cent of parents give priority to the values namely honesty, truthfulness, cleanliness, duty mindedness, love, kindness, spirituality, humanity aesthetics, morality, punctuality, cooperation and objectivity. (4) There is a light difference ranging from eighty one per cent to ninety seven per cent in the preference of values of teachers and parents, viz. empathy, food, organizational capacity, leadership, appreciation, optimism, friendliness, tolerance, being fair and frank, protest against wrongs, loyalty, patriotism, sociability, intellectual efficiency, self-control, self awareness, self- esteem, self-confidence, justice, dependability, purity of thought, civic sense, charity, accountability and rationality. (5) The difference in the values is observed between rural and urban teachers as well as parents, male and female teachers as well as parents, educated and uneducated parents above 40 years and up to 40 years age group of parents and teachers, rich and poor parents, parents having small and big families and teachers teaching arts and science subjects.

Shah & Shah (2008)\(^{31}\) in their study, "Job Satisfaction and Fatigue Variables" conclude that relationship between fatigue and job satisfaction variables are found to be significantly negative. The study also has found that fatigue is negative predictor of Job Satisfaction. The study is clearly indicative of different issues for Call Centre employees in Indian context. There are different on the job and off the job factors leading to dissatisfaction and fatigue for them which are explored in this study.
Brown, Forde (2008)\textsuperscript{32} in their study, “Changes in HRDM and job satisfaction, 1998-2004: evidence from the Workplace Employment Relations Survey” say that there is a significant increase in satisfaction with the sense of achievement from work between 1998 and 2004: a number of other measures of job quality are found to have increased over this period as well. It also has been found a decline in the incidence of many formal human resource management practices. The paper reports a weak association between formal human resource management practices and satisfaction with sense of achievement. Improvement in perceptions of job security, the climate of employment relations and managerial responsiveness are the most important factors in explaining the rise in satisfaction with sense of achievement between formal human resource management practices.

Shahu & Gole (2008)\textsuperscript{33} in their study, "Effect of Job satisfaction on Performance: An Empirical Study" concludes that the companies that are lagging behind in certain areas of job satisfaction and job stress need to be developed so that their employees show good performance level, as it is provided that performance level lowers with high satisfaction scores. The awareness program pertaining to stress and satisfaction is to be taken up in the industries to make them aware of the benefits of knowledge of stress and its relationship with satisfaction and achievement of goal of industries. Job satisfaction, in this regard is associated with one's feeling or state-of-mind regarding the nature of their work. Job satisfaction can be influenced by a variety of factors, such as the quality of one's relationship with one's supervisors, the quality of the physical environment in which they work, etc.,

Velnampy (2008),\textsuperscript{34} in his study, "Job Attitude and Employees Performance of Public Sector Organizations in Jaffna District, Sri Lanka" concludes that job satisfaction does have impact on future performance through the job involvement, but higher performance also makes people feel more satisfied and committed. It is a cycle of events clearly in keeping with the development perspective. Attitudes such as satisfaction and involvement are important to the employees to have high levels of performance. The results of the study has revealed that attitudes namely satisfaction and involvement, and performance are significantly correlated.
Shyji P.D. and G. Santhiyavalli (2013) in their research article “Moderating effect of Socio-Economic variables on Job Satisfaction at Academic Staff in Visakhapatnam Colleges”, assessed the job satisfaction levels of Academic Staff in Higher Education institutions with specific reference to UG and PG colleges in Visakhapatnam, Andhra Pradesh. The participants of the study were 534 Academic Staff teaching in UG and PG colleges. In this analytical study significant associations were found between personal variables of academic staff and their levels of job satisfaction. They come to a conclusion that 75% of the teaching staff (Respondents) in higher education had low or moderate levels of satisfaction with their job. It is due to personal, social or intellectual differences in changing environment which are highly volatile or unpredictable. The factors which influenced job satisfaction among the teaching staff are;

- Good leadership in the Institute, good relationship with their superiors and colleagues, recognition for their achievements (Monetary and non-monetary benefits)
- Achievements in their careers (Promotion)
- Feedback and Support
- Better working environment and
- Job Security

The analytical study reveals that the personal variables of the teachers such as age, education, membership in other associations, number of papers taught, monthly income, and administrative experience do have a positive impact on their job satisfaction levels. The study reflected that many respondents in higher education institutions in Visakhapatnam are not highly satisfied with their job. It is high time to reflect on the yester years of education (Gurukula system) where the teachers found a lot of satisfaction in moulding the minds of the young in the right directions of life. Satisfied teachers have positive attitudes towards their profession. To greater extent, it is the function of the management to keep the teachers happy. So that they are more productive in the given environment.
3.4 NEED FOR THE STUDY

All the above studies were undertaken taking into account of various specific variables like work situation, work role characteristics of employees in the industrial contrast many studies have examined in factors related to job satisfaction. The relationship between job satisfaction and age, sex education, absenteeism, commitment, performance, organizational culture, occupational stress etc. was carried. In recent years considerable research is carried on in job satisfaction in industrial sector and banking sector at National/Regional/Areas specific/Firm level. Very limited studies for organized in education sector. Besides a few studies were undertaken covering a large number of related variables realizing the significance of job satisfaction there is a need to study the level of attitude of teachers towards teaching and their satisfaction. Hence the study aims at measuring the job satisfaction of the Second Grade Teachers working in Chittoor district.

3.5: OBJECTIVES OF THE STUDY:

1. The specific objectives of the study are to examine to challenges of Indian Education System.

2. To study the theoretical frame work of job satisfaction and its impact on performance of employees.

3. To study the level of job satisfaction of teachers working in Elementary Schools in Chittoor district.

4. To identify the factors influencing the job satisfaction of Second Grade Teachers in Chittoor district.

5. To study the relationship between the attitude of Second Grade Teachers towards teaching and job satisfaction.

6. To offer appropriate suggestions for the improvement in job satisfaction of Second Grade Teachers.
3.6 HYPOTHESIS:

Based on the objectives framed the following hypothesis were formulated and are tested in the study.

1. There is no significance difference in job satisfaction among Second Grade Teachers with different social status.

2. There is no significant difference in job satisfaction among Second Grade Teachers with different distance from work places.

3. There is no significant difference in job satisfaction among Second Grade Teachers with different family size.

4. There is no significant difference in job satisfaction among Second Grade Teachers with regard to be status of employment of spouses.

5. There is no significant difference in job satisfaction among Second Grade Teachers with regard to gender

6. There is no significant difference in job satisfaction among Second Grade Teachers with different educational qualifications.

7. There is no significant difference in job satisfaction among Second Grade Teachers with difference in marital status.

8. There is no significant difference in job satisfaction among Second Grade Teachers with different monthly salaries.

3.7 METHODOLOGY

This study is an empirical study. Both Primary and Secondary data are used for the study. The primary data are collected with the help of a questionnaire from the school teachers working in Chittoor district. The secondary data is also used to evaluate the job satisfaction and its impact on working environments. The secondary data is collected from Journals, Reports, Magazines, District Educational Hand Book, News papers and Manuscripts, which are related to relevant data and information for the study on job satisfaction of school teachers in Chittoor district.
3.8 SAMPLING DESIGN:

A random sampling method has been adopted for choosing the Teachers working in Chittoor, Madanapalli and Tirupathi Revenue Divisions in Chittoor district. Data is collected from 5% of the Teacher population (5697 x 5/100), therefore the total number of the sample size is 285.

The mechanism for sample size analysis is shown in Table-3.1.

Table – 3.1

Mechanism for sample size analysis

<table>
<thead>
<tr>
<th>S.No</th>
<th>Revenue Divisions</th>
<th>Total No. of Teachers</th>
<th>Percentage</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chittoor</td>
<td>2528</td>
<td>5</td>
<td>126</td>
</tr>
<tr>
<td>2</td>
<td>Madanapalli</td>
<td>1954</td>
<td>5</td>
<td>98</td>
</tr>
<tr>
<td>3</td>
<td>Tirupathi</td>
<td>1215</td>
<td>5</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5697</td>
<td>5%</td>
<td>285</td>
</tr>
</tbody>
</table>

Source: District Educational Office, Chittoor.

3.9 COLLECTION OF DATA:

The required information was collected through a questionnaire. The questionnaire was administered to the School Teachers individually after establishing proper rapport with them. They were explained the purpose and importance of the study and the way in which they have to answer to different items. Sufficient time was given to the teachers to respond to the items.

3.10 TOOLS FOR ANALYSIS:

A master table was prepared for entering the information of each respondent and small cross tables were also made from the master table for analysis. Besides, the collected data is analyzed by using relevant statistical techniques like Percentages, Mean, Standard Deviation, Factor Analysis, Co-efficient of Correlation and Chi-square test.
3.11 **PERIOD OF STUDY:**

The study is made from the primary data which were collected from the School Teachers in Chittoor district, for a period of One year from January 2012 to December 2012.

3.12 **LIMITATIONS OF THE STUDY:**

This study is made mainly on the basis of primary data. So the results of the analysis will be based only on the basis of the different opinions of the respondents in Chittoor district. The study is applicable only to the job satisfaction of Second Grade Teachers in Chittoor district and not applicable to High Schools, Anglo-Indian, Matriculation, and International Schools and also not applicable to the other districts in the country.

3.13 **CHAPTER SCHEME**

The thesis is divided into 6 chapters. Chapter -1 presents the Challenges of Indian Education System, Chapter-II deals with Theoretical framework of Job Satisfaction, Chapter-III presents Research Methodology and Review of Literature, Chapter-IV presents Chittoor district profile, Chapter-V concentrates on studying attitude of teachers towards teaching and their level of job satisfaction in Chittoor district. The last chapter confined to main findings and conclusions of the entire study.

References:


