CHAPTER 2

REVIEW OF RELATED LITERATURE

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CHAPTER-2

REVIEW OF RELATED LITERATURE

2.0.0 Introduction

One of the indispensable parts of the research is reviewing the literature. The review of related literature is a sort of formal training, which enables the researcher to understand the objectives and the corresponding hypotheses of the study. It involves the systematic identification, location and analysis of documents containing information related to the research problem. It is an account of what has been published on a topic by accredited scholars and researchers.

According to Best (1985), “A familiarity with the literature in any problem area helps one to discover what is already known, what others have attempted to find out, what methods of attacks have been promising or disappointing and what problems remain to be solved.”

Knowledge is growing rapidly. It gets doubled in a very span of time. Scholars researchers and writers go on adding knowledge through their studies and writings. There is a tremendous increase in the number of publications: books and periodicals in developed and developing countries. So review of related literature gives the research worker an opportunity to acquaint himself/herself with the current knowledge and up-to-date information about what has been thought and done in the area of his/her choice. Further this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. Essentially, review of related
literature economizes time and energy of the researcher. Thus the review of related literature is an essential aspect of research problem as it is a step of scientific method; it forms the foundation upon which all the future work is to be built. If we fail to acquire this formation of knowledge provided by the review of literature our work is likely to be shallow.

In the present study the review of literature pertaining to the problem revealed that since there has been made a lot of studies and investigation on job satisfaction and attitude separately on teachers at different level i.e., primary, secondary, higher secondary, college level and other professional person. But very few studies are available in relation with job satisfaction and attitude of higher secondary school teachers.

Further review of the related literature would bring to light the factors which have been remained unexplored in relation to job satisfaction and attitude. This would explain the importance and necessity of the present study. The purpose of the following work is to summarize the vast literature on job satisfaction and attitude into some meaningful categories.

2.1.0 The Objectives of the review of related literature

Following were the chief objectives for the research analysis of related study.

(1) To know about the study of job satisfaction and teachers attitude in various research.

(2) To identify various fields through the study of different research.
(3) To gain up-to-date knowledge in the field of job satisfaction and teaching attitude of teachers working at different levels at the schools.

(4) To know about the research gaps in the field.

(5) To know about the tools utilized for the measurement of job satisfaction and attitude.

(6) To study of an effectiveness of independent variable at different levels of dependent variable.

(7) To study about different statistical techniques utilized for the analysis of different researches.

(8) To know about the findings of various researches.

The existing works that are directly or indirectly related to the present study may conveniently be classified into the following segments:
2.2.0 STUDIES ON JOB SATISFACTION

2.2.1 STUDIES ABROAD

1. **Hoprock (1935)** estimated that the degree of teachers’ satisfaction with their jobs indicated relationships between job-satisfaction and emotional adjustment, religion, social status, interest, age, fatigues, size of community and other factors.

2. **Mc Clusky and Strayer (1940)** while analyzing the reactions of teachers to the teaching situation concluded that the teachers of between 4 and 12 years of experience were less happy in their work than those of lesser or greater teaching experience. He, also, observed no significant difference between married and single-teachers.

3. **Kuchlen (1963)** in his study, concluded that satisfaction in teaching was positively and significantly related to need of dominance, and was negatively and significantly related to need of achievement and need of autonomy for male teachers. But none of the 15 needs of F.P.P.S. was found to be related with Job-satisfaction significantly for female teachers.

   While discovering some of the sources of job-satisfaction among Public School teachers, found that younger teachers displayed a significantly lower level of overall satisfaction that the level of satisfaction increased as age increases.

4. **Hulin and Smith (1964)** studied men and women, who were equal in education, pay and tenure, they were compared and sex differences in satisfaction, were revealed.
5. Olson (1975) while studying the job-satisfaction of Minnesota secondary school office education. Teacher coordinators found that employee and job-characteristics like total number of years of teaching, number of years of teaching business-education, number of years of experience as or office-education teacher coordinator, age, number of years of teaching in present-schools and salary etc. were significantly related to the job-satisfaction.

6. Himelstein (1975) In his comparative-study of teacher-satisfactions and dissatisfactions between teachers of selected Jewish Public School Teachers in New-York, noted that in case of Public School teachers, age, years of experience and sex of respondents indicated significant differences with younger less experienced, and male teachers all more dissatisfied than other groups of public school teachers. He also observed that both in public and day schools, teachers who were more committed to education as vocation were more satisfied.

7. Hackman and Oldham (1975) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. They further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: (1) experienced meaningfulness of work, (2) experienced responsibility for work outcomes, and (3) knowledge of the results of work activities. According to Hackman and Oldham, when these critical psychological states are experienced, work motivation and job satisfaction will be high.

8. Schuler (1975) found that females in the study valued the opportunities to work with pleasant employees more than males, whereas males regarded the
opportunities to influence important decisions and direct the work of others as more important.

9. **Putt (1976)** in his study of job-satisfaction of public administration-professors in state Universities discovered that the personal-variables of age and professional aspirations were related to level of Job-satisfaction, and the institutional-variables of perceived degree of participation in policy formation, academic rank, number of in-class hours per week, and academic year salary were significantly related to the level of job-satisfaction.

10. **Gruenberg, (1976), Lee and Wilbur (1981)** investigated the relationship of age to job satisfaction. They reported that level of satisfaction is higher among young workers, because they are fresh, energetic, having high expectations, values for the future, this is reference to their beginning years of job, but as the job years increase and their high expectations do not seem to be fulfilled, they feel dissatisfaction. Level of education, moral values, cultural background and life experiences are different at different age level.

11. **Smith (1977)** Studying the job-satisfaction of public senior high school principals, observed no significant difference in mean general satisfaction scores of principals in any category of school size, location, or location by size interaction. He also found twelve personal demographic-variables thought to be predictors of job-satisfaction with marital-status making the greatest contribution.

12. **Perry (1977)** in his study concluded that only a relatively small amount of the variation in job-satisfaction could be explained in terms of difference associated with sex, age, tenure-status, highest educational-degree attained,
years in full time appointment had been held in the current-department, present-academic-rank, and years of administrative-experience.

13. Hadaway (1979) while studying the differential effects of personal characteristics on the 20 job-satisfaction scales of public high-school business teachers, revealed that sex and non-teaching work-experience did not significantly differentiate any of the 20 Job-satisfaction scales and age, significantly differentiated the authority and compensation-scales.

14. Newby (1979) in her study indicated that principals in rural, suburban, and urban schools of Virginia were satisfied with their jobs. Suburban principals however appeared to be more satisfied than urban and rural principals and rural principals appeared to be least satisfied.

15. Lee, Mueller, and Miller (1981) found sex differences in job satisfaction, women were found more satisfied with compensation than men. Studies in school settings also showed no consist pattern of relationship.

16. David W. and Holland's (1983) investigated the extent to which teacher's career satisfaction is related to selected-skills, values and professional-accomplishments of those teachers, 143 High School and 279 elementary-school teachers were administered. After differences due to age, sex and income, satisfaction of high school teachers was related significantly to their self rated skills. Career-satisfaction was related significantly to the importance they assigned to selected-criteria of professional-success. For both groups, career-satisfaction was significantly related to teacher's professional achievements in a pattern consistent with Holland's model and with work by D.C. super and D.T. Hall.
17. **Shin (1984)** found that public special school teachers’ job-satisfaction was lower than that of regular school teachers. The collective contribution of the 10 prediction variables was statistically significant in predicting the job satisfaction of public special school teachers. The individual contributions of type of special school, special teacher, social status, teacher principal relations, and school facilities and services were statistically significant in predicting the job satisfaction of public special school teachers.

18. **Grady (1984)** observed that more experienced teachers were more satisfied with teaching. Moreover, students taught by teachers from non-land-grant colleges had higher gain scores on the student achievement test than did the students with teachers from land-grant colleges. It was found that gain scores were not related to job-satisfaction and teacher performance.

19. **Reese (1985)** observed that there was a negative relationship between urban secondary school physical education teachers’ job satisfaction and job stress. Male secondary school physical education teachers had a high level of job stress than female physical education teachers.

20. **Plessman (1985)** found that the personality teachers differed from the normative high school teacher population. Although some psychological types of marketing teachers fail in “Average Satisfaction” range. Introverted intuitive, perceptive types were less satisfied with teaching than all other types.

21. **Sheikh (1985)** found that many teachers were not satisfied with their jobs. The male teachers and teachers over 40 years of age scored
significantly higher than female teachers and teachers under 40 years of age. Moreover, the satisfied teachers were, in general more actualized than the dissatisfied teachers.

22. Holifield (1985) Concluded that retired teachers had a greater satisfaction than did beginning teachers and mid-career teachers in the salary, supervision, school plan, advancement, status and the summary of job-dimension categories. Beginning teachers reported greater satisfaction than did mid-career teachers in the supervision and overall assessment categories. Mid-career teachers reported greater satisfaction than did retired teachers in the colleagues’ category.

23. Harder (1985) found substantive differences in job perceptions, satisfactions and need strength between teachers and private sector employees. The substantive differences were also found between the characteristics and perceptions of elementary and secondary teachers and to a lesser extent between regular and exceptional education teachers, overall support for the job-characteristics model was obtained. Although there was evidence for revision of several relationships within the model due to the dynamic nature of the constructs, a revision of the extrinsic job characteristics model was supported using the same teacher sample.

24. Dowell (1985) observed that no statistically significant relationship existed for other demographic groups compared on the basis of the subject, years of teaching experience, gender, age and educational level attained. A statistically significant relationship was found between certain personality types and level of job satisfaction.
25. **Broadman (1985)** found that there was positive correlation between life and job satisfaction. Teachers were more satisfied with their life than their jobs. Age, marital status and teaching assignment had an impact on the satisfaction of teachers.

26. **May (1986)** observed that motivators were most closely related to job satisfaction. Hygiences were most closely related to job satisfaction. None of the five demographic variables was significantly related to job satisfaction or dissatisfaction. The findings supported to continue rather than a single continuum Construct for the Motivation Hygiene Theory and Herzberg et al.’s (1959) Motivation-Hygiene theory.

27. **Pedro and David (1986)** conducted a study, which sought to determine whether school systems’ organizational value orientation affects the teachers’ organizational commitment and job satisfaction. The findings revealed that the normative value of orientation was associated with diminished job satisfaction. Gender and experience were found to be factors influencing job satisfaction. It was also suggested that school systems need to develop personnel strategic policies to assist the teachers, experiencing less job satisfaction.

29. **Peretomode (1991) and Whawo (1993)** have suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one’s feelings or state of mind. Job satisfaction can be influenced by a variety of factors, for example, the quality of one’s relationship with their supervisor, the quality of the physical environment in which they work, the degree of
fulfillment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, increased job satisfaction can sometimes decrease job performance (McNamara, [n.d]; War, 1998).

30. Khan (1991) research shows unique contribution of gender differences and type of administrator variables were found to be significant in explaining source of variance produced on secondary school administrators’ satisfaction with their work in Pakistan.

31. Finely (1991) also noted significant difference between school location and job satisfaction of high school principals in Tennessee. The principals whose schools located in urban/inner city or urban/suburban locations scored significantly higher than principals whose schools were located in rural areas.

32. Derlin and Schneider (1994) observed a striking dissimilarity between urban and suburban principals satisfaction. Specifically, factor pay was the least heavily weighted in the third factor of suburban principal model. In contrast, pay was most heavily weighted item in the first factor for the urban principals. This discrepancy in factor location and pay weighting indicated that personal compensation is perceived differently in different education setting.

33. Avery (1998) found that educational attainment had no significant influence on teachers’ career satisfaction. Either teacher’s experience or length of service was found to influence teachers’ career satisfaction. On the influence of experience on teachers’ career satisfaction, Bishay’s (1996)
study showed that increased length of service positively correlated with higher reported career satisfaction or decreased dissatisfaction with income.

34. **Dabo (1998) and Michaelowa (2002)** showed no relationship between job satisfaction and length of service of teachers. These two studies suggest that the length of years teachers put on the job does not have any significant influence on the teachers’ level of career satisfaction. The literature reviewed showed no consensus on the influence of demographic characteristics such as gender, length of service and educational attainment on teachers’ career satisfaction. However, high educational attainment was found to impact negatively on teachers’ job satisfaction. This study was aimed at determining the influence of demographic variables on the career satisfaction of teachers in public secondary schools in Delta State, Nigeria.

35. **Gosnell (2000)** found length of service to be significantly negatively related to job satisfaction among federal employees in the United States of America. The above study indicated that the most experienced teachers were the least satisfied with the teaching career.

36. **Ramyah, Jantan, and Tadisina (2001)** mentioned, in their findings that factors that influence job satisfaction differ from men to women in terms of importance of ranks. Generally men rank security first followed by advancement, type of work, company, pay, coworkers, supervision, benefits, duration of work and then working conditions. Whereas women rank type of work first, followed by company, security, coworkers, advancement, supervision, pay, working conditions, duration of work and then benefits.

37. **According to WU Huei-Jane and You-I WU (2001)** in terms of job satisfaction, the data indicates that higher level of satisfaction generally
found in female teachers, homeroom teachers, teachers who assume directorship in schools, teachers with lower educational attainment, and the teachers with higher income. On the other hand work locality, ethnic origin, and marital status did not seem to effect on teachers’ job significantly.

38. *Demato (2001)* showed that demographic variables are often interrelated and not easy to isolate to determine their overall impact on job satisfaction. In her study, two demographic variables were found to be significant source of variance in overall job satisfaction, educational degree status and counselors intent, to stay in their current position.

39. *Michaelowa (2002)* concluded, that if the intention of school administrators is to improve both teachers’ career satisfaction and students’ achievement, teachers’ educational level should not be raised beyond the Baccalaureate degree. This suggests that teachers with high educational attainment should be discouraged at the primary and secondary level of education. The author further stated that while teachers with high educational attainment might be discouraged at these levels, extremely low level of educational attainment might equally be discouraged because of the difficulty; these sets of teachers might face competently to carry out their job.

40. *Sargent and Hannum (2003)* In a similar study that determined the relationship of teachers’ background characteristics to teachers’ satisfaction equally found that teachers with higher level of education were significantly less satisfied with the teaching profession and were significantly more likely to state that they wish to change their career. These reports are consistent with the interpretation that more qualified teachers are less satisfied.
Therefore, a higher education impacts negatively on teachers’ job satisfaction.

41. **Noll (2004)** examined the job satisfaction and factors, which affect job satisfaction of teachers. It was found that school culture, teachers' relationship with administration, working conditions and motivation were the factors, which had a significant relationship with job satisfaction among school teachers.

42. **Ali et al. (2004)** found the present study intended to achieve the following objectives: (i) To explore the job satisfaction of secondary school teachers. (ii) To compare the level of job satisfaction of male and female teachers.

This research study was conducted in district Sahiwal Punjab, Pakistan. All the male and female, urban and rural secondary school teachers of District Sahiwal were taken into consideration for this study. There were fifteen hundred secondary school teachers male and female in the district Sahiwal which was the population of the study. For this research a sample of 200 secondary school teachers (including 100 male and 100 female) from 20 high/secondary schools (ten from urban and ten from rural area) of District Sahiwal were taken randomly. The Minnesota Satisfaction Questionnaire (MSQ) short form of twenty items with five point Likert type format along with the data sheet was used for collection of data from the respondents. It was widely used tool to measure job satisfaction of employees. It could be administered to either groups or individuals. Being gender unbiased, it can be administered for both sexes equally.
The findings of this research showed (1) the secondary school teachers were satisfied with respect to the factions of the job i.e. achievement in the schools, different activities performed, authority in the school, co-workers relations, moral values, responsibility of job, security of job, social service, social status, supervision regarding human relations, supervision regarding technical aspects, variety in tasks (2). The results of the present study showed that male respondents were more satisfied than female. (3) The respondents belonged to urban and rural area of District Sahiwal showed no significant difference between the job satisfactions.

43. Ali, Khan and Alam (2005) contemplated to ascertain the effect of locus of control, sex and marital status on job satisfaction. The results revealed that the internally controlled group of teachers was found to be significantly more satisfied with their job than their externally controlled counterparts. The female teachers showed significantly greater degree of job satisfaction than the male teachers and married teachers were found to be significantly more satisfied with their job than unmarried counterparts.

44. Nguni, Sleegers and Denessen (2006) examined the effects of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behaviour. The regression analyses showed transformational leadership dimensions to have strong effects on teachers' job satisfaction, organizational commitment and organizational citizenship behaviour. The transformational leadership had significant add-on effects to transactional leadership in prediction of job satisfaction, organizational commitment and organizational citizenship behaviour. Job satisfaction was reported to be a mediator of the effects of
transformational leadership on teachers' organizational commitment and organizational citizenship behaviour.

45. Evy George et al. (2008) examined the role of extrinsic and intrinsic factors in determining job satisfaction and they also tried to determine the extent to which job satisfaction and burnout were related to each other. They found a significant level of dissatisfaction pertaining to intrinsic factor of work and more especially these factors were relating to school areas and rank. A significant correlation between level of burnout and job satisfaction was found particular in respect of emotional exhaustion and depersonalization, which were shown to correlate with low level of job satisfaction.

46. Gujjar, Ahmed and Naoreen (2009) made a comparative study of job satisfaction of teachers of Bawalpur in Pakistan. The study revealed that female teachers were more satisfied than their male counterparts; permanent teachers were more satisfied than contractual teachers on different dimensions of the job satisfaction as well as on overall job satisfaction. It were found that designation wise secondary school teachers were more positive than the elementary school teachers on atmosphere of the institutions. Age wise the teachers belonging to the age group of 41-50 years was significantly positive than the age group of 20-30 years on relation with colleagues and experience wise the group having experience of 16-20 years was more positive than the group having experience of 1-5 years on relation with colleagues.

47. Akhtar and Naqvi (2010) made a comparative study of job satisfaction of public and private school teachers. It was hypothesized that there was no
significant difference in job satisfaction between the teachers working in public and private schools. The data analysis was conducted through ‘t’-test and ANOVA which reported no significant difference between teacher's job satisfaction in public and private schools.

48. **Brackett and Salovey (2010)** studied the emotion-regulation ability, burnout, and job satisfaction among secondary school teachers. They also examined the mediating effects of affect and principal’s support on these outcomes. The emotion-regulation ability was found to be positively associated with positive affect, principal’s support, job satisfaction, and one component of burnout i.e. personal accomplishment. Two path models demonstrated that both positive affect and principal’s support mediated independently the associations between emotion-regulation ability and both personal accomplishment and job satisfaction.

49. **E.O. Olorunsola (2010)** focused on the effect of gender factor on job satisfaction of Administrative staff in South West Nigeria Universities. Descriptive research design of the survey type was employed in the study. He concluded that the job satisfaction of administrative staff in South West Nigeria University was high. However, there was Mahmood, A., et. al, conducted a study to investigate the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction.

The population for this study was comprised of Government Secondary School teachers in one district. There were 192 Secondary Schools and 785 Secondary School Teachers. All the urban, rural, male and female secondary school teachers were selected. Instrument used to collect data for this study was Minnesota Satisfaction Questionnaire. It ranged from
very dissatisfied to very satisfied. Values were assigned to each of the response possibilities with very dissatisfied having an assigned value of 1 and very satisfied having as assigned value of 4.

The findings from this study indicated: (i) females were more satisfied with their jobs than male teachers. (ii) School location showed no significant difference between urban and rural school teachers to job satisfaction. (iii) Generally, teachers were less satisfied with advancement, compensation, supervision, human-relation, and working conditions.

50. Fatimah and Halim (2011) undertook a study to examine the relationship between organizational justice and organizational citizenship behaviour with job satisfaction among secondary school teachers and identified effects of the dimensions of organizational justice and organizational citizenship on job satisfaction. The results showed significant relationship between organizational justice and job satisfaction, organizational citizenship behaviour and job satisfaction. Organizational justice was found to have a positive significant relationship with job satisfaction where organizational citizenship behaviour acted as the moderator between the two variables.

51. Lam and Yan (2011) explored the job satisfaction and career development of beginning teachers. The beginning teachers were initially interviewed after graduation from the teacher training programme and then after gaining a two-year teaching experience. The school factors such as volume of non-teaching workload, equitability in the distribution of work, and professional autonomy were reported to influence the job satisfaction and teaching motivation of teachers significantly.
52. **Massey (2011)** analyzed the difference in intensity of relationship between teacher freezing and job satisfaction of secondary school teachers. The study also aimed at investigating the effect of sex, experience and types of school on teacher freezing and job satisfaction. However, no significant effect of sex, experience and types of school on teacher freezing and job satisfaction was found. The findings revealed a significant intensity of relationship between teacher freezing and job satisfaction.

53. **Menon and Athanasoula-Reppa (2011)** examined the association between individual characteristics and teachers’ job satisfaction in secondary education in Cyprus. The use of factor analysis resulted in the identification of the following seven factors which represented different aspects of job satisfaction: school climate, key stakeholders, support and training, participation in school management, student/school progress, professional development and employment terms. The experienced teachers reported significantly higher job satisfaction on two of the identified dimensions (key stakeholders and participation in school management). No significant differences between men and women on all dimensions of job satisfaction were found, pointing to the absence of a link between gender and job satisfaction.

54. **Anari (2012)** investigated the relationship between emotional intelligence, job satisfaction and organizational commitment and examined the role of gender and age on the three variables. A positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment and between job satisfaction and organizational commitment was found. The study reported that there were no significant differences among high-school teachers of
different genders and ages concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, the females reported significantly higher emotional intelligence, but the results showed no age differences among the participants.

55. **USOP et al. (2013)** conducted a study on work performance and job satisfaction among teachers. He concluded that the teachers displayed a high level of performance rated skills, abilities, initiatives and productivity, exceeding requirements in many of the area of work performance. They were contented with their job-satisfaction facets such as school policies, supervision, pay, interpersonal relations opportunities for promotion and growth working conditions, work itself, achievement recognition and responsibility.

56. **Azhar et al. (n.d.)** conducted a study on job satisfaction of secondary school Teachers. He concluded that females were more satisfied with their job than male teachers. School location had no impact on job satisfaction of urban and rural school teachers. Most of the teachers were less satisfied with advancement, compensation, supervision human-relation and working conditions.
2.2.2 Studies in India

1. **Anjaniyulu (1968)** had studied on the Job satisfaction of Secondary school teachers and its effectiveness on students’ education. He had included 1000 teachers of 102 Secondary Schools of Andhrapradesh. Sample was selected through Random Sampling Method. Mean, Median and Standard Deviation was found for the Procedure of data analysis. He had concluded through this research that thirty seven percent teachers were not satisfied with their job. The responsible factors for this dissatisfaction were lack of accommodation facility, lack of parental co-operation and lack of physical facility.

2. **Anand (1972)** In one of his studies, observed that

(i) Women teachers were more satisfied than man teachers, (ii) Age was found to be significantly related to Job-satisfaction of school-teachers in a positive way, and (iii) academic-career of teachers were not significantly related to their job satisfaction.

3. **Lavinga (1974)** while studying the degree of Job-satisfaction among various categories of teachers, found that

(i) Primary teachers were more satisfied than secondary teachers,
(ii) Female teachers were more satisfied than male teachers,
(iii) Unmarried teachers were more satisfied than married-teachers,
(iv) Young teachers, in the age group of twenty to twenty four years, were more satisfied in both the groups of primary and secondary teachers.
(v) Academic qualification did not seem to have any relationship with Job satisfaction.
Lavinga (1974) also undertook a study on job satisfaction of both the primary and secondary school teachers (N=1600) in the state of Gujarat. A rating scale was used as a data collecting tool. The major findings were:
1) Primary school teachers were more satisfied than secondary school teachers, 2) Female teachers were more satisfied than male teachers.

4. **Kolte (1978)** conducted a study with the objective: to identify the factors that are responsible for both job satisfaction and dissatisfaction. A sample of 150 primary school teachers in Buldana district of Maharashtra were selected through systematic sampling technique. The factors associated with high job satisfaction were: 1) Achievement 2) Recognition 3) Advancement and 4) The nature of work.

The factors mostly associated with low job satisfaction were: (a) working condition, (b) salary and (c) interpersonal relationship.

5. **Gupta (1980)** compared the job satisfaction of three levels of teachers, viz. Primary, Secondary and College. Major findings of the study were: 1) Primary school teachers were less satisfied than secondary and college teachers. 2) Marital status, age and experience were not found to be associated with job satisfaction of primary school teachers.

6. **Rao (1981)** aimed at investigating the relationship of job satisfaction to several intrinsic and extrinsic factors in the teaching job assuming job satisfaction as dependent on work adjustment. The study was carried out with primary school a teachers of Nellore and Chittoor district of Andhra Pradesh. It was a survey research taking 520 teachers as sample of the study. The major and related findings are: 1) No difference was found between female and male teachers with regard to job satisfaction. 2) A significant
relationship between intrinsic motivation and job satisfaction was found. 3) The length of service (experience) was not related to job satisfaction.

7. **ARA (1981)** investigated the relationship of principals’ leadership behaviour with teachers’ job-satisfaction. The study also aimed at testing each of the two styles of principals’ leadership behaviour, initiating structure and consideration were significantly related to teachers’ job-satisfaction. The results indicated that, high desirable leadership behaviour of the principals generated a higher degree conformity and normalcy in the teachers while low desirable leadership behaviour of principals caused in low degree of conformity and normalcy in them so principals’ leadership behaviour was positively related with teachers job-satisfaction and the initiating structure and consideration styles of principals leadership behaviour were found to be significantly related with teachers job-satisfaction.

8. **J.P. Shrivastava (1982)** had made an attempt to determine the relationship between attitude towards-teaching as a career and satisfaction with the teaching job. A random sampling method was used in the study to measure the job satisfaction of secondary school teachers. The present investigation indicates that educational authorities should concentrate their attention not only on academic-qualifications, but also on the personality of teachers at the time of recruitment.

9. **Saroj Saxena and Paramjeet Setia (1984)** had made an attempt to study the job satisfaction of teachers in respect to their age, sex, educational-qualifications, marital-status and teaching-experience. 160 teachers of higher secondary schools constituted the sample for the present study. It was
hypothesized that there existed no significant difference in the job satisfaction of teachers in respect to their age, sex, educational-qualifications, marital-status and teaching experience.

10. Agrawal (1983) conducted a study to investigate whether job satisfaction is a predictor of administrative effectiveness of principals of intermediate college. The findings indicated that job-satisfaction was found to be a powerful predictor of their administrative effectiveness.

11. Kulsum (1985) studied the influence of school and teacher variables like age, sex, marital status, teaching experience, medium of instruction, job performance, attitude towards teaching, teacher effectiveness, leadership behaviour of headmaster, organizational climate of school, type of school management, number of school teachers, school strength and school age, on job satisfaction and job involvement of secondary school teachers. It was found that age was a positive correlate of job satisfaction.

12. Amar Singh (1985) designed a study first to construct and standardize a job satisfaction scale, (i) to find out the incidence of job satisfaction amongst professional, (ii) to compare the incidence of job satisfaction amongst teachers, engineers, advocates and doctors; (iii) to relate job satisfaction with job-intrinsic and job-extrinsic variables and age, experience, academic and professional attainment, mental status, family size, and employment of spouse and (iv) to relate job satisfaction with personality dimensions and traits such as self esteem, extraversion/introversion, neuroticism and emotional stability. The results of the study indicated that:
1) The job-intrinsic variable correlated positively and significantly with job satisfaction of professionals, viz. teachers, engineers, advocates and doctors, job concrete and job-abstract dimensions of this variable were also found positively and significantly correlated with job satisfaction, 2) The job-extrinsic variable including psycho-social, economic and community growth factors was found to be positively related to job satisfaction of professionals. Since the occupational status, social status, wages, etc. of the four major professional groups constituting the subjects of this study were at par with one another, on the job and off the job factors had been witnessed as affecting their job satisfaction alike, 3) Age was found to be positively correlated with job satisfaction. In the case of doctors and advocates age was found to be a positively correlated with job satisfaction, 4) Experience correlated positively and significantly in the case of advocates and doctors with job satisfaction, but in the case of teachers and engineers the relationship between experience and job satisfaction was not significant.

13. Goswami (1988) studied the need wise job satisfaction of central school teachers (CST) and the influence of these needs on their total job satisfaction. He compared the job satisfaction among four teaching cadres-PGT, TGT, PRT and other category teachers. He also found the relationship between the job satisfaction of CST and their sex, age, academic qualification, and length of teaching experience. The sample comprised of 512 CST selected through stratified random sampling technique. An opinionative was used as a tool to collect data. The data were analyzed with the help of ‘t’-test and chi-square. He found that the needs corresponding to
job context factors were more important than needs corresponding to job context factors in the involvement and job satisfaction of CST of the NE region. The central schools teachers of all cadres except PRT of the NE region were generally dissatisfied with their job. He also found that female teachers were more satisfied with their jobs than male teachers.

14. Clemence (1989) conducted a study on job satisfaction among high school women teachers by their role conflict and dimensions of values. By random sampling, a sample of 250 women teachers was selected. Data were collected using job satisfaction scale, the occupational and domestic role conflict scale and study of values. Data analysis was done using ANOVA. Major findings revealed that role conflict affected negatively all the dimensions of job satisfaction. Only social value was found to affect positively the total job satisfaction of high school women teachers.

15. Gonsalves (1989) compared the job satisfaction of the teachers belonging to zilla parishad and private schools. He also compared the job satisfaction of male and female teachers. The sample comprised of 793 teachers from 137 schools of Vasai Taluka. The data were collected through official records of the school, and a specially constructed tool for measuring the job satisfaction. The data were analysed by using statistical techniques such as percentage and critical ratio. It was found that the percentage of teachers who were satisfied with their job was less than 50% with respect to all types of teachers. The teachers were dissatisfied with job because of their transfer to remote places, and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys etc. The teachers were found to be genuinely interested in teaching but reference
books, audio-visual aids, etc. were not available in the school. It was also found that the teachers were quite satisfied with respect to the education policy, the teacher-administrator relationship, teachers' ethical values, time with them, and teachers' service conditions.

16. **Naik (1990)** studied job satisfaction of teaching assistants of the M.S. University of Baroda. The study was related to the level of job satisfaction of teaching assistants with their sex, marital status, age, experience, reason or intentions of joining the profession, nature of work, various job factors and characteristics of satisfied and dissatisfied teaching assistants.

As the study under investigation was of descriptive nature, the following tools were used: 1) Job satisfaction scale, 2) Personal information schedule, 3) Information schedule of nature of work, 4) Unstructured interview.

The major conclusions of the study were:

Majority of teaching assistants were satisfied with work and their department. Unmarried female teaching assistants were more satisfied than male teaching assistants. Age and experience were not found related to job satisfaction. They were given more classes at undergraduate level only and less responsibility in decision-making and administrative work.

17. **Reddy (1991)** estimated the general level of job satisfaction (JS)/dissatisfaction among the adult education supervisors (AES). He found the influence of personal and demographic variables on JS and AES. He also found the relationship between JS and job-related variables. The sample comprised of 300 AES drawn randomly from 52 adult education projects in Andhra Pradesh. The tools used included a job satisfaction scale and attitude scale. The data were analysed with the help of ‘t’-test and ANOVA. He
found that there was no significant difference between the level of JS of different sub-groups of AES when they were classified according to age, sex, qualification, marital status, experience, salary, deputation/direct recruitment. He also found that when the teachers were classified on the basis of their caste, the differences were found to be significant. The difference between BCs and SCs/STs was significant.

18. Brahmbhatt (1992) undertook a study on job satisfaction of primary school teachers in relation to their perception of teaching. Data were collected from teachers of primary school of Savli Taluka of Baroda District. Major findings of the study were : 1) Teachers have moderate level of job satisfaction. 2) They have favourable perception of their teaching. 3) Job satisfaction was found to be related with experience but not with sex, marital status and age of the teachers. 4) Female teachers perceived their teaching more favorably than male teachers. Also the married female teachers perceived teaching more positively than married male teachers.

19. Shah (1992) conducted a study to determine whether socio-economic background of primary school teachers affects their job-satisfaction. The study also aimed to find out the problems they faced in their profession. The sample was drawn from 155 primary schools of nine wards of Varanasi corporation area. Majority of the teachers belonged to the Brahmin cast and generally respondents belonged to the lower middle class or lower class, the educational status of the family was also very ordinary. Sixty percent of women teachers belonged to joint families and 66.3 percent of the women teachers preferred joint families. The findings revealed that (a) due to impact of democratization and modernization the
traditional hold of upper castes over the educational system was gradually diminishing (b) The most of the women teachers were satisfied with their job though they were not satisfied with their low pay scales, still they liked the job because the teaching profession traditionally commanded high esteem (c) Most of the male teachers were dissatisfied with their low pay scales and very few opportunities for professional growth, still they wished to remain in their job. The teachers discussed the problems related to their job. Prominent among these were low salaries, lack of different kinds of physical facilities, poor buildings and poor teaching material.

20. Khatoon and Hasan (2000) probed the job satisfaction of secondary school teachers in relation to their religion. The findings revealed that the majority of teachers liked their jobs and female teachers had a greater degree of job satisfaction than the male teachers. The fresher teachers drawing less salary were more satisfied than their seniors who were experienced and drawing higher salaries. It was found that the teachers’ training influenced job satisfaction negatively whereas religion did not have any effect on the teachers’ job satisfaction.

21. Shafeeq (2000) aimed to determine the correlation between job satisfaction and adjustment of teachers and whether there exists any significant difference between mean scores of teachers on adjustment with high and low job satisfaction. The findings revealed that highly adjusted teachers had low job satisfaction and vice-versa. Though the relationship between adjustment and job satisfaction was found to be low and negative yet it indicated that high adjustment leads to low job satisfaction. It also
revealed that adjustment did not play any significant role in job satisfaction of teachers.

22. **Panda (2001)** made a comparative study on attitude towards teaching profession and job satisfaction of teachers of Assam and Orissa. The study revealed that a significant percentage of teachers of Assam and Orissa had high or moderate degree of job satisfaction. But it was also found that more than 40 percent female, experienced, urban and rural teachers of Assam; and male, experienced teachers of Orissa were dissatisfied with their jobs. A significant and positive relationship between attitude towards teaching profession and job satisfaction of teachers of Assam and Orissa in general and their different categories except in case of male and female teachers in Assam was also observed.

23. **Mishra and Srivastava (2001)** tried to find out the moderating effect of the job stress on organizational commitment and job satisfaction relationship. The results of the study suggested that job stress had a moderating effect on the relationship of job satisfaction and organizational commitment. The multiple regression analysis revealed that more than 53 percent of the variance in organizational commitment was accounted by job satisfaction with the job, positive job perceptions and educational level.

24. **Vyas (2002)** studied the job satisfaction of school teachers with reference to sex, marital status and educational qualifications. The objective was to assess the job satisfaction of male and female married and unmarried teachers with higher and minimum educational qualification. The findings indicated that sex was not related to job satisfaction and married teachers were more positive towards job satisfaction than the unmarried teachers.
Also, educational qualifications were not found to be related to job satisfaction of teachers.

25. **Bhuyan and Choudhary (2003)** determined the degree of job satisfaction of teachers with respect to sex, marital status, and location as well as experience and identified the factors responsible for job satisfaction of teachers. The teachers were found to be happy with revised pay scale, promotional aspects but were unhappy with academic environment of the institutions and the retirement benefits. No association was found between level of job satisfaction and sex, locality, marital status and experience of the teachers. The results revealed a significant difference in job satisfaction of male and female teachers; but there was no significant difference in job satisfaction between married and unmarried; between rural and urban and among experience of the teachers.

26. **Ahmed, Raheem and Jamal (2003)** studied the job satisfaction of 236 teachers in senior secondary schools. Female teachers enjoyed greater satisfaction than their male counterparts did. Married teachers showed more job satisfaction than unmarried teachers did. Teachers who were teaching in government schools showed greater job satisfaction than teachers teaching in private schools. There was no significant change in the job satisfaction due to change in the level of independent variables like sex, marital status and types of schools.

27. **Choudhary (2003)** made an attempt to determine the degree of correlation and to find out the significant differences among teachers on job satisfaction with respect to sex, marital status, location and experience. It was concluded that the teachers working in different institutions possessed
the same degree of job satisfaction with respect to marital status, location and experience, except sex (male and female). No relationship was found in job satisfaction among male and female, more and less experienced, married and unmarried teachers working in different institutions.

28. **Gupta and Jain (2003)** undertook a study with the objective of comparing the job satisfaction between teachers working in government and private schools and to identify the factors influencing teachers to take up nursery teaching as a career. It was found that most of the teachers do not think of nursery school teaching as their career from the early school stage and hence do not purposely plan and prepare for it. A variety of factors such as salary, security, physical conditions, promotion, recognition etc. were reported to influence job satisfaction.

29. **Shailaja (2003)** examined locus of control and job involvement in relation to the job satisfaction of the teachers. The major objective of the study was to establish the relationship among locus of control, job involvement and job satisfaction. The results revealed that locus of control as a generalized expectancy for internal or external control of reinforcement was meaningfully related to job satisfaction. It showed clearly that job involvement influenced job satisfaction of teachers and a significant relationship existed between job involvement and job satisfaction of teachers.

30. **Mary and Raj (2005)** studied job satisfaction of government school teachers with respect to a) gender, b) medium of instruction, c) locality, d) educational qualifications, e) salary, f) subjects, g) type of schools, h) age, and i) experience. No significant difference was found in the job satisfaction
of teachers with respect to the above said variables. It indicated that the job satisfaction of government school teachers of overall and at all levels in the region was not high and they possessed average level of job satisfaction. However, the mean scores revealed that the female teachers had average job satisfaction and medium of instruction, locality and religion contributed significantly to job satisfaction.

31. **Sharma and Bansal (2005)** focused on the occupational stress pattern and its relation with job satisfaction in working women belonging to two service groups- school teachers and bank clerks. No significant difference was found between occupational stress patterns as a whole. Only one stressor, responsibility for persons was found to vary for the two groups. On the other hand, three out of twelve stressors i.e. low status, role conflict, unreasonable group and political pressure were found to be the predictor variables for job satisfaction in the study.

32. **Kochar and Khetarpal (2006)** explored stress, job satisfaction and locus of control among permanent and temporary teachers. The relationship between job satisfaction and internal-external control was found to be positive and statistically significant. The results showed that the mean stress score for permanent teachers was low as compared to temporary teachers. However, their job satisfaction and coping score was higher as compared to temporary teachers. The permanent and temporary teachers differed significantly with respect to internal-external control as they had different job conditions.

33. **Manikandan and Jayan (2006)** examined the influence of age on job satisfaction, job involvement, organizational commitment and mental health
of employees. It was reported that different age groups did not differ significantly with respect to job satisfaction and organizational commitment. Age was found to have a significant influence on the job satisfaction. Also, mental health status was significantly influenced but age of the employees that is the age groups showed a higher mean score as compared to the lower groups.

34. Jain and Pratibha (2006) studied the relative efficacy of organizational commitment and organizational climate on job satisfaction of the employees of the different organizations. The major objective was to assess the impact of organizational commitment on job satisfaction of the employees of the various organizations. The findings of the study revealed that more committed employees with perceived conducive climate in the organization were found to be more satisfied with their jobs in comparison to less committed employees with perceived non-conducive climate.

35. Sharma and Jyothi (2006) stated that level of job satisfaction derived by government school teachers was modest. The maximum satisfaction was derived from the dimension of principals’ behavior and the minimum from pay and rewards, indicating high dissatisfaction with the pay and reward packages provided to them. Private School teachers were more satisfied than government school teachers despite the poor package due to congenial atmosphere in the private schools.

36. Dhingra (2006) conducted a study on randomly selected sample of 100 teachers from different government and private schools of Patiala district to study the effect of organizational climate on job satisfaction of secondary school teachers. It was found that there was no significant difference in job
satisfaction of government and private secondary school teachers. Further
difference between job satisfactions in relation to their organizational
climate of secondary school teachers found to be significant.

37. Khaleque (2007) conducted a study on teachers of higher education and
their job-satisfaction. The sample under study involved 120 teachers of both
(male and female) of rural and urban areas. The results indicated that the
level of job satisfaction among the teachers was not significant and the
female teachers possessed higher degree of job satisfaction in average than
that of male teachers in general.

38. Neelkandan and Rajendran (2007) conducted a study which aimed to
find out the level of job satisfaction of employees in a public sector
organization. The results revealed that employees differed in job satisfaction
on the basis of marital status and years of service. The married employees
possessed higher job satisfaction than the unmarried employees and the
employees with a service of 16 years and above had higher job satisfaction
than the employees with less than 5 years of service, 11-15 years of service
and 6-10 years of service.

39. Seenivasan (2007) undertook a study to determine the job satisfaction of
secondary school teachers. The job satisfaction of teachers was analyzed on
the basis of the variables: age, sex, qualification, experience, spouse’s level
of education, spouse’s employment and size of the family. The findings
revealed that the teachers in general were satisfied with their jobs. All the
teachers irrespective of their sex, qualification, spouse’s level of education
were satisfied with their job. The size of the family and experience of
teachers did not have any effect on their overall job satisfaction. Further, it
was found that the teachers in the age group of 30-40 and 40-50 were most satisfied groups and the teachers whose spouses were employed were satisfied with their job whereas all teachers whose spouses were not employed were not satisfied.

**40. Singh and Bhardwaj (2007)** evaluated the differential effect if any, of organizational hierarchies of employees on job satisfaction. The analysis of the data revealed that organizational hierarchies exerted differential effects on job satisfaction among the employees. The employees belonging to junior engineers’ group exhibited lowest job satisfaction whereas the class-III employees appeared as being much more satisfied with their job. Also, the employees belonging to junior engineers’ group exhibited lowest level of job satisfaction whereas the employees belonging to class-III feel more job satisfaction as compared to other two groups.

**41. Singh (2007)** studied the job satisfaction of teachers in relation to their attitude towards teaching. The objectives were to compare the job satisfaction of teachers with their attitude towards teaching and also to compare the job satisfaction of male and female teachers, with their attitude towards teaching. The job satisfaction was found to be positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teachers was also positively but not significantly related to their attitude towards teaching.

**42. Ishwara and Laxmana (2008)** investigated the correlation of job satisfaction among the teachers. The majority of teachers were found to be dissatisfied about various aspects of their job. The highest aspects of job satisfaction were found to be the work itself, pay, recognition for good work,
creativity, responsibility, professional growth, working condition and job security. The study revealed a positive association between overall job satisfaction and specific job satisfaction. Organizational, individual and career factors also determined the level of job satisfaction of the teachers.

43. Kamboj (2008) tried to find out the relationship between job satisfaction and self-actualization of secondary school teachers. The findings indicated a positive and significant correlation between job satisfaction and self-actualization of secondary school teachers. From the results, it was also inferred that the teachers who were more satisfied with their jobs were also found to be more self-actualized.

44. Basu (2009) investigated the impact of gender and marital status on job satisfaction of the secondary school teachers. The results exhibited that gender and marital status had a significant bearing on the job satisfaction of the teachers. While female teachers scored higher job satisfaction as compared to the male teachers, the mean scores of the unmarried teachers on job satisfaction was lower than those of the married teachers.

45. Bhandari and Patil (2009) carried out a study on job satisfaction among the women teachers. It was found that a few women teachers faced certain problems such as, lack of co-ordination and co-operation in the workplace. Majority of these teachers were found to be satisfied with their work, job and salary and said that they had promotional opportunities in the teaching profession. Majority of women teachers acknowledged that they have got recognition for the job and work done. The study also revealed that 55.25% of the women teachers were fully satisfied with their job and work; and only
about 41.69% of these women teachers revealed that they have got recognition and encouragement for the work done in their workplace.

46. **Gopalkrishnan (2009)** undertook a study aimed at identifying the factors that determine job satisfaction of teachers. It was found that job satisfaction was determined by the relationship and cordiality that existed between the principal and faculty members. The study revealed that while the teachers were satisfied with principal, parents and students, physical facilities, self-esteem and co-teachers, they were dissatisfied with salary and fringe benefits, opportunity for achievement, academic policies, management and job security.

47. **Gupta and Sahu (2009)** studied job satisfaction as related to organizational role stress and locus of control among teachers. The major objective of the study was to find out the relationships of job satisfaction with organizational role stress and locus of control among vocational teachers and to find out the gender differences regarding these relationships. Results indicated that there was significant gender difference regarding job satisfaction only. Job satisfaction and organizational role stress were significantly and negatively correlated and this relationship was found significant for males as well as females. Job satisfaction and locus of control were found to be significantly and negatively correlated. However, a significant and positive relationship was found between locus of control and organizational role stress and this relationship was also found significant for males as well as for females.

48. **Saveri (2009)** explored the relationship between job satisfaction and life satisfaction among the teachers and also measured the extent of job
satisfaction and life satisfaction among them. Significant differences were found between aided and government, rural and urban, married and unmarried school teachers in their extent of job satisfaction. The study revealed a positive relationship between job satisfaction and life satisfaction and a significant association between job satisfaction and total number of years of teaching experience was also found. The majority of teachers exhibited a moderate level of job satisfaction and life satisfaction.

49. Sharma and Patnaik (2009) undertook a study of organizational health of elementary schools and job satisfaction of teachers with the objective to determine whether the status of organizational health of elementary schools and job satisfaction of teachers was satisfactory and whether there existed a positive relationship between organizational health and job satisfaction of elementary school teachers. The results indicated that the teachers of private schools were highly satisfied whereas the teachers of government schools were only above average in job satisfaction. A positive and substantial correlation was found between organizational health of schools and job satisfaction of teachers.

50. Singh (2009) made an attempt to find out the impact of leadership behaviour on teachers’ job satisfaction and pupils’ academic achievement. The study concluded that some dimensions of leadership behaviour played a significant role in pupils’ academic achievement also. It also revealed that leadership as a whole was significantly related to teachers’ job satisfaction as well as to pupils’ academic achievement and that all the dimensions of leadership behaviour was not the significant predictors of pupils’ academic achievement.
51. Khan and Kord (2009) investigated the relationship of mental health, job satisfaction and organizational commitment among the employees. The results indicated a significant correlation between job satisfaction and organizational commitment but mental health was not significantly correlated with job satisfaction and organizational commitment. No significant differences were found between gender, educational level, monthly salary and job tenure of the employees on the mean scores of affective, normative, continuance commitment and overall organizational commitment respectively. However, the older employees were found to be more satisfied than younger employees.

52. Bharilya (2009) undertook a study of job satisfaction of teachers working at higher secondary schools in Sagar city. The major findings were: (i) The male and female secondary school teachers did not differ significantly in their attitude towards teaching profession and class-room teaching. (ii) There was significant difference between male and female teachers in their attitude towards child-centered practices, educational process, pupils and teachers. (iii) The secondary school teachers working under two different managements, viz. govt. and private did not differ significantly on any one aspects of teachers' attitude. (iv) The association of sex and management of school have shown some mixed effects on different aspects of teachers' attitude.

53. Panda et al. (2009) studied the relative effectiveness of some of the psychological factors: mental health, age, sex and management of school on job-satisfaction. The aims of the present study were:
(i) Studying the effect of mental health on job-satisfaction of secondary school teachers.

(ii) Studying the effect of age on job satisfaction of secondary school teachers.

(iii) Studying the interactive effect of mental health and age on job satisfaction of secondary school teachers.

(iv) Studying the effect of management of school (Govt. or Private) on job satisfaction of secondary school teachers.

(v) Studying the interactive effect of sex and management of school on job satisfaction of secondary school teachers.

The sample for this study consisted of teachers (74 male and 28 female) working in 12 secondary schools in the district of Koraput (Orissa). The major findings of the study were:

(i) Mental health had significant effect on secondary school teachers’ job satisfaction: mentally healthy teachers were significantly more satisfied with their job as compared to mentally unhealthy teachers.

(ii) Age had no significant effect on their job satisfaction as there was no significant difference between secondary school teachers senior in age and junior in age in their job satisfaction.

(iii) Mental health and age had significant interactive effect on secondary school teachers’ job satisfaction.

(iv) Sex had no significant effect on secondary school teachers’ job satisfaction as there was no significant difference between male and female secondary school teachers in their job satisfaction.
(v) Management of school had no significant effect on secondary school teachers’ job satisfaction as there was no significant difference between Govt. and Private managed secondary school teachers in their job satisfaction.

(vi) Sex and management of school had no significant effect on secondary school teachers’ job satisfaction.

54. Neelkandan (2010) determined the level of job satisfaction of teachers in relation to organizational health of the schools. The study concluded that there was a significant relationship between the job satisfaction and organizational health of the school teachers. However, it also revealed that the teachers differed in job satisfaction in relation to the organizational health. Significant relationship was found between the job satisfaction and organizational health of male and female, rural and urban teachers.

55. Sharma (2010) examined the professional commitment of teachers in relation to their job satisfaction and gender differences. The objectives were to study the relationship between professional commitment and job satisfaction of teachers and to find the difference in the professional commitment due to gender differences. The study reported a positive and significant correlation between job satisfaction and professional commitment of the teachers whereas the professional commitment was found to be independent of the gender differences.

56. Sood (2010) explored the relationship between job satisfaction and role commitment level of teachers as well as certain selected background factors, like gender and length of service of secondary school teachers. The findings revealed that the level of job satisfaction level of secondary school teachers
had a positive significant effect on their role commitment and teachers with higher job satisfaction level exhibited significantly higher commitment towards teaching profession as compared to the teachers with either moderate or low job satisfaction level. Further, the teachers with an experience of 10 years and less possessed significantly higher commitment towards teaching profession in comparison to highly experienced teachers with total length of service of 15 years and more. Also, gender and teaching experience were found to have a significant combined influence on role commitment of secondary school teachers.

57. Kaur (2010) in her study aimed at finding the level of job satisfaction of college teachers of Punjab with respect to area, gender and type of institution. The study revealed that rural college teachers were more satisfied as compared to urban college teachers, because of their low expectations. Furthermore, government owned college teachers were more satisfied than government aided and self-financed college teachers. She also stated that higher socio economic status and level of life satisfaction encourage the college teachers for higher level of job satisfaction.

58. Kaur and Sidana (2011) estimated and compared the level of job satisfaction of teachers according to gender, location and type of management. The study revealed that the level of job satisfaction of male teachers was higher than their female counterparts. Further, rural teachers were found to be more satisfied as compared to the urban teachers. It was reported that the government teachers were more satisfied than their counterparts working in government aided and private institutions whereas
the teachers working in private institutions were more satisfied than those working government aided institutions.

59. Singh and Pal (2011) carried out a study of job satisfaction and teaching effectiveness of school teachers. The study aimed at estimating the general level of job satisfaction and teaching effectiveness of primary and upper school teachers and the correlation between these two variables. The general job satisfaction was found to be 70% among the respondents whereas effectiveness was higher (73.5%) as compared to the former. The study also reported a significantly higher correlation between job satisfaction and teaching effectiveness.

60. Sridevi (2011) in her study on job satisfaction investigated the significant difference in job satisfaction among the teachers with respect to their gender, locale and type of institution. The study revealed that the majority of the teachers expressed moderate level of job satisfaction and the teachers working in aided institutions were highly satisfied with their job than the teachers of unaided and government institutions. No significant differences were found in the job satisfaction of the teachers with respect to gender and length of service.

61. Mishra (2011) studied the teacher effectiveness, job satisfaction and organizational commitment among secondary school teachers. The major objective was to determine whether male and female teachers differed significantly with respect to their teacher effectiveness, job satisfaction and organizational commitment. The results indicated that teacher effectiveness, job satisfaction and organizational commitment were positively correlated with one another. No significant differences were found between the male
and female teachers with respect to teacher effectiveness, while on job satisfaction and organizational commitment they differed significantly.

62. Bhayana (2012) studied the effect of gender, academic stream and teaching experience on job satisfaction of teachers. The major findings were that there was no significant difference in job satisfaction between male and female teachers, and more experienced teachers had more job satisfaction than the less experienced teachers. However, no significant interaction effects of gender and academic stream; gender and teaching experience; gender, academic stream and teaching experience were found on the job satisfaction of the teachers.

63. Nagar (2012) studied job satisfaction and organizational commitment among the teachers during the times of burn out. The study also examined the effect of increased job satisfaction on commitment among teachers towards their organization. The results indicated that all the three factors of burn out namely, depersonalization, reduced personal accomplishment and emotional exhaustion lead to decreased job satisfaction. In terms of job satisfaction, females showed higher level of job satisfaction as compared to male and were reported to be more committed to their organizations as compared to the male teachers. It was also concluded that greater job satisfaction contributed significantly towards an increase in organizational commitment.

64. Gupta, Pasrija and Bansal (2012) made a comparison of job satisfaction of secondary school teachers in relation to their some demographic variables such as gender, locality, qualifications, experience and type of schools. The findings reported significant differences in job satisfaction between male and female teachers indicating that female teachers were more satisfied than their male counterparts. Similarly, it
revealed that more experienced teachers and teachers belonging to rural areas had better job satisfaction than their counterparts. Further, the teachers having post-graduate qualifications and working in private schools were reported to be significantly better than their counterparts.

65. Salim and Mustafa (2012) conducted a study to ascertain the role of emotional intelligence on job satisfaction and the effect of gender on the relationship between emotional intelligence and job satisfaction. The results of the study showed a significant positive relationship between emotional intelligence and job satisfaction and no effect of gender was observed on the relationship between the two variables.

66. Sarabjit Singh (2012) studied on Job satisfaction and attitude towards education among male and female teachers of Degree colleges. His result showed significant level of dissatisfaction pertaining to intrinsic factor of work and more especially these factors relating to school areas and rank. A significant correlation between level of burnout and job satisfaction found. Particular in respect of emotional exhaustion and depersonalization, which were shown to correlate with low level of job satisfaction.

67. Brajesh Kumar (2012) conducted a study on job satisfaction of secondary school teachers in Raibareli District in relation to their sex and nature of posting. He concluded: (1) The female secondary school teachers had higher degree of job satisfaction in comparison to male secondary school teachers, irrespective of their location of school and their nature of posting. (2) The Permanent secondary school teachers were more job satisfied in comparison to contract teachers irrespective of the location of school and sex. (3) The male permanent teachers were more job satisfied in comparison to male contract teachers belonging to secondary schools and the same result was found for female teachers.
2.3.0 STUDIES ON ATTITUDE

2.3.1 STUDIES ABROAD

1. **Campbell (1973)** examined the relationship between attitudes of student-teachers and ratings of student-teachers according to characteristics seemed most desirable of teachers within the limits of the investigation, little relationship was found to exist between the attitude of student teachers as expressed at the end of a student teaching experience and the ratings of characteristics desired by school administrators.

2. **Harrison and Rainer (1992)** conducted their research using data compiled from a 1990 survey of 776 knowledge and information workers from a large university in the southern United States. They found that participants with negative computer attitudes were less skilled in computer use and were therefore less likely to accept and adapt to technology than those with positive attitudes.

3. **Ostroff (1992)** studied on Employees’ attitudes and organizational performance. 364 schools selected for the sample of study. He found that aggregated teacher attitudes such as job satisfaction and organizational commitment were concurrently related to school performance, as measured by several performance outcomes such as, students’ academic achievement and teacher turnover rates. When the unique characteristics of the schools were statistically controlled for, teacher satisfaction and other job-related attitudes continued to predict many of the organizational performance outcomes. Results were strongest for teacher satisfaction; thus, organizations with more satisfied employees tended to be more effective than organizations with dissatisfied employees. This study indicated that
satisfaction was an important social process factor that fosters organizational effective.

4. Çapa and Çil (2000) showed that gender was not effective on the pre-service teachers’ attitude towards teaching profession, but in the sub dimensions of loving profession and respect to profession, females had more positive attitude than males. On the other hand, in the sub dimension of confidence, males were more confident than females. According to the sub dimension of the class level, especially, pre-service teachers who were taking pedagogical content courses had more positive attitude to profession.

5. Howery (2001) conducted a study to investigate impact of technology on teacher training attitude. The results of the study revealed an increase in teacher attitude and use of computers. The results suggested that through the Technology Literacy Challenge (TLC) grant, teachers had become comfortable with the use of technology and their positive attitude towards technology had increased.

6. Hogörür et al. (2002) found a positive relation between the class levels and attitude. When the class level increases, pre-service teachers’ attitude towards teaching profession rise, similarly.

7. Albirini (2004) conducted a study to investigate the attitudes of EFL teachers in Syrian high schools toward technology in education, both quantitative and qualitative methods were employed to collect data. He found that the results from both quantitative and qualitative data indicated that teachers had positive attitudes toward technology use in education.

8. Anne Walker, Jill Shafer, and Michalle Liam (2004) Investigated Title: Teacher attitude towards English language learners in the main stream classroom.
Objectives:

(i) To explore the nature of main stream teacher attitudes towards ELLs.

(ii) To find out the factors that contributes to teacher attitudes.

(iii) To find out how these attitudes vary by community context.

Method: This study was a triangulation mixed method, research design (creswell, 2002) utilizing both quantitative and qualitative methods. Survey data were collected from 422 K-12 English teachers of 28 schools and interview data from 6 ELL teachers. A 14 questions survey using a 5 point Likert Scale was developed to elicit responses, related to the nature of teacher attitudes toward ELSs. The chi-square test of independence was used for statistical analyses.

Findings:

1. 70% of teachers were not actively interested in having ELLs in their classroom. 14% of teachers were directly objected to ELL students being placed in their classroom. 56% of teachers were responded neutrally to the idea.

2. The low incidence teachers’ attitudes regarding English language learners were in some regards more positive than those found in rapid influx and migrant serving schools.

3. Many teachers pointed out lack of training, lack of time, negative attitude of administrator, responsibility of the learner, Ethnocentric bias (racism and prejudice) as the factors that contributed their attitude towards ELLs.

9. Oral (2004) found some significant differences among the attitudes of the students who enrolled in the faculty of education while considering the profession of teaching according to gender, the order of the program they
attend in the preference list, and the reason for choosing the profession of teaching.

10. **Osunde and Izevbigie (2006)** examined the 400 Nigerian post primary school teachers’ attitude toward teaching profession, obtained that because of inadequate financial remuneration, delay in payment of salaries allowances, and lost of sense of belonging, teachers had low attitude towards the teaching profession. This situation had resulted in the low esteem and status of the teachers and the teaching profession in the society. Poor conditions of service, wider negative influence and teachers’ negative personal and professional behavior were also critical factors responsible for teachers’ low status.


**Objective:**

To find out the attitude of science and mathematics teachers towards English in the medium of instruction for science and mathematics in Philippines, 19 pre-service teachers from the government and private schools were purposively selected for the study. Actual interviews were taken as main tools for gathering data.

**Findings:**

1. The majority of respondents gave English an important status in the country.

2. Most of the respondents had positive attitudes towards fellow Philippians who used the English Language in a place beyond the home.
3. All of the respondents were positively inclined towards the use of English in teaching Science and Maths, because, all materials that they use were written in

12. Bozdoan et al. (2007) concluded that the pre-service teachers’ attitudes towards teaching profession changed according to the gender and type of program they graduated from.

13. Çapri and Çelikkaleli (2008) showed that the gender affected the attitude towards teaching profession, but type of program they graduated from and type of faculty were not effective between the technical education faculty students and education faculty students.

14. Bulut (2009) found that the types of department affect the attitudes, but university and gender factors were not effective.

15. Guneyli & Aslan (2009) found a significant difference in favour of female prospective teachers in relation to the gender. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level.

16. Akkaya (2009) determined that gender factor affected the pre-service teachers’ attitude towards teaching profession. In her study, the female pre-service teachers who were in Turkish Education Department were more successful than male pre-service teachers with respect to their attitudes and academic success. In addition, according to type of program they graduated from, she found statistically significant differences between them.

17. Al-Zaidiyeen, N.J. (2010) studied concerning the importance of teachers' attitudes towards the use of ICT for educational purposes. The data for the study were collected through the use of quantitative data. A questionnaire was distributed to 650 teachers in Jordan, randomly selected. Four hundred sixty teachers responded to the questionnaire. The survey
included questions concerning the level of ICT use as well as questions related to the attitudes of teachers towards the use of ICT. The findings of the study, which were obtained by analyzing the data collected from the teachers revealed that, teachers had a low level of ICT use for educational purpose, teachers hold positive attitudes towards the use of ICT, and a significant positive correlation between teachers’ level of ICT use and their attitudes towards ICT was found. (The findings suggested that ICTs use for educational purposes should be given greater consideration than it currently receives.)

18. Can (2010) revealed that pre-service teachers who were in the non-thesis graduation program had positive attitude towards teaching profession.

19. Hussain, S. et al. (2011) aimed at measuring the attitude of secondary school teachers towards their teaching profession. This study was descriptive in nature. An Attitude Scale Towards Teaching Profession (ASTTP) was developed by Hussain (2004), having sixty-six items and four components was administered to the respondents to determine the subjects’ attitude towards teaching profession. All the secondary school teachers, teaching at secondary level in district Multan (Pakistan) constituted the population of the study. Forty secondary schools comprising male and female, rural and urban, and public and private were selected as a sample of the study. Three secondary school teachers, each science and arts, were selected randomly from the sampled institutions. Mean, Standard Deviation, t-test, correlation were applied to measure and compare the attitude of secondary school teachers towards their profession. The analysis of the data revealed that the majority of the secondary school teachers did not possess positive attitude towards the profession. It was also found that the female secondary school teachers had more positive attitude towards the profession as compared to the male secondary school teachers. The teachers working in the public
sector institutions were found more committed and satisfied as compared to the teachers working in private sector. It uncovered the fact that the majority of teachers working in the rural areas were more committed and satisfied as compared to the teachers working in urban areas.

20. YEŞİL Hülya (2011) conducted a research to analyze attitudes of the students who were studying in Turkish Language Teaching department towards teaching profession in terms of socio-demographic features. Students who were studying in Turkish Language Teaching departments of the universities in Turkish Republic of Northern Cyprus in 2009-2010 academic years constitute population of the study. Results of the study presented that attitudes of the students of Turkish Language Teaching departments towards teaching profession were positive in general. It was determined that attitudes of the students of Turkish Language Teaching departments towards teaching profession differentiated significantly in terms of gender, situation of being satisfied in their department, their parents’ attitudes towards them, desire to become a teacher and did not differentiate significantly in terms of grade, mother’s attitude towards them and income variable.

21. Arif et al. (2012) found that the ratio of four personality traits (extraversion, agreeableness, conscientiousness, and neuroticism) was nearly same, but the ratio of openness personality trait was greater which meant that the openness personality trait of prospective teachers was more dominant as compared to remaining four big personality traits. There was a significant difference between male and female prospective teachers on their big five personality traits. Female prospective teachers got greater score on their big five personality traits instrument as compared to male prospective teachers.
22. **Maliki A.E. (2013)** examined the attitude of teachers towards the teaching profession. The study utilized descriptive survey research design. A total number of 150 teachers were randomly selected from secondary schools in the study area. Instrument titled “Attitude of teachers towards teaching” was developed, validated and administered to the respondents. Respondents have a mean age of 30 years and have put in a mean of 10.82 years into the profession. Data were analyzed using mean, standard deviation, percentage and independent t–test. Results indicated that teachers’ have negative attitude towards teaching profession, result also revealed that female teachers had more positive attitude towards teaching profession. The study recommended amongst others that government should increase the salaries of teachers and take matters concerning teachers as high priority.

23. **Mohammad, P. & Mohd, S. (2013)** conducted a study on the attitudes of prospective-teachers towards teaching profession. A sample of 180 prospective teachers, 90 from private and 90 from public institutions was taken through purposive convenient sampling method. “Teacher Attitude Inventory (TAI)” by Dr. S.P. Ahluwalia was used to collect the data. Mean, SD and t-test were used for the analysis of the data. Research findings revealed that there was a significant difference in the attitudes of prospective teachers studying in private and public B.Ed. institutions. There was no significant difference in the attitudes of female and male, Muslim and Non-Muslim, science and social science prospective teachers towards teaching profession.

24. **Baloglu & Karadag (n.d)** showed that there was a noticeable statistical meaningful relationship between student teachers’ attitudes toward the teaching profession and some of their preferred coping strategies with stress.
2.3.2 STUDIES IN INDIA

1. Sinha and Sharma (1962) studied on attitude and job satisfaction. They randomly selected 100 workers from a light engineering factory around Culcutta. The factory had a single recognized union affiliated to All India Trade Union Congress. The union membership consisted of nearly 97 percent of the total work force. They were administered questionnaire. The results of the product moment correlation showed a coefficient value of 0.47 between the two, which is statistically significant. It suggested that the greater the job satisfaction, the less favourable was the attitude towards the union.

2. Saxena (1969) found that there was no significant correlation between teaching competence and attitude.

3. Akhtar (1970) found that the main aim of the study was to explore the relationship between some personality factors and attitude modifiability. The major findings were: 1) There was maximum attitude modifiability in subjects who were low on neuroticism, extraversion, authoritarianism and rigidity and high on manifestation of anxiety. 2) Attitude modifiability was less in subjects holding extreme prior attitudes than those holding moderate prior attitudes. 3) Personality variables influenced the extent of attitude modifiability in persuasive situations. The person whose attitude was highly modifiable was low on neuroticism, extraversion, authoritarianism and rigidity and was highly anxious.

4. Bir Singh (1970) conducted a study of know whether teachers liked their career. The outcomes showed that women teachers had favourable attitude towards teaching profession.
5. Singh (1974) studied the dominant values of the teachers, i.e. whether their attitude towards their profession was favorable or not. The sample consisted of 517 higher secondary school teachers of Delhi, for standardization of the Teacher Value Inventory and for the study of relationship among values, attitudes and job satisfaction a different sample of 521 teachers, was selected on the basis of stratified random sampling. Ahluwalia’s Teacher Attitude Inventory was also used to collect the data. The major 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) the professional attitudes of teachers were favorable, and their attitude towards child centered practices and educational process was more favorable than their attitude towards teaching as a profession, classroom teaching, pupils and teacher; (iv) there was no difference in the attitude of teachers due to difference in age; male and female teachers differed in their attitude, (v) there was significant positive relationship between scores on theoretical and social values and scores on attitudes; (vi) there was a positive and significant relationship between scores on attitudes and scores on satisfaction.

6. Sukhwal (1976) studied about attitude of married lady teachers towards the teaching profession. The findings stated that the attitudes of the married women teachers showed that a majority of teachers favoured the profession. The difference between favourable and unfavourable attitude was significant. A high percentage of those who were identified as a favourable attitude towards the teaching profession also revealed highest percentage of problems in actual work situations.
7. **Mishra (1977)** studied on the attitudes of teachers working in government aided conventional Sanskrit Vidyalayas of Varanasi towards teaching profession. The conclusions were, there was sex difference in the attitude towards teaching status influence the attitude towards the teaching profession. Teachers, training favorably influenced the attitude towards the teaching profession; similarly teachers training favourably affected the attitude towards class room teaching process. The designation of teachers did not influence the attitude towards the teaching profession.

8. **Ahluwalia (1978)** in his study developed a Teacher Attitude Inventory to measure the change in the professional attitudes of the student teachers as a result of teacher education course of one academic year duration. After an initial tryout of 30 item’s 150 items were finally selected for the inventory. It was standardized on a group of 2169 student teachers, i.e. five percent of the total population of B.Ed. students in Hindi speaking states. The reliability of the TAI was calculated by split half method which came to be 0.79. The inventory was validated through the application of ‘known group’ and stimulus group techniques. The major findings of the study were :(i) the mean attitude scores, as a general rule, were found to decrease in place of improving at the end of training programme; (ii) the mean attitude scores were changed either positive or negative as a consequence of the nature of training programme provided by different institutions; (iii) sex wise and institution wise mean attitude score differences were found but there was not significant; and (iv) Sex was not found to be either a determinant or differential of change in professional attitudes of student teachers as a consequence of teacher preparation programme.
9. Tripathi (1978) in his study tried to find out the relationship between Teacher Attitudes and organizational climate. The sample of the study constituted 840 teachers, ten each from all the 84 intermediate colleges in Varanasi District of U.P. He concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges and girls and boys colleges were not significant.

10. Jaleel and Pillay (1979) studied on bureaucratic of college teachers and their attitude towards teaching profession. The findings of the enquiry were, nearly two thirds of the college teachers in the sample were highly bureaucratic. Bureaucratic as an aspect of personality was related to the attitude of college teachers towards the teaching profession. The teachers who had developed sound attitude towards the teaching profession were relatively more traditional and impersonal.

11. Bhandarkar (1980) studied about the polytechnic teachers’ attitude towards teaching profession and its correlates. The study revealed that the attitude towards the teaching profession was not significantly related to the qualifications of the teachers. The trained teachers’ mean attitude score was significantly higher than the mean attitude of the untrained teachers. The job mobility and family problems were not significantly related to teachers’ attitude towards the teaching profession.

12. Agrawal, Gupta and Saxena (1980) studied a relationship between teaching efficiency and professional attitude and their adjustment in daily life situations. According to them favourable attitude and better adjustment always produce good and efficient teachers. A sample of 10 male and 10 female student teachers were taken from Govt. Raza P.G. College, Rampur and D.A.K. College, Moradabad. The main findings of the study were as
(i) There was a positive relationship between teaching efficiency and attitude towards teaching profession in both male and female. (ii) There was no relationship between teaching efficiency and adjustment in both male and female student teachers. (iii) Attitude towards teaching profession did not have any relationship with adjustment, irrespective of sex differences. (iv) Sex did not play any role in respect of the variables (teaching efficiency, attitude towards teaching profession and adjustment.

13. **Goyal (1980)** studied on teacher educators of different categories based on sex, age, qualification and experience to find out the relationship among their attitude, job satisfaction, adjustment and professional interest. The sample consisted of 314 male and female teachers – educators. The findings of the enquiry were, a large variety of the teacher educators were favourably interested towards their profession and were satisfied in the job, however they were not well adjusted and had low professional interest. The attitude and job satisfaction and occupational adjustment among teacher – educators were associated with one another and job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

14. **Ramakrishnaih, (1980)** revealed through his study, that women teachers have a significant and more favourable attitude towards teaching than men teachers.

15. **GCPI (1981)** studied relationship of Academic Achievement with attitude towards teaching among teacher –trainees. All the ninety teacher-trainees enrolled in the L.T. course (general) of the government and Central Pedagogical Institute, Allahabad, during the 1980-81 sessions, constituted the sample. The Ahluwalia’s Teacher Attitude Inventory was employed for findings of the attitude of the teacher–trainees towards teaching. Their
academic achievement was taken from the entrance records in the L.T. Course. Product movement correlation was computed between the academic achievement score and the score for the attitude towards teaching. The findings of the study showed no relationship between academic Achievement and attitude towards teaching among the teacher-trainees.

16. **Paikaray, G.S. (1981)** made a comparison of different types of feedback in micro teaching upon teaching competence and attitude towards teaching of student teachers. The pre-test and post test parallel group design was used in this experiment. There was one control group consisting of ten student teachers who were trained by the traditional training method and six experimental groups having ten student-teachers in each group who were trained by the micro teaching method. The control group received feedback by the traditional method while each experimental group received a different type of feedback provided by supervisor, peers, audio tape, Supervisor and peers, peers and audio tape and supervisor and audiotape. A stratified random sampling procedure was followed to form seven matched groups on the basis of their intelligence, attitude, age, sex, qualification and previous teaching experience. Cattell’s culture fair Test scale 3, Form A and Ahluwalia’s Teacher Attitude Inventory were used for description of the sample while teaching competence scale was used for the criterion measure.

Some of the findings of the study were:

1. The means of the four experimental groups that were provided feedback by the supervisor, supervisor and peer, peer and audiotape, and supervisor and audiotape differed significantly at 0.01 level of significance from the mean of the control group. But there was no significant difference between the mean of the control group and the other two experimental groups that
were provided feedback by both the peers and audiotape was much more effective than the feed back by peer or audiotape only.

2. The means of the experimental groups had two distinct trends. The means of the groups that were provided peer feedback and audiotape feedback were of one type and the other groups were of another type. The means of latter groups were distinctly higher than those of the former groups. When any of the means of the former groups was compared with any of the means of the latter groups, the differences between the means became significant but when the means of the former or the latter groups were compared between themselves no significant difference was noticed.

3. Analysis of the gain scores for teaching skills only gave the same result except in one case where the means of the control group and the experimental group with audiotape feedback differed significantly at 0.05 level for 5 scores of the teaching skills only. However, this departure was a favorable one as regards the experiment.

4. Analysis of attitude scores for each of the seven groups involved in the experiment by the difference method as well as by the sign test method for paired observations indicated that for five groups the change was significant while for two groups, i.e. the control group and audiotape feedback group, it was not.

5. Analysis of teaching competence scores and attitude scores indicated that greater teaching competence and more favorable attitude towards teaching in most cases were associated with the supervisor’s presence in the groups. The supervisor’s role emerged as a very important factor in a microteaching setting.
17. Patnaik and Panda (1982) examined the differences in personality and attitudes of good and poor teachers working in secondary schools. They found some personality and attitudinal differences between good and poor teachers. Sex differences were clearly seen in these two variables of teacher’s characteristics. On the basis of attitude, the male teachers had significantly more favourable attitude towards teaching profession, classroom teaching, child-centered practices, educational processes, pupils and teachers than the female good teachers. The poor female teachers had positive attitude towards teaching profession in comparison with poor male teachers.

18. Shrivastava (1982) found that high attitude towards teaching as a career was an essential feature for high job-satisfaction.

19. Khatoon and Verma (1983) found that women teachers had greater degree of job-satisfaction than men teachers; experience was found to influence negatively on attitude towards teaching whereas qualifications were not found to have any effect on the attitudes.

20. Raina (1983) made a factorial study of personalities, attitudes towards teaching and creativity of in-service and student-teachers belonging to three subject areas like science, arts and commerce. He found a significant difference between in-service teachers and student – teachers belonging to three subject areas like science, arts and commerce. He found a significant difference between in service teachers and student-teachers in respect of their attitudes and creativity.

21. Gupta, (1984) conducted a study on Attitude of Teachers and found that male and female teachers differ significantly in attitude towards teaching profession.
22. **Rawat and Sreevastava (1984)** conducted a comparative study of the attitude of male and female teacher trainees towards teaching. Significant difference was found between male and female teacher trainees in their attitude towards teaching profession.

23. **Gupta, Rani and Gupta (1985)** found that a person with good academic career and good attitude towards teaching profession was likely to be an effective teacher. In their study they emphasized that academic achievement and attitude towards teaching profession had anything to do with teaching efficiency so that we could develop ways and means to test teaching before admitting them to a training college and to minimize the chances of entering of wrong persons. The data were collected from (50 boys, 45 girls) student teachers to two training college (B T C) with the help of two test inventories “Teacher’s Rating Scale” by R.C. Deva, “Teacher’s Attitude Inventory” by S. P. Ahluwalia and Academic Achievement Record. The major findings of the study were summarized as – (i) there was a positive relationship between Teaching Efficiency and Professional attitude towards teaching profession. The correlation was very low in the case of male student teachers, while the condition was better in case of female. Positive favorable attitude towards teaching profession made the work not only for career but also more satisfying and professionally rewarding. (ii) There was a quite significant difference among the sample means, i.e. mean of male teaching efficiency and attitude towards teaching profession and female teaching efficiency and attitude towards teaching profession. (iii) Sex played a great role in respect of variable teaching efficiency and attitude towards teaching profession.

24. **Anand (1986)** found that the attitude of teachers towards students was positive and significantly correlated with their job-satisfaction. Women
teachers had favourable attitude as compared to men teachers. There were
more B.Ed. students who were selected on the basis of their academic record
and performance in an interview, had favourable attitude towards children as
compared to the trainees selected only on the basis of their academic records.

25. **Poozhikuth (1989)** found that female teachers have high attitude
towards teaching than male teachers and age is not significantly associated
with attitude towards teaching whereas length of service is associated with
attitude towards teaching.

26. **Kumar (1995)**, in a study, found that there is significant difference in
the attitude of male and female teacher trainees towards teaching profession.

27. **Balan (1996)** found no significant gender difference in attitude towards
teaching of student teachers of Kerala and there exists significant
relationship between attitude towards teaching and self concept of the
female student teachers.

teachers’ centers. It concluded that teachers’ centers were useful to the
teachers in solving academic problems. The teachers had a positive attitude
on the functioning of teachers’ centers. Female and experienced teachers had
a positive attitude in teachers’ centers.

29. **Dinakara (2000)** conducted a study on environmental awareness,
attitude and teaching practices of elementary school teachers of Mysore
District and the study revealed that: • there was significant difference
between urban and rural school teachers in their environmental awareness
and environmental attitude. Urban school teachers were superior to rural
school teachers in their environmental awareness and environmental attitude.
• there was no significant difference between urban/rural school teachers in
their teaching practices. • there was no relationship between environmental
attitude and classroom practices. • there was no significant difference between (i) the urban and rural school teachers and (ii) Government and private school teachers in their classroom practice.

30. **Pushpam (2003)** while examining the attitude of women teachers towards teaching profession on a sample of 725 teachers found significant and positive relationship between attitude of women teachers towards teaching profession and job satisfaction.

31. **Singh (2006)** studied the impact of terrorism on physical education. Teachers of Jammu and Kashmir state in relation to their job satisfaction, personality and attitude towards education. He found that Punjab state physical education teachers were extremely satisfied from their job but Jammu and Kashmir teachers were in very satisfied category. Teachers of both the groups had the solitary personality. Further, found that the teachers of both the states had unfavorable attitude towards education.


**Objectives**: (i) to study the level of computer knowledge of higher secondary teachers. (ii) to study the teachers’ attitude towards computer. (iii) to study the significance of the difference between the sub-samples of the teachers in respect of their computer knowledge and their attitude towards it. (iv) to study the nature of the relationship existing between the teachers’ computer knowledge and their attitude towards computer.

**Method**: The nature of the present study was exploratory in nature. The sample was consisted of 670 teachers working in higher secondary schools situated in the Cuddalore district of Tamilnadu, India, and was selected on the basis of cluster sampling technique. The tools used in this study to
collect data were ‘computer knowledge test’ constructed and validated by the investigator and ‘attitude towards computer scales’ constructed and validated by Kumaran, D. and Selvaraj, K. (1997). After the collection of data quantitative analysis was done.

**Findings:**

(1) With respect to entire sample of teachers only 16.70% belonged to the high level of computer knowledge and 83.30% belonged to the low level of computer knowledge. (2) 60.40% the teachers had relatively a favourable attitude towards computer and only 39.40% had relatively unfavourable attitude towards computer in general. (3) There was a significant difference in computer knowledge between the male and female teachers. The female teachers were better than their male counterparts in their computer knowledge. (4) There was a significant difference in computer knowledge between the teachers working in urban and rural schools. Teachers working in urban schools were better than their rural counterparts. (5) There was no significant difference in computer knowledge between the government school teachers and private school teachers. (6) There was no significant difference in computer knowledge between the secondary grade teachers and graduate teachers. (7) There was no significant difference in attitude towards computer knowledge between male and female teachers. (8) There was no significant difference in attitude towards computer between the teachers working in urban and rural schools. The same result was found between the teachers working in private and government schools. (9) There was a significant positive relationship between the computer knowledge and the attitude.
33. Jain, S. (2007) studied on correlation between teaching attitude and intelligence of the teacher trainees studying at Education Colleges affiliated to Sagar University. The major findings were:

(i) Male teacher-trainees had more favourable attitude towards teaching profession.

(ii) Reserved category male teacher-trainees had more favourable attitude towards teaching profession.

(iii) Unreserved category female teacher-trainees had more favourable attitude towards teaching profession.

(iv) Unreserved category science group female teacher-trainees had more favourable attitude towards teaching profession than unreserved art group female teacher trainees.

(v) Reserved category science group male teacher-trainees had more favourable attitude towards teaching profession than reserved category art group male teacher-trainees.


Objectives: (i) To estimate the percentage of secondary school woman teachers with high average and low attitude towards teaching profession. (ii) To test whether attitude towards teaching profession can significantly differentiate between successful and less successful secondary school woman teachers. (iii) To test whether there is any significant relationship between attitude towards teaching profession and success in teaching among secondary school woman teachers.
**Method:** This is a qualitative observational type of study. Data for the study were collected by means of a sample consisting of three hundred secondary school woman teachers belonging to ten districts of Kerala, drawn by proportionate stratified sampling technique. The tools used were scale of attitude towards teaching profession (Poozhikuth, 1991) and Teaching Success Rating Scale (Mathai, 1991).

**Findings:** (1) Attitude towards teaching profession was a variable that affected success in teaching. (2) Successful and less successful woman teachers differed significantly in the mean scores of attitude towards teaching profession. (3) Attitude towards teaching profession was significantly related with success in teaching.

35. Sree Rekha, R. (2008) Investigator teachers’ attitude towards the use of ICT in English Language Teaching

**Objectives**

1) To find the attitude of secondary school English language teachers towards the use of ICT in ELT.

2) To compare the attitude of secondary school English language teachers categorized on the basis of gender, locality, management and experience.

**Method:** The tool used for the study was ICT Attitude Scale for language teachers, constructed and validated by the investigator. The tool was administered to a representative sample of 120 secondary level English language teachers, of Thiruvananthapuram district of Kerala. Statistical techniques like percentage analysis, t-test and ANOVA were used to analyze the collected data.
Findings

1. 53% of teachers were positive to a great extent and 37% of teachers were positive to some extent. Only 10% were reported to have a negative attitude to the use of ICT in ELT.

2. There was no significant difference between the attitude of teachers categorized on the basis of gender, locality, management and experience.

36. **Panda et al. (2009)** conducted a study of secondary school teachers’ attitude towards some of the selected aspects of teaching learning process. The major findings of the study were (i) mental health had significant effect on secondary school teachers' job satisfaction: mentally healthy secondary school teachers were significantly more satisfied with their job as compared to mentally unhealthy teachers. (ii) Age had no significant effect on secondary school teachers’ job satisfaction; there was no significant difference between secondary school teachers’ senior in age and junior in age in their job satisfaction. (iii) Mental health and age had significant interactive effect on secondary school teachers' job satisfaction. (iv) Sex had no significant effect on secondary school teachers' job satisfaction: means there was no significant difference between male and female secondary school teachers in their job satisfaction. (v) Management of school had no significant effect on secondary school teachers' job satisfaction, means there was no significant difference between govt. and private managed secondary school teachers in their job satisfaction. (vi) Sex and management of school had no significant interactive effect on secondary school teachers' job satisfaction.

37. **Dr. H.V. Belagali (2011)** studied on teaching attitude. The major findings were: 1. The female teachers have higher attitude towards teaching
profession as compared to male teachers of secondary schools. 2. The female teachers have higher attitude towards teaching profession dimension that is social and psychological as compared to male teachers of secondary schools. 3. The urban secondary school teachers have higher attitude towards teaching profession as compared to rural secondary school teachers. 4. The urban secondary school teachers have higher attitude towards teaching profession dimension that is academic as compared to rural secondary school teachers. 5. The urban secondary school teachers have higher attitude towards teaching profession dimension that is social and psychological as compared to rural secondary school teachers.

38. Deepak Sharma (2012) studied on attitude of secondary school teachers of Ambala towards use of pedagogical instructions in teaching English language in the modern age. He found that (1) there was a significant difference between the two means Public schools teachers of Ambala. (2) There was no significant difference between the two means Govt. Aided School teachers of Ambala. (3) There was a significant difference between the two means Govt. Schools’ teachers of Ambala.

39. Kareem et al., (2012) reported that students enrolled in regular programmes showed high levels of professionalism as compared to distance education students. Similarly B.ED students enrolled in regular programmes showed the highest levels of professional attitude.

40. Sharma & Dhaiya (2012) found (1) no significant difference between the attitude of male and female B.Ed. students towards teaching profession, (2) Arts and Science B.Ed. students did not differ significantly in attitudes towards teaching, and (3) female B.Ed. Students were found to have most favourable towards teaching profession.
41. **Narasimham, Y. (2012)** Investigated the attitude of the secondary school English language teachers towards using information and communication technology.

**Objective:** To study the attitude of secondary school English language teachers towards using information and communication technology.

**Method:** 120 English teachers were selected on the basis of purposive sample random sampling from urban (60) and rural (60) areas. A questionnaire developed by the researcher was used as a tool to collect data.

**Finding:** The English teachers under study showed quite a positive attitude towards using information and communication technology.

42. **Dr. K. Sumita Rao (2012)** conducted a study with the following objectives in view.

1. To assess the attitudes of Secondary School teachers towards teaching profession.

2. To examine the effect of age on the attitudes of the Secondary School teachers towards teaching profession.

3. To find out significant differences if any in the attitudes of Male and Female teachers towards the teaching profession.

4. To study the effect of marital status (married and unmarried) of teachers on their attitudes towards teaching profession.

5. To determine the effect of family type (joint and unclean) on the attitudes of the teachers towards teaching profession.

6. To study the effect of parental income on the attitudes of the teachers towards teaching profession.
7. To study the effect of Area on the attitudes of the teachers towards teaching profession.

8. To find out significant differences if any in the attitudes of the teachers towards teaching profession from rural and urban areas.

The sample was selected from 6 secondary schools belonging to Kolar rural and urban areas. 200 teachers were selected to respond to the questionnaire among them 96 were male and 104 were female teachers. The research tool used for the study was attitude scale towards teaching profession developed and standardized by Kulsum (2001). The analysis of data was done using the Mean differences ‘t’ test to find out significant differences in the attitudes of teachers towards teaching profession on the variables of Sex, Religion, Age, Marital Status, Family type, Income and place.

The major findings were:

1. There was no significant in the Mean Teacher Attitude scores towards teaching profession in the economic area of Male and Female teachers.

2. There was a significant difference in the Mean Teacher Attitude scores towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession. The mean teacher attitudes scores of female teachers in total area was found to be greater than (X = 170.09) their counter pars (X = 163.96) respectively.

3. There was no significant difference in the Mean Teacher Attitude scores towards teaching profession in the Administrative, Co-curricular, Socio-Psychological and Economical area of Hindu and Muslim pupil teachers.
4. There was a significant difference in the Attitude scores towards teaching profession (area wise and total) of Hindu and Muslim pupil teachers.

43. Shah & Thoker (2013) reported that there was significant difference between teaching attitude of government and private secondary school teachers, and government secondary school teachers had higher teaching attitude towards their teaching profession as compared to private secondary school teachers.

44. KANTI (2013) studied about the relationship between Teacher Attitude & Teaching Aptitude of prospective Secondary School Teachers. The study revealed that there was a positive correlation between Teacher attitude and Teaching aptitude. Their academic qualifications did not influence the relationship between the Teacher attitude and teaching aptitude. The methodology opted also did not influence the relationship between Teacher attitude and Teaching aptitude.

45. Babu & Raju (2013) conducted a study to examine the attitude of student teachers towards their profession in Vizianagaram district of Andhra Pradesh, India. The study was conducted on a sample of 437 student teachers studying in 7 colleges of education in Vizianagaram district, among them 239 were male and 198 females and methodology wise 143 were of Mathematics, 48 Physical Science, 134 Biological Science and 112 Social Studies subject student teachers. They were administered self constructed tool (Teachers Attitude) developed by the present study investigators. The collected data were analyzed with mean, standard deviations, and t-values for testing various hypotheses framed. The findings of the study indicated that Male and female student teachers were differed significantly in attitude
towards the teaching profession. Male and female student teachers were differed significantly in the areas of professional problems, teachers’ pay scales, vacations and other privileges, teachers’ interest towards pupils, teachers’ attitude towards management and professional status of teachers in their attitude towards the teaching profession. Student teachers belong to different subjects differed significantly in their attitude towards teaching.

46. Mishra Santwana and Chincholikar K.L. (2014) found that the attitude score and anxiety score were strong predictors of academic score in M.Ed. students. Despite having a positive relationship, the attitude score was not found to be a significant predictor of academic score. It was recommended that personality parameters should also be considered significant along with the academic scores of the teacher educators.

47. Mohammad Iqbal Matto (2014) with regard to overall attitude of these teachers the results reveal a significant mean difference between Rural and Urban Teachers. The mean difference favours urban group of secondary school teachers, which indicates that urban secondary school teachers seem to have favourable attitude towards teaching profession than the rural ones.

48. Nisha, D. (n.d.) studied on influence of practice teaching on self-concept, emotional adjustment and attitude towards teaching profession of secondary school teacher-trainees of Kerala state. The major findings were:

(i) Practice teaching has significant, influence on attitude towards teaching profession of secondary school teacher-trainees.

(ii) There is no significant difference in attitude towards teaching profession between the male and female teachers of secondary school teacher-trainees with respect to practice teaching.
(iii) There is no significant difference in attitude towards teaching profession between secondary school teacher-trainees who trained in Government and Private schools.

49. Konsam, R.D. (n.d.) studied on the attitude of Elementary school teachers of East and West Imphal, Manipur towards teaching profession and its relation to their job satisfaction. The major findings were:

(i) The results show that sex has a relation with levels of ATTP and it appears that larger proportion of male teachers than their female counterparts have a high level of ATTP while a larger proportion of female teachers than their male counterparts have a lower level of ATTP.

(ii) The results show that neither rural-urban residence nor rural-urban locations of the schools influence the teacher’s ATTP.

2.4.0 Conclusion

Job satisfaction is a multifaceted construct with a variety of definitions and related concepts which has been studied in a variety of disciplines for many years to now. measuring job satisfaction is difficult, for it is abstract personal cognition that only exists in the mind of individual. What makes a job satisfying or dissatisfying does not depend only on the nature of the job but upon various other factors which may be divided into intrinsic and extrinsic factors.

Some previous theories have proposed many factors contributed to teachers’ job satisfaction both positive and negative such as sex, working place (urban/rural), type (Government), age experience marital status and

Studies related to working place indicated that rural teachers were found to be more satisfied as compared to urban teachers (Kaur, 2010, Kaur and Sidana, 2011) may be because of their low expectations. But some studies examined that school location had no impact on job satisfaction of urban and rural teachers (Bhuyan and Choudhary, 2003, Azar et al., Ali et al., 2004). Teachers who were teaching in Government Schools showed greater job satisfaction than private school teachers (Ahmed, Raheem and Jamal, 2003) because of their job security. But (Sharma and Jyoti, 2006, Sharma and Patnaik, 2009) explored that the teachers of private schools were highly satisfied because of better organizational health and congenial atmosphere. Some studies revealed that age was found to be significantly related to job satisfaction of school teachers in a positive way (Anand, 1872) this has been supported by many other researchers also (Kuchlen, 1963, Amar Singh, 1985 and Gujjar, Ahmed and Naoreen, 2009). But some studies
showed no relationship of job satisfaction with age (Lavinga, 1974, Gupta Panda et al., 2009 and Anari, 2012). According to year of working experience it was found in most of the studies that the length of service was not related to job satisfaction (Gupta, Rao, Amar Singh, 1985, Dabo, 1998, Gosneu, 2000, Bhuyan and Choudhari, 2003, Saveri, 2009 and Stidevi, 2011) while some studies showed that more experienced teachers had more job satisfaction (Grady, 1984, Menon and Athanasoula-Reppa, 2011 and Bhayana, 2012) due to teaching efficiency and self confidence. Majority of the studies conducted with relation to marital status found that married teachers were found to be significantly more satisfied with their job than unmarried counterparts (Vyas, 2002, Ahmed, Raheem and Jamal, 2003; Ali, Khan and Alam, 2005 and Basu, 2009) because of their increased family responsibilities. While some studies showed that there was no association between job satisfaction and marital status (Mc Clusky and Strayer, 1940, Saroj Saxena and Paramjeet Setia, 1984, WU Huei-Jane and You-I WU 2001 and Bhyan and Choudhary, 2003). Studies conducted in terms of qualification revealed that educational qualifications were not found to be related to job satisfaction of teachers (Vyas, 2002, Mary and Raj, 2005) while a few studies explored that higher education impacts negatively on teachers job satisfaction because they wish to change their career (Sargent and Hannum, 2003).

Besides above studies some researches reported other factors also which influence the job satisfaction such as salary, promotion, transfer, recognition, Administration, motivation emotional intelligence and attitude etc. their positive effect increase the job satisfaction of teachers.
To sum up we can say that job satisfaction is very important to promote well-being of the organization, positive attitude and behaviour of the employees towards work.

Studies reviewed on attitude towards teaching profession reveal that attitude is a significant variable. Significant relationship of attitude towards teaching with variables like sex, working place (urban/rural) type (Govt./Private), age, salary and experience are established in a majority of the studies. Sex plays a great role in respect to variables, attitude and teaching efficiency towards teaching profession. Studies revealed that female teachers have more positive attitude towards teaching profession as compared to male teachers (Ramakrishnaiah, 1980, Anand, 1986, Poozhikuth, 1989, Hussain S. et al., 2011, Dr. H.V. Belagali, 2011 and Maliki A.E., 2013). But Patnaik and Panda, 1982, examined that on the basis of attitude the male teachers had significantly more favourable attitude towards teaching profession. While some studies showed no difference in the attitude of teachers due to difference of male and female (Singh, 1974, Ahluwalia, 1978, Agarwal, Gupta and Saxena, 1980, Capa and Cil, 2000 and Sharma and Dhaiya, 2012).

According to working place some studies showed that urban school teachers seem to have favourable attitude towards teaching profession than the rural ones (Mohammad Iqbal Matto, 2014, Dr. H.V. Belogali). But Hussain S. et al., 2011 measured the attitude and found that majority of the teachers working in the rural areas were more committed and satisfied as compared to their urban counterparts because teachers working in the rural areas have low expectations. Some studies found that Government secondary
school teachers have higher teaching attitude as compared to private secondary school teachers towards teaching profession. Since their job is more secure (Hussam S. et al., 2011, Shah and Thoker, 2013) while Dinakara (2000) found no significant difference. Singh (1974) through his study explored that there was no difference in the attitude of teachers due to difference in age. Study conducted by teachers due to difference in age. Study conducted by teachers due to difference in age. Study conducted by Osunde and Izeubigie (2006) found that because of inadequate financial remuneration and delay in payment of salaries teachers have low attitude towards the teaching profession.

Besides these factors there are several other factors also which affect the teachers’ attitude towards teaching profession. Such as : academic qualification, marital status, teachers training and organizational. If these factors are positive and favourable then they help to attain goal.

While reviewing the related literature we found a significant and positive relationship between attitude of teachers towards teaching profession and job satisfaction where positive attitude increases job satisfaction, negative attitude decreases job satisfaction.

Various studies conducted in this regard reached to different conclusions. Anand (1986) found that the attitude of teachers towards teaching profession and students was positive and significantly correlated with their job satisfaction. Attitude towards teaching profession is that variable that affects success in teaching (Sumangala et al., 2008) and teaching aptitude which leads to job satisfaction. Singh (1974) also explored the relation and found that there was a positive and significant relationship
between scores on attitudes and scores on job satisfaction. The study conducted by Goyal (1980) explored that the attitude, job satisfaction and occupational adjustment among teacher-educators are associated with one another and job satisfaction could be predicted by other two. Pushpam (2003) while examining the attitude of women teachers towards teaching profession found significant and positive relationship between attitude of women teachers and job satisfaction but some studies found and suggested that the greater the job satisfaction the less favourable was the attitude.

The foregoing survey of related literature has reviewed some important researches in the area of the job satisfaction and teaching attitude of teachers, both foreign and Indian. On the basis of this, it can be concluded that a few research studies have been conducted to explore the relationship between teaching attitude and job satisfaction of higher secondary school teachers.