CHAPTER II

REVIEW OF RELATED LITERATURE
CHAPTER-II

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Introduction

The review of related literature is an important part of the scientific approach and is carried out in all areas of scientific research. The study of literature implies locating, recording and evaluating then relevant research. This gives the investigator and understanding of the previous work already done in the areas of interest.

2.1 Studies Related to Job Satisfaction

2.1.1 Studies Related to Job Satisfaction in India

Job Satisfaction refers to an individual’s positive emotional reaction to a particular job. It is affective to a job that results from the person’s comparison of actual outcomes with those that are desired, anticipated, or deserved. There is few Job Satisfaction studies carried out within the university work environment or industrial work environment that showed the relationship between Job Satisfaction and managers.

Mathew (2007) conducted a study on examining the relationship between secondary school head teachers’ leadership and teachers’ satisfaction in Kerala, India. The study’s purpose was to examine the correlation between head teachers’ leadership practices and teachers’ Job Satisfaction in the Kannur Educational District, Kerala, India and to find whether their satisfaction differed based on their demographics. The study randomly sampled 200 teachers from 10 government and 10 aided secondary schools. The major finding is that all five Leadership
factors (LPI) and all 21 Job Satisfaction factors (MSQ) were related. Other findings were (a) gender, age, educational qualifications, and years of experience of teachers were associated with satisfaction, (b) young teachers looked up to the head teacher for leadership more than their older colleagues, and (c) teachers wanted independence, recognition, creativity, moral values, variety, flexibility, and better working conditions in their job.

Swaminathan and Jawahar (2011) focused on their study "Job Satisfaction as a predictor of organizational citizenship behavior. This study aimed at determining and establishing a relationship between Job Satisfaction and organizational citizenship behavior among faculty in higher learning institutions. The study employed the Wong’s Job Satisfaction (Wong, 2010) and Organ’s Organizational Citizenship Behavior (Organ, 1988) inventories to quantify the Job Satisfaction and Organizational Citizenship Behavior levels respectively. Samples from 252 faculty members in Tamil Nadu, India were used to obtain the empirical base for the study. Correlation and multiple regression analyses were used to interpret the data. This study highlighted the need for strengthening the organizational citizenship behavior scores by the faculty members since this has been found to affect the satisfaction at their jobs.

Sharma, Verma, and Malhotra (2010) conducted a study on investigate the stress and burnout as predictors of Job Satisfaction amongst lawyers. The objectives of the study were to determine the impact of burnout and psychosocial stressors on the Job Satisfaction among male and female lawyers from different courts of Himachal Pradesh (India). Three subscales of burnout and psychosocial stressors were used as predictors (independent variables) of job-satisfaction (dependent variables) among 150 equal numbers of male and female lawyers. The
statistical treatments included Pearson’s product moment co-efficient of correlation along with descriptive data (means, standard deviation and t-test (for gender difference). Regression analysis was also computed to find out the best set of predictors of Job Satisfaction. The factors causing job dissatisfaction were (1) emotional exhaustion (2) depersonalization (3) reduced personal accomplishment (4) stress (5) strained interpersonal relationship (6) over-expectation (7) poor economic position (8) jealousy (9) poor social position (10) competition and (11) conflict between values and practice for male and female lawyers. The stepwise regression analysis indicated that emotional exhaustion, stress due to clients, work under load and economic position have turned out to be the significant predictors of job-satisfaction showing 45% variance for males and 55% variance for females. The t-test analysis revealed higher job-satisfaction for male lawyers as compared to their female counterparts. Whereas female lawyers experienced significantly greater psychosocial stressors and burnout as compared to males.

Chandraiah, Agrawal, and Marimuthu (2003) planned a study on occupational stress and Job Satisfaction among managers. The study was planned to investigate the effect of Age on occupational stress and Job Satisfaction among managers of different age groups in Calcutta City, India. A sample of 105 industrial managers working in different large-scale organizations was selected randomly for the present study. The Occupational Stress Index (OSI) developed by Srivastava and Singh (1983) and Job Descriptive Index (JDI) by Smith Kendal (1963) were used to assess the level of job stress and Job Satisfaction of the sample. The findings of the study revealed higher levels of job stress and less Job Satisfaction among managers of 25-35 years age than their counterparts in the middle age (36-45 years) and the old age groups (46-55 years). The study also
found that the age found to be negatively correlated with occupational stress and positively with Job Satisfaction.

Vijayashreea and Jagdishchandrab (2011) conducted a study on locus of control and Job Satisfaction: PSU employees. The study aimed to analyze type of locus of control and its relation with Job Satisfaction. The study will be of great help for organization to understand and know what type of locus of control their employees has and how it has an impact on Job Satisfaction. The objectives of this study were [1] To identify the type of Locus of Control (i.e. Internal or External) present in Public Sector Units (PSU) in Bangalore and [2] To analyze the impact of different type of Locus of Control on Job Satisfaction of PSU Employees. Further hypothesis was also set to check the relationship between locus of control and Job Satisfaction. In addition, the relationship between different demographic factors was also examined. The tool used for this study was Loco Inventory. The concept of locus of control by Levenson (1972) was used to develop Loco Inventory (Locus of Control in Organization Inventory). The survey used a questionnaire, which had thirty five statements which highlights the factors that determine the locus of control and Job Satisfaction level of the employees. The responses were collected on a Five Point Likert Scale. The response rate was (73/100) only 73%. The secondary data for literature review was collected from EBSCO Database, Google Website and other Journal Research Papers. The Ratio, ANOVA, and Correlation analysis were used as statistical techniques for analysis. The results indicated that there is a positive correlation between internal locus of control and Job Satisfaction as well as between External (other) locus of control and Job Satisfaction. And in case of External (Chance) locus of control and Job Satisfaction there exists partial positive correlation. As per this study Job
Satisfaction level among the employees is also good as the mean is 17, which is closer to maximum scale value of 25. As per ANOVA table there is a significant variance between internality and age as well as between externality (chance) and age. There is no significant relationship between internality and demographic factors like gender and education. There is no significant relationship between externality (others) and demographic factors like gender, age and education. There is no significant relationship between externality (chance) and demographic factors like gender and education.

Sharma and Bajpai (2010) conducted a study on effective leadership and its linear dependence on Job Satisfaction: A comparative study in public and private organization in India. The purpose of this study was to invoke effective leadership in private sector organization. The study hypothesized that there is a significant difference in the degree of effective leadership in public sector and private sector organization. Data were collected from 250 employees consisting of managerial and non-managerial staff from both the public sector and private sector organizations. The results revealed that employees in public sector organization have greater degree of effective leadership in comparison to private sector organizations and also the Job Satisfaction increases or decreases based on increase or decrease in effective leadership. Obtained results were in the line of the hypotheses. In terms of effective leadership; a significant difference is noticed between public sector and private sector organization. As expected, public sector has exhibited higher degree of effective leadership as compared to private sector employees. Most importantly, effective leadership is being proven as the catalyst for enhancing Job Satisfaction level of employees.
Shrivastava and Purang (2009) investigated a study on employee perceptions of Job Satisfaction: comparative study on Indian banks. The present study examined the Job Satisfaction level of a public sector and private sector bank employees in India. The sample consisted of 340 bank employees from both sectors. Job Diagnostic Survey by Hackman and Oldham (1975) was used to ascertain the level of Job Satisfaction. This study used independent samples t-test and qualitative analysis to study the differences in employee attitudes. Results indicated that the means of the public and private banks were significantly different from each other. It was found that private sector bank employees perceive greater satisfaction with pay, social, and growth aspects of job as compared to public sector bank employees. On the other hand, public sector bank employees have expressed greater satisfaction with job security as compared to private sector bank employees. The findings of the study highlight important satisfiers and dissatisfiers present in the job and suggest both the banks to take performance initiatives in the areas where employees have reported reduced satisfaction.

Peters, Chakraborty, and Mahapatra (2010) reported a study on the Job Satisfaction and motivation of health workers in public and private sectors: cross-sectional analysis from two Indian states. The purpose of this was to identify important aspects of health workers’ Job Satisfaction and motivation in different settings in two states in India: Andhra Pradesh (AP) and Uttar Pradesh (UP). The study identified and assessed differences in the perceived importance and actual presence of job characteristics related to motivation of doctors and nurses in both public and private sectors in the two states. The study was part of a larger research program conducted by Indian institutions to examine options for India’s future.
health systems, with AP and UP representing distinct regions of the country. Cross-sectional surveys of 1916 public and private sector health workers in Andhra Pradesh and Uttar Pradesh, India were conducted using a standardized instrument to identify health workers’ satisfaction with key work factors related to motivation. Ratings were compared with how important health workers consider these factors. The results showed that there was high variability in the ratings for areas of satisfaction and motivation across the different practice settings, but there were also commonalities. Four groups of factors were identified, with those relating to job content and work environment viewed as the most important characteristics of the ideal job, and rated higher than a good income. In both states, public sector health workers rated “good employment benefits” as significantly more important than private sector workers, as well as a “superior who recognizes work”. There were large differences in whether these factors were considered present on the job, particularly between public and private sector health workers in Uttar Pradesh, where the public sector fared consistently lower (P < 0.01). Discordance between what motivational factors health workers considered important and their perceptions of actual presence of these factors were also highest in Uttar Pradesh in the public sector, where all 17 items had greater discordance for public sector workers than for workers in the private sector (P < 0.001).

Jain, Jabeen, and Mishraand (2007) conducted a study on Job Satisfaction as related to organizational climate and occupational stress: A case study of Indian oil. The study aimed to explore the influence of occupational stress and organizational climate on Job Satisfaction of managers and engineers working in Indian Oil Corporation Limited, Mathura, India. Data were collected from 158
employees of managers and engineers category with the help of Job Satisfaction scale, occupational stress and organizational climate scale. The occupational stress and organizational climate are independent variables whereas the Job Satisfaction is dependent variable. To find out the significance of difference between the means of both groups, 11 null hypotheses were formulated and for verification of the null hypotheses, the t-test was used. The results of this study confirmed the assumption that there is no significant difference between managers and engineers in terms of their Job Satisfaction and both the groups appeared almost equally satisfied with their jobs. When the managers and engineers were compared on organizational climate, it was found that both the groups differed significantly. Managers scored significantly high on organizational climate scale than the engineers indicating that the managers are more satisfied due to the empowerment given to them. On the basis of calculated data, marked and significant differences were observed between managers and engineers of IOCL in terms of occupational stress which led to the conclusion that engineers experienced higher degree of stress as compared to managers. When Job Satisfaction of high income group managers were compared with low income group managers, the results revealed that both the groups differed significantly.

2.1.2. Studies Related to Job Satisfaction out of India

Rezaei, Rezvanfar, and Akbari (2008) undertook a study on the Job Satisfaction of agricultural education teachers in Yazd Province of Iran. The study was conducted to measure the level of Job Satisfaction among agricultural education teachers in Yazd Province of Iran. Agricultural education teachers from Yazd Province with a minimum of one year experience were included in the study. As a result so, the sample consisted of 60 agricultural education teachers.
To study the Job Satisfaction level among respondents, the Brayfield and Rothe Job Satisfaction Index was used. A data form was used to collect information about demographic (independent) variables and effective constraints reducing Job Satisfaction. The findings revealed that the majority of agricultural education teachers (56.7%) had a median level of Job Satisfaction, followed by 33.3 and 10 percent belonging to a low and high level of Job Satisfaction, respectively. According to regression analysis, "level of education", "number of students taught each year" and "class time (per day)" were found to have contributed to the increase in Job Satisfaction among agricultural education teachers. The effective constraints that had the most important impact on decreasing Job Satisfaction included an "absence of realistic expectations of teachers by society", "inadequate time for learning-by-doing programs" and an "inappropriate student-teacher ratio in class".

Arab, Pourreza, and Akbari (2007) explored a study on the Job Satisfaction on primary health care providers in the rural settings. The purpose of this study was to explore a model of the theoretical relationship between selected variables and Job Satisfaction using a structural modeling technique. Data were collected from 290 of the PHC providers worked full-time in Kurdistan rural health-house by a survey for identifying the individual, environmental, and work factors that influence Job Satisfaction. The findings revealed that only 17% of the participants’ overall Job Satisfaction was high. Furthermore, the developed model presented statistically significant differences between Job Satisfaction and village population size, satellite villages covered, and distance between health-house and city center. It is expected that the finding of the study can help Iran health system policymakers and managers for planning and implementing effective policies in
order to meet the PHC providers’ needs and so improve quality of primary health care in the rural areas.

Soleimani and Azari (2011) explored a study on the relationship between job ethics with Job Satisfaction and job stress among the staff of vocational education organization in Tehran. The purpose of the study was to explore the relationship between work ethic and staffs’ Job Satisfaction and job stress. The study used the descriptive (correlation) method of data collection. The participants in this study were 216 staffs (female =92, male =124) at vocational technical education organization in Tehran city. Three instruments were used to collect data. The work ethic was measured by the designed questionnaire. The staffs’ Job Satisfaction was measured by the Robbins and Juddy inventory and the job stress was measured by the Sotodeh job stress inventory. The data were analyzed by using the Pearson product – moment correlation technique and multiple regressions. The major findings were as follows: 1) A significantly positive relationship was found between total work ethic and staffs’ Job Satisfaction. 2) A significantly negative relationship was explored between total work ethic and staffs’ job stress. 3) A significantly positive relationship was found between each of the three dimensions of work ethic (attachment, seriousness, and healthy relations) and staffs’ Job Satisfaction. 4) A significantly negative relationship was determined between each of the four dimensions of work ethic (attachment, seriousness, healthy relations, partnership) and staffs’ job stress 5) The multiple regression analysis indicated that all four dimensions of work ethic are significant predictors of Job Satisfaction and two dimensions of work ethic (attachment, seriousness) are significant predictors of job stress.
Amiria, Khosravib, and Ali (2010) conducted a study on the Job Satisfaction and its influential factors. This study aimed at determining the Job Satisfaction level of the staff in Shahroud University of Medical Sciences (SUMS), northern Iran, and its influential factors. In this descriptive study, conducted in 2008, the participants were 384 workers in SUMS selected through simple random sampling procedure. The participants received a 33-item questionnaire in a Likert format (8 general items and 25 items related to Job Satisfaction facets). The collected data in form of frequencies and percentages were analyzed with SPSS software. Regarding the facets of Job Satisfaction, work, coworkers, supervisor, and promotion had the highest means, respectively. Pearson and Spearman correlation coefficients showed a significant relationship between overall satisfaction and the facets (\(P= 0.001\)). Analysis of variance also showed significant difference in overall satisfaction based on organizational units; however, no significant relationship was observed between overall satisfaction and gender, degree, age, job experience and type of employment.

Drysdale (2005) studied the faculty Job Satisfaction: retaining faculty in the new millennium. The purpose of this grounded theory study is to investigate why tenured faculty at MSU-Bozeman choose to remain in their faculty positions and to generate a motivational theory using a construct-oriented approach. An audit of the study’s data collection processes, analysis, and conclusions was conducted to confirm the validity of the findings. Twenty tenured faculty members from five different disciplines in the liberal arts, humanities, social sciences, fine arts, and education programs at this land grant, Doctoral II University were asked to participate in the study. Professors were selected purposefully from liberal arts, humanities, social sciences, fine arts, and education faculty who were tenured and
had at least ten years experience and were available for interview in the spring/summer of 2004. Participants were asked to respond to open ended questions and statements. Data were collected through one-on-one interviews. The results of this study revealed that tenured faculty at MSU-Bozeman were motivated to remain in their positions by, (1) their families, (2) a desire to remain in the geographical area, and, (3) as a result of having achieved tenure. These three facets of employment at MSU-Bozeman were overwhelmingly cited by study participants as motivation to remain in their positions. These three motivational factors evidenced underpinnings of need, emotion, and intellectual evaluation. The participants were motivated by the interaction of emotion, need, and intellect. In this respect, the theory of motivation generated as a result of the data unearthed by this study took a new step in the development of motivational theory, and moved beyond the boundaries set by Maslow (1943), Herzberg (1966), and Goleman (1998) to define a new paradigm of motivational theory, functional within the context of higher education, as well as a new definition of human behavior applicable within the confines of an industrialized society, inclusive of elements of all three theories. The new three-pronged theory defines need, emotion, and intellect as three interactive motivational forces determining human behavior within the context of the university in industrialized society.

Green (2000) conducted a study on the Job Satisfaction of community college chairpersons. The purpose of this study was twofold. One, the study was to document facet-specific and general levels of Job Satisfaction of community college chairpersons in the United States. Two, the influence of selected personal and unit-related characteristics on general Job Satisfaction was investigated. A sample of 807 chairs was systematically selected from a population of 9,866
chairs. The Minnesota Satisfaction Questionnaire, Long Form (MSQ) was chosen to measure satisfaction levels of 20 job facets and general Job Satisfaction. A data form was used to collect information about selected personal and unit characteristics. Frequencies, percentages and appropriate summary statistics were computed for the personal and unit-related characteristics. The reliability and content validity of the MSQ were determined. Cronbach’s alpha was computed to measure the internal consistency of the 20 MSQ facet scales and the general Job Satisfaction scale. A factor analysis was conducted to explore the instrument’s content validity. A hierarchy of the 20 facet-specific MSQ scales was constructed. The mean and standard deviation for each facet scale were documented in addition to the frequencies, percentages, and summary statistics for the general Job Satisfaction scale. A multiple regression model was constructed to describe the relationship between selected personal and unit characteristics and general Job Satisfaction. The findings of the study indicated that each of the 21 MSQ scale scores has adequate internal consistency. The results of the factor analysis supported the instrument’s content validity. Job facets of relatively greater satisfaction included social service, creativity, and achievement as reflected by respective means of 22.30, 21.28, and 21.26. Job facets of relatively lesser satisfaction included advancement, compensation, and company policies and practices as reflected by respective means of 16.60, 16.27, and 15.75. The mean, median, and mode of the respondents’ general Job Satisfaction were all equal to 78 meaning that community college chairpersons appear to be generally satisfied with their jobs. The overall regression equation was statistically not significant. The independent variables as a set accounted for only 5.2% of the variance in general Job Satisfaction.
Boeve (2007) examined a study on a national study of Job Satisfaction factors among faculty in physician assistant education. The purpose of this study was to examine the Job Satisfaction factors for physician assistant (PA) faculty. Job Satisfaction factors were divided into two categories: intrinsic factors about the respondents (work itself and opportunities for advancement) and extrinsic factors about the institutional faculty support (salary, supervisory support, and coworker relations). The theoretical approach used in this study to examine Job Satisfaction among PA faculty was Herzberg’s (1966) two-factor theory of motivation. Additionally to enhance Herzberg’s theory regarding intrinsic and extrinsic factors, Smith, Kendall, and Hulin’s (1969) facet-specific Job Satisfaction theory (i.e., Job Description Index (JDI)) was utilized. A Web-based survey instrument was distributed by email communication to all PA faculty members who were affiliated with the Physician Assistant Education Association. This study evaluated physician assistant faculty’s attitudes and perceptions regarding Job Satisfaction. After expert panel review of the Web-based survey instrument, the total population of PA program faculty members (N = 1142) was asked to complete the survey. Five hundred eighteen faculty members responded, a 45% response rate. Frequencies, percentages, and appropriate summary statistics were computed for the personal and professional characteristics. Cronbach’s Alpha was computed to measure the internal consistency of the five JDI factors and the overall Job Satisfaction scale. The mean and standard deviation for each factor was documented. Spearman’s correlation was computed for the JDI factors’ relationship to overall satisfaction. Multiple regression analysis was used to determine the predictors of overall satisfaction. Overall, PA faculty members were more satisfied than dissatisfied with their jobs. First, Web-based surveys are a
relatively new methodology, and this study utilized this technique for collecting the data. Second, physician assistant faculty members are satisfied with four of the five JDI satisfaction factors. Third, PA faculty members are least satisfied with their academic salaries. Fourth, years of PA education experience was a significant predictor for overall Job Satisfaction and requires administrators to be aware of their PA faculty’s needs.

Increasing the studies on teachers’ Job Satisfaction shows the importance of this role in educational environments. Teachers’ Job Satisfaction is frequently posited as a mediating variable that the attainment of other desired outcomes such as effectiveness of educational environments. In fact, the studies reviewed in the previous pages, reveal that most of the researchers studied teachers Job Satisfaction as one of the many variables related to effectiveness of educational environments. The following researchers have studied in this area.(Mathew, 2007; Rezaei, Rezvanfar, & akbari, 2008; Drysdale, 2005; Green, 2000; Boeve ,2007; King, 2001; Ramatulasamma, & Bhaskara, 2003; Lee, 2005; Mathew , 2007; Shrivastava & Purang , 2009; Amiria, Khosravib, & Mokhtari , 2010; Casper & Fishbein , 2002; Bishay, 1996; Boeve, 2007; Chieffo, 1991; Cramer, 1993; Drysdale, 2005; Green, 2000; Holdaway, 1978).

An overall conclusion drawn from the above discussion is that, number of investigators had tried to find out the importance of Job Satisfaction. The investigators employed a variety of tools and also used specific research design for their specific purpose. Moreover, the population and sample have also been different. Hence, the researcher tried to show the significance of the present piece of research and make an attempt to fill up this research gap in educational environments of two countries.
2.2. Studies Related to Self Esteem

2.2.1. Studies Related to Self Esteem in India

Mohan and Bedi (2010) carried out a study on the extraversion, neuroticism, anger and Self-Esteem of HIV positive youth. The study was an attempt to identify some personality correlates of HIV positive individuals. A sample of 250 HIV positive persons (190 males and 60 females), in the age range of 15-25 years, from two prominent cities of India (Chandigarh and Delhi) were tested. An HIV free sample was selected from colleges of Chandigarh (125 males and 125 females) to compare with the HIV positive sample. These samples were administered Eysenck’s Personality Inventory, Anger Expression Inventory and Self Esteem Scale. The total sample was analyzed for comparison between the HIV positive sample and HIV free sample. The main findings of the research indicated that on the traits of Extraversion and Neuroticism, HIV positive males scored higher than HIV positive females, while overall the HIV Positive subjects scored higher than the HIV free subjects. The results do not show any significant gender difference on Self Esteem; however both the HIV positive genders show low Self Esteem.

Basak and Ghosh (2008) undertook a study on ego-identity status and its relationship with Self-Esteem in a Group of late adolescents. The objective of the present paper was to study the relationship between different types of ego identity statuses with Self-Esteem in different groups of male and female late adolescents. The study also wanted to see whether gender and location (rural urban) has significant effect on identity status of late adolescents. The study was conducted on college students selected from different districts of West Bengal. Participants
of this study were late adolescents selected from three different districts of West Bengal namely, Murshidabad, Birbhum and Kolkata. Two measures have been used in this study namely, Extended Objective Measure of Ego-identity Status and Rosenberg Self Esteem Scale. The correlation analysis conducted between Self-Esteem and different types of identity statuses revealed that those having high identity achievement status have high Self Esteem, especially in the areas of occupation and ideological belief for religion. On the other hand, adolescents who were in crisis and not made commitment had low Self Esteem. The analysis also indicated that ego-identity status of students differed with respect to gender and rural-urban location. This study contributed to adolescent literature by exploring identity status and Self-Esteem in Indian adolescents with emphasis to those living in West Bengal.

Patil, Saraswathi1, and Padakannaya (2009) conducted a study on Self-Esteem and adjustment among children with reading and writing difficulties. The study was carried out with the objective of studying the Self-Esteem and adjustment among children with reading and writing difficulties. The study, conducted in Dharwad city (Karnataka), examined the relationship between Self-Esteem and adjustment among children with reading and writing difficulties. A total sample of 418 children studying in grade six in different schools were selected based on their previous academic performance of the class-tests and teacher’s rating. They were further tested on Bai’s reading and writing tests in Kannada. About 180 children who were found to be having reading difficulty and 114 children who were found to be having writing difficulty in were selected for further testing on Self-Esteem and adjustment along with a group of normal children (165 in reading and 240 in writing) for comparison purpose. Analysis
revealed that 93% of academically low achieving children (based on the class records and teacher rating) were found to be having reading difficulty while 58% had writing difficulty. Among academically high/normal achieving children, 77% were found to be normal in reading while 13% were found to be having reading difficulty. In writing 87% of the high/normal achieving students were normal and 5% were found to be having difficulty. Children with reading and writing difficulties obtained significantly low score in Self-Esteem and adjustment when compared to normal children. Children having reading and writing difficulty had poor scores on general and academic aspects of Self-Esteem and on peers and teachers related areas of adjustment. However, the differences between the groups were found to be low suggesting that suitable remedial/intervention programmers may bring the children with difficulty on par with normal children.

Tarannum and Khatoon (2009) assessed Self-Esteem and emotional stability of visually challenged students. The present paper attempted to study certain demographic variables as determinants of Self-Esteem and emotional stability of visually challenged students. The sample constituted 100 visually challenged students of Ahmadi School for Blinds, Aligarh Muslim University, Aligarh, out of which 63 are boys and 37 girls belonging to the age range of 5-18 years. The tools Self-Esteem inventory and emotional stability test for children were used for the study. The data collected were analyzed statistically by using stepwise regression analysis. Out of the demographic variables of gender, age, class, family system and area of living, only gender emerged as the significant predictor of emotional stability of visually challenged students and none of the demographic variables emerged as predictors of Self-Esteem of these students.
2.2.2. Studies Related to Self Esteem out of India

Stevens (2002) conducted a study on the Self-Esteem in Hispanic adolescent females and its relation to dual parent households and single mother households. The purpose of the study was to examine the Self-Esteem of Hispanic adolescent females and their mothers in dual parent and single mother households. The sample consisted of a convenience sample of ninety Hispanic adolescent females and their mothers from an urban area. Fifty-nine mother-daughter pairs lived in dual parent households and thirty-one mother-daughter pairs lived in single mother households. Both co-relational and causal comparative research designs were used. The mothers completed the Coopersmith Self-Esteem Inventory-Adult Form (1981) and mother questionnaires. The Coopersmith Self-Esteem Inventory-Adult Form ascertained the Self Esteem, while the mother questionnaire provided information about the mother-daughter relationship, ethnicity, and household living situation. The adolescents were given the Coopersmith Self-Esteem Inventory-School Form to ascertain their Self Esteem. T-tests were used to compare the Self-Esteem subscale scores for general, “household parent,” “school academic,” “social settings and peers,” and total Self-Esteem for the Hispanic adolescent females from dual parent and single mother households. The Hispanic adolescent females living in dual parent and single mother households showed no statistically significant differences in general and total Self Esteem. However, the results indicated an educational significance with the Hispanic adolescent females in dual parent households having higher general and total Self-Esteem than the Hispanic adolescent females living in single mother households. The mothers living in dual parent and single mother households also showed no statistically significant difference with respect to
general and total Self Esteem. The Pearson product moment correlation indicated a significantly positive correlation between the Hispanic adolescent females’ total Self-Esteem and their mothers’ level of total Self-Esteem.

Joshanloo and Afshari (2011) undertook a study on big five personality traits and Self-Esteem as predictors of life satisfaction in Iranian Muslim University students. The study presented the first examination of the relation between the Big Five personality traits, Self-Esteem, and life satisfaction in Iran, which is an understudied country in the well-being literature. Participants were 235 university students at the University of Tehran, all reporting their religious affiliation as Muslim. Findings revealed that the Big Five personality traits explained about 25% of the variance in life satisfaction scores. Among the Big Five traits, extraversion and neuroticism were found to be the strongest predictors of life satisfaction. In addition, it was found that Self-Esteem significantly predicted life satisfaction over and above the Big Five personality traits. Findings also showed that Self-Esteem completely mediated the influence of conscientiousness and agreeableness on life satisfaction, while the influence of extraversion and neuroticism on life satisfaction was partially mediated by Self-Esteem. Furthermore, findings revealed that female students scored significantly higher than male students on life satisfaction. Sex also could moderate the relation between conscientiousness and life satisfaction. This relation was found to be significantly stronger for female students. Implications of the results are discussed with reference to prior studies on the relation between personality traits and different aspects of well-being in Iran.

Frank, Plunkett, and Otten (2010) studied on the perceived parenting, Self-Esteem, and general self-efficacy of Iranian American adolescents. The study
examined whether Iranian American adolescents’ perceptions of parental support, parental knowledge, and parental psychological control relate to general self-efficacy directly and indirectly through positive esteem and self-deprecation. To investigate this, self-report surveys were collected from 158 Iranian American adolescents attending Iranian American youth groups, Armenian private school, and one public school. Results indicated that positive esteem, self-deprecation, mother and father knowledge, and mother and father psychological control were directly related to general self-efficacy. Furthermore, the parenting variables were indirectly related to general self-efficacy through either positive esteem or self-deprecation.

Talaei, Fayyazi, and Ardani (2009) conducted a study on the depression and its correlation with Self-Esteem and social support among Iranian University students. The purpose of the current study (in addition to studying the demographic items of depression) was to investigate the correlation between depression and level of social support and Self-Esteem in Iranian university students studying non medical majors. The study was a cross-sectional descriptive-analytic research carried out on the students of Ferdowsi University of Mashhad in 2006. Self-administered questionnaires on socio-demographic information (age, gender, marital status, and educational level), Eysenk Self-Esteem scale, Beck Depression Inventory and Cassidy social support scale were randomly given out to students who were selected by multi stage randomized sampling. The data were analyzed using SPSS version 14 using the \( \chi^2 \)-test. 1200 students responded to the anonymous questionnaires. A total of 57.2% of the participants had depression (36.3% mild, 14.4% moderate and 6.5% severe). Depression was significantly higher in males, singles and in 25-29-year-old students. Results showed that 9.4%,
18.3% and 72.3% of the participants reported low, moderate and high levels of social support respectively. 1.8% and 6.3% of the participants reported low and moderate levels of Self-Esteem respectively; while 91.9% reported high levels of Self-Esteem. On the other hand depression had a higher rate in non-medical university students of Iran than general population. Levels of social support and Self-Esteem were negatively associated with frequency of depression.

Spencer, Zimet, and Aalsma (2002) undertook a study on the Self-Esteem as a predictor of initiation of coitus in early adolescents. The objective of the study was to examine the role of Self-Esteem in predicting coitus initiation in a population of early adolescents. Questionnaires assessing coital status, Self-Esteem, and pubertal maturation were collected from 188 participants who had not engaged in coitus by enrollment. Data were collected longitudinally while the participants were in the seventh and ninth grade. Ages ranged from 12 to 14 (mean: 12.50; standard deviation: 0.57) at Time 1 and from 14 to 16 (mean: 14.30; standard deviation: 0.49) at Time 2. The results indicated that Boys with higher Self-Esteem ratings at Time 1 were more likely to initiate intercourse by Time 2. Girls with higher Self-Esteem at Time 1 were more likely to remain virgins than girls with lower Self-Esteem. Pubertal status was unrelated to initiation of coitus in this sample.

Casper and Fishbein (2002) studied the Job Satisfaction and job success as moderators of the Self-Esteem of people with mental illnesses. This study investigated Job Satisfaction and job success as moderators of the Self-Esteem of people with mental illnesses. Prior studies and models had produced contradictory findings so that the appropriateness of Self-Esteem as an outcome variable for psychiatric rehabilitation employment services was in doubt. Job Satisfaction and
success measures for 65 employed and 170 unemployed individuals with mental illnesses along with their work status and work status duration measures were combined in a single multiple regression analysis with Self-Esteem as the criterion. The Job Satisfaction and success measures were found to be significant and moderate level moderators of Self-Esteem for the combined sample and separately for the employed and unemployed samples. It appears that Self-Esteem varies with satisfaction and success with the work status and not with work status alone. These findings suggested that Self-Esteem was an appropriate and modifiable outcome measure for psychiatric rehabilitation services. Some practical, theoretical, and policy implications of these results were also discussed.

Darlene (2007) studied on the relationship between Self-Esteem and Organizational Commitment among substance abuse counsellors. The purpose of this study was to explore the relationship between Self-Esteem and Organizational Commitment within the Substance Abuse Counselling community. More specifically, the study explored three research questions that asked, what is the Self-Esteem level of substance abuse counsellors, what are the Organizational Commitment levels, and what is the association between Self-Esteem, Organizational Commitment and employment status of substance abuse counsellors in part-time or full-time positions? The sample consisted of 41 substance abuse counsellors aged 18 and older, who worked in a substance abuse foundation in Long Beach California. Subjects used the Rosenberg Self-Esteem Scale (RES), which is a self-reported instrument to measure levels of Self-Esteem. In addition, the Organization Commitment Questionnaire (OCQ) was used to measure levels of Organizational Commitment. The findings indicated that substance abuse counsellors strongly agree that on the whole they are satisfied
with themselves. They also strongly agree that this is the best possible organization to work for in this study. The study found a positive correlation between Self-Esteem and Organizational Commitment.

A fair number of previous studies have found that there is no significant difference between Self Esteem and gender (Mohan & Bedi, 2010). The findings of these studies supports the results of studies conducted by (Matovu, 2012; Hossaini, 2002; Aryana, 2010; Hoelter, 1983; Gentile et al., 2009). But a fair number of studies have found that there is significant difference between Self Esteem and gender (Jooshanloo & Afshari, 2011). This finding is consistent with previous studies (Naderi et al., 2009; Matovu, 2012; Hossaini, 2002; Zareh, 1994).

It was conducted that those who had high identity achievement status had high Self Esteem, especially in the areas of occupation and ideological belief for religion (Basak & Ghosh, 2008).

It was also found that children with reading and writing difficulties obtained significantly low score in Self-Esteem and adjustment when compared to normal children. Children having reading and writing difficulty had poor scores on general and academic aspects of Self-Esteem and on peers and teachers related areas of adjustment (Patil, Saraswathi1, & Padakannaya, 2009).

It was found that levels of social support and Self-Esteem were negatively associated with frequency of depression (Talaei, Fayyazi, & Ardani, 2009).

It was found that the Job Satisfaction and success measures were found to be significant and moderate level moderators of Self-Esteem for the combined sample and separately for the employed and unemployed samples. It appears that Self-Esteem varies with satisfaction and success with the work status and not with work status alone (Casper & Fishbein, 2002).
It was found that there is a positive correlation between Self-Esteem and Organizational Commitment (Darlene, 2007). A few researchers like (Alavi & Askaripur, 2003; Lopez, 1978) reported that there is a relationship between Self Esteem and Organizational Commitment.

All these studies mentioned above indicated that demographic variables such as age, gender, are predictors of Self Esteem.

2.3. Studies Related to Organizational Commitment

2.3.1. Studies Related to Organizational Commitment in India

Joolideh and Yeshodhara (2009) conducted a study on the Organizational Commitment among high school teachers of India and Iran. The study aimed to investigate the Organizational Commitment of teachers in India and Iran. It was an attempt to understand how these perceptions vary by demographic variables such as age and subject taught by teachers. In this study, data were collected from 721 high school teachers in Bangalore (India) and Sanandaj (Iran). They were asked to respond to the Meyer and Allen questionnaire. Data were analyzed via SPSS software. Results revealed that Indian teachers had better Organizational Commitment in the affective and normative components and Iranian teachers were found to have better Organizational Commitment in the continuance component. In both countries, age groups and subject taught by teachers did not have any influence over their Organizational Commitment.

Kaur, Sandhu, and Kaur (2010) undertook a study on the career stage effect on Organizational Commitment: empirical evidence from Indian banking industry. This study examined the career stage effect on Organizational Commitment of bank employees. The subjects included 660 clerical and
managerial staff of Indian banks operating in the state of Punjab in northern India. Organizational Commitment has been measured by Meyer et al. (1993) Organizational Commitment Scale. Career stages were identified by each respondent’s self-reported age, and tenure in the organization. Results of the study revealed significant differences in Organizational Commitment across career stages of employees when career stages were categorized on the basis of chronological age but no significant difference in any dimension of Organizational Commitment has been found between employees in early-career stage (up to 2 years of experience), and employees in mid-career stage (3-10 years of experience). The findings of the study had positive and useful implications for HR systems in Indian banks to design more effective organizational career planning programs and procedures.

Abedini (2009) studied the Organizational Commitment (OC) among primary school Teachers in India and Iran. In the present study the Organizational Commitment (OC) of high schools teachers in India and Iran was investigated. Three hundred teachers were selected from fifty high schools in Mysore city (India) and Bandarabbas city (Iran). This study adapted the Allen and Meyer (1990) three-component commitment construct to examine the teacher's level of Organizational Commitment. Findings indicated that there was no significant difference between the OC of female and male teachers in Iran and India taken separately and both countries taken together. The findings indicated that even between the OC of married teachers and single teachers in primary schools there was no significant difference in Iran. But the result showed that the OC of teachers in India and for both countries (India and Iran) is different with regard to
marital status and gender. So, there was significant difference for India and for both countries.

Natarajan and Dinesh (2011) studied on effects of service Tenure and nature of occupation on Organizational Commitment and Job Satisfaction. This study was conducted as part of a larger study in a public sector organization with an all India presence. This study explored the impact of service tenure and occupational category on Organizational Commitment and Job Satisfaction. 220 managers from three service tenure categories (1–7 yrs, 8–15 yrs and 16+ yrs) and three occupational category (executive, technical, administrative) of a large public sector organization were asked to rate 18 items of commitment in a scale developed by Meyer and Allen and 15 items in a self-developed Job Satisfaction scale. Results found that managers with longer service tenure exhibited higher affective and normative commitment and intrinsic Job Satisfaction as compared to their counterparts. Furthermore, technical managers (engineers) exhibited higher affective and normative commitment and intrinsic Job Satisfaction as compared to others.

Richa and Rajen (2010) conducted a study on the Organizational Commitment of Indian managers in multinational companies. The study examined the nature of Organizational Commitment (OC) from the point of view of Indian executives working in multinational companies operating in the country. The grounded theory and the interpretive approach were adopted to understand the study objective. The data was collected from three multinational companies representing three different nations: Sweden, UK, and Korea. All the three companies had wholly owned subsidiaries in India. The perceptions of executives were interpreted with the help of Allen and Meyer's (1990) framework. The main
study findings were that employee's display continuance commitment; normative commitment is absent and affective commitment varies.

Sinha, Talwar, and Rajpal (2002) undertook a study on the co relational study of Organizational Commitment, self-efficacy and psychological barriers to technological change. Relationship among Organizational Commitment, self-efficacy and perceived psychological barriers to technological change was studied in a sample of 167 male managers selected from Tata Engineering and Locomotive company, Jamshedpur, Jharkhand, India. Organizational Commitment Scale developed by Allen and Meyer (1990), Generalized Perceived self-efficacy Scale by Schwarzer and Jerusalem (1995), Questionnaire to measure Psychological Barriers to Technological Change by Ghani and Sugumar (1999) were the tools. Results revealed that Organizational Commitment is positively related with age, length of service in present cadre and self-efficacy and negatively with psychological barriers to technological change. Psychological barriers to technological change were found to be positively related with age, length of service in present cadre and negatively with self-efficacy. Negative correlation coefficients were found between self-efficacy and age and also between self-efficacy and length of service in present cadre. Multiple regression analysis was done to see the relative contribution of different variables.

Namasivayma and Zhao (2007) examined the investigation of the moderating effects of Organizational Commitment on the relationships between work-family conflict and Job Satisfaction among hospitality employees in India. The present study examined the relationships among work-family conflict (WFC), Organizational Commitment (OC) and Job Satisfaction (JS) in a hotel setting. Responding to calls in the literature to explore organizational constructs in
international settings, data were collected from the employees of a large independently owned and operated hotel in India. Hierarchical linear regression analyses demonstrated that one of two sub dimensions of WFC, namely, family related roles interfering with work related roles (FIW) was negatively associated with JS. Both direct and moderating relationships of three sub dimensions of OC were investigated and it was found that the affective component of OC has stronger direct effects on JS than normative OC continuance commitment had no effect. The study also revealed that, employees’ affective commitment moderates the effects of FIW on JS. The article concludes with implications for hospitality managers and future research directions. (c) 2006 Elsevier Ltd. All rights reserved.

Shahnawaz and Juyal (2006) undertook a study on the human resource management Practices and Organizational Commitment in different organizations. The study explored and compared various HRM practices in two different organizations consultancy/research based organization and fashion industry. The present study also aimed at assessing how much of commitment in the two industries can be attributed to HRM practices. 45 participants each were randomly selected from the two organizations. HRM practices were measured by Geringer, Frayne and Milliman scale, while Organizational Commitment was measured by Meyer and Allen scale. Data were analyzed by t-test and multiple regressions. HRM practices were found significantly different in two organizations and mean scores on various HRM practices were found more in the fashion organization. Regression result showed that, various HRM practices were significantly predicting Organizational Commitment in two organizations and also when they were combined. Performance appraisal and ‘attitudes towards HRM
department’ were the significant predictors of Organizational Commitment in the both the organizations.

2.3.2. Studies Related to Organizational Commitment out of India

Alan Kulp (2008) conducted a study on the Satisfaction and Organizational Commitment of civilian engineers and scientists in United States naval acquisition. This mixed method; non-experimental, correlative research study examined the factors that correlated to workplace satisfaction, the correlation of workplace satisfaction to Organizational Commitment, and identified potential new factors that may be important to the engineering and science workforce. Building on Maslow’s (1954) motivational theories, McGregor’s (1960) management theories were applied to provide the theoretical framework of the study. Six factors relating to workplace satisfaction or Organizational Commitment of engineers and scientists were gathered from the research: pay and benefits, relevance or meaning of job, growth and development opportunities, feelings towards co-workers, supervision, and job security. Organizational Commitment consisted of three distinct aspects: affective commitment, continuance commitment, and normative commitment. Significant findings from the study were the respondent’s desire rather than need to work for the organization and the importance of growth and meaning to workplace satisfaction. The placement, with respect to strength of correlation, of pay satisfaction and job security indicated the organization is meeting those needs even though the government cannot typically compete with the private sector for pay. Potential new factors were also identified that related to an organization’s mission and how its workforce performs its tasking. Recommendations from the
findings included the management focusing on growth and development opportunities for its workforce, the organization’s leaders improving meaning for an employee, and suggested additional research on the importance of potential new factors and the multiple aspects of Organizational Commitment.

Shirbag (2007) assessed the exploring Organizational Commitment and leadership frames within Indian and Iranian higher education institutions. The survey investigated relationship between faculty members’ Organizational Commitment and leadership frames of chairpersons. The primary objective of this research was to understand how these contribute in making faculty members committed to a university. It was a comparative study in Iranian and Indian institutions. Questionnaires containing Organizational Commitment and leadership frames measures were distributed to faculty members employed in Tabriz University and Punjab University. A total of 333 responses were thus obtained. Applying t-test showed significant difference between level of Organizational Commitment between Tabriz University and Punjab University faculty members. The leadership frames in both cases are almost the same. The difference, however, is that the mean for all the four leadership frames in Tabriz University is more than Punjab University counterpart. Furthermore, this difference was maximum in case of symbolic frame. There were significant correlations among four frames of leadership and Organizational Commitment and its three components. Tabriz University faculties did not have different means of leadership frames. In Punjab University there was a significant difference among faculties in regarding means of structural, human recourse and symbolic frames. The result of this investigation exhibited that, Indian faculty members tend to be more committed to their organization as compared to their Iranian
counterpart. Thus, Iranian authorities should examine the Indian leadership and administration policy with regards to faculty members.

Chughtai and Zafar (2006) studied the antecedents and consequences of Organizational Commitment among Pakistani University teachers. The purpose of this study was to determine if selected personal characteristics, facets of Job Satisfaction, and the two dimensions of organizational justice (distributive justice & procedural justice) significantly explained variance in the Organizational Commitment of Pakistani university teachers. In addition, the present study examined the influence of Organizational Commitment on two organizational outcomes job performance and turnover intentions. Data were gathered from 125 full-time teachers from 33 universities in the three major cities of Pakistan: Lahore, Islamabad/Rawalpindi, and Peshawar. The results of the study indicated that, the personal characteristics, facets of Job Satisfaction and two dimensions of organizational justice as a group were significantly related to Organizational Commitment of teachers. Individually, distributive justice and trust in management were found to be the strongest correlates of commitment. Moreover, commitment was found to be negatively related to turnover intentions (- .40) and positively related to a self-report measure of job performance.

Kipkebut (2010) studied on Organizational Commitment and Job Satisfaction in higher educational institutions: the Kenyan case. The main objectives of this research were: (a) to establish whether Meyer and Allen’s multidimensional Organizational Commitment is applicable to a Kenyan setting; (b) to determine whether there are any sector (i.e. public and private) and occupational group (i.e. academic and administrative) differences in the levels Organizational Commitment, Job Satisfaction and turnover intentions; and (c) to
examine the extent to which demographic characteristics, professional commitment, job and role-related factors, and HRM practices influenced Organizational Commitment, Job Satisfaction and turnover intentions among employees in public and private universities. This study was motivated by the state of Kenyan universities, particularly public universities as centres of excellence which are responsible for the development of human resources required for national development. The data for this study was collected using questionnaires from 829 academic and 785 administrative employees from three public and three private universities, with a response rate of 54% (446 academic employees) and 62% (486 administrative employees) after data screening. In addition, semi-structured interviews were conducted from 15 academic and administrative employees with the aim of validating the data collected from the questionnaires. The findings indicated that Meyer and Allen’s multidimensional Organizational Commitment was applicable in the Kenyan context. Secondly, the independent variables (i.e. personal characteristics, job and role-related factors, professional commitment and HR practices) were stronger predictors of Organizational Commitment, Job Satisfaction and turnover intentions for academics than for the administrative employees. Thirdly, employees from private universities were more committed to their universities and satisfied with their jobs than employees from public universities. Finally, age, education, professional commitment, role overload, supervisory support, job security, promotional opportunities, distributive justice and participation in decision making were the most important predictors of Organizational Commitment, Job Satisfaction and turnover intentions among employees in Kenyan universities.
Brown and Sargeant (2007) conducted a study on Job Satisfaction, Organizational Commitment, and religious commitment of full-time university employees. This study investigated the relationship of Job Satisfaction and organizational and religious commitment among full-time workers at Akra University (a pseudonym) based on a number of demographic factors. The purpose of this study was to investigate the level of Job Satisfaction and organizational and religious commitment among full-time workers of AU, as a function of such variables as: 1) occupational area, 2) age, 3) gender, 4) length of employment, and 5) educational level. A total of 263 workers at AU participated in this study, representing a response rate of 69.7% of those asked to participate. Analysis of variance using the Games-Howell procedure revealed that workers who were older than age 46 years had higher Job Satisfaction and organizational and religious commitment than younger employees. It was also noted that workers holding doctoral degrees had higher levels of Job Satisfaction and religious commitment than individuals with a high school diploma only. It was evident that the longer employees stayed at this institution, the higher the levels of Organizational Commitment and extrinsic Job Satisfaction, and administrators and sector managers had higher levels of intrinsic Job Satisfaction and religious commitment than those in other occupational areas. Difference among faculties in regarding means of structural, human recourse and symbolic frames.

Research studies have revealed that age groups did not have any influence on Organizational Commitment (Joolideh & Yeshodhara, 2009; Abedini, 2009). A few researchers like (Cohen, 1992 & Demiray, Curabay & Curabay, 2008) reported that there is no significant difference between ages groups and Organizational Commitment. But research made by (Brown & Sargeant, 2007;
Sinha, Talwar, & Rajpal, 2002) indicated that there is significant different between age and Organizational Commitment of workers. Some studies in many countries like (Lok & Crawford, 1999; Loscocco, 1990; Luthans, 1992; Meyer & Allen, 1997; Mowday et al., 1982; Sekaran; 2000; Harrison & Hubbard, 1998; Kacmar et al., 1999; Meyer & Allen, 1997; Cramer, 1993; Loscocco, 1990; Luthans, 1992; Mowday et al., 1982; Sekaran, 2000; Hellman, 1997; Cleveland & Shore, 1992; Scott & Schneider, 2003; Kacmar et al., 1999; Mathieu & Zajac, 1990; Mowday et al., 1982, Bull, 2005; Amar & Singh, 1985) indicated that there is significant different between age and Organizational Commitment of workers.

It was found that employees from private universities were more committed to their universities and satisfied with their jobs than employees from public universities (Kipkebut, 2010). The study made by Colbert and Kwon (2000) also indicated a difference between Organizational Commitments of employees working in public versus private organizations. But a few researchers like Sharma (1994) state that government and private teachers did not differ in their Organizational Commitment.

It was concluded that there is no significant difference between the Organizational Commitment of male and female teachers (Abedini, 2009). This findings is consistent with previous studies (Billingsley & Cross, 1992; Caruana & Calleya, 1998; Mohamed, 2008; Akintayo, 2005; Kinnear & Sutherland, 2000; Ngo & Tsan, 1998; Wahn, 1998; Meyer & Allen, 1997; Husna et al., 2007; Lien-Tung Chen et al., 2010; Akintayo, 2005; Bashir et al., 2011). And also Fathy (2008) found that there are no significant differences in the levels of Organizational Commitment between male and female teachers. This study was seconded by
Kacmar, Carlson and Brymer (1999) who found that gender is not a good predictor of any of the forms of Organizational Commitment. Khatibi et al. (2009) reported that there was no significant difference between male and female employees in Organizational Commitment. Nazari et al. (2012) reported that there were no significant differences in affective, continuance and overall Organizational Commitment between male and female lecturers. However, the findings of this study contrast with the findings of (Therrese & Bakalis, 2006; Mathieu & Zajac, 1990) who found significant differences between male and female in affective, continuance and overall Organizational Commitment.

The review of the studies indicated that there is no significant difference between length of experience of employees and their Organizational Commitment (Kaur, Sandhu, & Kaur, 2010). Some studies like (Sharma & Singh, 1994; Shifflette, 1996; Adeyinka, 2007) revealed workers with different experience were not differ on their Organizational Commitment. But research made by Sinha, Talwar, and Rajpal (2002) indicated that there is significant different between length of experience and Organizational Commitment of employees.

It was also found that there is no significant difference between subject taught of teachers and their Organizational Commitment (Joolideh & Yeshodhara, 2009).

A fair number of previous studies have found that Organizational Commitment is positively related to length of service (Sinha, Talwar, & Rajpal, 2002).

Commitment was found to be an important factor in understanding the work behaviour of employees and positively related to factors such as Job Satisfaction, employee retention and job performance.
The results of several recent studies suggest that, in all, employees with strong effective commitment to the organization work harder at their jobs and perform better than those with weak commitment. Many of these findings are based on employee reports of their own behaviour.

2.4 Summary

The review of related literature has enabled to find widely accepted definitions of key terms and the variables used in the study.

As it is clear from the comprehensive literature review which was mentioned in this part, just a few researchers worked on the comparative aspect of the study, while the present study is going to shed some light on the comparison between the two countries namely Iran and India.

The large amount of literature on Job Satisfaction, Self Esteem and Organizational Commitment shows a continuing interest and a need for understanding these three constructs.

An interesting area for research in higher education is to study the effects of personality variables on Job Satisfaction, Self Esteem and Organizational Commitment among faculty members. In their study on Job Satisfaction, Bullen and Flamholtz (1985) identified a large number of factors, including personality variables that can be used to study Job Satisfaction.

In the review of the literature, extant studies regarding faculty job satisfaction, Self Esteem and Organizational Commitment, address many important issues, but remain inadequate to address Education College’s Job Satisfaction, Self Esteem and Organizational Commitment and their issues.
The investigator in this chapter has tried to present some important and related review in studies and literature briefly. After reviewing the available studies and literature, the investigator found that research on Job Satisfaction, Organizational Commitment and Self Esteem of faculty members was very limited in both countries.

Further, few attempts have been made to explore the relationship between Self Esteem and other two variables. Thus, through this study the investigator wants to determine the level of Job Satisfaction, Self Esteem and Organizational Commitment among faculty members of secondary level teacher training programme.