CHAPTER – II

REVIEW OF THE RELATED LITERATURE

Man being at the pick of the creation is the only animal that does not have to begin a new in every generation but can take advantage of the knowledge which has been accumulated the centuries. The importance of review of related literature or related studies can not be denied in any research. Such literature provides the researcher with the footprints of earlier travelers gone ahead on the same route; they save him from the pitfalls and help him in removing the hindrances, which are likely to come in his way. Related literature works as a guide-post not only with regard to quantum of work done in the field, but also enables us to perceive the gap and lacuna in the concerned field of research.

The review of related studies is an exacting piece of work calling for a deep insight and clear-cut perspective of the overall field. It is a crucial step which invariably minimizes the risk of the dead ends, rejected topics, rejected studies, wasted efforts, trial and error activity and even more important, erroneous findings based on a faulty research design. The review of literature also promotes greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication.

Emphasizing the importance of survey of related literature, C. V. Goods and others mentioned, “The competent physicians must keep constantly abreast of the latest discoveries in the field of medicine, the successful lawyer must be able to locate the information pertaining to the case in hand; obviously, the careful student of education, a researcher and investigator should become familiar with the location and use of sources of educational information”.

The review of related studies imply locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of Encyclopedias and Research Abstracts, study of pertinent pages out comprehensive books on the subjects and going through related manuscript if any. For any
worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the work which has already been done in the area of his choice. He needs to acquire up-to-date information about what has been thought and done in the particular area. He has to build upon the accumulated and recorded knowledge of the past. He draws maximum benefits from the previous investigations, utilizes the previous findings, takes many hints from the designs and procedure of previous researches, matches his conclusions with the conclusions drawn earlier and tries to add from his side a line or two to the existing store of knowledge.

The preliminary survey of previous studies, literature, discussions and experiences related to the problem under investigation may accomplish a number of purposes. The search for related material is a time consuming but fruitful phase of any research programme. Its specific purposes are:

- It helps the research worker to find out what is already known, what others have attempted to find out, what methods of attack have been promising of disappointing and what problems remain to be solved. It shows whether the evidence already available, solves the problem adequately without further investigation.
- It is the basis of most of the research projects in various sciences and humanities. It forms the foundation upon which all future work will be built.
- It enables him to know the means of getting to the frontier in the field of his research. Unless he has learnt what others have done and what still remains to be done, he cannot develop a research project that will contribute something to the knowledge existing in his field.
- It furnishes him with indispensable suggestion about comparative data, good procedures, likely methods and tried techniques.
- Through it he will also know in detail about all related research projects in progress which are completed or reported.
- The insight into the methods, measures etc. employed by others will lead to significant improvement of his research design. It makes him alert to research
possibilities that have been overlooked and research approaches that have proved to be sterile.

- It provides ideas, theories, explanations, hypotheses and methods of research, valuable in formulating and studying the problem.
- It helps in locating comparative data useful in the interpretation of results.
- It prevents pointless repetition of research.

Keeping in view the importance of review of related literature the investigator reviewed the related literature. It is based on the material like Survey of Research, Research Journals, Research Abstracts and Encyclopedias available in different national level libraries, universities, Educational Research Centres of the country and abroad as well as studies available on website have been discussed under the following categories:

2.1 STUDIES CONDUCTED ABROAD

Kolte (1978) conducted a study on job satisfaction of primary school teachers: The study yielded the following findings: (i) Achievement was responsible for the feelings of satisfaction in about forty two of the collected satisfaction incidents; (ii) Thirty good incidents revealed recognition as a factor for the feeling for the satisfaction for the job; (iii) Advancement emerged as a satisfier in eighteen of the incidents collected in connection with the feelings of satisfaction; (iv) Work itself was found to be responsible for satisfaction in six of the good work incidents; (v) Policy and administration were cited as satisfying incidents where both husband and wife were teachers and were posted at the same place; (vi) Unfair policy and administration emerged as a dis-satisfier in thirty five of the dissatisfaction incidents; (vii) Working condition were cited as the cause of dissatisfaction in twenty five of the bad work incidents; (viii) Salary was mentioned as a dis-satisfier in ten of the bad work incidents; (ix) Interpersonal relations emerged as a dis-satisfier in ten of the incident that described the feeling of dis-satisfaction with the job.

Bamundo and Kuppleman (1980) examined the effects of seven variables on job satisfaction. It was found that education and income positively and strongly moderated job satisfaction and life satisfaction relationship. Self employment also had
a significant impact whereas occupation had only a modest effect. Age and service length showed strong effects. Urbanisation also did not dilute the relationship. Then comes the importance of 'adjustment' which means that people who are able to adjust themselves according to the circumstances and environment can live in perfect harmony and lead a happy life.

Porwal (1980) carried a study on personality correlates of job-satisfaction of higher secondary school teachers, with the main objective to find out the correlation of job satisfaction with different aspects of life of teachers. The study supported that: (i) The satisfied teachers were more reserved, cool, detached, critical, stable, emotional, mature, humble, accommodating, trustworthy, adaptable, cautious, free from jealousy, practical, socially precise, relaxed, unfrustrated etc. (ii) The personality characteristics of dis-satisfied teachers were warm hearted, easy going, participating, less afraid of criticism, emotionally less stable, assertive, independent, stubborn, venture some, socially bold, spontaneous, self opinionated, hard so fool, imaginative, rapt in inner urges, careless for practice matter, bohemian and frustrated (iii) Sex produced differences in the level of job-satisfaction; (iv) The female unmarried teachers were more satisfied than the married teachers of both sexes; and (v) Rural urban setting had no significant difference on the level of job satisfaction.

Bellenger et al. (1984) found that job security was significantly less important to younger, and more senior employees than to older, and more junior employees. They argued that older people may be less occupationally mobile than younger ones, and therefore more dependent on their current jobs, and that they may have greater financial commitments too. More senior people may feel more confident about alternative employment opportunities than more junior employees.

Fimian (1986) in his study indicated that continued stress can drastically lower job satisfaction and performance and can also damage the individual's personal life. The term "burnout" is often used to describe the effects of continual stress. Logically, a teacher's mental health can be expected to effect class room performance and interactions with students. Other variables associated with teacher stress and burnout are role problems, loss of control, isolation, dissatisfaction with salary, role overload, role ambiguity and lack of administrative support.
Borg, Riding and Falzon (1991) studied occupational stress and its determinants among Maltese primary school teachers. The authors discovered that environmental factors, such as pupil misbehaviour, time/resource difficulties, professional recognition needs, poor relationships and ability group taught, had an impact on teacher stress. Their results also showed that teachers who reported greater stress were less satisfied with their job and less committed to choose a teaching career given a second chance.

According to Cohen Rosenthal and Cairnes (1991) a strong relationship exists between job satisfaction and the culture dimension of standards in the workplace. The authors did not define ‘standards’ specifically, but from the context of the studies the term was purported to refer to an organisation’s adherence to and enhancement of standards of quality in work output and the safety and security of staff and clients alike. The authors concluded that employees are happier working in an environment where they feel safe and secure, and where they are associated with work of a high standard.

Chaplian (1995) in a study on stress and job-satisfaction of English primary school teachers, investigating the sources of stress and job satisfaction among 267 primary school teachers in England, rating the frequency of intensity of 18 items on a self-reported questionnaire, revealed high correlation between the professional concern and the occupational stress. Men reported more stress than women on professional concern. Thirty seven percent of the teachers satisfied with their job were more satisfied with professional performance and least satisfied with teaching resources. Stress and job-satisfaction wee found to be negatively correlated. High occupational stress was related to low level of job satisfaction.

Guppy and Rick (1996) were in accordance with the conclusion that occupation-specific characteristics affect job satisfaction, and not gender per se. The proviso that all of these authors added was that other critical and relevant variables should be controlled when investigating the gender-job satisfaction relationship, for example, age and employment level or seniority. Indeed, a number of gender differences in job satisfaction were evident when such variables were examined, indicating that gender affected job satisfaction in combination with these variables.
Burke (1999) analyses the relationship between job satisfaction and disability, his analysis is mainly descriptive and does not include any type of econometric analysis in order to determine those factors explaining the job satisfaction levels of working women with disabilities.

Yezzi and Lester (2000) examined job satisfaction among teachers and found age and need for achievement as predictors of job satisfaction using a multiple regression-exclusive method. Jabnoun and others (2001) presented a study which identified the factors affecting job satisfaction among teachers at selected secondary schools in Malaysia. Evaluation of teacher satisfaction with intrinsic and extrinsic components of the job found demographic variables to be significant.

Athansios (2001) conducted a study on the personal characteristics and satisfaction of Greek teachers. The sample consisted of 354 teachers, age-group between 28 to 59 years, from 40 state schools. The results of the present study indicate that teachers are satisfied with their job itself along with their supervision, whereas they were dissatisfied with pay and promotional opportunities. The results of standard multiple regressions have been shown that particular personal characteristics (e.g. gender, age, etc.) were significant and project the different aspect of job-satisfaction. Variables other than the personal characteristics, such as organizational variables, should be included in future research for indicating better job satisfaction of the teachers.

Gardner and Oswald (2001) pointed out that job satisfaction is positively related to hourly wages in both samples. However, the magnitude of the effect of doubling wage is larger for the disabled workers than the disabled ones. This result is relevant because it implies that employers may use the hourly wage as a more effective and powerful tool within the firm in order to increase the level of job satisfaction of their disabled workers. As for the effect of job tenure on the job satisfaction, the estimation results are different as we compare both types of workers. For non-disabled individuals, only the coefficients of the job tenure (and squared job tenure) in the ordered probit model are significant and follow a U-shaped pattern as the age variable.
Kyriacou (2001) highlighted the positive impact of working in a school with a positive climate in terms of social support. The author noted that teachers and senior managers in schools must avoid creating unnecessary sources of stress through poor management (e.g. setting unrealistic targets for the completion of tasks or failing to communicate adequately with others). He lists characteristics of a healthy school as including: good communication between staff; a strong sense of collegiality; management decisions based on consultation; consensus established on key values and standards; whole school policies in place; roles and expectations clearly defined; teachers receiving positive feedback and praise; a good level of resources and facilities to support teachers; support available to help solve problems; policies and procedures being easy to follow; red tape and paperwork being minimised; additional duties being matched to teachers’ skills; a building environment which is pleasant to work in; senior management making good use of forward planning; and induction and career development advice being given.

Huddleston et al. (2002) agreed that job satisfaction appears to increase with age, and also drew a distinction between workers younger than 40 and those who are older. In their study the latter group expressed more satisfaction with their jobs than younger workers. Although their study incorporated the views of Russian retail workers, the authors believed these results were aligned with those of many Western studies, which also maintained that job satisfaction increases with age. As possible explanation for the case of the Russian workers specifically, they surmised that younger workers were less satisfied because they might have held higher expectations about the promises of market reform that had not yet been met at the time of the study.

Smith and Bourke (2002) in Australia explored work-related stress and job satisfaction among secondary school teachers and identified four aspects of teacher stress: staff tensions and conflict, time pressure, students and classroom conditions, and lack of rewards and recognition. Teaching context, workload and satisfaction were found to affect stress directly.

Sempane et al. (2002) stated that job satisfaction may be useful in the prediction of employee perceptions of corporate culture, since the extent of
employees’ satisfaction in the workplace influences the manner in which they perceive aspects of the organisation’s culture.

**Strydom and Meyer (2002)** studied the attitudes and perceptions of middle-level managers towards several sources of job satisfaction and posited that work conditions, be they loose and informal, or highly structured and regulated, serve as powerful predictors of job satisfaction. They emphasised that it is unlikely that there would be a standard set of working conditions that would appeal to all employees in all spheres of working life. However, regardless of the particular preference of a specific employee in this regard, his or her level of job satisfaction is bound to be affected by the synergy or discrepancy between that preference and the degree of formalisation encountered at work.

**Rasku and Kinnunen (2003)** compared the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. Job demands and control had only main effects on well-being: high demands explained low job satisfaction and burnout and high control explained high job satisfaction and high personal accomplishment.

**Bishop and Slevin (2004)** have assessed educators: In need of attitude adjustment? Surveyed 135 elementary and middle school teachers in the state of Kentucky. They used an indirect measure called the knowledge about Epilepsy (KAE). The results of the study has shown a significant number of the responding teachers, 29.6% of the sample, had negative scores on the KAE, and associated with more negative attitudes about epilepsy.

**Kenney (2004)** investigated stress and job satisfaction among Irish primary school teachers: the role of personality. The purpose of this study was to explore the relationship between personality types, job stress and job satisfaction among a sample of Irish primary school teachers. This study was based on a quantitative, cross-sectional design. The sample (n= 68) consisted of both males (n= 13) and females (n= 55). Participants were from three primary schools in West County Dublin. The data was based on four questionnaires, three self-report questionnaires and a demographics questionnaire. The relationship between personality, teacher stress and job satisfaction
among teachers was measured using Costa and McCrae’s (1992) Big Five Inventory, Fimian Teacher Stress Inventory (Fimian, 1988) and Teacher Satisfaction Scale (Ho & Au, 1996). Correlations found significant relationships between variables. Teachers reporting high levels of stress also reported low levels of job satisfaction and high levels of neuroticism correlated with teacher stress. None of the other personality measures (conscientiousness, agreeableness and openness to experience) were significant in the relationship with teacher stress and job satisfaction.

Michalinos and Elena (2004) have examined the Job satisfaction of school teachers in Cyprus. An adapted version of the questionnaire developed by the “Teacher 2000 Project” was translated into Greek and used for the purposes of this study that had a sample of 461 K-12 teachers and administrators. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these motives influence the level of satisfaction held by the Cypriot teachers.

Decheva (2005) has conducted a study to understand the professional adjustment as a process of becoming well acquainted with the profession and harmonization of a person’s interactions with the professional environment is a long and complex process, which begins with a person, gets acquainted with the profession. Professional adjustment is a long complex process, which begin with entering in to manpower and remain for life time. Professional adjustment of teacher is determined by internal and external circumstances, and their professional interaction between environment and their way of living.

De Nobile and McCormick (2005) investigated the relationships between job satisfaction and occupational stress among Catholic primary schools in New South Wales, Australia. They found that four stress domains (information domain, personal domain, student domain, and school domain) were predictors of job satisfaction. Negative associations were found between job satisfaction and occupational stress. Sources of stress included lack of support from school administration, supervision, job variety, the staff-principal relationship and staff-student relationships.
Faragher, Cass, and Cooper (2005) conducted a study, “The Relationship Between Job Satisfaction and Health: A Meta-Analysis”. A systematic review and meta-analysis of 485 studies with a combined sample size of 267,995 individuals was conducted, evaluating the research evidence linking self-report measures of job satisfaction to measures of physical and mental wellbeing. The overall correlation combined across all health measures was $r = 0.312$ (0.370 after Schmidt-Hunter adjustment). Job satisfaction was most strongly associated with mental/psychological problems; strongest relationships were found for burnout ($r = 0.478$), self-esteem ($r = 0.429$), depression ($r = 0.428$), and anxiety ($r = 0.420$). The correlation with subjective physical illness was more modest ($r = 0.287$). The findings of the study revealed that correlations in excess of 0.3 are rare in this context. The relationships found suggest that job satisfaction level is an important factor influencing the health of workers. Organisations should include the development of stress management policies to identify and eradicate work practices that cause most job dissatisfaction as part of any exercise aimed at improving employee health. Occupational health clinicians should consider counselling employees diagnosed as having psychological problems to critically evaluate their work—and help them to explore ways of gaining greater satisfaction from this important aspect of their life.

Lee (2006) found that the job satisfaction of primary school teachers in Cambodia was closely associated with salary level and welfare conditions. However, job satisfaction was also intertwined with non-remunerative incentives, such as school management, principal leadership, and professional development. Macro-level factors were also important in Cyprus - Cypriot teachers chose the teaching profession because of the salary, the hours, and the holidays associated with this profession.

Tiina et al. (2006) conducted a study, “Responses of the autonomic nervous system during periods of perceived high and low work stress in younger and older female teachers.” The aim of this study was to examine the response of the autonomic nervous system in younger (mean age 31 yrs, n=14) and older (mean age 54 yrs, n=14) healthy female teachers during work periods of perceived high and low stress. In the younger participants, heart rate, cortisol excretion rate and psychosomatic symptoms were significantly higher during the high work stress
period. The older participants experienced no decrease in their heart rate and cortisol excretion during the low stress period and they exhibited no significant decrease in blood pressure after the work in the evening during both periods. It may be concluded that the recovery from the stress in the older teachers was insufficient particularly in view of their elevated diastolic blood pressure during the low work stress period. Ergonomic and individually tailored measures in terms of work time control, specific relaxation techniques, and a part-time retirement may improve the stress management of older teachers.

Kahya (2007) conducted a study, “The effects of job characteristics and working conditions on job performance” This study reports the effects of job characteristics (physical efforts and job grade), and working conditions (environmental conditions and hazards) in addition to experience and education level on task performance and contextual performance. A total of 154 employees in 18 teams at a medium-sized metal company participated in this study. Seven criteria for task performance and 16 for contextual performance were used for measuring employee performance. The results showed that there were substantial relationships between employee performance both job grade and environmental conditions. Poor workplace conditions (physical efforts, environmental conditions, and hazards) result in decreasing employee performance consisted of following organization rules, quality, cooperating with coworkers to solve task problems, concentrating the tasks, creativity, and absenteeism.

Platsidou and Agaliotis (2008) conducted a study of burnout, job satisfaction and instructional assignment – related sources of stress in Greek special education teachers. Resulted indicated that Greek special education teachers reported average to low levels of burnout. They reported moderately high levels of satisfaction with their job, the principal, and the school organization as a whole; they also reported average satisfaction with work conditions and low satisfaction with prospects of promotion and pay. Four factors were identified on the job-related stress factors: teaching in a multi-category classroom programme organization and implementation, assessment of students, and collaborations with other special education experts and parents. The special education teachers perceived none of these issues as particularly
overwhelming. Moreover, few significant effects of age, gender, and family status were identified.

Ismail, Yao, and Yunus (2009) conducted a study, “Relationship Between Occupational Stress and Job Satisfaction: An Empirical Study in Malaysia”. This study was conducted to measure the effect of occupational stress on job satisfaction using 80 usable questionnaires gathered from academic employees in private institutions of higher learning in Kuching City, Malaysia. Exploratory factor analysis and confirmatory factor analysis were used to assess the survey questionnaire data and found that the measurement scales met the acceptable standards of validity and reliability analyses. Next, a stepwise regression analysis was used to test the research hypotheses and the outcomes of this regression analysis showed two important findings: first, physiological stress significantly correlated with job satisfaction. Second, psychological stress insignificantly correlated with job satisfaction. This result demonstrates that level of physiological stress has increased job satisfaction, and level of psychological stress had not decreased job satisfaction. Further, the study confirms that occupational stress does act as a partial determinant of job satisfaction in the stress models of the organizational sector sample.

Nilufar (2009) conducted a Study of Job Stress on Job Satisfaction among University Staff in Malaysia: Empirical Study. This article investigates the relationship between job stress and job satisfaction. The determinants of job stress that have been examined under this study include, management role, relationship with others, workload ressure, homework interface, role ambiguity, and performance pressure. The sample consists of a public university academician from Klang Valley area in Malaysia. The results show there is a significant relationship between four of the constructs tested. The results also show that there is significant negative relationship between job stress and job satisfaction.

Cheng and Ren (2010) has examined the elementary resource room teacher job stress and job satisfaction in Taoyuan County, Taiwan. The total samples of 153 elementary resource room teachers in Taoyuan were questioned using a self-report questionnaire. Following the questionnaire, 10 veteran resource room teachers were asked to provide further insight into their work. Result for the 135 participants, both
the working condition dimension of job stress and education level were significant predictors of job-satisfaction.

**Shafqat, Hashmi and Syed (2010)** conducted a comparative study of job satisfaction in public and private school teachers at secondary level to investigate a comparative study of job satisfaction in public and private school teachers. 'Job satisfaction’ refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. Researches support that teacher's job satisfaction has been found one of the very important variable related to positive teaching behavior toward their job. There has also been considerable interest in the complex relationship between an individual's job satisfaction and satisfaction with other aspects of his or her life. It was hypothesized that a comparative study of job satisfaction in public and private school teachers. To test this hypothesis the researcher conducted this study to investigate the sense of teacher's job satisfaction. For this purpose the researcher developed a questionnaire of 25 items and 5 options. A sample of 150 public and private school teachers was conveniently selected for the study. Data analysis was conducted through ‘t-test’ and ‘ANOVA’ Which showed that there is no significance difference between teacher's job satisfaction in public and private schools.

**Fifer (2011)** conducted a comparative study of job satisfaction levels in charter schools and traditional public schools. He pointed out that the low levels of job satisfaction visible in school systems across America may be the cause of teacher attrition and shortages. By comparing successful factors in charter schools and traditional public schools that relate to job satisfaction, the purpose of this correlational quantitative study was to assist the educational leadership of new and restructured schools to identify and recognize factors related to job satisfaction among teachers. A Likert-type survey was conducted with two groups of 50 participants, 100 K-8 grade charter school and traditional public school teachers. The results confirmed that employment factors measured by the Purdue Teacher Opinionaire relate to job satisfaction among teachers in both educational systems. The findings of the study showed almost no significant differences p > .05 between the charter schools and
traditional public schools. The variability within the charter school group was much greater than the variability within the teachers in the traditional school group, indicating that teachers in charter schools differ from each other much more than do teachers in traditional schools regarding overall job satisfaction. The results indicated the two groups of schools were statistically different regarding Factor 10, which is community pressures, $p = .025$. The reexamination using the Bonferroni correction test on the statistical outcomes based on ($p$-values <.005) showed that the schools were not significantly different in job satisfaction factors at the 99.5% or .005 adjusted level.

Jeffrey and Patricia (2011) conducted a study, “Occupational Satisfaction, Strain, and Intention to Quit among Direct Care Providers Assisting Individuals with Developmental Disabilities”. This study assessed employment variables that may predict intention to quit among direct care providers assisting individuals with developmental disabilities. A sample of 96 direct care providers completed a brief questionnaire that measured (1) specific occupational characteristics of providers, (2) frequency of adaptive and maladaptive behaviours displayed by clients, (3) the quality of providers’ work group, and (4) providers’ level of occupational strain and job satisfaction. Direct care providers who expressed lower job satisfaction demonstrated higher intention to leave their employment. Lower job satisfaction was influenced by higher ratings of occupational strain, work group dysfunction, and years of education. The results suggest that reducing employment strain among direct care providers and increasing work group cohesion may be beneficial to both providers and agencies that assist individuals with developmental disabilities.

Goker (2012) conducted a study, “Occupational Stress, Burnout and Job Satisfaction among Supervisors in North Cyprus”. The goal of this article was to explore the levels of occupational stress, burnout and job satisfaction among supervisors in North Cyprus. The target population of this study was all supervisors working for the Ministry of Education, Youth and Sports in North Cyprus. All 34 supervisors were included in the study. Data were collected through (1) Occupational Environment Scale (Osipow & Spokane, 1983), (2) the Maslach Burnout Inventory (Maslach & Jackson, 1981b) and (3) the Minnesota Work Satisfaction Questionnaire
The level of job satisfaction of supervisors was found to be high, whereas levels of their occupational stress were found to be moderate. The levels of emotional burnout and personal accomplishment were also found to be moderate but the level of depersonalization was found to be low among the supervisors.

Wang (2012) conducted a survey of work stress and job satisfaction of primary and junior high school teachers. This study implements sample surveys of three hundred primary and junior high school teachers by using Teachers’ Work stress Scale and Teachers’ Job Satisfaction Scale. It is shown that the level of work stress of teachers at primary and junior high school is medium but a little high. Besides, the work stress of teachers having long teaching experience, working at too small schools and too large schools or holding a concurrent post of administrative jobs and grade directors is high, which is reflected by interpersonal relationship and payment. At the same time, the job satisfaction of primary and junior high school teachers is not high. Primary and junior high school teachers’ job satisfaction is not high. However, Junior high school teachers working at towns satisfy their working condition. Besides, if the number of classes that teachers holding administrative posts are responsible for is smaller than twelve, their overall job satisfaction is relatively high and the satisfaction of teachers’ work is also high.

Zeinalipoor, Fini and Faghihi (2014) investigated the relationship between organizational culture and job satisfaction of teachers in Bastak City schools job. The purpose of the present study is to investigate the relationship between organizational culture and job satisfaction of elementary schools teachers in Bastak city. Due to the nature of the subject, the research method is descriptive and correlation type. Statistical population of the study is all of Bastak city elementary schools teachers in academic year of 2012-2013, which are 371 persons. Based on Cochran's formula with significance level of 5%, 189 persons were selected as sample of the study by stratified random sampling method. For data collection a researcher made questionnaire of organizational culture based on Rabbins’ point of view and JDI job satisfaction questionnaire were employed. Questionnaires validity was confirmed by masters and specialists and questionnaires reliability was computed through the cronbach’s Alpha coefficient that the results for organizational culture questionnaire
was 0.97 and for job satisfaction was 0.91 and showed that both questionnaires have acceptable and high reliability. Analysis of data was performed by SPSS software in two levels of descriptive statistic (frequency, percentage, mean, standard deviation) and perceptive statistic (Pearson's correlation coefficient and multiple regression). The findings of the study showed that there is a significant relationship between organizational culture and job satisfaction ($r=0.52$, $p<0.01$). Also according to the multiple regression results, among the organizational culture components, the component of attention to the organization members has more significant role in job satisfaction explanation.

2.2 STUDIES CONDUCTED IN INDIA

Aggarwal (1972) conducted a study of adjustment problems and their related of more effective and less effective teachers.” The major findings were: (a) There was a significant difference between adjustment problems of more effective and less effective female teachers at primary level, the more effective teachers were better adjusted than their less effective counterparts; (b) Social factors were found to be more prominent in the adjustment of more effective teachers while in the case of less effective teachers the emotional factors were more influential.

Negi (1974) conducted a research on job satisfaction of higher secondary science teachers of Delhi to know the aspects of job-satisfaction like relationship with head of institution; relationship with staff and pupils; working conditions; salaries and promotions and comparison with other professions; further growth and progress; Policies of educational authority; and Recreational facilities, found that: 1) Group of physical science teachers, on the whole, have job-satisfaction; (ii) Female teachers have more job-satisfaction than male teachers, (ii) Teacher of middle age group have more job satisfaction than low and higher age group teachers, (iv) M.Sc. teachers have more job satisfaction than B.Sc. Ones; (v) There is difference in the job satisfaction of urban and rural teachers; (vi) Teachers of small family have more job satisfaction than teachers having larger family, and (vii) Satisfied teachers have better relationship with staff and pupils.

Singh (1974) in a study on measurement of teacher values and their relationship with teacher attitude and job-satisfaction with the main objective of
finding the status of job satisfaction among teachers. Varying with different factors. He found that: (i) Teachers were found to be moderately satisfied with all factors of job-satisfaction, except with economic benefits, physical facilities and administration; there was no difference in the level of satisfaction of teachers due to difference in age; (iii) female and unmarried teachers were more satisfied with all the factors than the male and married teachers; (iv) relationship between scores on values and scores on job-satisfaction was more pronounced; (v) teachers scoring high on theoretical values were significantly satisfied with their profession; (vi) similarly teachers scoring high on social values were also highly satisfied; (vii) teachers scoring high on economic and political values were not satisfied with their profession; and (viii) there was a positive and significant relationship between scores on attitude and scores on satisfaction.

**Wadhwa (1977)** conducted a study, “A study of some background factors of graduation teachers adjustment.” The major findings were: a) Factors relating to professional growth revealed that academic improvement influence teacher moral; b) Teaching load recognition personal characteristics of the teacher influenced teacher moral to some extent; c) There was a moderate relationship between the factor relating to professional growth and the factors relating to school environment which influenced teacher moral.

**Gupta and Nisha (1978)** carried out a study to find out personal factors affecting job satisfaction among secondary school teachers with the main objective to find correlation personal factors that affecting job satisfaction. The finding of the study revealed that job satisfaction was derived from many inter-related factors. The highest correlation was found between age and job-satisfaction.

**Goyal (1980)** conducted a study, “A study of relationship among attitudes, job satisfaction Adjustment and professional interest of teacher Education in India.” The major findings were: a) A large majority of the teachers educators were favourable inclined toward their profession and were satisfied in the Job. However, they were not well adjusted and had low professional interest; b) Attitude, job satisfactions and occupational adjustment among teacher educator were associated with one another.
whereas social and emotional adjustment and professional interest were not related with other variables.

Aggarwal (1983) studied the relationship between principals’ stress proneness and their administrative effectiveness, the relationship between principals’ adjustment and relation between principals’ job satisfaction and job satisfaction of principals combined with their administrative effectiveness. The major findings of the study were: (i) Stress proneness of principals was not significantly related to their administrative effectiveness; (ii) No relationship was found between teacher based stress proneness of principals and their administrative effectiveness; (iii) The administrative effectiveness of principals was not related to stress proneness emanating from students; (iv) Community based stress proneness of principals was not found to contribute to their administrative effectiveness; (v) Principals’ adjustment was found to be a powerful predictors of their administrative effectiveness; (vi) Adjustment of principals to the teachers was not found to be significantly related to their administrative effectiveness; (vii) Principals stressprone, adjustment and job satisfaction combined together were found to be significant predictors of their administrative effectiveness.

Kulsum (1985) conducted a study to find out the job satisfaction among teachers working in corporation, government, private-aided and private unaided schools. She found that (i) teachers working in corporation schools had the highest level of job satisfaction followed by teachers working in government, private-aided and private unaided schools, (ii) female teachers as compared to male teachers and permanent teachers as compared to temporary teachers had higher level of job satisfaction, (iii) the interaction effects of sex and marital status and the interaction effect of sex and nature of job, the interaction effect of age and sex, the interaction effect of teacher size and school age and the interaction effect of student size and school age pertaining to the job satisfaction scores were found to be significant, (iv) teachers’ job involvement, their attitude towards teaching, headmasters’ job involvement, their attitude towards teaching, headmasters’ consideration, headmasters’ initiating structure and teacher effectiveness turned out to be the significant predictors of teachers’ job-satisfaction, (v) permanent teachers had a
higher level of job-involvement as compared to temporary teachers, (vi) the interaction effect of sex and nature of job of teachers on their job involvement levels was significant, (vii) female teachers who were permanent had a higher level of job-involvement than male teachers, who were temporary and male teachers’ who were permanent had a higher level of job involvement than the female teachers who were temporary, (viii) teachers’ job satisfaction, teacher effectiveness, teachers’ attitude towards the teaching profession, students size and teachers performance turned out to be the significant predictors of teachers’ job involvement accounting for a total variance of 55.47 per cent, (ix) teachers’ attitude towards the teaching profession and teacher effectiveness turned out to be the common predictors of both job satisfaction and job-involvement.

**Mistry (1985)** in a study on ‘Need achievement, job satisfaction, job-involvement as a function of role stress locus of control and participation in academic climate: A study of college and secondary teachers, found that: (i) No significant relationship was observed between locus of control and various dimensions of job satisfaction; (ii) The climate of academic motivation was found to be significantly associated with such dimensions as job-satisfaction, involvement as well as overall satisfaction; (iii) the climate of control was found to be negatively correlated with on-the-job aspects of job satisfaction and with total satisfaction, (iv) The climate of dependency had no effect on various aspects of job satisfaction and job-involvement; (v) Job-involvement was found to be significantly and positively related with different aspects of job satisfaction; (vi) Self-role distance was found to be significantly but negatively correlated higher degree of conformity and normalcy in the teachers and vice-versa.

**Dixit (1986)** in a comparative study of job satisfaction among primary school teachers and secondary school teachers, found that: (i) In Hindi medium schools, primary school teachers were more satisfied than secondary school teachers, (ii) In English medium schools, the level of job satisfaction among primary and secondary school teachers was the same; (iii) Female teachers were more satisfied than male teachers, both at primary and secondary levels, (iv) At the primary level, the group senior most in age was most satisfied and the middle age group was least satisfied, (v)
Among the secondary school teachers, those with greater length of service were more satisfied; (vi) among the primary school teachers, those teaching in Hindi medium schools were more satisfied than those teaching in English medium schools; and (vii) Among the secondary school teachers, those teaching in English medium schools were more satisfied than those teaching in Hindi medium schools.

**Kaur (1986)** in her study on job satisfaction of home science teachers: Its relationship with personal, professional and organizational characteristics found that: (i) from among personal variables, need-satisfaction was found to be correlate of job satisfaction; (ii) professional characteristics did not act as a correlate of job-satisfaction; (iii) eight of the eleven characteristics appeared as correlates of job-satisfaction; (iv) The predictive efficiency of professional characteristics to the certain variable of job satisfaction was higher than that of organizational and professional characteristics; (v) personal and organizational characteristics conjointly were found to be better predictors of job satisfaction than when taken separately; (vi) job-satisfaction and its various dimensions clustered together in factorial structure on some general factors of satisfaction followed by the appearance of one or more dimensions of job satisfaction in subsequent group factors. Besides, dimensions of job satisfaction were also found to be associated differentially with specific professional and organizational characteristics in respect of group factors.

**Padmanabhaiah (1986)** conducted a study on job satisfaction and teaching effectiveness of secondary school teachers, found that (i) The teachers in general (72%) were dissatisfied with their job; (ii) All the personal and demographic variables, except the qualification of the teachers, could significantly influence the level of satisfaction with various job factors; (iii) Male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction; (iv) There was no significant difference between the teachers working in rural and urban areas in their level of satisfaction/ dissatisfaction with their job; (vi) Three groups of teachers with low, average and high discrimination index were significantly different in the level of their satisfaction with all the job-factors as well as their job as a whole; (vii) Among the 16 personality factors described by Cattle, factors C.L.N. & QZ and other personality factors, neuroticism of the teachers could significantly influence
their level of job satisfaction; (viii) among 11 personal and demographic variables studied, only five viz. region, designation, age, experience and size of the family of the teachers could significantly influence the level of teaching effectiveness; (ix) The multiple correlation between job satisfaction and the four independent variables; job discrimination index, job-involvement, family satisfaction and life satisfaction put together was 0.37; (x) The multiple correlation between teaching effectiveness and job satisfaction was 0.08; and (xi) All the four variables viz. job satisfaction, job-involvement life-satisfaction and family satisfaction put together could obtain a multiple correlation of 0.11 with teaching effectiveness.

Srivastava (1986) in a study of job-satisfaction of professional honesty of primary school teachers, found that: (i) The Primary teachers were found to have high job satisfaction and professional honesty; (ii) Female teacher, as compared to male teachers, urban teachers as compared to rural teachers, and non-agricultural family occupation background teachers were significantly higher in job satisfaction and professional honesty, (iii) Young teachers as compared to old teachers, junior teachers as compared to senior teachers, and high academic achiever teachers as compared to low achiever teachers were also significantly higher in job satisfaction; (iv) Caste was not found to have a significant effect on either of the two, (v) The major factors of job-dissatisfaction among the primary teachers were inadequate salary, lack of physical facilities (space, equipment, etc.) problems in getting arrears, exploitation by officers, etc. and (vi) Professional honesty was higher than job-satisfaction in the sample teachers and the coefficient of correlation, between these two variables was 0.256.

Gupta (1989) conducted a study, “A Study was Done in Intelligence, Adjustment and Personality Needs of Effective Teachers in Science and Arts” The main findings of the study were: (1) All the distributions were almost normal; (2) Teacher effectiveness was found to be related to experience of teacher.; (3) Teacher effectiveness was related to salary. The number of effective teachers decreased as the salary increased; (4) Teacher effectiveness was not related to gender; (5) Science and arts teachers did not differ significantly with respect to adjustment and academic and general environment of the institution; (6) Effective arts teachers were significantly
better adjusted socially, psychologically and physically than effective science teachers; (7) So far as total adjustment was concerned effective arts teachers were significantly superior to effective science teachers.

Reddy (1989) in a study on job satisfaction of primary school teachers, found that over-qualified primary school teachers had low job satisfaction while teachers younger in age and less qualified had higher level of job satisfaction which had positive correlation with attitude towards teaching and job-involvement.

Kohli (1990) in a study of job-satisfaction, academic performance and job-involvement as a function of organizational climate among senior secondary school teachers, found that: (i) Job-satisfaction was negatively and significantly related with organizational climate; (ii) Job-satisfaction was positively and significantly related with organizational climate on dimensions spirit and humanized trust at .01 level and intimacy at .05 level of significance, but negatively and significantly related with hindrance at .05 level of significance among Government Girls School teachers.

Mukhamath and Khadi (1991) in a study on job-satisfaction level of school teachers, showed that family responsibility and attitude towards teaching were the most influential factors for job-involvement and job satisfaction, and also that women teachers face a number of problems in their working conditions, such as academic, financial, personal, leave patterns and timings of their schools.

Rama (1992) in his study “Jobs satisfaction, attitude towards teaching, job involvement, efficiency of teaching and perception of organisation, climate of teachers of residential and non-residential schools” found that considering overall, the teachers had a favourable attitude towards teaching.

Tharakan (1992) studied on occupational stress and job satisfaction among working women. He observed that professional women experienced greater work related stress than non-professional women. The expectation of technocrats was much higher than the no technocrats.

Dixit (1993) in a study on effect of sex variable on different factors of job-satisfaction among primary school teachers, found that female teachers had a better rapport with student and better relationship with co-workers. They were more
satisfied than male teachers regarding their salary, promotions, authority, institutional plans and policies.

**Saxena (1995)** conducted a study, “a study of teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession.” The major findings were: (a) Both effective and ineffective teachers were found to be well adjusted derive satisfaction from their work and had favourable attitude towards teaching profession (b) Effective urban, government, female, older more experienced, untrained and science teachers had relatively better adjustment compared to rural, private, male, younger, less experienced, trained and arts teachers respectively while reverse was true in case of ineffective teachers.

**Singh (1994)** conducted a research to explore the possible effect of job involvement and sense of participation on job satisfaction of two categories, the officers and clerical cadre, of bank employees. He found that job satisfaction of bank employees was found to be affected positively by occupational level, job-involvement and participation was found to be significant.

**Sudhira (1994)** working on job satisfaction an job-stress of Secondary School Teachers working in different management schools, found that: (i) The job satisfaction of physical education teachers working in different management schools were found to be significantly different; (ii) Teachers working in private schools had significantly higher job satisfaction as compared to teachers working in semi-government and government schools.

**Das and Panda (1995)** investigating job satisfaction of college and high secondary teachers, found that: (i) there was no significant difference in the degree of job satisfaction of college and higher secondary school teachers; (ii) There was no significant difference in the degree of job satisfaction of male and female teachers; (iii) There was no significant difference in the degree of job satisfaction of female college and higher secondary school teachers, and (iv) More experienced teachers did not have better job satisfaction than the low experience teachers.

**Padmvati (1995)** studying job satisfaction among teachers of primary and secondary levels, found that: (i) Teachers at secondary level expressed greater job satisfaction as compared to teachers at primary level; (ii) Government school teachers
expressed greater job satisfaction as compared to private and aided school teachers; (iii) Female school teachers experienced greater job satisfaction as compared to male teachers; and (iv) Trained graduate teachers experienced greater job satisfaction as compared to the trained post-graduate teachers.

**Bishay (1996)** investigated teacher motivation and job satisfaction: A study employing the experience sampling method. Levels of job satisfaction and motivation were measured by survey in a sample of 50 teachers. A sample of 12 teachers was then studied using the Experience Sampling Method (ESM). Teachers were randomly beeped by special pagers 5 times a day for 5 days and completed surveys on mood and activity for each beep, resulting in 190 reports of teachers’ daily experiences. Conventional survey data corresponded with ESM data. Job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity. For this group of teachers who work in a school with a selective student body, overall motivation and job satisfaction levels were high. Based upon the findings, it appears that gratification of higher-order needs is most important for job satisfaction.

**Panda (1996)** in a study on job satisfaction of secondary school teachers in relation to their mental health, sex and management of school, found that: (i) Mental health showed significant positive effect on secondary school teachers job satisfaction (ii) Age and sex showed no significant effect on teachers job satisfaction; (iii) Mental health and age showed significant interactive effects on teachers’ job satisfaction.

**Malik (1996)** conducted a comparative study of the achievement of B.Ed. male and female pupil teachers in relation to their adjustment and reading interest and found that the two groups differed significantly in their reading interest, low securing indicated better adjustment in all the areas. Therefore, the null hypothesis that there was no significant difference between the adjustment of B.Ed. male and female pupil teachers was rejected because there was found to be a difference in the calculated mean of two categories of the pupil teacher. Further, the overall adjustment of female pupil teacher was reported better than that of the male pupil teachers.

**Viswesvaran and Deshpande (1996)** concurred with this notion by showing that an instrumental climate, i.e. where people protected their own interests at the
expense of their personal principles, had a significantly negative effect on job satisfaction.

Mishra (1999) in a study on teacher effectiveness of elementary school teachers in relation to their attitude towards teaching, level of aspiration and job satisfaction, found that: (i) Teacher effectiveness has significant positive correlation with job satisfaction; (ii) Teacher’s attitude towards teaching has significant positive correlation with job satisfaction; (iii) Teacher’s level of aspiration has significant negative correlation with job satisfaction; (iv) The five dimensions of Job-satisfaction i.e. security and accomplishment, use of ability, facilities for work and working condition and relation with head were positively correlated with each other (v) There exists significant two-factor interactional effect in teachers attitude toward teaching and their job satisfaction on teacher effectiveness. Teachers with high attitude towards teaching and low job satisfaction show highest mean scores whereas teachers with low attitude towards teaching and low job-satisfaction show lowest mean teacher effectiveness scores; (vi) There exists a significant difference in two factor interaction of teachers’ attitude towards teaching and there is satisfaction on teachers’ “Knowledge and Expression of subject matter”. Teachers with high attitude towards teaching and low job satisfaction show highest mean score whereas teachers with low attitude towards teaching and low job-satisfaction show lowest mean scores, (vii) There exists significant difference in two-factor interaction of teachers’ attitude towards teaching and their job satisfaction on teachers’ “Readiness in Removing Student’s Difficulties” Teachers with high attitude towards teaching and low job satisfaction show highest mean scores whereas teachers with low attitude towards teaching and low job satisfaction show lowest mean scores; (viii) There was significant difference in two factor interaction of teachers’ level of aspiration and job satisfaction on teachers’ “Knowledge of Teaching Methodology” Teachers with high level of aspiration and low job satisfaction show highest mean scores whereas teachers with low level of aspiration and low job satisfaction show lowest mean scores; (ix) There were significant differences in three-factor interaction of teachers’ attitude towards teaching, level of aspiration and job satisfaction on teachers’ “Knowledge of Teaching Methodology”. Further, teachers with high attitude towards
teaching and low job satisfaction show highest mean scores and teachers with high job satisfaction and low attitude towards teaching show lowest mean scores at high level of aspiration. Teachers with high attitude towards teaching and high job satisfaction show highest mean scores and teachers with low attitude towards teaching and low job satisfaction show lowest mean scores at low level of aspiration; (x) There were significant differences in three-factor interaction of teachers’ attitude towards teaching, level of aspiration and job satisfaction of teachers’ “Relationship with Students, Colleagues and Guardians” Teachers with high attitude towards teaching and high job satisfaction show highest mean scores and teachers with low attitude towards teaching and low job satisfaction show lowest mean scores at high level of aspiration. Teachers with high attitude towards teaching and low job satisfaction show highest mean scores and teachers with low management; (ii) The male and female teachers were possessing good job satisfaction and there was no significant difference between mean and women teachers in the level of job satisfaction, though the women teachers were found to be having a little bit high job satisfaction than the men teachers. (iii) The science and social studies teachers possessed good job satisfaction and there was no significant difference in the level of job satisfaction possessed by both science and social studies teachers; (iv) The teachers working in government and private secondary schools possessed good job satisfaction and there was no significant difference in the level of job satisfaction possessed by them whereas the private school teachers were having a little bit high job satisfaction than the government school teachers; (v) the teachers working in rural and urban secondary schools were having good job satisfaction and there was no significant difference in the level of job satisfaction and there was no significant difference in the level of job satisfaction possessed by the rural and urban teachers; (vi) The Graduate and Post-Graduate Teachers possessed good job satisfaction and there was no significant difference in the level of job satisfaction possessed by them; (vii) The secondary school teachers with varying teaching attitude towards teaching and low job satisfaction show lowest mean scores at low level of aspiration.

Shakuntala and Satapathy (1999) conducted a study on, “Teacher Adjustment as Related to Interest and Attitude towards Teaching”. The main findings
of the study were: (1) Female teachers were better adjusted than male teachers. (2) Government school teachers were better adjusted than private aided school teachers and private unaided school teachers; (3) Marital status did have significant effect on adjustment of secondary school teachers with high mean scores for married teachers than unmarried teachers; (4) Age seemed to play a significant role with younger teachers making better adjustment than older teachers; (5) Experienced teachers made better adjustments than less experience teachers.

Hota (2000) conducted a study of the health of secondary school teachers of Orissa in relation to their adjustment problem and found that; their exist a highly significant positive relationship of organizational health with home adjustment, health adjust, social adjustment, emotional adjustment and occupational adjustment.

Rama (2000) studied relationship between Job satisfaction and life satisfaction among secondary school teachers. The main objective of the study whether there is any significant relationship between the level of life satisfaction of teachers and their job satisfaction. The major finding was there is a significant relationship between the level of life satisfaction of teachers and their job satisfaction.

Chandrakanta (2001) has studied the teaching aptitude of primary school teachers and their teaching competency. He found that the knowledge of subject matter, faith in co-operative and democratic way of teaching were positive correlated to flexibility teaching aptitude, planning, presentation, evaluation and teaching competency emotional and social adjustments and also positively correlated to managerial trait. No significant difference was found between the higher and lower teaching competency groups, towards emotional and social adjustment. There was no significant difference in teacher’s teaching aptitude indicating whether they had high or low teaching experience.

Kumar (2001) has studied the adjustment level of primary school teachers for Ambala district. This observation clearly shows that there was a significance difference in the adjustment level of male teachers, working in government schools in rural areas are better adjusted than female teachers. Female teachers, belong to rural areas were better adjusted as compared to urban areas. The female teachers belong to urban areas, who teach in government schools were better adjusted as compared to
aided schools. Female teachers, who teach in the government school in rural areas, were better adjusted than the aided school in urban areas. Total adjustments of male teachers were better as compared to female one.

**Manpreet (2002)** has examined the burn-out and adjustment pattern of primary school teachers in Haryana. Results revealed that no significant difference in adjustment pattern of male-female, rural-urban, high-low age group, married-unmarried, high-low qualified and government-private school teachers situated in rural and urban areas of Haryana. High-low experienced teachers getting full pay scale in government primary schools and on fixed salary in private/public schools.

**Mehrotra (2002)** studied the comparison of leadership styles of principals in relation to job satisfaction of teachers and organizational climate in Government and private senior secondary schools of Delhi with the main objective of comparison of job satisfaction of teachers of government and private schools and found that in Govt. schools 46.6% teachers were highly satisfied, 35.7% teachers were moderately satisfied and only 17.8 teachers were less satisfied. In private schools teachers there were 32 % teachers who were highly satisfied, 42.8% teachers were moderately satisfied and significantly 25% were less satisfied.

**Subhdhi (2002)** conducted a study entitled, “job-satisfaction of secondary school teachers: A microscopic study, found that: (i) Female teachers were better satisfied with their teaching profession than their male counterparts; (ii) Young teachers (22-35 years age group) were more satisfied with their jobs than the old ones (36-55 years age group); and (iii) Teachers of Government schools get more job satisfaction than teachers in aided schools.

**Singh (2002)** conducted a study of teaching aptitude and adjustment of Sr. Sec. school teachers and found no significant difference between teaching aptitude of govt. and private sr. sec. school teachers; of male and female senior sec. school teachers; of govt. and private sr. sec. school teachers.

**Hota (2003)** has examined the organizational Health of secondary school teachers of Orissa state in relation to their adjustment problems and some other psycho-social variables. Data was collected from 100 secondary school teachers randomly drawn from 15 secondary schools situated in Puri district of Orissa. She
found that a high significant positive co-relationship between organizational health and home adjustment (a) of the secondary school teachers of Orissa. There a high and significant positive relationship of organizational health with health adjustment (b) of secondary school teachers. A high and significant positive relationship was found between organizational health and social adjustment (c) of secondary school of Orissa as perceived by their teachers. Presence of high significant positive relationship of organizational health with emotional adjustment (d) of the secondary school teachers. A high significant positive relationship was found between organizational health and occupational adjustment (e) of secondary school teachers of Orissa. Finally, there a high significant positive relationship of organizational health with adjustment problems as a whole (W) of the secondary school teachers of Orissa.

**Pushpam (2003)** conducts a study on the attitude towards teaching profession and job-satisfaction of women teachers in Coimbatore. To measure job- satisfaction of women teachers, job-satisfaction scale constructed by the investigator was used. However women teachers work in different type of schools, the stratified random sampling method was used from different types of schools, depending upon numerical the strength of women teachers, working in these schools. There are 725 samples which were taken for administering tools for this study. The findings revealed that age, expertise, community, job of spouse and number of children having women teachers, indicate different job-satisfaction. Women teachers, who teach 5th, 7th, 8th and 10th classes, indicate a higher level of job-satisfaction than those who teach other classes. The teachers working in Anglo-Indian school, indicate their higher level of job-satisfaction than the women teachers working in other schools. In case of the teachers working in aided schools, private schools and panchayat schools indicate a higher level of job-satisfaction than the teachers who are working in government and corporation schools. Undergraduate teachers indicate a higher level of job-satisfaction than that of graduate and post-graduate teachers. The job-satisfaction of women teachers with secondary grade teacher training indicates a higher level of satisfaction than those with B.Ed. and M.Ed. degrees. A significant positive correlation was found between the attitude of women teachers towards teaching profession and the job
satisfaction of women teachers. Hence, the teachers who have better attitude towards teaching profession indicate a higher level of job-satisfaction.

**Rastogi and Kashyap (2003)** conducted a study on “occupational stress and work adjustment among working women”. Sample consisted of 150 nurses, clerks, and teachers. The average age of the sample is quite matured and experienced, which help them to ignore the stress and maintain the smooth adjustment in the organization.

**Rao and Sridhar (2003)** assessed entitled job satisfaction of school teachers. The finding revealed that the secondary school teachers were having good job satisfaction, irrespective of their age, sex and experience, location and type of school management. The male and female teachers were possessing good job satisfaction and there was no significant difference between them, though the female teachers were having a little bit high job satisfaction than the male teachers. The science and social studies teachers possessed good job satisfaction and there was no significant difference in their level. The teachers of government and private secondary schools possessed good job satisfaction and there was no significant difference, whereas the private school teachers were having a little bit high job satisfaction than the government school teachers. The teachers of rural and urban secondary schools were having good job satisfaction and there was no significant difference. The graduate and post graduate teachers possessed good job satisfaction and there was no significant difference. The teachers of government and private secondary schools possessing good job satisfaction and there was no significant difference, whereas the private school teachers were having a little bit high job satisfaction than the government school teachers. The teachers of rural and urban secondary schools were having good job satisfaction and there was no significant difference. The graduate and post graduate teachers possessed good job satisfaction and there was no significant difference. The secondary school teachers with varying teaching experience were having good job satisfaction and there was no significant difference indicated by the teachers, having less than 10 years, as well as 11-20 years experience. The secondary school teachers, having different age-groups indicate a good job satisfaction and there was statistically no significant difference in their level, as indicated by the four age groups. But, the teachers belong to age

**Singh (2003)** conducted a comparative study of stress among male and female teachers in relation to their personality needs and adjustment to compare the stress of male and female teachers belonging to rural and urban, areas at secondary school level and degree level. He found that (i) male and female teachers have equal degree of stress (ii) secondary school male teachers are more stressed than their counterparts female teachers; (iii) Male and female teachers of degree college show same degree
of stress; (iv) Male teachers teaching in urban secondary schools and degree colleges have higher degree of stress than their counterparts rural male teachers; (v) Female teachers teaching in urban and rural secondary schools in degree colleges show same degree of stress.

Singh (2003) has assessed the stress among male and female teachers in relation to their personality needs and adjustment. Seven hundred twenty teachers (360 male and 360 female) of secondary schools / intermediate colleges and degree colleges of Meerut educational region were randomly selected and administered Meenakshi personality inventory and inventories to measure stress and adjustment, developed by researcher were used for data collection. Coefficient of correlation, multiple correlations, ‘t’-test and levels of significance were used for analysis of data. He found that highly adjusted male and female teachers who show equal degree of stress. On the other hand, poorly adjusted male and female teachers show equal degree of stress. Secondary school male teachers show significant relationship in their stress and adjustment. Relationship between stress and adjustment of degree male teachers was not found significant. Secondary school female teachers show significant negative relationship in their stress and adjustment. Female teachers, teaching in degree colleges indicate no significant relationship between stress and adjustment. Adjustment and personality needs jointly to have a positive and significant correlation with stress in male and female teachers at .01 levels.

Tripathy (2003) conducted a study on 248 female teachers for assessing the role-structure and role-stress in relation to work satisfaction of primary school in Orissa. Data were selected randomly following a two-stage cluster random sampling method. Statistical techniques like Mean, S.D., t-test, product-moment co-efficient of correlation and factor used to analyse the data. Results revealed that at the primary level, the female teachers in Orissa indicate a high level of professional commitment and aspiration, higher degree of morale and a good deal of professional and social awareness (Role-structure), experiencing high amount of stress and moderate level of work satisfaction.

Dave and Kulshrestha (2004) has conducted a study on 187 (85 rural and 102 urban) primary school teachers to assess personal, professional and social
adjustment of Agra district. The inferences drawn from the parameter of primary teachers of both sexes, working in primary schools and were selected through accidental sampling method. The observation clearly shows that the distribution of adjustment scores of the teachers working in primary schools was found normal in nature with slight difference, which may be caused by sampling fluctuation. The mean value of scores indicates that the primary teachers are highly adjusted in social life and least adjusted in professional life. The distribution of the teachers according to the level of adjustment in different areas indicate that majority of the teachers have average level of adjustment. They seem to be satisfied or very satisfied with their personal, professional and social life. The teachers belong to urban areas, seem to least adjusted in social life and better adjusted in professional life than their rural counter parts. The teachers belong to rural areas; seem to be highly adjusted in social life, better in personal life than their urban counterparts, but least adjusted in professional life. The findings show that rural and urban primary teachers do not differ significantly in their adjustment scores.

Kumar and Patnaik (2004) have conducted a study on 138 teachers (76 males and 62 females) to assessed the organisational commitment, attitude towards work and job- satisfaction for the post-graduate teachers with respect to sex, there were 40 teachers, belong to age groups below 40 & above 40 year who have more than 12 and less than 12 years of teaching experience. There are some of teachers belonging to age-group between 26 years to 55+ years, with their teaching experience ranging between 2 to 31 years. The tools used for data collection were organisational commitment questionnaire (Mowday, Steers and Porter, 1979), Job Diagnostic Survey Questionnaire (Hackman and Oldman, 1975). Attitude towards Work Scale (J.R. Gordan). Data collected was treated with mean, S.D., ‘t’ test and correlations. Findings the security satisfaction factors show that the teachers, who have above 12 years of experience, feel more secured. In case of growth satisfaction, the male, teachers who have their age above 40 years, are better than that of their counterpart. There are no significant differences related to sex, age group and teaching experience of teachers. The mean scores have shown slight differences between male and female, teachers belong to age below 40 & above 40 years and teachers who have less and more
than 12 years teaching experience have been influence by the factors like job properties and organisation policy and practices. The male teachers belong to less than 40 years, and having less than 12 years of teaching experience indicate better job satisfaction. In case of organisational policy, the female teachers, belong to below 40 years age group, having less than 12 year’s experiences, indicate comparatively better job satisfaction. The correlation between organisational commitment and job satisfaction is moderate which shows that the teachers who are more, committed towards organisation are more satisfied with their job. Job satisfaction and attitude towards work are highly positively correlated and it shows that those who have positive attitude towards work indicate more satisfaction in their job.

Priyadarshni (2004) conducted a study on occupational stress and job satisfaction in relation to professional commitment and background factors in primary school teachers of tribal areas and emphasized on the relationship of these two factors and also studied the main and interactional effects of professional commitment on occupational stress among primary school teachers. She found that these teachers had average level of job satisfaction, moderate to high level of occupational stress and all highly committed to their profession. The high professional committed teachers had high occupational stress as compared to low professionally committed teachers. Also there exists significant three factors interactional effect of sex, marital status and professional commitment on occupational stress of teachers. Teachers having more teaching experienced have been found to be exhibit low occupational stress.

Chand (2005) studied work motivation and job satisfaction of physical education teachers in High schools of Himachal Pradesh in relation to existing sports facilities with the main objective of comparison of work Motivation and Job satisfaction in relation to sports facilities and found that job satisfaction and work motivation of physical education teachers were not related to the level of sports facilities.

Mishra (2005) initiated a study of organizational climate of different types of secondary schools and its relationship with leadership behaviour of principals and teachers’ job satisfaction. Main findings of study were: (i) School of Allahabad district were much near to the closed end of the continuum than the open end (ii)
Familiar and controlled climate schools shared similar proportion of 17.3%, while only 6.5% schools had autonomous climate; (iii) Significant positive relationship existed between organizational climate and leadership behaviour of principals.

**Raj and Mary (2005)** studied the job satisfaction of government school teachers with the main objective of finding of job satisfaction of school teachers with reference to their educational qualification, salary range, religion and gender. They found that job satisfaction of Govt. School teachers was not high and also they found no significant difference in job satisfaction between gender, salary, religion and educational qualification.

**Sharma (2005)** studied the job satisfaction among the physical education teachers working in Himachal Pradesh schools with the objective of comparison of job satisfaction of three groups of physical education teachers teaching in high schools of Himachal Pradesh in having good, average and poor sports facility. He conducted that the majority of teachers was satisfied with their job according to job satisfaction components like work, work condition, salary, security, promotions, policies, institutional plan and policies, relationship with their co-workers, functioning of authorities and their competence.

**Uppal (2005)** pointed out that there exist certain methodological aspects to bear in mind. Firstly, he estimates a unique (uncorrected) job satisfaction model for the whole sample due to the small number of available observations for the disabled sample (only 443), whereas we treat that disabled and non-disabled workers as differentiated groups with different process of participation (selection) in the labour market (for this reason we estimate different selection equations for each collective using the Heckman’s two step technique in order to correct the sample selection bias in the job satisfaction equations).

**Kochar and Khetarpal (2006)** studied the stress, job satisfaction and locus of control in permanent and temporary college teacher with the main objective of comparison of these variables in relation to each other. They found that the main stress score for permanent teachers was low as compared with temporary teachers however, their job satisfaction and working scores was higher as compared temporary
teacher. Also the relationship between job satisfaction and internal–external control is the and satisfactorily significant.

Rathod and Verma (2006) have examined the job-satisfaction of teachers in relation to role commitment. The sample was taken from the randomly selected 115 schools (61 privates and 54 governments) of Indore district. All these schools were affiliated to Board of Secondary Education, M.P. Bhopal. In order to investigate, there were 567 teachers’ who have selected from different schools. They were selected irrespective of sex, residential background, and marital status. The data were analyses with the help of 2x2 factorial designs ANOVA. The findings revealed that there was significant influence of sex on job-satisfaction of teachers. Female teachers were found more for their job-satisfaction than that of male teachers. There was no significant influence of training on job-satisfaction of teachers. There was significant influence of experience, on job-satisfaction of teachers. Senior teachers were found satisfied with their jobs than junior teachers. There was significant influence of role commitment on job-satisfaction. Teachers having high role commitment, were found more with their job-satisfaction than teachers having low role commitment. There was significant influence of location of residence on job-satisfaction of teachers. The teachers belong to urban areas, were found more satisfied with their jobs than rural areas. There was no significant influence of interaction between sex and role commitment on job-satisfaction of teachers. There was no significant influence of interaction between training and role commitment on job-satisfaction of teachers separately. There was no significant influence of interaction between experience and role commitment on job-satisfaction of teachers. There was no significant influence of interaction between residential background and role commitment on job-satisfaction of teachers separately.

Bindu (2007) examined the relationship between job-satisfaction and stress coping skills of primary school teachers. The sample taken 500 teachers (165 males and 335 females) were selected through proportionate stratified sampling techniques from the primary schools of Kerala State for the study. The tools were used for collecting the data such as scale of job-satisfaction by Kumar and Kumar and stress
coping inventory by Bindu, Mean, Standard Deviation, Correlation and ‘t’ test were used for the calculation of data in the study. The findings indicate that the job satisfaction differentiates between male and female. The primary school teachers and there is a positive correlation between job satisfaction and stress coping skill among primary school teachers.

Jamal, Hasan, and Raheem (2007) has conducted a study on 615 teachers (400 males and 215 females) for assessing the organisational commitment of secondary school teachers. In order to know how the organizational commitment is co-related with various factors, i.e. teacher stress, job-satisfaction, teacher moral and socio-emotional, school climate for male and female teachers. The sample was collected from the five districts and selected randomly from five government schools. Out of total, three samples belong to boy’s schools and two from girls’ schools. The location of the school was in the urban areas, situated in the eastern part of Uttar Pradesh. The tools employed for analyse the observed data have been organisational commitment scale, teacher stress scale, teacher job-satisfaction questionnaire, teacher morale scale and socio-emotional school climate scale were used for data collection, multiple regression analysis used for calculation of data for finding result. The teacher is found that the job satisfaction is positively correlated with organisaitonal climate (OC). Teacher moral and socio-emotional school are also positively correlated with OC, implying that if the morale of the teacher is high and the school provides good socio-emotional climate then the teachers will tend to be more committed to their institutions where they are employed.

Khaleque (2007) carried out a study on teachers of higher education and their job satisfaction of Barpeta district in Assam. The objectives of the study were: (i) To determine the levels of job satisfaction among the college teachers; (ii) To compare the job satisfaction of teachers working in urban areas with those of rural areas; (iii) To find out the relationship between job satisfaction and sex difference; and (iv) To find out the relationship between job satisfaction and job experience of college teachers. Results indicated that the levels of job satisfaction among the college teachers higher education had not significant both of rural and urban areas of Barpeta.
district in Assam. The female teachers had higher degree of job satisfaction in average than that of male teachers in general.

Nara (2007) has examined the teaching aptitude and adjustment of senior secondary teachers of Kurukshetra District. She selected 100 senior secondary teachers from private and government schools of Kurukshetra district was selected by convenient sampling method. She founds that an out of 50 male senior secondary teachers, 2 male teachers are very good, 22 male teachers are good, 22 male teachers are average and 4 male teachers are poor with regard to adjustment. Out of 50 female senior secondary teachers, one female teacher is very good, 24 female teachers are good, 20 female teachers are average and 6 female teachers are poor with regard to adjustment. There is no significant difference in adjustment between private and government senior secondary teachers. There is no significant difference in adjustment between male and female senior secondary teachers. There is no significant relationship between adjustment and teaching aptitude of private senior secondary teachers. There is no significant relationship between adjustment and teaching aptitude of government senior secondary teachers. There is no significant relationship between adjustment and teaching aptitude of male senior secondary teachers. There is no significant relationship between adjustment and teaching aptitude of female senior secondary teachers.

Raju and Rahamtulla (2007) investigated adjustment problems among school students Andhra University, Visakhapatnam. The present study is intended to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains, a balance between the needs and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. The data was analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in
which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

Singh, Gurmit (2007) carried out a study of job satisfaction of teachers educators in relation to their attitude towards teaching. The objectives of the study were: (i) To compare the job satisfaction of teacher educators with their attitude towards teaching; (ii) To compare the job satisfaction of male teachers educators with their attitude towards teaching; (iii) To compare the job satisfaction of female teacher educators with their attitude towards teaching. The result of the study indicated that job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching.

Dahiya (2008) conduct a comparative study of personal professional and social adjustment of teachers working in government and private Secondary school. Founds findings that: (1) There is no significant difference between personal adjustment of male and female teachers working in private secondary school. (2) That there is no significant difference between social adjustment of male and female teachers working in private secondary school. (3) That there is no significant difference between personal adjustment of male and female teachers working in government school.

Gupta and Asthana (2008) examined the adjustment problem of married and unmarried working women. The study was conducted to find out the impact of social support and adjustment of married and unmarried working women. It was observed that married working women were more adjusted in comparison to unmarried women. In our society married women have to make several adjustments with their family, society and their jobs. So if they are supported well they made better adjustment.

Kamboj (2008) has conducted a study on 1360 teachers (680 males, 680 females) to assess the relationship of job satisfaction with self-actualization. The teachers were categorized into rural, urban, government and private school in
accordance with their place of work which are affiliated to Punjab School Education Board. A Proportionate stratified random sampling technique was used for data collection. The results indicate that there is a positive and significant correlation between job satisfaction and self-actualization of secondary school teachers. The correlation is significant at 0.01 level of probability. In the light of the above results, the null hypothesis that there is no significant relationship between job satisfaction and self actualization is rejected.

Kumar (2008) conduct a study of adjustment level and values of primary school teachers in relation to gender, Residence and teaching experience. He found that there is no significiation difference between the level of adjustment of primary school teachers by gender that is , in case of male and female and rural and urban areas, Only significiation was found between teachers having high teaching experience and low teaching experience.

Sonia (2008) conducted a comparative study of value and adjustment of senior Secondary Teacher on Residence basic. The major findings of the study were : (1) Male rural teacher are more adjustment in comparison to male urban teachers. (2) Female rural teachers and female teachers are equally adjusted .There is no Significant difference in adjustment pattern of female teachers.

Sunita (2008) conduct a study of teaching effectiveness of secondary school teacher in relation to their level of adjustment and socio economic status. The finding of the study: (1) There exists a significant effect of adjustment on teaching effectiveness of secondary school teachers. (2) There exists no significant relationship of adjustment with teaching effectiveness in secondary school teachers. After reviewing the studies, the researches to conclude that teacher adjustment is correlated with age of the teacher, sex, locality, correlated etc. It is also positively correlated with other variables like self-concept, Job-satisfaction attitude towards teaching of aspiration and anxiety.

Different types of adjustment are invite in order to be effective teacher, like social adjustment, emotional adjustment, education adjustment, family adjustment, life adjustment, school adjustment, role adjustment, financial adjustment . These findings are mostly based on samples taken from primary and secondary school teachers, though few samples were also from senior secondary school teachers.

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Pal (2009) conducted a study of Core Teaching Skills of In-Service Primary Teachers in Relation to their Self-Concept and Adjustment’. The specific objectives of the study are as: 1. To study the core teaching skills of in-service primary school teachers of Delhi schools 2. To develop observation schedule for assessment of core teaching skills (CTS) at primary school level. 3 To identify and assess the extent of skill deficiencies of primary school teachers 4. To study the relationship core teaching skills, self-concept and adjustment of primary teachers. The major findings of the study are: 1. Female primary teachers are showing more skill deficiencies than the male primary. 2. Primary teachers of Sarvodaya Vidyalayas are reflecting more skill deficiencies than the primary teachers of M.C.D. Primary Schools. 3. Primary teachers having professional qualification Diploma in Education (ETEIJB) are showing more skill deficiencies than the professional qualification Degree in Education (B.Ed.). 4. Core Teaching Skills and Adjustment are not significantly correlated between MCD Primary schools’ and Sarvodaya Vidyalayas’ primary teachers. 5. Core Teaching Skills and Adjustment are not significantly correlated between Male and Female primary teachers. 6. Core Teaching Skills and Adjustment are not significantly correlated between primary teachers having professional qualification Diploma in Education (ETEJB) and Degree in Education (BEd.). 7. Core Teaching Skills and Self-Concept are not significantly correlated between MCD Primary schools and Sarvodaya Vidyalayas’ primary teachers.

Bhandari and Patil (2009) studied job satisfaction of women teachers. The study was aimed to assess the extent of job satisfaction of 295 women teachers working in primary and upper primary schools of Gulbarga city. The study found that a few of the women teachers were facing certain problems such as lack of coordination and cooperation in the working place. Majority of these teachers were satisfied with their work, job and salary. Majority of the woman teachers said they had not got recognition for the job and work done.

Gupta and Sahu (2009) have examined the job satisfaction in relation to organizational role stress and locus of control among vocational teachers. In order to find out the relationship and gender differences between the two variables, the sample of 200 vocational teachers (100 males and 100 females) from private vocational
institutes of Moradabad district was taken. Keeping in view the inferences drawn from different variables which indicate that there was significant gender difference regarding job satisfaction. Job satisfaction and organizational role stress was significantly and negatively correlated and this relationship was found significant for males as well as for females. Job satisfaction and locus of control was significantly and negatively correlated and this relationship was found significant for males.

Sarah Basu (2009) has carried out the study the job satisfaction of secondary school teachers. To evaluate and investigate the impact of gender and marital status on the teachers, a sample of 225 secondary school teachers, belong to Rohilkhand region was collected through multi-stage random sampling technique. A self developed teacher job satisfaction scale (TJSS) was employed to collect the data. The analysis of data using mean, S.D. and t- test, which indicate that the both sex and marital status indicate a significant value on the job satisfaction for the teachers. While female teachers scored higher on TJSS as compared to the male teachers. The mean scores of the unmarried teachers on the TJSS were lower than those of the married teachers.

Kainth and Kaur (2010) conducted a study, Job Satisfaction: A Challenging Area of Research in Education. They found that rural college teachers are more satisfied as compared to urban college teachers. Lower level of satisfaction of urban college teachers may be attributed to higher expectations from their jobs. Though, urban college teachers may be better qualified and more talented, but have higher socio-economic status and less satisfied from their lives because of higher expectations.

Mahmood, Nudrat and Musaud (2011) investigated job satisfaction of secondary school teachers in relation to their gender, urban and rural schools. They pointed out that job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their works. It refers to a collection of attitudes that workers have about their job. The present study was conducted to investigate the difference between gender (male and female teachers) locality (urban and rural). The findings of the study revealed that there is a significant difference in male and female
teachers and rural and urban teachers. Rural teachers were found better satisfied as compared to urban teachers.

**Barman and Bhattacharyya (2012)** conducted a study of job satisfaction of para teachers in relation to their socio-economic status in the district of Burdwan. A sample of 120 Para Teachers working in various schools in the district of Burdwan of West Bengal State was selected by purposive sampling method for the study. A standardised ‘Teachers Job Satisfaction Scale’ developed by the researcher and A ‘Socio-Economic Status Measuring Scale’ developed by the researcher were used for collection of primary data. The result revealed that the level of Job Satisfaction and Socio-Economic Status of Para Teachers is not high. The result also revealed that there is significant difference of job satisfaction between urban and rural Para Teachers and there is significant difference of Socio- Economic status between urban and rural Para Teachers and there is significant relationship between Job Satisfaction and Socio-Economic Status of Para Teachers.

**Dhevakrishnan, Devi and Chinnaiyan (2012)** conducted a Study on Job Satisfaction among Secondary School Teachers in Namakkal District. The present study was aimed at investigating the job satisfaction of secondary school teachers in Namakkal district and observing the influence of gender, locality, type of school and marital status on their level of job satisfaction. A sample of 198 secondary school teachers from Namakkal district was selected using random sampling technique. A standardized tool Teacher’s job satisfaction scale the tool validated by Dr.A.R.Annamalai (1999) was employed to asses job satisfaction of the secondary school teachers. Data so collected was analysed using mean, S.D and t-test. Findings of the study revealed significant gender difference in job satisfaction with female teachers exhibiting better job satisfaction as compared to their male, significant difference in the job satisfaction with respects to their locality and significant difference in the job satisfaction with respects to their type of school. Result also indicates marital status to have a significant bearing on the job satisfaction of the teachers with married teachers experiencing higher level of job satisfaction.

**Katoch (2012)** investigated job satisfaction among college teachers: a study on government colleges in Jammu (J&K). The study was undertaken to identify the
factors which impact the level of satisfaction of college teachers in Jammu & Kashmir. The data used in this paper is primary in nature and collected through personal interviews in the form of questionnaire from a sample of 98 college teachers selected from the five Government Colleges of Jammu. Two types of statistical tools are used in the present study for analysis 1) percentage analysis 2) chi-square analysis. Research shows that female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction.

Kayastha and Kayastha (2012) conducted a study of occupational stress on job satisfaction among teachers with particular reference to Corporate, Higher Secondary School of Nepal: Empirical Study. They pointed out that Occupational stress and Job satisfaction and both indicate people appraisal towards the workplace and work it. Thus, it is important to have valid measure of job satisfaction and occupational stress. This measure is also important in the Nepal teaching context. This preliminary study established internal consistency using Cronbach alpha values for both instruments. In addition to this, the article investigates the relationship between teacher stress and job satisfaction facets with particular reference to corporate, Higher Secondary School of Nepal. The findings of the study revealed that the reliability of both instruments were greater than 0.82. The Determinants of job stress that have been examined under this study include, Role overload, Role ambiguity, Role Conflict, Unreasonable Group and Political Pressures, Responsibility for person, Under participation, Powerlessness, Poor peer Relation, Intrinsic Impoverishment, Low status, Strenuous Working conditions, Un profitability. The Determinants of job satisfaction that have been examined under this study include Work, pay, co-workers, supervision, Promotion, Job in general. The sample consists of a Government, Private and Public Higher Secondary School teacher of Nepal from Kathmandu and Latitpur District of Nepal. The results show there is a significant relationship between Job stressors, job stress and job satisfaction.

Namdeo (2012) conducted a study of relationship among job preference, professional adjustment and job satisfaction of secondary school teachers. He found that there is significant relationship between professional adjustment and job
satisfaction of secondary school teachers; this means that professionally adjusted teachers are more satisfied with their job.

**Mehta (2012)** investigated job satisfaction among teachers. It was found that (i) the private male teachers differed significantly from the government female teacher on various dimensions of job satisfaction except on off the job factors; (ii) The private male exhibited greater satisfaction in the ‘job’ dimension and ‘on the job’ factors which could be due to the better working conditions, infrastructure and the congenial atmosphere in private schools; (iii) There was no significant difference between off the job factors and the total job satisfaction. The female teachers in government schools exhibited higher job satisfaction in overall dimensions of job satisfaction. There was not much difference between the ‘Social relation’ aspects of job satisfaction. The teachers teaching in government sector both male and female did not differ significantly on various parameters of job satisfaction including on the job factors and off the job factors. There is significant difference in the job satisfaction only with respect to the management factor and social relation factor. In case of the total job satisfaction there is no significant difference between the male and female teachers and the male teachers reported higher levels of job satisfaction as compared to the female teachers; (iv) The private female and government male differed significantly in various dimensions of job satisfaction except with respect to personal adjustment factor of job ‘satisfaction’; (v) The teachers in the private schools in male as well as female category differed significantly in their levels of job satisfaction on all dimensions of job satisfaction; on the job factors and off the job factors.

**Arumugasamy and Renu (2013)** investigated job satisfaction of higher secondary school teachers in Kanyakumari District. The primary data were collected with the help of a questionnaire from the higher secondary school teachers working in Kanyakumari district. Random sampling method has been adopted for choosing the sample from Nagercoil, Kuzhithurai, Thuckalay educational districts in Kanyakumari district. Data were collected from 5% population (7500*5/100) therefore the total number of sample size is 375. The collected data were analyzed by using relevant statistical techniques like mean, standard deviation, correlation co-efficient, ANOVA factor analysis and regression analysis. The study was made higher secondary school
teachers in Kanyakumari district for a period of one year from June 2009 to May 2010. The present study was confined to the job satisfaction of higher secondary school teachers working in Kanyakumari district. The study elicited many factors responsible for job satisfaction and for the changes in the attitude of teachers. The study concludes that among all the categories of teachers the aided school teachers in Kanyakumari district have better job satisfaction in many aspects. The study reveals that self-financing school teachers face a lot of problems when compared with the Government and aided higher secondary school teachers. The researcher has also made many suggestions for the redressal of the problems faced by the higher secondary school teachers. If the Government authorities and the managements of the higher secondary schools come forward to implement the suggestions made in this study with a strong will, certainly there will be great positive change in job satisfaction among the higher secondary school teachers.

Chamundeswari (2013) conducted a study, job satisfaction and performance of school teachers. The results of the study indicated that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools. This may be attributed to the fact that central board school teachers enjoy better infrastructure facilities and congenial working environment than the matriculation and state board teachers. It is for the school authorities, policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum.

Devi, Dharamveer and Soni (2013) conducted a study, “Essentials of Job Satisfaction in Effective Teaching”. A sample of 200 teacher educators (100 male and 100 female) working in secondary teacher training institutions (B.Ed. Colleges) situated in Haryana state are selected through random technique of sampling. Job satisfaction of school and college employees may be related to personal characteristic, such as age, gender and years of experience. This paper is an attempt to understand the essentials of job satisfaction in increasing the quality of teaching and learning in the classrooms. The results were evaluated and significance was seen at both 0.05 level and 0.01 level of significance. Teacher Effectiveness Scale by Pramod Kumar &
D.N. Mutha (1974) and Job-Satisfactions Scale by Meera Dixit are selected to find the essentials of job satisfaction that helps in better teaching in classrooms. This study found that there is very strong relationship between job satisfaction and teachers effectiveness in teaching and thus, points out at the essentials required in teaching.

Nadeem, Ahmad, and Zahoor (2013) conducted a study of personality adjustment and job satisfaction of rural and urban secondary school teachers. The present study was undertaken to study and compare the personality adjustment and job satisfaction of rural and urban secondary school teachers. The sample subjects were selected randomly from various secondary schools in District Baramulla, Jammu and Kashmir. The data was collected by using Bells Adjustment Inventory and Amar Singh and T.R Sharma’s job satisfaction scale. The collected data was analysed by using some statistical treatment. It was found that there is no significant mean difference between rural and urban secondary school teaches while comparing on various dimension of personality adjustment and job satisfaction.

Naik and Yadav (2013) investigated job satisfaction of Tribal area teachers. They pointed out that teacher have a very vital role in molding and refining the intellectual capacity of children during the phase of student hood or the formative period in the school. The values and the knowledge that the teacher impart and instills to the students determine the future of the child and future of the nation as they are the citizens of tomorrow. But in the process of teaching and learning, teachers the main stake holder, should be satisfied with his job as it’s the basic requirement in the profession. The main objective of the topic is to find out the job satisfaction of the government and private secondary level tribal teachers of Sarguja district of Chhattisgarh. A sample size of 120s teachers was selected and taken up for the study. A job satisfaction scale by Dr. Meera Dixit is used for the study. It is found that there is significant difference in the job satisfaction of government and private tribal teachers. But job satisfactions of male tribal teachers do not differ significantly in comparison to job satisfaction of female tribal teachers.

Walia (2013) conducted a study of job satisfaction among the teacher educators in relation to type of college and gender. The findings of the study were: (i) There is significant difference between male teacher educators serving in government
aided and self financing colleges of education. Thus, it can be concluded that male teacher educators of government aided colleges are more satisfied than male teacher educators of self financing colleges of education and there is significant difference between female teacher educators serving in government aided and self financing colleges of education. Thus, it can be concluded that female teacher educators of government aided colleges are more satisfied than female teacher educators of self financing colleges of education.

Rani and Neeraja (2014) investigated the job satisfaction of primary school teachers. They pointed out that primary school teachers play an important role in our educational system and this role could be played with some pressures. Pressures or stress can be advantageous to some extent but, excessive job stress can lead to negative consequences. The present investigation was undertaken to study the levels of job-satisfaction of primary school teachers. The study was conducted in Tirupati town, multi stage random sampling technique was used to select the sample. The sample comprises of 64 (32 male teachers and 32 female teachers) from private and government schools of Tirupati town. The teachers were selected according to their work experience that is below 5 years and above 5 years. Job satisfaction inventory developed by R.S.Mishra (1993) was used know the levels of job satisfaction of primary school teachers. The results revealed that there was significant positive relationship between teacher’s job satisfaction and their age, length of service. Teachers differed significantly in their job-satisfaction with reference to gender and income. The level of education is significantly affected the primary school teacher’s job satisfaction.

2.3 OVERVIEW

Thus, it is evident from the above reviews that in context to job satisfaction, various studies from Indian and abroad, indicate their meaningful findings on this issue. The empirical studies, based on field study have significantly contributed to justify their observation in lucid manner. They have used various quantitative and qualitative parameters for drawing some of meaningful inferences from the teachers; belong to the male-female, type of residence (rural or urban) and different socio-economic status. In these studies, a stratified sampling technique was employed. As a
result, a subjective opinion on various satisfactory parameters has been pointed out for justifying their grievances for their job satisfaction. Similarly, considerable differences have also been observed for the teachers who belong to rural and urban areas. Various studies also indicate a wider variability in the attitude of male and female teachers, who teach different subjects in their respective states. Hence, it is quite obvious that the male and female teachers, belong to different residence location and socio-economic status their indicate subjective thinking on the issue related to their job satisfaction.

In context to adjustment issue, various studies have been carried out by the foreign and native authors to high-light the problematic areas of adjustment in the varied environment of different school. On the basis of empirical studies, carried out by different authors and educationists, a considerable variability has been noticed for adjustment issue. In order to make an empirical study, various stratified sampling of data have been collected from different strata of teachers belong to, male-female, place of residence (rural or urban), indicate a wider subjectivity on this issue.

Various statically technique, which have been used to draw some of inferences from the observed data taken from different teacher’s hierarchy, belong to different central and state’s schools of different states of India. On the basis of various observed data which indicate an objectivity as well as subjectivity in the views of different teachers on the issue of adjustment in different environment. Similarly there is narrow variability, which has been observed in accordance with sex, type of residence (rural or urban). Hence, it is quite obvious that the response, given by different teachers, belong to different schools indicate an objectivity thinking as well as subjective thinking about adjustment phenomenon.