CHAPTER II

REVIEW OF EARLIER RESEARCH

2.1 INTRODUCTION

The researcher reviewed many earlier researches relating to the topic Job Satisfaction of School teachers and the effect of the satisfaction on their Performance, the efforts of satisfied teachers and issues related to the teaching profession and management of Schools. Reviews have been collected from various sources like Books, Reports, Journals, Unpublished thesis, and E resources. Researcher has presented a few of the most relevant researches carried out in various countries in the field of present study.

2.2 REVIEWS OF EARLIER RESEARCHES

Rudd and Wiseman (1962) measured the levels of satisfaction and major sources of dissatisfaction in the teaching profession by collecting the data from 590 teachers. A great majority of teachers had a high measure of satisfaction. Major areas of dissatisfaction included salaries, poor human relations among the staff, inadequate buildings and equipment, over load in teaching training inadequacies, large classes, expressions of personal inadequacy, lack of time for certain professional duties and low status of the profession in society. It is also found that the factors leading to dissatisfaction differed among Men and Women teachers. Women teachers were worried more with day-to-day classroom problems whereas Men teachers had frustrations in a wider context.
Sergiovanni (1967) in the article titled, “Factors Which Affect Satisfaction and Dissatisfaction of Teachers” explained the present thought and action relating to satisfaction and motivation of teachers. In the study, the proposition of Frederick Herzberg and his associates that job factors which satisfy workers and job factors which dissatisfy workers are not arranged on a conceptual continuum but are mutually exclusive against the common belief was tested. The study proved the Herzberg’s proposition that Achievement, Recognition, and Responsibility were the factors that contributed predominantly to teacher job satisfaction; and Interpersonal relations (students and peers), Supervision, School policy, Administration, Unfairness, Status, and Personal life were factors that contributed predominantly to teacher dissatisfaction.

Locke (1969) recorded that the phenomena of job satisfaction were not grown as that of the number of studies on the field of research and the efforts of the researchers. The study approached the topic of job attitudes with more emphasis on conceptual approach to the problem from Rand’s theory of emotions as a starting point to the concepts of satisfaction, dissatisfaction, value, emotion, and appraisal, and their interrelationships. It contrasted from the previous theories? This paper also discussed other issues like - value hierarchies; the dynamic character of values; overall job satisfaction; the Herzberg two-factor theory; the measurement of satisfaction and values; and rational vs. irrational values.

Kulsum (1985) studied the Influence of school teacher variables on the job satisfaction and job involvement of secondary school teachers and reported that teachers working in corporation schools had the highest level of job satisfaction
than the teachers working in government and private schools. Teachers working in familiar climate type of school had higher mean level of job satisfaction. Female teachers and permanent teachers had higher mean level of job satisfaction. The interaction effect of sex marital status, nature of job, age, size of class room and age of the school were found to be significant in relationship to job satisfaction.

Waldman and Spangler (1989) recorded that a considerable amount of research has been and continues to be conducted concerning the determinants of individual job performance and found number of diverse perspectives including theories involving general abilities, motivation, feedback, leadership, and group processes. They integrated all the previous research outcomes and developed a causal modeling of job performance.

Frase (1989) reported the results of the test on the implications of Herzberg’s Motivation – Hygiene theory for teacher reward programs in the paper titled, “Effects of Teacher Rewards on Recognition and Job Enrichment”. The study compared the changes in the teachers’ job enrichment opportunities and recognition after getting one of the two rewards, travel to professional training conference or cash. Total of 38 high performing teachers from elementary and junior high schools participated in the study. The study proved Herzberg’s theory of motivation that is those who choose travel to professional training reported more opportunity for job enrichment than the those who choose cash reward.

Efraty and Sirgy (1990) made a study with a sample of 219 service deliverers to the elderly in a large midwestern city. The study was formulated with
the conceptualization that quality of work life was affected by need satisfaction stemming from an interaction of workers’ needs, namely survival, social, ego, and self-actualization needs and organizational resources to meet the expectation. It was found that need satisfaction or Quality of Work Life was positively related to organizational identification, job satisfaction, job involvement, job effort, and job performance. However it was found that need satisfaction or Quality of Work Life was negatively related to personal alienation.

Borg and Riding (1991) investigated teachers’ stress, job satisfaction, absenteeism, career intention, career commitment and self-image. A sample of 545 teachers was selected from the secondary schools in Maltese. The analysis of the collected data using a questionnaire revealed that demographic characteristics of the teachers were related to self-reported teacher stress, job satisfaction and career commitment. Further it is evinced that teachers who believed having greater stress were less satisfied with their profession; reported greater frequency of absence and were forced to shift their profession frequently.

Keung-Fai, J. W. (1996) in the study titled, “Job Satisfaction of Hong Kong Secondary School Teachers”, surveyed 415 secondary school teachers – 233 male, 179 female, and 3 not reported – to assess their job satisfaction with respect to the five aspects – Work, Pay, Opportunities, Supervision and Colleagues. It was initially planned to adopt stratified random sampling, but finally it ended with informal procedures. The teachers were reached through friends and at refresher and training programs. The sample characteristics, in terms of age, sex, teacher training, school type, and post held, were compared with the population
characteristics to bring down the possible error due to informal sampling procedure. It was found that teachers had less satisfaction on promotional opportunities. It was recorded that Government school teachers were highly satisfied about pay and promotional opportunities. The study suggested that more opportunities for promotion may be given by refining career ladder. It is also suggested that teachers could have been given more power and responsibility. It is recorded that the consequences of the dissatisfaction of teachers not only affect the individual teachers’ life but also adversely affect the school and the public they serve.

Bishay (1996) measured the level of job satisfaction and motivation in the study titled “Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method”. Two types of surveys were undertaken to do the research. For experience sampling method is employed with 12 teachers who volunteered for the participation. Teachers were randomly beeped by special pagers 5 times a day for 5 days and completed survey on mood and activity for each beep. Totally 190 reports of teachers’ daily experiences were recorded. The conventional surveys were done during the faculty meetings. 51 surveys were successful out of 120 attempts. It is found that responsibility level, gender, experience, age, and subject handled affect both job satisfaction and motivation. It is recorded that gratification of higher-order needs are more important for the teacher to get satisfied. It is suggested to further the research by including effects of media reporting, outside perceptions, family circumstances, and leisure activities into account.
Mueller, et al., (1999) in their paper titled “The Effects of group Racial Composition on Job Satisfaction, Organizational Commitment, and Career Commitment”, explained the racial composition of teachers and students in 405 schools in a large urban system. The study extracted the variables to understand the relationship between racial composition and satisfaction and commitment from the demography theory, racial prejudice literature, and status characteristics theory. It is found that black teachers were less affected by being in the minority in their schools. However, in consistent with the non-symmetry argument, the study found racial composition effects for White but not Black teachers, that is, where their race is not dominant the white teacher experienced greater role conflict, less autonomy, inadequate resources, and reduced coworker support. Also it is reported that commitment of the teachers towards teaching career was not affected by school racial composition.

Judge et al., (2001) made a research and presented the finding in the paper titled, “The Job Satisfaction – Job Performance Relationship: A Qualitative and Quantitative Review”. The qualitative review was organized into 7 models categorizing the past researches. Meta-analysis was conducted with a sample of 312 respondents. The mean true correlation was found to be 0.3 between job satisfaction and job performance.

Ming-Kung Yang and Gwo-Shing Wang (2001) analyzed how emotional management programmes influence vocational students’ emotional stability and their interpersonal relationship with others. The researcher used experimental method in instruction and questionnaire, an understanding of students’ skill
learning achievement. It was discovered that the emotional management programmes increased the emotional stability of the students. It was also found that the emotional management programme did not affect the students’ interpersonal relationship with others as a whole. It was indicated that the emotional management programme is highly beneficial to senior vocational high school students.

Tye and O’Brien (2002) studied “Why are Experienced Teachers Leaving the Profession”, as an increasing number of mid-career teachers appeared to be leaving their profession in California and in other states. They tested the reason for higher attrition for their suspicion on the national press for mandated curriculum and high-stakes testing and found that their hypothesis as false. It was recorded that brain drain was a loss that no truly democratic nation can afford.

Walkar et al., (2004) explained the extent to which the level of job satisfaction of Missouri secondary agriculture teachers changed from their initial year of teaching to their current employment, either in teaching or industry in their paper titled, “Job Satisfaction and Retention of Secondary Agriculture Teachers”. The study compared the job satisfaction of teachers who remained in the profession and who were not. It was found that teachers were generally satisfied with their first year of teaching. Teachers, both continuing the profession and those who left the profession, expressed same kind of satisfaction over their present position.
Zembylas and Papanastasiou (2005) in their paper titled, “Modeling teacher empowerment: The role of job satisfaction” enumerated that Job satisfaction as the level of teacher satisfaction by matters related to the conditions such as student achievement, decision-making ability, self-growth, and so on. They studied the relationship between job satisfaction and teacher empowerment. The levels of teacher satisfaction in four dimensions namely – professional growth, decision-making, promotion, and status – were examined. Further the contribution of satisfaction on the sense of teacher empowerment was analyzed. It was found that teachers' level of job satisfaction varies depending on the different dimensions of school life and teachers' job satisfaction is related to teacher empowerment.

Sargent and Hannum (2005) in their study, “Keeping Teachers Happy: Job Satisfaction among Primary School Teachers”, tested the three kinds of factors – Community factors, School environment factor, and Teacher characteristics - associated with teacher satisfaction. The main survey employed a multistage cluster sampling. 2000 children along with their parents and homeroom teachers, 100 village leaders, 128 principals, and 1003 teachers were surveyed for collecting the data. It was found that teachers were less satisfied in communities with greater economic and social resources. It revealed that there was a smaller association between teacher satisfaction and living in a community with more literates. It identified that teachers’ compensation, comparing to the potential and relative wealthiest of the community, is directly related with satisfaction. It is found that dissatisfied teachers were significantly younger than satisfied teachers as they had more opportunities. Married teachers were significantly more likely to feel that
teaching is their ideal career compared with unmarried teachers. However, gender had no binding on the satisfaction. Multivariate analysis also confirmed the above findings.

Crossman (2006) noted that low job satisfaction has been cited as a possible cause of the current teaching crisis in the UK in the article titled, “Job Satisfaction of Secondary School Teachers”. The study examined job satisfaction among secondary school teachers in different types of secondary schools and found that there was a significant difference in the overall job satisfaction scores of teachers by type of school. Further, it was explained that teachers working in independent and privately-managed schools had highest satisfaction and teachers working in foundation schools had the lowest. However, there were no significant differences in satisfaction of teachers with respect to teachers’ age, gender and length of service.

Ho and Au (2006) in their paper titled, “Measuring Job Satisfaction of Teachers”, proposed a teaching satisfaction measure and examined the validity of its scores. The teaching satisfaction measure was based on the Life Satisfaction Scale (LSS). A sample of 202 primary and secondary school teachers was surveyed using a five-item Teaching Satisfaction Scale (TSS) and favorable psychometric properties were found. It was found that teaching satisfaction correlated positively with self-esteem whereas negatively with psychological distress and teaching stress. It was proved that the TSS scores had good incremental validity for psychological distress and teaching stress beyond earlier Job Satisfaction Scales.
Bryant and Constantine (2006) identified that school counselors were participating in a wide variety of service-oriented roles and were at risk for experiencing mental health difficulties like professional burnout. This made them to study the relationships among multiple role balance, job satisfaction, and life satisfaction. The exploratory study was made with a sample of 133 women school counselors. It was found that multiple role balance and job satisfaction were each positively predictive of overall life satisfaction. There was no impact on the relationship with age, years of experience as a school counselor, and location of school environment.

Ololube (2006) assessed different relationship between the level of teachers’ job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. Statistical tools like mean point value, standard deviation, variance, t-test, and One way ANOVA were used to analyse the data that were collected through a questionnaire titled TEJOSAMOQ. It is found that there job satisfaction has a greater impact on the teaching performance. It is observed that job satisfaction and motivation of the teacher are very important factors for the long-term growth of the educational system. It is suggested that adequate educational policies and administration in terms of reasonable payment and fringe benefits would promote the teachers to have a reputed life.

Li IC, Lin MC, Chen CM. (2007) in their study “Relationship between personality traits, job satisfaction, and job involvement among Taiwanese community health volunteers” attempted to understand the relationship between job involvement, job satisfaction, and personality traits among health volunteers in
one Taiwan community. In the Cross-sectional survey, questionnaires were mailed to 317 health volunteers at community health centers in I-lan County, northern Taiwan and the study got a response rate of 67 per cent amounting to a sample size of 213. Data relating to socio-demographic, locus of control, achievement orientation, job involvement, and job satisfaction were collected for the study. Most of the respondents for the study (94.8%) were female having an average age of 49.6 years. Most of the respondents showed internal control orientation. Explainable variance for the prediction of job involvement from a combination of participation frequency, on-job training, achievement orientation, and job satisfaction was 33.6%. It was suggested to strengthen cooperative relationships among volunteers by initiating well-planned volunteer training programs and growth groups.

Bolin (2007) in the paper titled, “A Study of Teacher Job Satisfaction and Factors That Influence It”, recorded that researches on job satisfaction had been done by researchers for over sixty years. It is also recorded that there were few studies on job satisfaction in the educational field. The study used both questionnaires and interview schedules.

Huang and Hsiao (2007) recorded that there were lots of study on Job Satisfaction (JS) and Organizational Commitment (OC), however, the nature of the causal relationship between JS and OC is still disputed. They made a thorough assessment of the causal relationship between JS and OC by controlling the influence of personal traits and organizational attributes. Four models - JS -->
OC; JS -> OC; OC -> JS; and no causal effect between JS and OC – were tested and found that that the reciprocal relation model (JS <-->) best fits the data.

An exploratory study on the role of extrinsic and intrinsic factors in determining job satisfaction amongst urban secondary – school teachers in Namibia was undertaken by George, Louw and Badenhorst (2008). They sampled 337 secondary school teachers from 17 Government schools selected using random sampling procedure. Results showed that there existed significant level of dissatisfaction among the teachers on intrinsic factors of work. A significant correlation was found between levels of burnout and satisfaction. More emotional exhaustion and depersonalization led to low levels of satisfaction. It was suggested that burnout intervention and prevention may increase the levels of job satisfaction and thus the teacher may prefer to continue the profession.

Mitra et al., (2008) studied the relationship between geographical remoteness and the quality of primary education in rural North India in their study “Effects of remoteness on the quality of education: A case study from North India schools”. They found a significant negative correlation between the quality of education and the distance of the school from the nearest urban area. However, they found no significant relationship between the quality of education and the average number of teachers available to teach per student. Further it is observed that the quality- teachers tend to move towards the urban area and create a vacuum in the knowledge transfer. It is suggested to employ appropriate education technology to nullify the quality differences.
Avolio et al., (2009) examined the relative explanatory powers of age and total years of experience in an occupation for predicting supervisory ratings of work performance and recorded the results in their paper titled, “Age and Work Performance in Non-managerial Jobs: The Effects of Experience and Occupational Type”. It was indicated that experience was a better predictor of performance than age. They grouped the jobs into five occupational groups which showed a moderating effect for occupational type. It is also recorded that age and experience had a nonlinear relationship with performance.

The study of Abdullah et al., (2009) revealed that secondary teachers were generally satisfied. However it was recorded that Male teachers, Graduate teachers, higher ranking teachers, and older teachers are relatively more satisfied than Female teachers, Non-graduate teachers, Ordinary teachers, and younger teachers, respectively. It was found that places of origin of teachers had significant relationship with job satisfaction. The bi-variate correlation test found that the six work dimensions of teaching job – Pay, Working conditions, Coworkers, Promotion, the Work, and Supervision - had a significant relationship with job satisfaction of the teacher. It was identified that the six dimensions were significantly differ each other with respect to gender and service category of the teachers. It is suggested that schools need to be equipped with adequate facilities and other teaching materials and the Ministry of Education need to review the salary system of the teachers in order to improve the satisfaction of the teachers.

Ofili, A. N., et al., (2009) made a cross-sectional study among teachers in private secondary schools that at least had completed one year of experience. The
study got a response rate of 98 percent amounting to a sample size of 392. 45.5 per cent of teachers were very satisfied or satisfied with their jobs. 45.9 per cent of the teachers would want to quit their jobs. Poor salary was found to be the main cause of job dissatisfaction and major reason for wanting to quit the job. It was also found that more dissatisfied teachers had psychological morbidity. However, there was no evidence for association of morbidity with job dissatisfaction.

Pushpakumari (n.d) in the paper titled, “The Impact of Job Satisfaction on Job Performance: An Empirical Analysis” observed that a satisfied work force will create a pleasant atmosphere within the organization to perform well and insisted that the employee attitudes are important to management as they determine the behavior of workers in the organization. Data were collected using questionnaire from professionals, Managers, and Non-managers from 20 private organizations regarding age, sex, and experience of employees and the impact of those on job satisfaction. It was found that there existed positive correlation between job satisfaction and performance of employees.

Yang and Kassekert (2010) reported that public management literature has emphasized the influence of public sector characteristics on employee attitudes, behaviors, and performance. The article titled, “Linking Management Reform with Employee Job Satisfaction: Evidence from Federal Agencies” assessed how management reforms, such as contracting out, civil service overhaul, and managing for results are associated with employee job satisfaction in the federal government. Data from the Federal Human Capital Survey 2006 were analyzed and it was found that contracting out and civil service overhaul were negatively
related to job satisfaction. It was also found that perceived performance orientation and innovative culture were positively related to job satisfaction. However the relationship was moderated by employees’ trust in leadership and their perceptions of the effectiveness and fairness of performance appraisal.

Kumbhar et al., (2011) in their paper titled “Impact of performance appraisal on corporate Profitability” examined the role of HR in performance appraisal process. It includes the importance of the appraisal process and different types of appraisal and their effectiveness. Performance appraisal is an important basis for corporate personnel decisions. It is explained that in recent years performance appraisal need to be done more scientific, effective and fair assessment methods for the success & failure of the organization.

Flaniken et al., (2011) published a paper titled “Performance Appraisal: A Supervision or Leadership Tool?”. The study analysed the population of 108 colleges and universities. Dissatisfaction was found with the appraisal process due to (a) lack of leadership support, (b) supervisors not being held accountable for the timely completion of appraisals, and (c) the lack of training provided supervisors for doing performance appraisals well.

Parvin et al., (2011) made a study titled “Factors affecting employee job satisfaction of pharmaceutical sector”. This study attempts to evaluate job satisfaction of employees in different pharmaceutical companies. It focuses on the relative importance of factors affecting job satisfaction and their impacts on the overall job satisfaction of employees. It also investigated the impacts of pharmaceutical type, work experience, age, and sex differences on the attitudes
towards job satisfaction. The result showed that salary, efficiency in work, fringe benefits, supervision, and co-worker relation are the important factors contributing to job satisfaction. It is observed that the nature of business operation, the work culture and the level of job satisfaction have undergone sea change for the pharmaceutical companies. Problems in the field also highlighted in the paper. It is recorded that job satisfaction of employees is essential to gain competitive advantage in the changing environment.

Akram et al., (2011) investigated the perception of principals on how the factors of subject mastery, teaching methodology, personal characteristics, and attitude toward students affect the performance of teachers at higher secondary level in Punjab. 120 principals were surveyed with a questionnaire. The data were analyzed by using mean and standard deviation. It was found that subject mastery was the factor that predominantly influenced the performance of teachers and attitude towards students played a very minimal role in deciding the performance of the teacher and the other two aspects under the study had an intermediary level of impact on the performance.

Anitha (2011) in the paper titled, “A study on job satisfaction of paper mill employees with special reference to Udumalpet and Palani Taluks”, recorded the job satisfaction as a general attitude towards one’s job, the difference between the amount of reward workers receive and the amount they believe they should receive and employee’s satisfaction is very important for organizational development. It is found that employees would be more satisfied if they get what they expected and job satisfaction relates highly to inner feelings of workers. Chi-Square test and
percentage analysis have been used in the study and found that employees’ satisfaction is comparatively high for grievance handling procedure (52 %) followed by working conditions and accident compensation (44% each), rewards (472%) and welfare facilities (31%). Suggestions are made to the management to give importance to Canteen, rest room facilities, recognition and promotion policy to improve the satisfaction of the employees.

Singh and Das (2013) investigated the moderating effects of selling experience on the relationship between job satisfaction and sales performance, customer orientation and sales performance, and adaptive selling behaviors and sales performance, taking the context of B2B insurance selling. Data were collected from a sample of 380 business-to-business insurance salespersons from India and analyzed the data using Structural Equation Modeling. It was found that experience improved the performance. It was reported that less experienced salespersons had less impact of job satisfaction on performance. It was also evinced that adaptive selling strategies were more suitable for younger salespersons.

Lucky and Yusoff (2013) observed the fallen standard of education in Nigeria in their paper titled, “A Conceptual Framework on Teaching Qualifications, Characteristics, Competence and Lecturer Performance for Higher Education Institutions in Nigeria”. They also noted that lecturers were neither educationally qualified nor had characteristics and competencies. It was argued that lecturers who demonstrate higher level of teaching qualifications, characteristics and competence would perform better.
Bota, O. A. (2013) elucidated that a significant part of a person’s life is dedicated to work and thus job satisfaction becomes a crucial concept to be studied. The level of job satisfaction of teachers was done and cross compared with variables, such as specialty, age, and gender. It was found that teachers in Romanian system of education had high levels of job satisfaction compared to the teachers in British secondary school system.

Gupta (2013) made a study and reported the findings in the paper titled “A comparative study of job satisfaction in public and private sector”. It is argued that job satisfaction implies - doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. It is enumerated that job satisfaction can be influenced by a variety of factors, e.g., the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc. It is clarified that job satisfaction as not the same as motivation, although it is closely linked. Questions related to rate of pay, work responsibilities, variety of tasks, promotional opportunities, the work itself, and co-workers. It is noted that satisfaction levels increase when an employee knows that their issues are being addressed. Further, it is found that there is a direct link between employee job satisfaction and financial results.

Suliman, et al., (2014) in their research, “Job satisfaction and knowledge sharing: the case of the UAE”, investigated the influence of job satisfaction on knowledge sharing in an Oil and Gas sector. The study consisted of two core concepts: job satisfaction and knowledge sharing. Sampled population for the study was drawn from an oil and gas company located in the United Arab Emirates
(UAE). A self-administered questionnaire was developed by combining two instruments. The study results revealed that employees' job satisfaction levels have a direct and a positive relation with their knowledge sharing behaviors. The theoretical and managerial implications of the findings were also discussed in detail.

2.3 CONCLUSION

The researcher visited many libraries in Tamil Nadu and browsed through the internet in order to collect the research details related to the research area. There were more researches in the field of measurement of satisfaction in various respects like employees, customers, dealers, teachers, suppliers, administrators, etc. The researcher understood that there are numerous studies in the research field. However, the researcher could not find much research details on the impact of satisfaction on performance especially with respect to teachers. Hence the present study attempts to add knowledge to the field of study with a different perspective.