Chapter - II

REVIEW OF LITERATURE
Some educationists perceive that job satisfaction is the result of various attitudes possessed by an employee towards his job / profession and its related factors like the salaries, nature of supervision, security, working conditions, opportunities for promotions, recognition and encouragement, healthy relations with higher authorities, subordinates and others (students in case of teachers).

Positive attitude towards job of any employee is essential for the growth and development in that job / profession. During one's early years in the field, there is possibility for forming wrong notions about one's profession. Therefore, there is a need for evaluation at the entry level and help to form better attitudes if necessary. To develop an insight into the importance of attitudes in shaping one's career the investigator has reviewed a lot of related literature and the same has been presented in this chapter.

The 'Why' of the Review

The review of related literature is an important aspect in any research. Knowledge acquired through generation is well displayed in books, which are arranged in libraries. Each new generation of human beings makes use of accumulated knowledge as a foundation for building up further knowledge. Hence, the study of literature is necessary in any field of enquiry.
Review of literature gives us the relevant material published in the problem area under study. The studies conducted during the last few decades in the field of the teacher education that are more relevant and pertain to the present investigation are discussed in this chapter.

In the field of education as in other fields too, the researcher needs to acquire up-to-date information about the area of research. Availability of adequate information and possession of sufficient familiarity with it, are unavoidable to a researcher. It helps the investigator to decide whether the evidence already available solves the problem adequately without further investigation, and thus to avoid risk of duplication.

The literature provides ideas, theories explanation etc., valuable in formulating the problems and methods of research appropriate to it. The advantage of knowledge, which has accumulated in the past, is a result of human endeavour. A careful review of the research journals, books, dissertations and other sources of information on the problems to be investigated are one of the important steps in planning of any research work. In other words, research work begins in vacuum. The related literature is worthwhile for an effective research.

In the field of education as in the other fields too the research worker needs to acquire up to date information about what has been thought and done in the particular area from which the investigator intends to take up a problem for research. But it is found that generally the extent of important, up to date information regarding educational research and ideas possessed by educational workers is very limited.
Availability of adequate information about educational thought and research does not by itself result in possession of its knowledge by the researcher. The researcher must apply himself keenly to the task. On the other hand, a research worker may be very keen to possess up-to-date information regarding his field and may try hard to be posted up-to-date and yet fail to get enough information due to the non-existence of sources of such information.

Study of the related literature allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct research serves the following purposes

- The study of related literature enables the researcher to define the limits of his/her field.
- The researcher can select those areas in which positive findings are very likely to result and his/her endeavours would be likely to add to the knowledge in a meaningful way.
- It gives the researcher an understanding of the research methodology, which refers to the way the study, is to be conducted.
- It locates comparative data and findings useful in the interpretation and discussion of results.
- It helps in developing expertise and general scholarship of the investigator in the area investigated.
Keeping in view these purposes the investigator makes a study of the related literature in the following pages -

According to Best (1959) "Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon accumulated and recorded knowledge. of the past". Review of related literature widens knowledge, deepens understanding and builds up ideas and insights for better perspective and therefore is an essential aspect of research. The availability and utilization of adequate sources of related information are essential for a proper research activity. It gives adequate information about different researches related to the present study. It also guides and directs the researcher to collect useful material for the purpose of study.

Survey of related literature besides forming one of the early chapters in research report, for orienting the researches, surveys some other purposes.

Good, Barr and Scates (1941) analysed these purposes as given under:

- To show whether the available evidence material solves the problem adequately without further investigation.
- To provide ideas, theories, explanations or hypotheses valuable in formulating the present study.
- To suggest the research methods to the problem.
• To locate comparative data useful in the interpretation of the results.

• To contribute the general scholarship of the investigator.

Reports of Educational Committees and Commissions

Proposals of educational committees and commissions in black and white will not be much beneficial. The implementation of the same with much care and attention will make education purposeful and meaningful. After all, if any commission or committee is drafted, if any action plan implemented, if any major technological or technical achievement has taken place, any activity which makes or marks the vision for future, any ray of hope to educate in general, society in particular and country at large, it is in the hands of a qualified and potential teacher. Hence, the quality in teacher education is aimed at improving the professional quality of teacher educators.

Many committees and commissions appointed by the government of India from time to time, have examined the various aspects of teachers and forwarded recommendations regarding teacher's status, salaries, conditions of service, facilities etc. the opinions given by some commissions are worth mentioning.

(a) The University Education Commission (1948)

The University Education Commission, under the chairmanship of Dr. S. Radhakrishnan, examined various aspects of the teaching staff and emphasized the importance of the teacher and teaching profession. The
commission says that the success of educational process depends so much on the character, attitude and ability of the teacher. It was categorical about the need for improving his status; salaries, service conditions and about providing facilities for performing his duties satisfactorily.

The commission emphasized the need for providing the necessary facilities such as books and journals and laboratories without which the teacher cannot keep pace with the advancement of knowledge and carry out significant investigations. It also said that the salaries on par with central services should be paid to all teaching staff at all levels. It also pointed out the conditions regarding provident fund, leave benefits and hours to work should be definitely laid down.

It stressed on the need for refresher courses for the teachers to help them up-to-date knowledge. The commission also pointed out that participation in political campaigns for electing members to the different bodies is one of the causes for the deterioration of the standards of education

(b) The Secondary Education Commission (1956)

The secondary Education Commission under the chairmanship of Dr. A. Lakshmana Swamy Mudaliar, also stressed on the need for improving the general conditions of teachers. It emphasized the educational reconstruction of the teacher- his professional training and
his economic status in the school as well as in the community. It laid more emphasis on paying the necessary salaries keeping in view to price index.

The commission suggested that other aspects, such as working conditions, service, job security, leave benefits, work load, retirement benefits etc., should be given for the teacher so that he can do his job more successfully with more favourable attitude towards his profession. It also further recommended that amenities like education for children, housing loan schemes, railway travel concessions, medical facilities etc., should be provided.

(c) The Education Commission (1966)

The Education Commission, under the chairmanship of Dr. D.S.Kothari, discussed various aspects of teachers. "The future of India is now being shaped in her classrooms". The commission observed the quality, competence and character of the teachers were the most important aspects. It emphasized the principle of parity in remuneration to all the teachers with the same qualification doing similar work. There is difference between the pay scales of the teachers in the affiliated schools and-central schools. This should be reduced to a minimum. The school teachers in the government, local bodies and private organizations have to be paid the same scale of pay. In the opinion of the commission the teachers should be free to exercise all civic rights and should be eligible for any public office.
The commission said that provision should be made for promotional chances within the profession and facilities for accommodation and such other benefits for the teachers to attract and retain men of talent in the profession. It also recommended that awards should be given at the state level and national level to motivate the teachers to do their job most efficiently.

(d) The National Commission on Teachers (1985)

The National Commission on teachers, under the chairmanship of Prof. D.P. Chattopadhyaya, examined various aspects related to teachers and made the following recommendations:

(i) The teacher should provide inspiration, motivation and support in effecting government in the quality of education.

(ii) There should be National Pay Scales for all teachers.

(iii) Professional benefits, family welfare measures, facilities for medical care, retirement benefits etc., should be available to all teachers.

(iv) The recruitment may be made on high proficiency in the teaching subject and communication skills.

(e) The National Policy of Education (1986)

The NPE was discussed during the budget session 1986 in the Parliament of India and adopted. It has rightly observed that the status of the teachers reflects the socio-economic ethos of a society. It examined various aspects related to teachers.
(i) Substantial improvement is needed in the conditions of work and quality of teacher education.

(ii) Methods of recruitment of teachers will be reorganized to ensure objectivity, merit and conformity with spatial and functional recruitments.

The studies in this chapter are presented under major categories:

I. Studies related to job satisfaction

II. Studies related to characteristics of teachers

III. Studies related to facilities of the schools

IV. Studies related to attitude towards teaching profession

2.1 STUDIES RELATED TO JOB SATISFACTION

According to Best (1948) persons who choose teaching as a profession believed teaching to be more secure, the profession to be less over crowded, that there was less physical strain, more opportunity for proper home life, more adequate life time income, that it was easier to gain the needed education and that there was less opposition from parents and relatives than with certain other professions.

Fox and Richey (1948) found variables of security, chance of advancement, good working conditions, pleasing environment, chances to serve society, work with young people, prestige, personal satisfaction,
social contacts and other factors as advantages seen by prospective teachers. But there were disadvantages, including low pay, restricted private life, poor working conditions, monotony, parental disapproval, responsibility, nerve strain, too many bosses, low social standing, lack of academic freedom, short tenure, politics and other factors mentioned by those not intending to teach.

Frank Edward Martindale (1951) in his study, investigated the relationship between placement satisfaction and teaching success and identified situational factors critical to placement. The general design of the study was confined to a description of teacher satisfaction with the teaching situation and the relationship between the degree of satisfaction and teaching success. The findings of this study were as follows: there was considerable success in placement of teachers, some situational factors emerge as satisfactory, some unsatisfactory and some critical to the placement satisfaction. Teachers differ wisely in their responses to the teaching situation.

Leeds (1956) found that teachers who get along well with pupils tend to be co-operative, friendly, objective and emotionally stable, and to a lesser degree manifest sociability, social ascendancy, and masculinity in emotions and interests. Those who do not have high rapport with pupils tend to be critical and intolerant, hostile and belligerent, hyper-sensitive, depressed and emotionally unstable, and to a lesser degree tend toward submissiveness, shyness, seclusiveness and feminity.
Cook et al. (1956) reported the results of a study in which pupils in the 10th and 12th grades of four high schools were asked to name the subjects taken during the year with the two teachers they liked most and those whom they liked least. There was no difference in the sex or age of the teachers most often liked and disliked but the difference in scores was pronounced, the mean of the liked group (N = 50) being 30 and the mean of the disliked group (N = 50) being 18.

Lindgreen and Pattan (1958) hypothesized that the attitudes of high school teachers are less favourable toward children and toward current educational theory and practice than are the attitudes of teachers in the lower grades.

When the questionnaire was scored with a key based on favourable attitudes towards children and acceptance of current educational theory and practice, the hypothesis was supported at the 0.05 level of significance, i.e., non-high school teachers scored higher than high school teachers.

Several studies suggest that pupils value warmth and friendliness in their teachers. Ryans (1960) found this to be one of three factors characterising teachers' behaviours, attitudes and beliefs. Jenkins and Lippitt (1951) also reported this as a dominant theme in teacher interview and questionnaire responses but found that power and control were also persistent aspects of teacher-pupil relationships as reported by both teachers and pupils.
In the teacher characteristics study directed by Ryans (1960) certain dimensions of teacher attitudes, verbal understandings, educational view points and emotional stability were investigated by paper and pencil instruments. Among the trends the data with regard to level of teaching were:

1. The attitudes of elementary school teachers towards pupils, administrators, fellow teachers, and non-administrative personnel were marked by more favourable than similar attitudes of secondary school teachers.

2. The educational view points expressed by secondary school teachers were more traditional while those of elementary teachers were more permissive.

3. It was also found that the actual pupil behaviour in the classroom (based on the observers' assessments) did not appear to be related to the attitudes held by teachers.

In a very exacting study Ryans (1960) observed that at the elementary school level, men and women teachers differed in only four of the personal social characteristics studied, men were less responsible and business like in classroom behaviour and more favourable towards democratic classroom practices, more inclined towards permissive, child-centred educational view points, and more emotionally stable than women. At the secondary school level, differences between the sexes were fairly general and pronounced with women tending to attain
significantly higher scores on the seven scales measuring friendly, responsible, stimulating classroom behaviour, favourable attitude toward pupils, democratic classroom practices, permissive educational view points, and verbal understanding. Men teachers scored significantly higher in emotional stability, however. Thus, men teachers at both elementary and secondary levels were more emotionally stable than their women counterparts. There are systematic differences between married and unmarried teachers with respect to various classroom behaviours and attitudes, but these differences often vary according to school level, grade and subject taught. For example, at the elementary school level, the married group attained more favourable scores in business like classroom behaviour and child-centred educational view points and at the secondary school level, the single group attained more favourable scores on the same variables. Ryans, suggested that, despite general trends, it is probably more important to recognize the interaction of marital status with grade or subject taught when considering the teaching characteristics under study. Further, it was observed that the older teachers (55 years and above) were at a 'disadvantage' compared to the younger except from the stand point of responsible, business like, systematic evading, unplanned, slipshod, classroom behaviour and learning centred (traditional) Vs. child-centred (permissive) education view points. The investigator also observed that trends with regard to extent of teaching experience are not substantially different from those noted when teachers were classified according to age.
Barry C. Munro (1964) used the Minnesota teacher attitude inventory as a predictor of teaching success. The purpose of this investigation was to examine the extent to which the MTAI could serve this function within the faculty of education at the University of British Columbia. Two groups of students in two different programmes at the secondary school level in the faculty of education, University of Columbia were used in this investigation. Within the limitations of this study, the conclusions were: (1) the MTAI does not seem to have significantly high predictive validity for use on the selection of teacher training candidates at this institution, (2) the role of MTAI as one of a number of predictors of teaching success appears worthy of additional investigation.

Harvy et al. (1966) classified pre-school teachers as either abstract or concrete after rating on factors such as flexibility, attitudes towards rules, encouragement of children's independence and activity, need for structure, and punitiveness. They found that the more abstract teachers differed from the more concrete teachers in an educationally favourable direction on all dimensions.

Vroom (1964) has defined job satisfaction as the positive orientation of an individual towards the work role which he is presently occupying, which can be restated as an individual liking more aspects of the work than his dislikes. A man in any working situation is able to apply himself whole heartedly to his work when he enjoys job satisfaction. This is possible only when he has adjusted himself well to his job and other
related factors. Gilmer (1966) defines job satisfaction or dissatisfaction as the result of various attitudes the person holds towards his job, related factors and general satisfaction in life.

Employees expect some rewards by doing their work, if the job in which they are involved will not provide their expected rewards, then they will be dissatisfied. Porter and Lawler (1965), concluded that an individual's satisfaction was a function both of the magnitude and the frequency of rewards he would receive as well as his expected equitable rewards. This model predicts a low but positive relationship between job satisfaction and performance because of the imperfect relationship between performance, rewards and satisfaction. A similar type of definition has been given by Smit, et. al., (1969). According to them "Job satisfaction represents the difference between 'what is expected' and 'what is experience' in relation to the alternatives available in a given situation". This difference is termed as job discrimination index, which is intended to measure the affective responses to the different facets of job satisfaction. Porter and Lawler (1964) describe job satisfaction as a function of "the extent to which rewards actually received meet or exceed the perceived equitable level of rewards." The greater the failure of 'rewards actually received' to meet the 'perceived equitable level of rewards' the greater is the dissatisfaction.

For a deeper understanding, some of the theories developed on job satisfaction are reviewed under here.
Ewen et. al., (1966) tested a number of hypotheses by using the data provided by 793 employees from various jobs. They found that the results supported neither Herzberg's two-factor theory nor the traditional theory. Instead, results indicated that intrinsic factors were more strongly related to both overall satisfaction and overall dissatisfaction than the extrinsic factors.

In the process of identifying different facets or factors which contribute to either job satisfaction or dissatisfaction, many studies were undertaken both in the field of industrial management and in the field of education. The aim of all these researches was to locate the bad situations causing worker dissatisfaction by which the management might be informed to eliminate those situations to maximise the satisfaction in the work and thereby increase the morale of the organisation.

More widely used measures of job satisfaction have generally assessed satisfaction with the work itself, working conditions, pay, promotional opportunities and policy, supervision, co-workers and career future and security. Blum and Russ (1942) stated that in the mind of the employee a minimum of five drives were likely to operate on the job. They were 1) advancement, 2) hours of work, 3) salary, 4) security and 5) superior relationships. Roube (1947) reported that the employees ranked job security, compensation, opportunities for advancement, employees financial benefits and informing employees about their job's status as the five most important job factors.
Stagner (1950) stated that neither executives nor workers were concerned about pay as such except when economically pinched. At other times they preferred ego satisfactions such as prestige, power, recognition, security and individual treatment.

The studies made by Bidwell (1959) revealed that when the behaviour of administrators confirmed with teachers' expectations of the formers role, satisfaction was high; and non-conformity produced high dissatisfaction. It also disclosed that the quality of the expectations did not produce any difference in satisfaction as long as the expectations were fulfilled.

Butler (1961) in his investigation on "Satisfaction of Beginning Teachers" observed that satisfied teachers praised administrators, whereas dissatisfied teachers expressed a lack of confidence in them. The study also revealed that degree of satisfaction was also related to feeling of freedom or lack of it in the classroom.

Kirkpatrick (1962) while studying the relationship of job satisfaction to the perceived staff promotional policies came to the conclusion that factors such as relations with the administration, quality leadership in the job situation and the work situation attributes were significantly related to staff promotional policies.

Friedlander (1964) and Starcevich (1972) found that job content factors - feeling of achievement, type of work, use of the best abilities, challenging assignments, growth in job, recognition, responsibility and
promotion were very important. Supervision has been found to have a significant relation to job satisfaction by several investigators. One of the significant findings of the Hawthorne studies was that it was possible to change the attitudes of the employees by developing a co-operative spirit between workers and supervisors.

Blum and Naylor (1968) posed some general comments on job satisfaction which again proved to be important specific job factors in contributing to either satisfaction or dissatisfaction. They were: 1) If one could not get along with his co-workers the job was unsatisfactory, 2) If an individual was to have job satisfaction, he must feel that he was on par with his friends, 3) a person, who was 'too good' or 'not good enough' for a job in terms of his abilities and interests, was not likely to be satisfied with his job, 4) security contributed to job satisfaction, but security was both social as well as economic, 5) Loyalty was one of the pre-requisites to have job satisfaction. The feeling that the worker had for his firm or boss or both contributed to job satisfaction, and 6) The opportunities for satisfaction that the job itself affords the individual was one of the most important items to be considered in understanding job satisfaction.

Becvar (1969) reported in his study of first year teachers that, their experienced satisfaction was less than their anticipated one in respect of school policies. Supervision, policy and administration were found to be major sources of dissatisfaction.
➢ Rapport with other teachers

Poor human relations among the staff was noted as one of the important factors leading to dissatisfaction of teachers by Rudd and Wiseman (1962).

Hoppock (1935) also reported that satisfied teachers enjoyed better human relationships with associates and superiors. Hansen and Stanley (1969) in their study of high school teachers of Los Angeles City School found interpersonal relations with peers as one of the principal sources of dissatisfaction.

Eckert et al. (1959) found that college teachers who had begun their careers in the lower schools wanted to continue at the college level. The main reasons for existing job satisfaction stemmed from relationships with fellow teachers and better motivated students.

➢ Facilities

Hunter (1955) disclosed that inadequate equipment and supplies as well as lack of other facilities have often been a source of low morale and dissatisfaction.

➢ Salaries

Older teachers were more satisfied than younger ones (Hoppock, 1905). A variety of factors thus affect job satisfaction. Generally none of these factors by itself produces satisfaction or dissatisfaction. Apparently, they are most effective while operating together, each strengthening the other. On the other hand, anyone of the factors in the work situation may become a source of satisfaction or dissatisfaction.
Rogers (1953) found that the large majority of male elementary teachers were very much satisfied with classroom teaching, especially in the area of teacher-pupil relationship. The three major dissatisfactions were inadequate salary, extra job without compensation and factors related to the disproportionate number of women on the teaching staff.

Investigations conducted by Eckert (1953) revealed that heavy work load is a cause for dissatisfaction.

Eckert and others (1959) in his study of college teachers who had begun their careers in the lower schools reported that in the relatively few instances where job dissatisfaction was noted, it was associated with low salary as one of the reasons.

Contrary to this, Butler (1961) reported that no difference in satisfaction appeared to be based on salary between the most and the least satisfied teachers. Kirkpatrick (1962) also noted that salary satisfaction as a factor of job satisfaction was not related to staff promotional policies. Role of curriculum as a source of satisfaction or dissatisfaction has not been tackled directly by any researcher. However work load has been mentioned as a factor associated with job satisfaction.

Job satisfaction in relation to organizational structure and climate has been studied by Collins (1965). He found that teachers with sensing personalities appeared equally satisfied in open or closed climates, while 'intuitive' personalities were more satisfied in open climates and 'thinking' types were more satisfied with closed climates.
Satisfaction was found to be related to tenure. Satisfied teachers tended to stay in teaching; dissatisfied teachers left (Butler 1961). White (1966) found that those who had left the profession reported that they were significantly less job 'involved' while employed than those who remained within the profession.

➢ Gender Vs. Job Satisfaction

Many investigators considered gender as one of the variables, which would contribute to positive or negative towards job satisfaction. Some researchers proved that women employees enjoyed more positive attitude or satisfaction with their job than counterparts and some others proved just the reverse. A few studies showed that there was not any significant difference between both the gender groups as far as their satisfaction with their job was concerned. Hence the relationship between attitude towards gender appears to be a controversial aspect. The following review includes all such studies.

A study by Belesco and Alutto (1972) disclosed that women teachers tended to be more satisfied with their jobs than men teachers working in elementary and secondary schools. Anand (1972) found that job satisfaction of male and female teachers was significantly different and hence he concluded that gender was related to job satisfaction.
Age Vs. Job Satisfaction

Hull and Kolstand (1942) observed the results of several investigations and concluded that job satisfaction was relatively high at the start, dropped slowly in the fifth or eighth year, then rose again with more time on the job. The highest morale was reached after the twentieth year. Herzberg et al., (1957) in their review of research also reported that in general job satisfaction was high among young workers, low among middle aged employees and it would increase again after the middle age.

Some studies investigated the relationship between satisfaction with specific job factor and age. Morse (1953) found that there was higher satisfaction with financial rewards and status of job among older white collar employees. In a study 'Fantasies and Facts in Corporations' published in California Institute of Technology Bulletin (1955), it was revealed that older workers were less interested in advancement than younger ones, perhaps because a man would obtain most of his advancement in his earlier years and settle in one or two jobs in his last twenty years of working. Altimus and Tersine (1973) found that younger workers were significantly lower in satisfaction with work itself, esteem, self-actualisation and total work satisfaction. Richard and Dewhirst (1979) disclosed that age demonstrated a significant positive relationship with extensive satisfaction and there was no such relationship between age and intrinsic satisfaction.
Sinha and Sarma (1962) and Anand (1972) observed a significant relationship between age and job satisfaction. Carrell and Elbert (1974) found that the age was one of the significant influential factors on job satisfaction among postal employees. Steers (1975) also found a positive significant co-efficient of correlation between job satisfaction and age among 133 female first-level supervisors in a large public utility. Neeraja Dwivedi and Pestonjee (1975) reported that age was an important factor which played a significant role in the determination of job satisfaction. Holdaway (1978) reported that both facet and overall satisfaction were related to the age of the teacher. Three studies conducted by Rao (1970), Pestanjee and Singh (1973), and Anand (1977) reported that there was no significant relationship between age and job satisfaction among workers.

Age is also one of the most important demographic variables in exercising its influence on job satisfaction. But the relationship between them is again complex as pointed by Hulin (1977), since it is linked with job level, income, personal and family needs and expectations.

Mokry (1981) conducted a study on teachers and reported that young female teachers began their profession with hope, enthusiasm and satisfaction while old female teachers ended up with frustration, discontent and dissatisfaction. On the other hand, young male teachers began their profession with low or average satisfaction and ended up with a better level of satisfaction.
Experience Vs. Job Satisfaction

Like age, experience may also influence one's satisfaction with one's job. Siegal (1969) reported that there was relationship between experience and attitudes towards job. But Rao (1970) found that there was no association between experience and job satisfaction. Neerja Dwivedi and Pestonjee (1975) found that job satisfaction increased with increasing experience for a period of 10 years, and after that it started going down. Age and experience (tenure of service) are more effective correlates of job satisfaction than income and marital status.

Hodge (1977) observed that the level of job satisfaction increased, for both Negro and White professors as years of employment at the institutions increased in number.

Education Vs. Job Satisfaction

Education brings changes in the attitudes, perceptions, capacities, interests, values etc., and in human behaviour as a whole. So the level of education one possesses may certainly influence on job satisfaction in one way or the other.

Hoppock (1935) in his pioneering work on job satisfaction of various occupations found that there was no relationship between the level of education and job satisfaction. Sinha and Sarma (1962) also reported no significant relationship between education level and job satisfaction. Anand (1972) revealed that the academic attainments of teachers
and their performance in school, college or university were not significantly related to their job satisfaction. Weaver (1974) in his study on a nation wide sample of 4000 employees, concluded that there was little variation in the job satisfaction of workers with varied levels of education. Vollmer and Kimmely (1955) found a negative relationship between educational level and job satisfaction.

In a study on 635 white-collar workers, Morse (1953) revealed that those who had not completed high school education were the most satisfied. Rao (1970) found that there was a strong association between job satisfaction and education. Carrell and Elbert (1974), in a study on postal clerks, found that the educational qualifications of the employees was one of the significant determinants of job satisfaction. Quinn, Mandilovitch and Martha (1977) investigated the relationship between education and job satisfaction by analysing the previous studies findings for non-college trained workers. The result indicated that the job satisfaction did not increase with each succeeding year of education and that there was no relationship between educational level and job satisfaction. But it was identified that those who had obtained college degrees were consistently more satisfied with their jobs than were other workers.

➢ Management Vs. Job Satisfaction

In a study on job satisfaction of secondary schools, Anjaneyulu (1968) found that the teachers were dissatisfied on many factors of management like facilities, procedures, training etc.
(1976) found that the teachers employed under private managements were the most satisfied whereas from government schools were least satisfied. Also the teachers from private and Zilla Parishad schools were significantly more satisfied than those in government schools.

Srivastava (1990) stated that private sector employees scored high job satisfaction when compared to the public sector employees. According to Bhushan and Sinha (1987) subjects in the public organisations expressed high overall job satisfaction when compared to private organisations. According to Basha (1994) job satisfaction was significantly more among the public sector employees than those in private and corporate management. Further subjects from private and corporate sectors did not differ in their job satisfaction.

➢ Salary Vs. Job Satisfaction

Salary and monetary benefits have an important effect on the satisfaction of employees. With increasing complexity and industrialisation of society, work is a means of earning a living for many people. Pestongee (1971) finds that those who were working under financial incentives had better job satisfaction than those who are under no such incentives. Counts (1978) conducted a study on public school teachers and found that inadequate salaries and the narrow salary range between the entering and the retiring employees were among the major reasons for job dissatisfaction. Ramakrishnaiah (1980) reported no difference in the level of job satisfaction among different salaried groups.
Marital Status Vs. Job Satisfaction

A few studies were conducted on the relation between marital status and attitudes towards job. National Education Association (1966) reported that married teachers were found to express more job satisfaction than unmarried ones. Venkata Rami Reddy and Babjan (1980) also observed that married teachers were more satisfied with their jobs than the unmarried. No relationship between job satisfaction and marital status was found in the studies of Redfer (1964) and Saiyadain (1950).

Neeraja Dwivedi and Pestonjee (1975) from a study on 240 blue collar workers concluded that married workers showed higher job satisfaction than the unmarried. Smith (1982) also obtained the same results that married teachers seem to be more satisfied with their teaching positions than unmarried teachers.

2.2 STUDIES RELATED TO CHARACTERISTICS OF TEACHERS

David G. Ryans (1951) took a study with the purpose to investigate certain factors or conditions that might be related to effective teaching at the secondary level and to estimate the extent to which measures of such conditions were associated with judgements of teaching effectiveness made by trained observers. The sample is of 275 women from 3rd and 4th grades and from four different communities. The results were found that there was only one statistically significant difference between the teachers classified by school system in which employed. Amount of
teaching experience seemed to be a factor of some importance as may be noted. No significant difference was noted between the groups of single and married teacher on any other criteria.

Hampton (1951) employed ratings as the sole criterion of teacher effectiveness. For her study, she chose twelve items as follows: (1) cooperation and loyalty, (2) knowledge of subject matter, (3) courtesy and friendliness, (4) interest in school activities, (5) discipline, (6) emotional praise, (7) general culture, (8) health and vitality, (9) personal appearance, (10) resourcefulness, (11) response to criticism and (12) speech and the items were related to teacher effectiveness.

The following fundamental characteristics associated with teacher effectiveness were mentioned by Mouli: "(a) A satisfactory level of intelligence and scholarship, (b) adequate facilities in expression, (c) A good background in the psychological, sociological and philosophical principles underlying education, (d) A sound character, including a sense of trust and responsibility, (e) A good level of general culture, (f) A general democratic orientation, and (g) professional alertness and interest in self improvement." Labue (1954), Schultz and Ohlsn (1955), Jantzen (1959), suggested that the motive underlying the desire to teach is, interest in the young people.

Schwahn (1956) conducted a study which contains detailed information about what teachers are supposed to know, feel and do as teachers. The instrument employed in this investigation was constructed
by a team of professionally competent school men working as a state-wise co-operative committee. The instrument was responded to, by one hundred and fifty one members of the state college and the University of Wisconsin faculties engaged in teacher education. Considering the diversity of training and experience of the respondents, Schwan's summary constitutes an important source of information about the elements that should be encompassed in a valid criterion of teacher effectiveness as stated by the leadership for the State of Wisconsin. Three ways of describing teaching efficiency were identified, namely (1) character and personality traits, (2) desired competencies, ability to perform and (3) control over behaviour, knowledge, skills and attachments.

Gage (1965) considers why researches continue to search for relationships between teacher characteristics and pupil growth when their rewards are so meagre. His tentative answer is that the need for knowledge in this area is pressing. He suggests that the upsurge in the amount and quality of research on teaching in the past ten years would have made the results of research done prior to that time obsolete. He concludes that a review of literature of the present time allows for the selection of five global characteristics which seem to be components of effective teaching. The five characteristics are: (1) warmth, (2) cognitive organisation, (3) orderliness, (4) directness, and (5) problem solving abilities.
Pearce (1966) listed the characteristics of effective teachers as flexibility, practicability, and creativity. Chayya (1974) held the view that effective teachers possessed better personality adjustment and favourable attitudes. In the study conducted by Tridev (1971), teachers considered the following factors to be related to effective teaching: (a) effective use of teaching aids, (b) use of illustrations, (c) motivation, (d) improved supervision, and (e) impartial attitudes of the teachers.

Ved Prakash Gupta (1967) in his study "A study of success in teaching" pointed out that, there are intellectual and non-intellectual traits which are conducive for successful teaching. It is a well-known fact that average level of intelligence is not the sole factor required in order to be a good teacher. There are non-intellectual traits which are more conducive to successful teaching. These traits have been termed as "personality characteristics (introversion and extroversion) and mental persistence". The findings of the study revealed that, the more introverted persisted more on thinking and less on teaching as compared to the less introverted.

Fox and Bookshire (1971) concluded that professional qualities and personal characteristics were the major determinants of effective teaching. An interesting investigation was that of Gupta and Kapoor (1984). They tried to differentiate the effective teachers and ineffective teachers on certain aspects like personal disposition, temperament, initiative, enthusiasm, innovativeness, etc., Sundararajan and Srinivasan
(1991) reported an interesting study about the components of effective teaching behaviour. Top most priority was given to the teacher presenting the lesson in an interesting way.

2.3 STUDIES RELATED TO FACILITIES OF THE SCHOOLS

Every one agrees with the validity of the fact that some persons are endowed with certain characteristics which make them eminently capable to become teachers. It is generally realized that the teacher plays an important role in any system of education. However good the other things are – the course of study, curricula, textbooks etc., the fact remains that the whole system would fail if the teaching personnel involved therein are no good. In other words, the success and failure of any school's education endeavour rests largely with the class room teachers and there is no substitute for an effective teacher. So it is no wonder that numerous studies have been undertaken all over the world to find out what the characteristics of an effective teacher are. However, the identification of effective teacher has been a problem that has challenged educational leaders for years and this task has by no means been easy and the search for truth still continues.

The most difficult task in education is the evaluation of the faculty because of increasing external and internal demands placed on educational authorities for better teaching, the increasing student concern for the quality of instruction and the growing difficulty of administrators to visit and to evaluate all classes. Until and unless there are well designed
tools for evaluating teacher effectiveness, this evaluation can not be done. During one's early years in the field, there is a tendency to form rash opinions concerning who the good and bad teachers are:

1. **The Teaching Profession**: No one can be a genuine teacher unless he has not made a real attempt to understand the nature of teaching profession. To be effective, teachers must gain insight into the various relationships and trends that influence their work. They must also be aware of the issues that directly affect their status as professionals and how these concerns change through time.

2. **Why to Teach**: The teaching profession should attract the keenest minds, the finest personalities and the most humane people. This, of course, does not happen always. Generally those who enter the profession are "average" people with "average" abilities. Many come from working class and low income backgrounds and envision teaching as a means of upward mobility.

3. **Reasons for entering Teaching Profession**: There are both positive and negative factors for choosing the teaching profession. The positive factors are: (1) Love of children, (2) A desire to impart knowledge, (3) An interest in and excitement about teaching, (4) A desire to perform a valuable service to society.
Negative factors are:

1. Job-security and pension,
2. Relatively short working days and long vacations,
3. Difficulty of preparing for another field,
4. Need for income while preparing for another profession.

Choosing teaching as a career will undoubtedly influence the attitude and behaviour with the students if one eventually becomes a teacher.

The oldest belief that good teachers are born and not 'made' was almost wrong because knowledge of the subject requisite to a teacher's success cannot be inherited. They must be learned, and to learn them requires years of effort. This is nothing but experience.

4. What is teaching success: All the educators agree that teaching is an exacting and complex act. Certain components such as the unique physical setting of the teaching situation and the presence of one or more persons in this setting are pre-requisites.

Erickson said that the terms “successful” and “effective” as applied to teachers need not be and probably are not synonymous.

Success is a broad term that not only involves the teacher as a director of learning but also involves the teacher as a friend and counselor of pupils, as a member of a professional staff and as a citizen.
in a community. To be a successful in this broad sense, a teacher not only must produce desirable changes in pupils but he must be acceptable to the administration, to his peers, to the pupils, to the parents and to the community. Many people will feel that, to be effective, a teacher must possess these broader competencies.

Even to define what effective teaching means has not been an easy task again. First, one should be quite clear in one's mind as to what the term "teaching" connotes. Does it refer to the process by which certain changes are effected in the pupils' behaviour along certain desired lines? Is teaching incomplete unless it results in learning? If it is so, what are the respective roles of the teacher and his pupils in the teaching learning process? These are some of the questions that have engaged the attention of many an investigator in the field of education all these years.

Till recently, the emphasis in research in this area has been on the learner and conditions of effective learning. Quite a large number of investigations have been undertaken in this field and more than one theory of learning propounded. But the same cannot be said of research in the field of teaching too. Only during the past four decades or so, some attention has been paid to it and still no worthwhile theory of teaching has been evolved. And if teaching is to be considered more a science than an art, such an evolution of a theory or theories is a necessity.
Teacher effectiveness is an area of research which is concerned with relationships between the characteristics of teachers, acts and their effects on the educational outcomes of class room teaching.

The research which is reviewed herein permits cautious optimism and indicates that the tools long needed for the analysis of the teaching-learning process are gradually being developed. This optimism is in contrast with the conclusions reached in past reviews. For example, Morsh and Wilder concluded after reviewing research on teaching effectiveness published between 1900 and 1952 that “no single specific observable teacher act has yet been found whose frequency or percent of occurrence is invariably significantly correlated with student achievement”.

In the past decade, however, research has begun to relate certain teacher behaviours to specific consequences in the climate of the class room and in the academic achievement of pupils. The shift has been from subjective evaluations to a more objective counting of teacher-pupil interactions, using more sophisticated observation system and handling the larger quantities of data by taking full advantage of computer capability. Further discrimination and additional relationships are now seen to be within reach as future research builds on present progress.

One can broadly classify the research in the area of teaching into two classes – (1) Criterion approach and (2) interaction approach. The former is concerned with the criteria of teacher competence which are then sought to be predicted by a set of variables involving teacher
personality and its antecedents and environmental or situational factors. Teaching enters into this model only as a secondary variable and in a global manner, chained to the antecedent variables of personality and situation, on the one hand, and to the consequences of teaching leading to some measurable degree of effectiveness as defined by a set of criteria, on the other (Research in Teaching, 1972). The famous study of characteristics of teachers by Ryans (1960) is a classic example of this approach.

What is meant by the Interaction Approach? “It considers teaching more directly, but considers it as classroom social interaction. The teacher, in a class of students, does something and the pupils do some other things. The focus is on an accurate description of the sequence of classroom. The consequences of teaching which inevitably figure prominently in the criterion approach are not great or primary concern”. (Research in teaching, 1972).

It is common observation that some teaching situations are more complex than others. The recognition of the environment as an important aspect of living was pointed out some years ago by the sociologist W.I.Thomas. He indicated the areas in which the investigation of behaviour problems may be profitably pursued, viz., “the attitudes, the values, the forms of adoption, and the total situation.”

In any study of human relations there is a need for psychology that provides adequate recognition of environmental factors. Such an approach should give an adequate social consideration to relations and
forces in dynamic interactive situation. Lewin concludes "Every psychological event depends upon the states of the person and at the same time of the environment.... The experimental work of recent years shows more and more this two-fold relationship in all fields of psychology. Every scientific psychology must take into account whole situations, i.e., the state of both the person and the environment.

Simon after studying the records of action taken in dismissal of 769 teachers and administrators concludes, "they were unable to make satisfactory adjustments. The teacher's inability to adjust himself to the community or to the school environment will cause him to be unpopular with the pupils and parents and may cause boys and girls to dislike the subjects he teaches."

Mc Clusky and Strayer, using a teacher situation test to the conclusion that "Practically every phase of the teachers life, ranging from his relation to the community to his attitude toward equipment in the class room, is involved in his adjustment."

Garrison concluded after investigating job satisfaction of 46 women senior college teachers who had just finished 8 weeks of practice teaching and 42 elementary women teachers in service that, "although the teacher pupil relationship is of utmost importance in relation to satisfaction, many other situations in teachers life affect the teacher's feelings of satisfaction. "

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Symonds had 65 teachers write a paper telling how they solved their personal problems. The three problems most frequently mentioned in their themes, in order of frequency were: feelings of inadequacy and inferiority, professional difficulties, and family relations. Since living does not occur in a vacuum it might be well to know in such cases what the situational factors were that lead to the build up these problems.

Lins studying 58 women teachers in Wisconsin schools, using a composite of five supervisory ratings, reports a composite evaluation of the situation with a correlation of −.34.

Murphy states, "It must be recognized that the slighting of situational differences has been a constant source of clinical and experimental errors, the clinical interview and the laboratory have both consistently failed to predict adequately the nature of social behaviour that occurs in situations other than those in which the observations are originally made. The laboratory psychologist and the clinician have both conceived the individual as a system of events and tendencies carried around within the skin of individual subject. They have both assumed that his delinquencies or his triumphs, his interests or his nervous maladjustments, result fully and simply from structured disposition within him. "Murphy goes on to say that "a study of situations that act upon persons should be atleast as full as systematic as is a study of internal structures which respond to these situations."
Barr indicates in a summary of recommendations for the study of prediction of teaching efficiency that – More attention should be given to situational factors in success. It is easier to succeed in some situations than others. More attention needs to be given to these situational aspects of efficiency. Again, in a summary of recommendations, Barr concludes, “It is probably erroneous to assume that specific acts are good or bad divorced from purposes, principles, persons and situations. ….”

The University Education Commission, appointed by Government of India, under the chairmanship of Dr. S. Radhadrishnan has stressed the need for providing adequate facilities such as well-equipped libraries with up-to-date books and journals and laboratories without which the teacher cannot keep pace with the advance in knowledge and carry significant investigations. The Commission has recommended that all those factors responsible for the demoralization and denigration of the teacher must be removed and a healthy atmosphere restored since the teacher is the corner stone of the arch of education.

In an annual conference held at Rio De Janeiro in the year 1963, Ronald Gould, first president of the world confederation of organizations of the teaching profession while speaking on the conditions of work for quality education said that three very important conditions namely: (1) a good physical environment, (2) enough teachers and (3) good teachers – must be established to provide quality education.
The studies made by Bidwell revealed that when the behaviour of administrators conformed with teachers' expectations of former's role, satisfaction was high; non conformity produced high dissatisfaction. It also disclosed that the quality of the expectations did not produce any difference in satisfaction as long as the expectations were fulfilled.

Sommers in his study on teacher morale reported that the Principal is the most important determinant of teacher morale. Most of the teachers feel that there is no meaningful communication between teachers and administrators. They also feel that their professional opinions are not considered worthwhile by administrators. Most teachers desire more involvement in the policy making of their school.

Poor human relations among the teachers (staff) was noted as one of the important factors leading to dissatisfaction of teachers by Rudd and Wiseman.

The three investigations conducted by Molaughlin and Shea, Hunter, Rudd and Wiseman disclosed that in-adequate equipment and supplies as well as lack of other facilities have often been a source of low morale and dissatisfaction.

In a study of the status of American public school teacher by the National Education Association (NEA) teaching materials and class room situations were found related with satisfaction with teaching.
The size of the school made no difference in satisfaction between the least and the most satisfied groups of teachers in a study made by Butler.

However the American Vocational Association Research Bulletin reported that the larger the high school the higher was the satisfaction of teachers.

Large classes were mentioned as source of dissatisfaction by men and women teachers in the study made by Rudd and Wiseman.

Students are one of the important situational factors which may cause dissatisfaction to teachers but surprisingly not many studies have considered this factor. Hanson and Stanley found interpersonal relations with students as one of the principal motive powers for teachers.

Eckert also reported better motivated students as one of the main reasons for existing job satisfaction, whereas negative student attitude towards learning was among the chief dissatisfaction factors (McLaughlin and Shea).

Though the prediction and measurement of teacher effectiveness is not an easy task, the researchers or interested in this area. The prediction and measurement of teacher effectiveness have basically two choices; one, to seek the essence of teaching found within a wide range of activities called teaching and the means of predicting efficiency in a variety of situations; or second, to measure efficiency in particular
learning and teaching situations and predict these particular efficiencies. These particular situations may be carefully controlled situations as found in experimental research or the uncontrolled situations of particular schools, classes and school systems.

In a number of studies, teaching success is sought to be predicted by means of multiple regression equations involving the use of variables such as teachers' personality traits and environment factors. No doubt the teachers' own beliefs, attitudes and values as well as his environment exercise an influence on his work in the classroom and outside. But, as Knox observes, “every school and community is unique just as every individual person is unique…… possession of certain factors commonly associated with teaching success is not sufficient to predict success; factors which predict success might be conditioned by the teacher's compatibility with her teaching environment.” Otherwise how can one explain the strange phenomenon that a teacher found successful in one school or with one set of student is not so in a different set up together?

Any theory of teaching, if formulated, should take into account the relationships that exist between these three types of variables – presage, process and product – involved in teaching. The first one refers to the personality and environmental variables, the second, the different patterns of teacher behaviour in the classroom and the last, the end-products of teacher, namely the pupils' acquisition of certain facts, skills and attitudes. In the criterion approach, teaching is treated as a
dependent variable, whereas in the interaction approach, it is an independent variable. A few studies in teaching involving the use of the second approach have been conducted at the Centre of Advanced Study in Education (CASE) attached to Baroda University. In all such studies the dynamics of class room interaction has been studied. Mention should be made here of the use of Flander's Interaction Analysis.

2.4 STUDIES RELATED TO ATTITUDE TEACHERS TEACHING PROFESSION

It is needless to mention that the attitude of a teacher, or any other worker for that matter, towards his profession is an important aspect that helps one to feel well in his job. A favourable attitude towards teaching is likely to prove helpful to teachers in maintaining harmonious relations with other pupils, characterized by mutual affection and sympathetic understanding.

Though teaching is considered to be the noblest of all professions, people do not think of the teacher as professional worker. Further, today many a teacher seems to take to teaching not because of any interest and liking towards the job, but because of their inability to secure jobs elsewhere. As such the number of persons inspired with consecration and ardour for teaching has come down vastly, with the loss of prestige and probe for the profession.

These observations indicate a highly negative attitude on the part of the teachers towards their profession. However, not many researches have been conducted on the attitude towards their profession to unreveal
its relation with other variables. It refers to the degree of internalization of organizational goals. It is needless to explain that unless the teacher feels engrossed his work, unless he feels himself as a part of the institution and the system as a whole, he will not be able to do justice to his job. Do the present day teachers feel involved in their job with all the abominable negative aspects of the teaching profession like lack of power, prestige, facilities and material rewards?

Prakash (1979) constructed attitude scale towards teaching profession and it was administrated on 230 teachers. The results of the study revealed that female teachers are more favourable to teaching than male teachers. There is no significant difference between the attitude of graduate and post-graduate teachers; and the arts teachers have more favourable attitude towards teaching profession than science teachers.

Goyal (1980) conducted a study on the relationship among attitude, job satisfaction, adjustment and professional interests of teacher educators based on sex, age, qualification and experience found that a large majority of the teacher educators were favourably inclined towards their profession.

Amaranth et.al., (1980) in a study on the job satisfaction of school teachers found that public and private school teachers had similar attitudes regarding their levels of job satisfaction. Gupta (1980) conducted a study on 705 teachers. This study showed that attitude
towards teaching as a career and personality, maturity was positively related to job satisfaction. Marital status, age and teaching experience were not associated with job satisfaction.

Sinha (1980) in a study on the impact of teacher education programme on the professional efficiency of the teachers found that the professional efficiency of the trained teachers was better than untrained teachers. There was no significant difference between the two categories in their attitude towards teaching profession.

Bhandarkar (1980) found that the teachers of both the rural and urban polytechnics had unfavourable attitude, in the semi-urban area teachers of six polytechnics had neutral attitude. The teachers of four polytechnics had unfavourable and one had a favourable attitude, which was not significantly related to qualification. There was no significant relationship between age of the teachers and their attitude towards teaching.

Rai (1981) found that except for the marital status, no other variable was found to have any influence on teacher attitude. Rao (1981) also conducted a study on attitude of primary school teachers towards teaching profession and found that there was no difference between the attitude of male and female teachers with regard to their experience.

Chaisrisook (1982) conducted a study on the attitude of secondary school teachers of Thailand region. The objectives of the study were: (i) to measure the attitude of secondary school teachers towards their
teaching profession, (ii) to compare the attitudinal differences between male and female teachers; married and unmarried teachers; teachers with different ages; more and less experienced teachers; teachers with different qualifications, science and liberal arts teachers; government and private school teachers; urban and rural teachers, (iii) to compare the teachers' teaching efficiency as rated by students, co-teachers and principals with their attitudes, (iv) to compare the teachers' curricular input as rated by students, co-teachers and principal with their attitudes, (v) to compare the teachers' professional growth with their attitudes and (vi) to compare the attitudinal difference between the teachers whose parents were teachers and those whose parents were not teachers. The teachers differed significantly with respect to age, experience, and locality with respect to their attitude towards teaching profession.

A study was undertaken by Som (1984) with an objective to find the descriptive attitude pattern of teachers with reference to the teaching profession and pupil. He found that experienced female teachers exhibited significantly higher favourableness than experienced male teachers on their attitude towards teaching profession and classroom teaching. In another study on the B.Ed trainees on a sample of 250, Som (1984) concluded that trainees are normal in respect of teacher attitude towards pupils and female teachers tends to be higher then males in their attitude towards teaching, the teaching profession and pupils.
Kabes (1989) on a study on 173 school teachers to identify and explore the relationships among development of attitude of teachers, professional growth, teacher satisfaction and organizational climate. It was found that there was an overall significant positive correlation between organizational climate and attitude towards teaching profession.

Mouli (1990) in a study on the attitude of teachers towards teaching profession found that there is no difference among aged, experienced teachers and young inexperienced teachers on their attitude towards teaching profession. He also concluded that there is no significant difference between male and female teachers on their attitude towards teaching profession. Rajamouli and Reddy (1990) conducted a study on attitude of teachers towards teaching profession has found that the difference among the groups on the gender, age, training and experience were statistically not significant and there was no difference among teachers on their attitude towards teaching profession.

Dondero (1993) investigated areas of teaching effectiveness, attitude towards teaching profession and job satisfaction levels of teachers employed in six schools in the Cleveland, OHIO. It was found that the teachers having positive attitude towards their jobs and high job satisfaction were more effective in the primary schools.

Nandozie (1993) conducted a study to investigate the teacher's views about the attitude towards their profession, teachers' views about their schools and teachers' job satisfaction at the primary schools of Morgan. Data were collected from 10,370 teachers by administrating the
questionnaire. Statistical techniques like cross tabulation, correlation and regression analysis were used. It was found that organizational commitment, job satisfaction, race, sex, teaching experience, location are the important factors of attitude of teacher towards teaching profession.

Venkata Rami Reddy and Rama Mohan Babu (1994) in a study on the attitude of residential and non-residential school teachers towards teaching, found that teachers of residential schools had a more favourable attitude towards teaching than the non-residential school teachers.

Neil (1994) conducted a study on teachers' attitude, job satisfaction and organizational culture. The sample consisted of 356 teachers from twelve middle level Los Angeles country schools. The instruments used were the School Culture Survey and the Minnesota Satisfaction Questionnaire. A positive and moderate relationship was found between organizational culture and teachers' attitude towards teaching profession.

Godiyal (1995) attempted to identify possible difference in work involvement, job involvement and attitude towards teaching profession of the primary school male teachers from different types of primary schools of Tehri and Uttarakashi districts. Kanungo's Questionnaire was used to collect the data. It was found that English medium school teachers were possessing more positive attitude towards their profession ad the district board school teachers had moderate attitude towards their jobs. The organizational climate of the school was considered to be a major factor responsible for it.
Maheshwar Panda (1996) in his study concluded that there was no significant difference between graduate and post-graduate teacher trainees in respect of their attitude towards teaching profession.

Singhal and Sharma (1996) conducted a study to examine the effect of teacher education on teaching competency of teachers in the primary classes. The sample consisted of 116 primary school teachers trained at DIET, Moti Bagh. Self Efficiency Questionnaire developed in the model of the scale used by Woolfolk, Rosoff and Hoy (1990) was administrated on the trained teachers. Information was collected on teachers' identification, age, educational qualifications, income and experience. It was found that the trained teachers in the primary schools were more competent and had positive attitude towards teaching. So, according to this study, training plays a very important role in developing positive attitude in the teachers towards teaching profession.

Kisan (1998) conducted a study on primary school teachers' attitudes towards school environment in Atmakur and Hasanparthy mandals of Warangal district in Andhra Pradesh. The sample consisted of 100 teachers from various primary schools. Data were collected by a questionnaire developed by the investigator. It was found that a majority of teachers felt unhappy regarding to school environment in relation to their job satisfaction.

Rangarajan (1999) in a study on the attitude of primary school teachers towards competency based lesson plan, clearly revealed that the teachers have a positive/favourable attitude towards competency lesson plan.
Panda (1999) conducted a study to know the attitude of elementary school teachers of Dhenkanal district of Orissa towards teaching and work values. The sample for the study consisted of 180 primary school teachers from 40 schools. The sample included 96 male and 84 female teachers. To collect data, Teacher attitude inventory (Ahluwalia, 1974) and Work values inventory were administrated on the teachers. It was found that the teachers who possess positive attitude towards teaching and excellent work values are superior to others in teaching profession.

Rebeiro (1999) conducted a study on attitude of college and University teachers towards their teaching profession. Fifty teachers from colleges and university teaching departments were administrated Teacher Attitude Inventory (Ahluwalia, 1974). It was found that there seem to be lack of pride in teaching profession, majority of teachers are found to have negative attitude towards their teaching profession.

Janakivalli (1999) conducted a study to find out the attitude of secondary grade teachers towards teaching profession. A total of 136 secondary grade teachers formed the sample of the study. It was found that there is a significant difference in attitude of male and female teachers and urban and rural teachers of secondary schools.

Annamalai (2000) studied" Attitude of teachers towards teaching". In this investigation an attempt has been made to find out the attitude of the teachers towards teaching. The results showed that men and women teachers did not differ in their attitude towards teaching. Location of the school, age and level of teaching did not have any influence upon the teachers' attitude towards teaching.
Tewari (2000) conducted a study on attitude towards teaching profession of students. The objectives of the study were to find out the general attitude to students towards teaching profession and how the sex and class of the students determined this attitude. The sample comprised of 180 students (90 boys and 90 girls) from high school final, inter final and degree final classes. It was found that over 50% students have favourable attitude towards teaching profession. The number of girl students having a favourable attitude is higher than that of boys.

Kakkar (2000) conducted a study on attitude of teacher trainees and their parents towards teaching. The sample comprised of 120 B.Ed teacher trainees (45 boys and 75 girls) and their parents. They were administrated Minnesota Teacher Attitude Inventory (1952) in a classroom session at the close of their course. Statistical techniques like mean, standard deviation and product moment correlation were uses for data analysis. The study confirms that parents do have a role in helping for the professional attitudes of those of their children who become teachers.

Mohanty and Mishra (2002) conducted a study of professional attitudes and adjustment of traditional and progressive student-teachers. The objectives were: (i) to identify and compare traditional and proressive male and female student-teachers through the development and use of teacher traditionalism - progressive inventory, (ii) to assess the professional attitudes and adjustment of traditional and progressive student-teachers. The study was conducted on student-teachers under...
training in B.Ed from two colleges of two districts of Madhya Pradesh. The sample formed 126 men and women student-teachers. Teacher attitude inventory (S.P. Ahluwalia, 1974), Teacher Adjustment Inventory (S.K. Mangal, 1982) and Teacher Traditionalism and Progressivism Inventory (Jaane Rand Whitenore, 1983) were administrated on the student-teachers. The data were analysed by suitable statistical techniques. It was found that the progressive student teachers are better than traditional student-teachers in adjustment as well as in professional attitude. Maheswar Panda (2002) conducted a study on job satisfaction of teachers in the context of types of management. He found that, there is no significant difference between government teachers and non-government teachers in respect of their job satisfaction.

Natarajan and Balan (2003) conducted a study on the performance of arts based teachers and science based teachers of primary school teachers and concluded that there was significant relationship between their qualification and teaching performance.

Patnaik (2004) found that in-service teacher education creates positive attitude in the secondary school teachers of Orissa. She also found that secondary school teachers having more teaching experience develop positive attitude towards their profession.

Mishra (2005) conducted a study to find out the attitude of teachers of secondary schools of Sambalpur district of Orissa. The sample included 250 teachers (125 men and 125 women). The major findings
were: (i) the teachers having low experience were found to have higher degree of positive attitude towards teaching profession than the teachers having high experience, (ii) the female teachers were found to have more positive attitude than the male teachers, and (iii) the trained teachers were found to have more positive attitude towards teaching profession.

An overview of the studies indicates that there is greater need to assess the level of job satisfaction of secondary school teachers and to study the influence of various job related factors like teachers characteristics, facilities of the school, attitude towards teaching profession, etc. Keeping this in view the present study was formulated.