CHAPTER - II
REVIEW OF RELATED LITERATURE

2.1 Review of Related Literatures on Job Satisfaction

'Just as a trip down the entire river allows us to better appreciate its growth and its impact, so does a review of research help us better understand how the major ideas in organisational behaviour evolve over time.'

There is no questioning the fact that learning in any field comes largely through reading. The review of related literature not only furnish actual facts previously determined to the researchers, which constitute the basis of further study in the field study, but will also give very valuable hints about desirable procedures, the details of method to be employed. The review of related literature gives suggestions on good ways to classify data, to discuss and to interpret findings and finally report these conclusions properly.

'Interest in people at work was awakened by Fredrick W. Taylor in the United States in the early 1900s. He is often called 'the father of scientific management' and the changes he brought to management paved the way for later development of organisational behaviour. Taylor's major work 'The Principles of Scientific Management' was published in 1911.'

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It was followed in 1914 by Lillian Gilbert’s ‘The Psychology of Management’, which primarily emphasized the human side of work. \(^2\)

Hoppock, (1935) reviewed 32 studies on job satisfaction conducted prior to 1933 and brought to lime light the term ‘Job Satisfaction’. He observed that job satisfaction is a combination of physiological, psychological and environmental circumstances.

The study made on satisfaction or dissatisfaction of people at work was started with the motto to raise the production of the industries in the beginning, by utilising human capabilities into fuller strength. With passage of time, the study of job satisfaction or dissatisfaction of employees has come to acquire wide applications in various fields. The investigator therefore, classified the related literature into two broad categories namely, Indian Studies and Foreign Studies, by giving due weight.

### 2.2 Studies Regarding Teachers’ Job Satisfaction

#### 2.2.1 Indian Studies

In India the studies of job satisfaction of teachers in various educational levels and its correlated variables find its tremendous growth and effects in the middle of twenty century.

\(^2\)Ibid., (9th Ed.), p.8
Though some studies have been made of job satisfaction of teachers in India, there very few works have been done in the job satisfaction of college teachers. The investigator, considering its importance of findings in the present situation, cites a few such related works of researchers below.

Srivastava, S. K. (1983) conducted a study on, 'Job Satisfaction and Organisational Climate Among University Teachers'.

The main objective of the study was to find out any significant difference between Lecturers, Readers and Professors on the level of job satisfaction and the perception of organisational climate.

The sample consisted of 120 teachers (55 lecturers, 40 readers, and 25 professors) drawn from two universities located in the State of Uttar Pradesh. The tools used for collection of data- 1) Job Satisfaction Scale constructed by H. C. Ganguli (1954), 2) Organisational Climate Scale developed by G. H. Litwin and R. A. Stringer (1968).

The major findings of the study were – i) There was no significant difference between Lecturers, Readers, and Professors on the level of job satisfaction and perception of the organisational climate, ii) Most of the teachers have indicated satisfaction with their jobs and also most of the teachers have better organisational climate.

The main objectives of the study were (i) to study the relationship between personal characteristics and job satisfaction of home science teachers, (ii) to examine the nature of the relationship between the professional characteristics and job satisfaction of home science teachers, (iii) to study the relationship between organisational characteristics and job satisfaction of home science teachers, (iv) to identify the factor structure underlying personal, professional and organisational characteristics and job satisfaction of home science teachers.

The study was a correlation one, where a sample of 245 home science teachers working in schools, colleges and universities of Punjab, Haryana and Chandigarh were selected through stratified random sampling technique.

The sample subjects were administered the following tools- (i) Raven's Standard progressive Matrices (1960), (ii) the Jalota S-E Status Scale, (iii) Srivastava Need Satisfaction Scale, (iv) the Gupta and Srivastava Teacher Job Satisfaction Scale (1980). The data so collected were analysed through factor analysis and set-up regression analysis.

The main findings of the study were - 1. From among personal variables (age, intelligence, socio-economic status and need satisfaction), need satisfaction (including physical security, social, ego and total need satisfaction) was found to be a correlate of job satisfaction. 2. Professional characteristics (experience, salary and qualifications) did not act as a correlate of job satisfaction. In factorial structure also, they did not share significant common variance with job satisfaction.
Dixit, M. L., (1986) conducted a study on, 'A Comparative Study of Job Satisfaction among Primary Teachers and Secondary School Teachers'.

The study was designed (i) To measure job satisfaction between primary and secondary school teachers, and (ii) to observe the effect of sex, teaching experience and medium of instruction on the level of satisfaction with their profession.

The sample for the study consisted of 300 primary and 300 secondary school teachers working in Lucknow. The data regarding job satisfaction were collected with the help of a Likert-type scale devised by the investigator.

The main findings of the study were - 1. In Hindi medium schools, primary school teachers were more satisfied than secondary school teachers. 2. In English medium school the level of job satisfaction between primary and secondary school teachers was same. 3. Female teachers were more satisfied than male teachers both at the primary and the secondary levels. 4. At the primary level, the group senior most in age was most satisfied and the middle age group was least satisfied. 5. Among the secondary school teachers, those with greater length of service were more satisfied.

Gupta, S. P., (1980) conducted a study on, 'A Study of Job Satisfaction at Three Levels of Teaching.'

The main objectives were (i) To measure the Job Satisfaction of primary, secondary and college teachers, (ii) to find out the relationship between selected psychological variables and job satisfaction exhibited by primary school teachers and college teachers.
(iii) to compare the job satisfaction of married teachers with that of unmarried teachers, (iv) to compare the job satisfaction of teachers of different age groups, (v) to compare the job satisfaction of teachers of different experience groups.

The sample consisted of 765 male teachers of primary schools and colleges of Meerut division, selected on the basis of stratified random sampling. The tools that were used for study- Teacher's Job Satisfaction Scale, Attitude Towards Teaching Career Scale, Meenakshi Personality Inventory, and Personal Data and Information Form.

The major findings of the study were - 1. Marital status, age and teaching experience were not associated to the job satisfaction of primary school teachers, 2. Unmarried college teachers were more satisfied than married teachers, 3. Teaching experience was not associated significantly with the job satisfaction of college teachers, and 4. Secondary school teachers and college teachers were almost equally satisfied with their job.


The objectives of the study were - To study teachers' job satisfaction in relation to (i) Work-Role Variable(s) (ii) Personality Variable(s).

The study was made on the sample of 999 teachers (507 trained and 492 B.Ed. trainee teachers) teaching various subjects in different schools of the eastern states of India.
The following two questionnaires – Job Satisfaction Scale by Anand (1972) and Sixteen Personality Factor Questionnaire by Cattell have been used in the study.

The major findings of the study were – 1. Fifty percent teachers working in schools are reported to be dissatisfied. 2. It is found that there exist no linear relationship between age of teachers and their scores of job satisfaction. 3. The percentage of satisfied trainee working teachers is greater than that of satisfied trained working teachers.

Gupta, Sushil Prakash, (1995) made an enquiry on, 'A Correlational Study of Teachers' Job Satisfaction and their Teaching Effectiveness.'

The objectives of the study was to determine if any significant relationship exists between job satisfaction of secondary school teachers and their teaching effectiveness.

The sample of the study comprised 60 teachers from five randomly selected secondary schools of Gaziabad District of UP and the tools used for collection of data included, The Teachers' Job Satisfaction Scale by Gupta and Srivastava, and Teachers' Effectiveness Test by Gupta and Sharma.

The major finding were - it was found that the coefficient of correlation between overall dimensions of job satisfaction of teachers were significantly related with the teacher's effectiveness while on these dimensions viz. salary and other benefits, community aspect supervision, family life, policies and practices, and growth and practices were found to be non significant.
Shrivastav, Kabita, (1991) made a study on, 'Relationship Between Job Satisfaction and Some Personal Traits of Professional Women.'

The objectives of the study were – (i) To find the relationship between job satisfaction and age of women working in different profession, ii) to find out the relationship between job satisfaction and educational qualifications of women working in different profession, (iii) to find out the relationship between job satisfaction and pay of women working in different profession, (iv) to find out the relationship between job satisfaction and professional experience of women working in different profession.

The study was conducted on the population of 393 women working in teaching, medical and banking/insurance profession of Varanasi. Four instruments namely, Job Satisfaction Inventory, Socio-economic Status Scale, Teachers Attitude Inventory and Vyaktiva Parakh Prashnavali were used for collection of data.

The major findings of the study were – 1. Relationship between job satisfaction and age of women working in all the three profession was not significant when the effects of educational qualifications, pay, professional experience, adjustment, socio-economic status and attitude were partial out. 2. Relationship between job satisfaction and educational qualifications is not significant for women in teaching and medical profession when the effects of age, pay, profession, socio-economic status and attitude were partial out. However, a moderately significant negative relationship is found for women in banking/insurance profession.
3. Relationship between job satisfaction and pay of women working in the teaching and medical profession was not significant when the effects of educational qualifications, age, professional experience, adjustment, socio-economic status and attitude were partial out. 4. Relationship between job satisfaction and professional experience of women working in teaching and medical profession was not significant when the effects of educational qualifications, age, pay, professional experience, adjustment, socio-economic status and attitude were partial out.

Goyal, J. C., (1980) made a study on, 'A Study of the Relationship Among Attitude, Job Satisfaction, Adjustment and Professional Interest of Teacher Educators in India.'

The objectives of the study were – (i) Measurement of attitude, job satisfaction, adjustment and professional interests of teacher educators in different categories based on sex, age, qualifications and teaching experience, (ii) determining the difference in attitude, job satisfaction, adjustment and professional interests among different categories of teacher educators, (iii) finding out the relationship between attitude, job satisfaction, adjustment and professional interests of teacher educators in different categories, (iv) prediction of job satisfaction of teacher educators by treating their attitude, adjustment and professional interests as independent variables.

The sample taken for the study was ten percent of the secondary teacher education institutions from all over the country selected on a random basis. It included 45 institutions. Tools that used to collect data were 1. Attitude Scale constructed by the investigator.
2. Job Satisfaction Inventory of Indiresan. 3. Bell's Adjustment Inventory. 4. Professional Interests enquiry form.

The major findings of the study were – i) Majority of the teacher educators were favourably inclined towards their profession and was satisfied in the job. ii) The various groups of teacher educators based on sex, age, qualifications and teaching experience did not differ significantly in their job satisfaction except that the teacher educators in the age group of 50 years and above were found to be significantly more satisfied than the other groups.

Panda, B. N., Pradhan, Nityananda and Senapaty H. K., (1996) worked on, 'Job Satisfaction of Secondary School Teachers in Relation to their Mental Health, Age, Sex, and Management of School.'

The major objectives of the study were (i) To study the effect of mental health on job satisfaction of secondary school teachers, (ii) to study the effect of age on job satisfaction of secondary school teachers, (iii) to study the interactive effect of sex on mental health of secondary school teachers, (iv) to study the effect of management of school on job satisfaction of secondary school teachers.

The sample of the study consisted of 102 teachers and the tools used for data collection were Job Satisfaction Scale by Anand and RCE Mental Health Scale by Anand.

The major findings of the study were - (a) there was no significant difference between senior in age and junior in age in their job satisfaction, (b) there was no significant difference between male and female teachers in their job satisfaction.
(c) there was no significant difference between government and private managed secondary school teachers in their job satisfaction.

Ausekar, Pratibha, (1996) conducted a study on, 'A Study of Job Satisfaction Among Teachers Working in Government and Private Secondary Schools.'

The objectives of the study were – (i) To find out the factors contributing to job satisfaction in teachers, and (ii) to find out the relative importance of each of the sixteen factors.

The sample of the study comprised 40 teachers from different schools including 20 from government and 20 from private schools that were selected through random sampling technique. The tool used to collect data was Job Satisfaction Scale of Sareshwara Rao.

The major findings of the study was that teachers were satisfied with factors like promotion, recognition, independence, salary, job security, work itself, job status and educational policy.

Beegam, I., (1994) made a study on, 'An Analytical Study of Factors Related to Job Satisfaction Among College Teachers.'

The main objectives were (i) To examine the factors, which contribute to job satisfaction among college teachers and (ii) to study the impact of job satisfaction on certain other variables.

The study consisted of 415 teachers covering 204 male and 211 female selected on the basis of stratified random sampling from the college affiliated to the University of Kerala.
The major findings were – 1. Job satisfaction of the college teachers was found related to certain socio-demographic variables such as faculty, locale, religion, caste and community, education of spouse and mode of conveyance. 2. Job satisfaction of the college teachers was found related to certain personality variables like self-esteem, materialism-spiritualism orientation, gregariousness and thoughtfulness.

Abraham, A., (1994) conducted a study on, 'Job Satisfaction and Teacher Effectiveness: A Study on College Teachers.'

The objective of the study was to explore the nature of relationship between level of job satisfaction, teacher effectiveness and length of service tenure among college teachers.

The sample of the study comprised lecturers from all the departments of the faculties of Arts, Science and Commerce of St. John’s College, Agra. The tools used for collection of data included – 1. Teachers’ Job Satisfaction Scale developed by Mudgil, Muhar, and Bhatta and 2. Teacher Effectiveness Scale developed by Kumar and Mutha.

The major findings were – i) It was found that teachers who had a high and medium level of job satisfaction were more effective teachers than those with low level job satisfaction. ii) There was significant difference between the teacher effectiveness scores of teachers in the three grades taken for the study. iii) There was significant difference between the job satisfaction of teachers in the three grades taken for the study.
Baruah, Dharma Prabha, (1997) conducted a study on, 'A Study of Role Conflict and its Correlation with Job Satisfaction of Secondary School Women Teachers: A Comparative Study in Dibrugarh District.'

The study had been carried out with the following major objectives – (i) To ascertain the family background of urban and rural secondary school women teachers, (ii) to determine the extent of role-conflict of women teachers in their family and school setting, (iii) to assess the job satisfaction of rural and urban secondary school women teachers, (iv) to identify the extent of role-conflict and causes of conflict of rural and urban secondary school women teachers.

The study was conducted on a sample of 200 women teachers (100 urban and 100 rural) from 23 secondary schools and was selected through simple random technique. The tools that used to collect data included Role Conflict Scale of Ashok Kumar Pandey, Job Satisfaction Scale of Amar Singh and J. R. Sharma, Socio-economic Status Scale of Bhadrawaj and Gupta.

The result indicated that - i) there was significant difference of job satisfaction between women teachers to high socio-economic status, ii) significant difference of job satisfaction was found between trained and untrained women teachers, iii) no significant difference of job satisfaction was found between aged and young women teachers, iv) women teachers belonging to high caste and low caste did not show any significant difference of job satisfaction.

The objectives of the study were – (i) To find out if there is any significant difference among teachers working in colleges and higher secondary schools in respect of their job satisfaction, (ii) To find out if there is any significant difference between men and women, college and higher secondary teachers in respect of their job satisfaction, (iii) To find out the significant difference between more experienced college and higher secondary teachers in respect of their job satisfaction.

A sample of 100 male and female teachers (54 from college and 46 from higher secondary school) for the study was selected from the Kamrup district of Assam and the Job Satisfaction Scale of Amar Singh and I K Sharma was used as a tool for collection of data.

The major findings of the study were - (a) There was no significant difference between in the degree of job satisfaction of college and higher secondary school teachers, (b) Experienced college teachers did not have better job satisfaction than the inexperienced college teachers, (c) there was no significant difference between in the degree of job satisfaction of male and female college as well as secondary teachers.

The objective of the study was to study the job satisfaction among the various categories of secondary school teachers.

The population of the study comprises all the teachers teaching in secondary schools of Cachar District of Assam. Stratified random sampling method was applied for selection of sample of 248 teachers for study, and B. C. Muthay’s Job Satisfaction Scale was used for measuring job satisfaction.

The major findings of the study were - (a) there was no significant difference between male and female teachers with regard to their job satisfaction scores. However, the mean value indicates that female teachers were more satisfied with their jobs than their male counterparts, (b) unmarried teachers were found to have significant job satisfaction than that of married teachers and (c) lower experienced group teachers have more job satisfaction than the higher experienced group teachers.

2.2.2 Foreign Studies

The review of the literature of job satisfaction of employees in different organisations can be traced from the pioneering work of Hoppock (1935) in foreign countries. Though a vast portion of such works were related to the industrial concern a few on teaching and teachers of different levels of educational organisations were also available.

Mc Chusky, H. Y. and Strayer F. J., (1940) conduct a study on, 'Reaction of Teachers to the Teaching Situation: A Survey of Job Satisfaction.'
The objectives of the study were to found the relationships of job satisfaction with age, sex and experience of the teachers.

The analysis showed that - (a) teachers of less experience (4-12 years) were less happy in their work than those of greater teaching experience (b) there were no significant difference between married and single teachers in job satisfaction.

Probe, G. B., (1971) made his study on, 'An Investigation of the Relationship Between Teachers' Job Satisfaction and Selected Personal Characteristics.'

The main objective of the study was to find the relationship between job satisfaction and with the selected personal characteristics.

The major finding of his study was reported as there was significant relationship between job satisfaction and sex, age, education, teaching levels, school size, length of teaching experiences and some other demographic variables.

Torres, Belinda M., Kapes, Jerome T., (1992) conducted a study on, 'The Relationship between Work Value and Job Satisfaction for Community College Leadership Trainees: A Replication and Cross-Validation.'

The main objective of the study was to explore the work values and job satisfaction of minority professionals in community colleges and technical institutes who aspire to advance in leadership positions.
The sample consisted of 59 Black and Hispanic educators from community colleges and technical institutes across Texas who participated in the leadership development program at Texas A&M University.

The tools included for collection of data were Demographic Information Sheet, the Value Scale (VS) and Minnesota Satisfaction Questionnaire (MSQ).

Findings of the study indicated that the participants valued advancement, altruism, authority, creativity and personal development and were satisfied with the activity and social service aspects of their work more than the norm group with which they were compared.

Pucel, David J. and others, (1992) conducted a study, "A Comparison of Factors Related to the Job Satisfaction and Experienced Technical College Instructors."

The major objective of the study was to determine the factors associated with attrition and satisfaction among two-year postsecondary technical college instructors.

Usable data about needs related to job satisfaction and professional development activities and descriptive demographic data were gathered from 292 experienced and 250 beginning instructors.

The results suggested that the experienced and beginning teachers who stayed in technical education differed significantly on 8 of 11 job needs. Significant differences were found between the rating of experienced and beginning teachers on six reasons for leaving technical education.
Pastore, Donna L., (1994) conducted a study on, 'Job Satisfaction and Female College Coaches.'

The objective of the study was to examine job satisfaction among male and female college coaches of women's teams. The coaches completed the Job Description Index and the Job in General Index to measure their job satisfaction and general feeling towards their job.

The major finding was that the results of the study indicated that both sexes had similar perceptions toward their job.

Oshagbemi, Titus, (1996) conducted a study on, 'Job Satisfaction on UK Academics.'

The objective of the study was to find out the job satisfaction with respect to interaction with their colleagues and working conditions.

A survey of teachers working on 23 universities in England, Wales, Scotland, and Northern Ireland had been carried out.

The results showed that they were generally satisfied with their job. They were particularly satisfied with teaching, research, and interactions with colleagues. They were only moderately satisfied with departmental heads' behaviour and physical working conditions and expressed dissatisfaction with pay, promotion and performance of administrative duties.

The problem was to examine the work values and job satisfaction of Arkansas business educators in secondary school systems and community/technical colleges.

A random sample of 129 of Arkansas' 926 secondary and community/technical college business educators were chosen for study. To collect data the Values Scale and the Minnesota Satisfaction Questionnaire (MSQ) were applied.

The major findings of the study were -- 1. Results showed that there were no differences between the job satisfaction of secondary and community/technical college business educators. 2. No gender differences regarding work values or job satisfaction were discovered among the community/technical college sub-sample. 3. Among the secondary level educators, males' valued achievement, advancement, authority, autonomy, cultural identity, physical prowess, prestige, and risk more than females did.

Robertson, Lona J.; Bean, John P., (1997) conducted a study on, 'Job Satisfaction for Women Faculty Members in a Predominantly Female Discipline.'

The objectives of the study were to examine -- (1) factors associated with global job satisfaction for women faculty members in family and consumer sciences programs at land-grant institutions, (2) the extent to which these factors explain the global job satisfaction for these women faculty, and (3) the effect of covariates of age, rank, and tenure on the global job satisfaction of the women faculty in these departments.
The faculty at land-grant institutions were randomly selected and using mailed survey sent to 202 women faculty resulting 138 completed surveys collected data.

Respondents indicated high to very high levels of satisfaction with autonomy, work, relationships with students, opportunities to participate in academic decision-making, role clarity, peer relationships, workload, and benefits.

Low levels of satisfaction were reported regarding opportunities for mentoring by senior colleagues, the balance between work and other activities, and equity of policy. Respondents also reported low levels of satisfaction with working conditions, pay, recognition, and general resources.

Niehoff, Robert L., (1997) conducted a study on, 'Job Satisfaction, Organisational Commitment, and Individual and Organizational Mission Values Congruence: Investigating the relationships.'

The main objective of the study was to find correlations between job satisfaction, organisational commitment, and mission value congruence. The study was conducted on a sample of 500 employees at a Catholic, Jesuit University.

The major findings of the study were - i) the job satisfaction composite score was significantly related to the demographic factors related to job function, seniority and position, ii) organisational commitment was associated with those variables that tend to increase attachment (i.e., age, religious affiliation, and length of employment), ii) female employees had higher levels of mission value congruence than did males.
Corbin, Saladin K. T., (1998) conducted a study on, "Role Perceptions and Job Satisfaction of Community College Faculty."

The major objective of the study was to examine the role perceptions of full-time faculty members at a large mid-Atlantic community college, focusing on role conflicts and levels of job satisfaction.

The study had been carried out on 177 faculty members who responded to survey, and 20 participated in four focus groups organised according to race and gender, which yielded descriptive demographic, role conflict, and job satisfaction data.

The primary conclusion drawn from the study was that faculty at this community college were generally satisfied with their roles. More differences in perceptions of job satisfaction and role conflicts were uncovered through the focus groups than through the survey.


The objective of the study was to examine factors associated with job satisfaction among part-time faculty at different types of institutions of higher education.

The study used data from the 1992-93 National Study of Postsecondary Faculty, which sampled 974 institutions and 31,354 faculties. This study analysed the 15 items from the survey, grouped into three categories, which addressed aspects of job satisfaction:
(i) satisfaction with personal autonomy, (ii) satisfaction with
students, and (iii) satisfaction with demands and rewards.

Analysis indicated that part-time faculty were statistically less
satisfied than full-time faculty in terms of autonomy and students, but were
equally satisfied with demands and rewards. Part-time faculty at two-year
institutions were significantly more likely than part-time faculty at four-year
institutions to value tenure enough to leave their present positions to achieve
it. Part-time faculty were more satisfied than full-time faculty to leave their
current jobs for other opportunities.