CHAPTER-II
REVIEW OF RELATED LITERATURE

In the research methodology literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. Review means to organize the knowledge of the specific area of research to involve an edifice of knowledge to show that present study would be an addition to this field. Borg (1978) suggested, the literature in any field forms the foundation upon which all future will be built, if we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and often duplicate someone else. Review of related literature helps the researcher to acquaint himself / herself with the current knowledge in the field or area in which he/she is going to conduct his/her research. Related literature provides us a clear picture of the problem under research. The review of literature has two phases, firstly, it includes identifying all relevant material published in the problem area. Secondly, is for the benefit to the researcher and the readers. For the researcher, it establishes the document in the field and for the readers it provides a summary of thinking.

Best (1977) observes, the research for reference materials is a time consuming but fruitful phase of investigation. A familiarity with the literature on any problem area helps the students to discover what is already known, what others have attempted to find, and what methods have been found to be promising or disappointing and what problems remain to be unsolved. In order to be creative and original, one must read extensively and critically as a stimulus to thinking. The survey of related literature may be justified because it provides a firm and objective ground to the research for identifying a meaningful questions in the field in which the researcher wants to pursue. So, for a researcher if he/she wants to do research in a subject and needs up to date information, it is necessary that the researcher should be fully acquainted with the past of that subject.
In the light of the significance of the related literature, it was indispensable for the investigator to conduct a survey of the related literature extensively. The review provided an insight into various dimensions of the problem and related issues at different stages. In this attempt, the investigator was selective and reviewed researches which had direct impact on the present study. The present chapter provides a thumbnail account of such studies conducted in India and abroad, their ambit and outcomes. Studies have been critically reviewed by the investigator, arranged systematically the chronologically as far as possible and presented under the title. In order to have clear picture of the present status of research which can provide an insight as well as scope, the researches in the concerned field reviewed by the investigator have been classified under the following three sections for the sake of convenience.

1. Studies related to Occupational Self efficacy
2. Studies related to Job Satisfaction
3. Studies related to Attitude of Teachers Towards Teaching Profession.

2.1 STUDIES RELATED TO OCCUPATIONAL SELF EFFICACY

Raudenbush et al. (1992) conducted a study of contextual effects on the self perceived efficacy of high school teachers. The study offered survey results suggesting that teachers tend to feel most efficacious when teaching high track students, particularly in the areas of mathematics and science. It also explored the relevance of teacher preparation, grade level, teacher influence upon working conditions, and degree of collaboration.

Bandura (1993) conducted a study of perceived self efficacy in cognitive development and functioning. He reviewed the diverse ways in which perceived self efficacy contributed to cognitive development and functioning. Perceived self efficacy exerted its influence through four major processes. They included cognitive, motivational, affective, and selection processes. There were three different levels at which perceived self efficacy operated as an important contributor to academic
development. Students' beliefs in their efficacy to regulate their own learning and to master academic activities determined their aspirations, level of motivation, and academic accomplishments. Teachers' beliefs in their personal efficacy to motivate and promote learning affected the types of learning environments they created and the level of academic progress their students achieved. Faculties' beliefs in their collective instructional efficacy contributed significantly to their schools' level of academic achievement. Student body characteristics influenced school-level achievement more strongly by altering faculties' beliefs in their collective efficacy than through direct effects on school achievement.

Caprara et al. (2003) conducted a study of 726 teachers, 387 staff members, and 1994 parents’ efficacy beliefs as determinants of attitudes toward school from 18 junior high schools in Milan and Rome, Italy. Self and collective efficacy beliefs were examined as correlates of attitudes toward school of teachers, school staff, and parents. They were administered questionnaires assessing self efficacy beliefs, perceptions about colleagues' behaviour, collective efficacy beliefs, affective commitment and job satisfaction of teachers and school staff and parents satisfaction with school. Path analyses corroborated a conceptual model in which self and collective efficacy beliefs represented, respectively, the distal and proximal determinants of affective commitment and job satisfaction for teachers and staff and of satisfaction with school for parents. Perceptions that teachers, staff and parents held about the behaviour of their colleagues largely mediated the links between self and collective efficacy beliefs. Collective efficacy beliefs, in turn, largely mediated the influence that self efficacy beliefs and perceptions of school constituencies' behaviours exerted on attitudes toward school of teachers, staff and parents.

Sandu and Anand (2003) carried out a study of role diversity and burnout moderating effects of self efficacy of 50 married women teachers of the age group of 30-40 years from universities and colleges and all had the similar educational status (Ph.D. level of education). The objective of the study was to explore how self efficacy beliefs of women teachers with high role diversity moderate their burnout experience. The findings of the study were: (i) There was no significant difference in the experience of role diversity in the high-low teacher self efficacy groups. Beliefs
played a role on the experience of the basic and central dimensions of burnout-emotional exhaustion; (ii) There was also a significant difference between the two groups in the feeling of personal accomplishments.

**Garcia (2004)** conducted a study of construct of teacher efficacy and family involvement practices exhibited by 110 elementary school teachers from a large urban school district. The study explored the relationship between perceived teacher efficacy and specific practices of family involvement Bandura's construct of self efficacy provided the theoretical framework for examining teacher efficacy. The study investigated the predictive value of self efficacy beliefs for determining specific family involvement practices exhibited by teachers. Results from this investigation revealed that teacher efficacy was significantly correlated to and was a predictor of five different types of family involvement practices, as reflected in Epsteins typology of home-school and community partnerships. The study raised questions related to the effective preparation of teachers in this area and the types of experiences that facilitate the development of teacher efficacy beliefs in the area of home-school and community partnerships.

**Mottet et al. (2004)** conducted a study to examine the effects of student verbal and nonverbal responsiveness on teacher self efficacy and job satisfaction. Over a quarter (26%) of the total variance in teacher self efficacy and over half (53%) of the total variance in teacher job satisfaction were attributable to student verbal and nonverbal responsiveness. Rather than student verbal and nonverbal responsiveness interacting, the analyses of variance yielded significant main effects for both the verbal responsiveness and nonverbal responsiveness independent variables on each of the teacher self efficacy and job satisfaction dependent variables. Overall, student nonverbal responsiveness had a greater effect on teacher self efficacy and job satisfaction than verbal responsiveness. Also, teacher job satisfaction was more susceptible to student verbal and nonverbal responsiveness than teacher self efficacy.

**Ross, Hogaboam and Gray (2004)** conducted a study of prior student achievement, collaborative school processes, and collective teacher efficacy of 2,170 teachers in 141 elementary schools. Collective teacher efficacy refers to teacher perceptions that they constitute an effective instructional team, capable of bringing
about learning in students. The study found that prior student achievement in grade 6 mathematics predicted collective teacher efficacy, as expected by social cognition theory. The study also found that school processes that promoted teacher ownership of school directions (shared school goals, school-wide decision making and empowering principal leadership) exerted an even stronger influence on collective teacher efficacy than prior student achievement. School cohesion and support contributed to collective teacher efficacy, but only in domains in which the school had control over its directions.

**Moseley and Utley (2006)** examined the effect of an integrated science and mathematics content-based course on science and mathematics teaching efficacy of preservice elementary teachers. The purpose of this study was to determine the effect of an earth systems science course (integrated mathematics and science content) on pre service elementary teachers' mathematics and science teaching efficacy. Paired t-tests revealed that the personal mathematics and science teaching efficacy and science teaching outcome expectancy significantly increased over the course of the semester for the experimental group (those students enrolled in the earth systems science course). For the control group (those students not enrolled in the course), however, there was no significant increase.

**Anderson and Maninger (2007)** conducted a study to examine 76 preservice teachers' abilities, beliefs, and intentions regarding technology integration. This study investigated changes in and factors related to teachers' technology-related abilities, beliefs, and intentions. Statistically significant changes were found in teachers' perceived abilities, self efficacy beliefs, value beliefs, and intentions to use software in their future classrooms. Teachers' self efficacy, value beliefs, and intentions were moderately correlated with each other. Abilities were correlated with self efficacy and computer access. The best predictors of intentions were self efficacy beliefs, gender, and value beliefs. These results strongly supported the effectiveness of educational technology coursework in improving not just abilities, but also beliefs and intentions. They highlighted the importance of relationships between preservice teachers' beliefs about technology integration and their potential use of technology in their future classrooms.
Gabriele and Joram (2007) conducted a study of teachers' reflections on their reform-based teaching in mathematics. The purpose of this study was to examine the sources of efficacy of experienced teachers who were making the transition to reform-based mathematics teaching, by examining the criteria that they used to evaluate their teaching effectiveness. The quantity and quality of 10 elementary teachers' verbal reflections on the success of their lessons were compared as a function of the length of time that they had participated in a professional development project. Results suggested that the sources of information upon which teachers based evaluations of their teaching changed in important ways as teachers shifted from traditional to reform-based mathematics teaching.

Bruce and Ross (2008) prepared a Model for Increasing Reform Implementation and Teacher Efficacy. This study examined the effects of peer coaching on mathematics teaching practices and teacher beliefs about their capacity to have an impact on student learning. Twelve teachers in grades 3 and 6 participated in a brief but intensive professional development program over six months. The program focused on effective mathematics teaching strategies and peer coaching opportunities. Data sources included classroom observations, teacher self assessments, interviews, and field notes. Data were analysed using a two-level qualitative coding strategy with multiple interpreters. Findings showed that teachers implemented key strategies for effective mathematics teaching, especially in facilitating student interaction and improving the quality of tasks assigned.

Bakar et al. (2008) carried out a study to access teaching efficacy of University Putra Malaysia Science student teachers. The specific objectives were to determine teaching efficacy of Science student teachers in terms of student engagement; instructional strategies; classroom management and teaching with computers in classroom; their satisfaction with teacher education program and lastly to determine their attitudes towards teaching profession. Findings indicated that a majority of the respondents had a high level of confidence with their efficacy in term of student engagement, instructional strategies, classroom management and teaching with computers in classroom. Pearson correlation showed that teaching efficacy and perception toward teachers education program were significantly correlated with each
other. The relationship between these two variables was positive and of moderate strength. In contrast, teaching efficacy was weak and negatively correlated with attitude toward teaching profession.

Chan (2008) conducted a study of general, collective, and domains specific teacher self-efficacy among 273 Chinese prospective and in-service teachers in Hong Kong. This study assessed two global (general and collective) and seven domain-specific sets of teacher self-efficacy beliefs. While teachers generally reported the highest confidence in teaching highly able learners and the least confidence in classroom management, there were significant teacher group differences. Among four groups of teachers, the experienced teachers reported the highest level of global and domain-specific teacher self-efficacy, suggesting that there could be a trend of rising teacher self-efficacy as a teacher went through preparation and teaching practice to becoming a novice and then a more experienced teacher.

Cheung (2008) conducted a comparative study of teacher efficacy between 725 Hong Kong and 575 Shanghai primary in-service teachers on their teacher efficacy. Two Chinese versions of the 12-item Teachers' Sense of Efficacy Scale were used in this study since some wordings of the Hong Kong version of the Scale (HK-TSE) were different from the Shanghai version (S-TSE) as a result of cultural differences. The Shanghai teachers reported significantly higher efficacy than did the Hong Kong teachers. Results showed that the three most commonly cited factors for the contribution of teacher efficacy were: respect and confidence placed in them by students and parents, the training they received from universities and the experience they gained from daily teaching practice. Though, Hong Kong in-service teachers had lower efficacy scores than the Shanghai counterparts.

Sridhar and Razavi (2008) examined teachers’ efficacy of 256 teachers of 61 secondary schools of different management types in Mysore city. The study concluded significant relationship between personal efficacy and type of school. Navodaya teachers’ scores on personal efficacy were found higher than teachers of other schools. However, there was no significant difference between general teaching efficacy (GTE) and types of schools. This indicated that GTE was independent of type of secondary schools. Teachers below 30 years and above 51 years of age, teachers
with Masters’ degree and teachers with experience more than 21 years, teachers teaching science and female teachers were found to have higher personal efficacy and also higher general teaching efficacy than their counterparts in respective groups.

**Rathi and Rastogi (2008)** studied the effect of emotional intelligence on occupational self efficacy of 112 scientists in a number of research organizations. The study revealed that emotional intelligence had a positive relationship with occupational self efficacy and was found to be one of its significant predictors. This study also implied that people with higher emotional intelligence were more effective employees as compared to those with lower emotional intelligence.

**Nilgun (2009)** examined the self efficacy levels of science teachers relating to science teaching for some variables. This study was verified with the aim of determining how the teacher efficacy and the level of self efficacy belief of science teachers changed. According to the findings of the study, teacher efficacy of science teachers were not changing according to gender, age, seniority, weekly lesson load, receiving in-service training and job satisfaction. While self efficacy beliefs of teachers were not being different, it showed sufficient change according to seniority and weekly lesson load.

**Rao and Haseena (2009)** conducted a study of self efficacy among primary school teachers among 120 primary school teachers from rural and urban schools located in Tirupati rural and urban mandal of Chittor district of Andhra Pradesh. An attempt was made to assess the effect of gender and locality of residence of primary school teachers on their self efficacy. The major findings of the study were: (i) Locality of residence had significant impact on the self efficacy of primary school teachers; (ii) Gender had no significant impact on self efficacy of the primary school teachers; (iii) There was significant interaction between gender and locality of residence with regard to the self efficacy of primary school teachers.

**Williams (2009)** examined the effect of gaining a degree on teacher self efficacy and emotions. This research project examined the impact on the self efficacy of 202 practising primary teachers of completing a degree qualification some years after gaining their initial teaching qualification. Rather than the teachers’ emotions and
sense of self efficacy being shaped by their practice, mastery of a degree was an emotional experience that shaped the teachers' personal self efficacy and ultimately their sense of professional self efficacy.

Hameed and Manjusha (2010) explored teacher efficacy of secondary school teachers in relation to teaching styles and organizational culture. The sample of the study consisted of 370 secondary school teachers belonging to Malappuram, Kozhikode and Thrissur districts of Kerala. Major findings were: (i) There was a significant difference in mean teacher efficacy scores between male and female teachers, but in case of mean teacher efficacy scores based on locale and type of management, no significant difference was found; (ii) The main effect of teaching styles on teacher efficacy was found to be significant for total sample, female, rural, government and unaided secondary school teachers; (iii) The main effect of organizational culture on teacher efficacy was found significant for total sample, female, urban, rural and government secondary school teachers; (iv) No significant interaction effect of teaching styles and organizational culture on teacher efficacy of secondary school teachers based on total sample and sub samples based on gender, locale and type of management was found.

Robert and Ming (2010) studied the effects on teachers' self efficacy and job satisfaction related to gender, years of experience, and job stress. The authors of this study sought to examine the relationships among teachers' years of experience, teachers’ characteristics (gender and teaching level), three domains of self efficacy (instructional strategies, classroom management, and student engagement), two types of job stress (workload and classroom stress), and job satisfaction with a sample of 1,430 practicing teachers using factor analysis, item response modeling, systems of equations, and a structural equation model. Teachers' years of experience showed nonlinear relationships with all three self efficacy factors, increasing from early career to mid-career and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviours, and lower classroom management self efficacy. Those teaching young children (in elementary grades and kindergarten) had higher levels of self efficacy for classroom management and
student engagement. Lastly, teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction.

**Viel-Ruma et al. (2010)** studied self-efficacy beliefs of special educators. In order to examine the relationship between reported levels of teacher self-efficacy, collective efficacy, and job satisfaction in special educators, teachers in one school district completed three surveys measuring these constructs. The results indicated that teacher self-efficacy had a direct effect on job satisfaction. It was further found that collective efficacy directly affected teacher self-efficacy but that it did not have a direct effect on job satisfaction. No significant differences were found in reported levels of these areas across subgroups of teachers categorized by teaching level (elementary, middle, and high), teaching setting (self-contained, resource, or inclusion), and certification type (highly qualified, not highly qualified, or emergency).

**Corkett, Hatt and Benevides (2011)** conducted a study of student and teacher self-efficacy and the connection to reading and writing. They observed that self-efficacy or the belief in one's ability (Bandura, 1977) on the part of both teachers and students is thought to be directly related to teacher and student success. This study examined the relationship between teacher self-efficacy, student self-efficacy, and student ability. Teachers' perceptions of the students' self-efficacy was significantly correlated with students' abilities; however, student literacy self-efficacy was not correlated with their literacy ability. Additionally, there was no correlation between the teachers' perception of the students' literacy self-efficacy and the students' literacy self-efficacy. Finally, the teachers' self-efficacy was significantly correlated with their perception of the students' self-efficacy.

**Gorozidis and Papaioannou (2011)** conducted a study on teachers' self-efficacy, achievement goals, attitudes and intentions to implement the New Greek physical education curriculum. The network of relations between physical education (PE) teachers' self-efficacy, goal orientations, attitudes, intentions and behaviours concerning the implementation of a new PE curriculum was examined. Participants were 290 Greek junior high school PE teachers. Two years after the introduction of the new curriculum, participants responded to de-identified questionnaires with
acceptable psychometric properties. Mastery-oriented and high self-efficacious teachers had positive attitudes towards the new curriculum, implemented the biggest number of teaching plans and they intended to do the same in the future. Performance approach goal orientation had low positive relationship with the implementation of teaching plans and no relationship with intention to do the same in the future, while performance avoidance goal was not related to any determinant of curriculum implementation and intention. The effects of mastery goal orientation on intention and behaviour were mediated by self efficacy to achieve an educational aim which is an end in itself, that is, the promotion of students' self-regulation in exercise settings. The effects of performance approach goal orientation on behaviour were mediated by self efficacy to achieve a curricular goal which was a means to promote other educational aims, i.e., the adoption of student-centred teaching styles. Teaching experience was negatively related to implementation of the new curriculum and with most of its determinants.

**Hechter (2011)** examined the changes in preservice elementary teachers' personal science teaching efficacy and science teaching outcome expectancies. Findings revealed that the number of postsecondary science courses completed, and prior school science experiences had a significant main effect on personal science teaching efficacy (PSTE) but not science teaching outcome expectancy (STOE). There was no evidence for significant interaction effects between variables on both efficacy subscales.

**Tuchman and Isaacs (2011)** examined the influence of formal and informal formative pre-service experiences on teacher self efficacy of three hundred fifteen teachers of general and Judaic studies in Jewish day schools in the USA. This study examined the associations between both formal and informal formative pre-service experiences and teacher self efficacy. In addition, the effect of years of teaching experience on these associations was investigated. Formal pre-service training and positive student-teaching experiences, as well as each of the three informal experiences, were found to be associated with positive teacher self efficacy. Formal and informal pre-service experiences appeared to be associated with different aspects of teacher self efficacy. Formal teacher training was most strongly associated with
efficacy for instructional practices, while the positive informal experiences were most strongly associated with efficacy for student engagement. The potential impact of both formal and informal experiences did not appear to fade over time. On the contrary, for those variables where an interaction with years of teaching was detected, it was the efficacy beliefs of the most senior teachers that were most related to their pre-service experiences.

Devos et al. (2012) investigated how the social working environment predicted beginning teachers’ self efficacy and feelings of depression. The results showed that the goal structure of the school culture (mastery or performance orientation) predicted both outcomes. Frequent collaborative interactions with colleagues were related to higher self efficacy only when the novices were experiencing few difficulties or work in an environment oriented towards mastery goals. The mere occurrence of mentoring and meetings with the principal was not related to the outcomes, but the quality of these activities predicted them significantly.

2.2 STUDIES RELATED TO TEACHERS’ JOB SATISFACTION

Lavingia (1974), in a study of Job satisfaction among school teachers with the main objective of finding the status of Job Satisfaction of teachers due to different related factors found that: (i) primary school teachers were more satisfied than secondary teachers; (ii) female teachers were more satisfied than male teachers; (iii) job efficiency was positively correlated with job satisfaction; (iv) young teachers, in the age group of 20 to 24 years, were more satisfied in both the groups of primary and secondary school teachers.

Ramakrishnaiah (1980) made an attempt to study job satisfaction, attitude towards teaching and job involvement of college teachers. The major objective was to estimate the level of job satisfaction of college teachers and to find out the relationship between personal and demographic variables and job satisfaction of teachers. College teachers, in general were found to be satisfied with their job. The female teachers and teachers working in private colleges were more satisfied than those working in government colleges. Further there was no significant difference
between the level of job satisfaction of teachers belonging to different socio-economic strata and between the junior college teachers and degree college teachers.

**Kulsum (1985)** examined the relationship between the job satisfaction and some demographic variables. The study revealed that the teachers working in the corporation schools had the highest level of job satisfaction followed by teachers working in the govt., private aided and private unaided schools. Female teachers as compared to the male teachers had higher levels of job satisfaction.

**Chopra (1986)** studied the overall job satisfaction of teachers working in schools having different climate and assessed the areas of job satisfaction in which the teachers of schools having different types of climate differed. The results of the study showed higher overall job satisfaction in the teachers working in schools with open climate than their counterparts in closed climate schools.

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

**Kaur (1986)** studied the relationship between personal characteristics and job satisfaction, professional characteristics and job satisfaction, organizational characteristics and job satisfaction of Home Science teachers. The study showed that among personal variables (age, intelligence, SES and need satisfaction), need satisfaction (including physical security, social ego and total need satisfaction) was found to be correlates of job satisfaction. Professional characteristics (experience,
salary and qualifications) did not act as a correlates of job satisfaction. The dimensions of job satisfaction were found to be associated differently with specific personal, professional and organizational characteristics in respect of group factors.

**Das (1988)** studied the secondary school teacher's job satisfaction and job motivation in relation to age, sex, qualifications, environment and type of schools. The major objective was to study the extent of job satisfaction and motivation among the categories like male and female, trained and untrained, rural and urban, government and privately managed school teachers and teachers from different age-groups. A significant difference was found in job satisfaction and job motivation among the teachers with respect to these variables. It also revealed that the teachers who were motivated were also highly satisfied in their jobs.

**Goswami (1988)** studied the job satisfaction of the P.G.T.s, T.G.T.s & P.R.T.s of central schools. The major objective was to determine the nature and extent of job satisfaction in these different categories of teachers. The central schools teachers of the north-eastern region were found to be satisfied on income, job security, status as perceived by self, interpersonal relations and group behaviour in school while dissatisfied on fringe benefits, stability in job, chances of promotion, working conditions in schools, status as seen by others, recognition and approval. It also revealed that the female teachers were more satisfied than the male teachers.

**Sekar and Ranganathan (1988)** studied the problem of job satisfaction of graduate teachers and its relationship with sociological factors. Salary, nature of work, personnel policies, personal achievement in the profession, relationship with superiors, subordinates and colleagues, job security, recognition and appreciation and working conditions were identified as factors for job satisfaction. The relationship between types of school and levels of job satisfaction was found to be significant and the association between job satisfaction and sociological factors like sex, age, community, family size and experience was not found to be significant.

**Dhulia (1989)** studied the administrative style, job satisfaction of teachers, institutional perception of students as related to school climate. All the variables mentioned in the study were found to be positively and significantly related with each
other on the basis of administrative styles.

**Reddy (1989)** made an in-depth study of the job satisfaction, attitude towards teaching and job involvement of primary school teachers in relation to some variables like sex, marital status, experience, personality factors etc. He reported that considering overall job satisfaction, women teachers were more satisfied with their job than men teachers and suitably qualified teachers were more satisfied with their job than middle aged and aged teachers. A significant difference was found between the level of job satisfaction classified as high, middle and low on the basis of their personality scores and 96.40% of variance in job satisfaction was accounted for by different job factors.

**Dhotia (1990)** studied the relationship between job satisfaction of teachers and educational achievement of pupils and the factors affecting job satisfaction of Commerce teachers. The study was conducted on commerce teachers and revealed that job security, pay, awareness and academic freedom were positively related to job satisfaction. Teaching experience was not related to job satisfaction whereas attitude towards interpersonal relationship were related to job satisfaction. Outgoingness, intelligence, emotional stability and sobriety were related to job satisfaction. Principal's leadership influenced job satisfaction of teachers and job satisfaction did not have any significant impact on the achievement of pupils.

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

**Naik (1990)** examined the job satisfaction of teaching assistants in terms of job-related factors. The major objective was to find out the job satisfaction of teaching assistants and also to find the relationship between job satisfaction and sex, age, experience of teaching and marital status. Most of the teaching assistants were
satisfied with their job-responsibility and the social conditions within the department. It was found that they did not differ in their level of job-satisfaction in terms of sex, age group, experience and marital status. The main intentions of joining as teaching assistants were a favourable attitude towards the teaching profession; facilities for further study and financial considerations.

Reddy (1990) made an investigation into the job satisfaction of university teachers in relation to variables like attitude towards teaching, job involvement, type of university, sex, age, marital status, size of family and effectiveness as a teacher and as a researcher. The study revealed that the teachers had a favourable attitude towards their profession and they were satisfied with their jobs. The teachers also exhibited a high level of psychological involvement in their job.

Saxena (1990) studied some correlates of job satisfaction in the teaching profession. The major objective was to determine the relationship between aptitude and job satisfaction of persons serving in teaching profession. He reported a positive correlation between aptitude and job satisfaction and a positive but not significant correlation between aptitude and job satisfaction. It also found that job satisfaction was negatively correlated to socio-economic status.

Saxena, P.L. (1990) examined the elements which affected the job satisfaction of lecturers of higher secondary schools of Madhya Pradesh. The main results showed no significant difference between male and female, between science and arts lecturers on the job satisfaction of social, individual, vocational, moral and economic elements. A significant difference existed between non-government rural and urban school lecturers having more than 10 years and less than 10 years teaching experience with regard to the above-mentioned elements.

Aggarwal (1991) assessed the job satisfaction of teachers in relation to their ascribed and achieved characteristics and also the values of teachers having high and poor job satisfaction. Non-SC, urban, Hindi speaking and male teachers were found to be more satisfied than their counterparts. The study revealed that the post graduate teachers, single family teachers and more experienced government school teachers were more satisfied with their jobs. The economic and political values were found to
be significantly related to job satisfaction and nature of place and mother tongue influenced job satisfaction whereas age and marital status did not.

**Basi (1991)** studied the teaching competency of language teachers in relation to their job satisfaction, locus of control and professional burnout. The differences between various groups of language teachers on the basis of sex, backgrounds of school, type of school and tenure of service were also found. Results showed that there was no difference between the teaching competency and job satisfaction of teachers on the basis of locus of control. Female urban language teachers and higher secondary level language teachers were more satisfied than the rural and high school language teachers. There existed a positive correlation between the measures of job satisfaction and teaching competency.

**Sharma (1991)** studied the relationship between administrative behaviour and Job Satisfaction, relationship between teacher's attitude towards job satisfaction and Student Achievement. It was found that there existed a positive relationship between the Principal's administrative behaviour and job satisfaction. The job satisfaction among college teachers was moderately high. It was further reported that there was significant relationship between the job satisfaction of college teachers and student achievement and there existed a relationship between age of the teachers and job satisfaction of the teachers. Also teachers irrespective of sex, type of management, course of study, professional experience, age and marital status had the same opinion about job satisfaction.

**Nongrum (1992)** made an attempt to assess the job satisfaction of secondary school teachers and the leadership characteristics of the heads/principals. It was found that the type of management is associated with teachers' job satisfaction and the government school teachers showed significantly more satisfaction. No significant differences were found in job satisfaction between male and female teachers, between teachers from different religious backgrounds and teachers with different lengths of experience. It revealed that educational qualifications were positively associated to job satisfaction.
Rama (1992) analyzed the job satisfaction, attitude towards teaching, job involvement, teacher efficiency and perception of the organizational climate of teachers of residential and non-residential schools. The sample for survey involved 400 secondary school teachers equally distributed between the two types of schools (residential and non-residential). Considering overall job satisfaction, the teachers were neither satisfied nor dissatisfied with their job. It also revealed that teachers of rural schools exhibited a significantly higher level of overall job satisfaction as compared to the teachers of non-residential schools.

Singh (1992) studied some organizational correlates of job satisfaction and role conflict among secondary school teachers of Allahabad district. It was found that female teachers had more job satisfaction than male teachers. It further revealed that rural teachers had more job satisfaction than urban teachers and were higher on the expert and intimacy dimensions while urban teachers were higher on the disengagement and control dimension. Job satisfaction was positively related with expert, intimacy, production emphasis and humanized thrust but negatively related with the disengagement and psycho-physical hindrance dimensions of organizational climate.

Das and Panda (1995) studied the job satisfaction of college and higher secondary school teachers in terms of their gender and work experience. The study revealed that no significant difference was found in the degree of job satisfaction of college and higher secondary teachers. It was further found that there was no significant difference in the degree of job satisfaction of male and female college teachers. There was no significant difference in the degree of job satisfaction of male and female higher secondary teachers. Experienced college teachers did not have better job satisfaction than the inexperienced college teachers. It was also found that experienced higher secondary school teachers did not have better job satisfaction than the inexperienced higher secondary teachers. There was no significant difference in the degree of job satisfaction of experienced higher secondary teachers and college teachers. Also, no significant difference was found in the degree of job satisfaction of inexperienced college and higher Secondary teachers.
Thakur (1996) studied the job satisfaction among the secondary school principals of Saurashtra region in Gujarat. The findings of the study showed that the attitude towards job satisfaction among the most of secondary school principals of Saurashtra were classified as neutral. The secondary school principals having experience of 9-16 years were more satisfied and principals with 0-8 years of experience were least satisfied. The post basic secondary school principals were more satisfied than ordinary secondary school principals. The principals of schools with higher secondary sections were more satisfied than the only secondary school principals. The job satisfaction of secondary school principals of Saurashtra did not differ when gender, age, educational qualifications and marital status areas were considered.

Kulsum (1998) made an investigation to identify whether job satisfaction of secondary school teachers varied with their perception of school organizational climate or not. The findings of the study revealed that the job satisfaction of teachers increased from closed type of school climate to open type one.

Nirmala and Reddy (1998) conducted a study of professional satisfaction of teachers working in the schools for the hearing impaired. It was found that teachers in general were satisfied with their profession. However they were not satisfied with factors related to academic aspects. The curriculum and academic activities of this special group of children need to be meticulously planned and adopted keeping in view their special needs and psycho linguistic barriers.

Mishra (1999) in a study on teacher effectiveness of elementary school teachers in relation to their attitude towards teaching, level of aspiration and job satisfaction, found that: (i) Teacher effectiveness had significant positive correlation with job satisfaction; (ii) Teacher’s attitude towards teaching had significant positive correlation with job satisfaction; (iii) Teacher’s level of aspiration had significant negative correlation with job satisfaction; (iv) The five dimensions of job satisfaction i.e. security and accomplishment, use of ability, facilities for work, working conditions and relation with head were positively correlated with each other; (v) There was significant two-factor interactional effect in teachers attitude toward teaching and their job satisfaction on teacher effectiveness; (vi) There was significant
two factor interaction of teachers’ level of aspiration and job satisfaction of teachers; (vii) There were significant three-factor interaction of teachers’ attitude towards teaching, level of aspiration and job satisfaction of teachers.

**Rama (2000)** studied relationship between job satisfaction and life satisfaction among secondary school teachers. Descriptive Survey Method was adopted for the study. Four hundred teachers were selected through probability sampling from secondary schools in Rayalensma area of Andhra Pradesh for this study. Job Satisfaction Scale was used as tool for the study. The major finding of the study was that there was a significant relationship between the level of life satisfaction of teachers and their job satisfaction.

**Dhulia (2002)** conducted a study on teachers' job satisfaction in relation to Administrative style. Certain type of administration generated higher job satisfaction among teachers which resulted in creating a good climate of school. Thus the entire administrative functioning parameters through every aspect of school life determined the quantum of satisfaction designed by teachers.

**Gupta and Jain (2003)** undertook a study with the objective of comparing the job satisfaction between teachers working in government and private schools and to identify the factors influencing teachers to take up nursery teaching as a career. It was found that most of the teachers did not think of nursery school teaching as their career from the early school stage and hence did not purposely planned and prepared for it. A variety of factors such as salary, security, physical conditions, promotion, recognition etc. influenced job satisfaction.

**Shafeeq (2003)** carried out a study of low and high salaried group teachers, teaching visually impaired in relation to their adjustment and job satisfaction. The main objectives of the study were: (i) To find out the significance of difference between the mean scores of low and high salaried teachers in relation to their adjustment; and (ii) to know the significance of difference between the mean scores of low and high salaried teachers in relation to their job satisfaction. The main findings were: (i) Salary did not have any significant effect on adjustment of the teachers teaching the visually disabled; (ii) Salary did not play a vital role in their magnitude of satisfaction.
Shailaja (2003) conducted a study on locus of control and job involvement in relation to the job satisfaction of the teachers. The major objective was to establish the relationship among locus of control, job involvement and job satisfaction. The results of the study revealed that locus of control as a generalized expectancy for internal or external control of reinforcement could be meaningfully related to job satisfaction. It showed clearly that job involvement influenced job satisfaction of teachers and a significant relationship existed between job involvement and job satisfaction of teachers.

Srivastava (2003) carried out a study of Mental Health, Values and Job Satisfaction among teachers of Hindi and English Medium Schools. The major objectives of the study was to determine the mental health, values and job satisfaction among teachers of Hindi and English Medium schools. The major findings were: (i) Job satisfaction of these teachers was quite normal and satisfactory, but there was still some scope for its improvement; (ii) Female teachers of English medium showed significantly higher job satisfaction than their male counterparts. They recorded highest job satisfaction among all other groups; (iii) Aesthetic value was also negatively correlated with job satisfaction in Hindi medium female teachers group; (iv) Mental health and job satisfaction had significantly positive correlation in the male English teachers group.

Kumar (2004) studied perceived stress of teachers in relation to job satisfaction and certain personality characteristics. The main objectives of the study was to study the extent and levels of perceived stress and job satisfaction of teachers. The study revealed that teachers with less job satisfaction were more prone to perceived stress than those with average or high job satisfaction.

Kumar and Patnaik (2004) carried out a study of organisational commitment, attitude towards work and job satisfaction of postgraduate teachers. The objectives of the study were: (i) To find out the differences between male and female, below 40 and above 40 years and more than 12 and less than 12 years of teaching experience in organisational commitment, job satisfaction and attitude towards work;
to explore the relationship of organisational commitment with job satisfaction and attitude towards work. The major findings of the study were: (i) There were no significant differences related to sex, age group and teaching experience of teachers, the mean scores had shown slight differences between male and female, below 40 and above 40 years teachers and teachers having below and above 12 years experience of teaching only in two factors, i.e. job properties and organisational policy and practices. The male teachers of below 40 years with below 12 years of experience had shown better job properties. In case of organisational policy, the female teachers of below 40 years age group with below 12 years experience had shown comparatively better satisfaction; (ii) The correlation between organisational commitment and job satisfaction was moderate which showed that the teachers who were more, committed towards organisation were more satisfied with their job. The organisational commitment was moderately related to attitude towards work, i.e. those who were committed towards organisation had positive attitude towards work. Job satisfaction and attitude towards work were highly correlated and it showed that those who had positive attitude towards work were more satisfied in their job.

Chand (2005) studied work motivation and job satisfaction of physical education teachers in high schools of Himachal Pradesh in relation to existing sports facilities. The major objectives of the study were: (i) To compare the three groups of physical education teachers teaching in high schools having high, average and low level of sports facilities with respect to dependence, organisational orientation, work group relation, psychological work incentives, material incentives, job situation components and total score of work motivation; (ii) To compare the three groups of physical education teachers teaching in high schools having high, average and low level of sports facilities with respect to work and work conditions, salary, security and promotional policies, institutional plan and policies, authority, co-worker's competence and functioning components and total score of job satisfaction. The findings of the study were: (i) Teachers posted in low level sports facilities schools possessed higher mean than average level of sports facilities with respect to job situation component of work motivation; (ii) Teachers posted in low level sports facilities schools obtained higher mean than high level of sports facilities with respect
to institutional plan and policies component of job satisfaction; (iii) Teachers posted in average level sports facilities schools possessed higher mean than high level of sports facilities with respect to authority, co-worker's competence and functioning component of job satisfaction; (iv) Teachers posted in low level sports facilities schools possessed higher mean than high level of sports facilities with respect to authority, co-workers' competence and functioning component of job satisfaction; (v) Job satisfaction and work motivation of physical education teachers were not related to the level of sports facilities.

Sharma (2005) conducted a study of job satisfaction among the physical education teachers working in Himachal Pradesh schools. The major objectives of the study was: To compare the 'Job Satisfaction' of three groups of physical education teachers teaching in high schools of Himachal Pradesh in having good, average and poor sports facilities with respect to following factors: work conditions, salary, security, promotional policies, institutional plan and policies, authority, their competence and functioning. The study concluded that the majority of the teachers were satisfied with their job according to the job satisfaction components. They were satisfied with their work, work condition, salary, security, promotional policies, institutional plan and policies, relationship with their co-workers, functioning of authorities (head) and their competence.

Raj and Mary (2005) carried out a study of job satisfaction of Government school teachers in Pondicherry Region. The objectives of the study were: (i) to find out the job satisfaction of the school teachers; (ii) to find out the difference in job satisfaction between teachers with respect to: (a) gender, (b) medium of instruction, (c) residence location, (d) educational qualifications, (e) salary range and (f) religion; (iii) To find out the difference in job-satisfaction among teacher categories based on age, experience, educational qualifications and the stage of school education. Findings of the study were: (i) Job satisfaction of Government school teachers (overall and at all level) in Pondicherry region was not high. Overall job satisfaction level showed that 39 per cent of the Government school teachers had low, (40% had average and 21% high) level of job-satisfaction; (ii) No significant difference was found in job satisfaction between gender, medium of instruction,
locale, educational qualification, salary and religion; (iii) There was no significant difference among teachers irrespective of experience, age, subject and type of school.

Kochar and Khetrapal (2006) conducted a study of stress, job satisfaction and locus of control in permanent and temporary college teachers. The results showed that the mean stress score for permanent teachers was low as compared with temporary teachers; however, their job satisfaction and coping score was higher as compared to temporary teachers. There was a significant negative relationship between stress and job satisfaction and permanent teachers would cope with stress in a better way. The relationship between job satisfaction and internal-external control was positive and statistically significant. It was thus concluded that teachers who were satisfied with their jobs had an internal locus of control. The permanent and temporary college teachers differed significantly with respect to internal-external control as they had different job conditions. The permanent staffs had a higher job security as compared to temporary staff.

Malik (2006) conducted a study of teaching performance of senior secondary school teachers in relation to their job satisfaction and adjustment. The study concluded that overall job satisfaction of teachers of government senior secondary schools of Haryana was by and large found to be highly satisfactory, as per their self-evaluation reports as part of this study. They found themselves to be higher satisfied along most of the dimensions of job satisfaction i.e. by gender, by age, by training, by teaching experience and by location.

Singh (2007) carried out a study of job satisfaction of 250 teacher educators from 20 colleges of education affiliated to various universities of Punjab in relation to their attitude towards teaching. The objectives of the study were: (i) To compare the job satisfaction of teacher educators with their attitude towards teaching; (ii) To compare the job satisfaction of male teachers educators with their attitude towards teaching; (iii) To compare the job satisfaction of female teacher educators with their attitude towards teaching. The result of the study indicated that job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching.
Khaleque (2007) carried out a study of job satisfaction belonging to teachers of higher education Barpeta district in Assam. The objectives of the study were: (i) To determine the levels of job satisfaction among the college teachers; (ii) To compare the job satisfaction of teachers working in urban areas with those of rural areas; (iii) To find out the relationship between job satisfaction and sex difference; (iv) To find out the relationship between job satisfaction and job experience of college teachers. Results indicated that the levels of job satisfaction among the college teachers of higher education had not significant both of rural and urban areas of Barpeta district in Assam. The female teachers had higher degree of job satisfaction in average than that of male teachers in general.

Ghanti and Jagadesh (2008) studied the school organizational climate and job satisfaction of teachers. The result of the study showed that the organizational climate and job satisfaction were influenced by many factors such as group characteristics, leadership behaviour characteristics, different patterns of climate etc. Similarly job satisfaction was also influenced by factors such as intrinsic aspects, salary, service conditions and promotions, physical facilities, institutional plans and policies etc.

Mau, Ellsworth and Hawley (2008) undertook a study of job satisfaction and career persistence of beginning teachers. The purpose of this research was to examine career persistence and job satisfaction of beginning teachers. The main findings were: (i) Those who persisted in teaching were significantly more satisfied than both those who did not persist and those with non-teaching careers; (ii) Beginning teachers were more satisfied with their jobs than those in other occupations; (iii) Teachers who had teaching licenses also reported being more satisfied than those who did not have licenses; (iv) The social-contextual factors, i.e., race, socioeconomic status, teaching license, parents’ education, and occupation were among the best predictors of job satisfaction.

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

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

Chamundeswari and Vasanthi (2009) conducted a study aimed to find if there was any significant difference in job satisfaction and occupational commitment among teachers of different categories of schools namely state, matriculation and central board schools. The study revealed that central board school teachers were significantly better in job satisfaction and occupational commitment when compared to the state and matriculation board teachers. The investigators concluded that if the teachers attain adequate job satisfaction, they will be in a position to fulfil the educational objectives and national goals.

Dhillon, Ranu and Phutela (2009) conducted a study to explore the relative degree of job satisfaction and dissatisfaction among teachers belonging to different colleges of education of Punjab. It was found that the level of job satisfaction of teachers of colleges of education was higher than the level of their job dissatisfaction. Further no significant differences existed between job satisfaction and job dissatisfaction of teachers of colleges of education affiliated to three universities of Punjab.
Gopalkrishnan (2009) studied the factors that determined job satisfaction of self-financing college teachers and found that job satisfaction was dependent on the relationship and cordiality that existed between the principal and faculty members. The study revealed that while self-financing college teachers were satisfied with principal, parents and students, physical facilities, self-esteem and co-teachers, they were dissatisfied with salary and fringe benefits, opportunities for achievement, academic policies, management and job security.

Tyagi (2009) carried a study of job satisfaction and burnout among Indian primary school teachers. The purpose of the study was to examine perceived level of burnout and job satisfaction of Indian primary school teachers, across the schools run by government and private bodies. Results showed that primary school teachers experienced moderate level of emotional exhaustion. Government sector primary teachers were more satisfied. Regression analysis showed that job satisfaction facets which contributed to primary teachers burnout varied as a function of their workplace. In particular, satisfaction from the nature of job and working conditions negatively contributed to the prediction of government sector primary teachers’ emotional exhaustion level. On the other hand, increased level of satisfaction from the nature of job and immediate supervisor were associated with reduced private sector primary teachers’ emotional exhaustion level.

Panda (2010) carried out a study of job satisfaction and attitude of primary school teachers under Sarva Shiksha Abhiyan. The objectives of the study were: (i) To compare the level of job satisfaction of assistant teachers and shiksha sahayaks; (ii) To estimate the level of job satisfaction of primary school teachers. The main findings of the study were: (i) The assistant teachers and shiksha sahayaks differed significantly in their job satisfaction. The shiksha sahayaks were better satisfied in their profession in comparison to the assistant teachers; (ii) Majority of teachers (assistant teachers and shiksha sahayaks) had average degree of job satisfaction.

Gupta and Bansal (2011) conducted a study of job satisfaction and contemporary values of secondary school teachers in relation to some demographic variables. The major findings of the study were: (i) There was a significant difference in job satisfaction between male and female teachers. Females were found more
satisfied than males; (ii) Significant difference was found in job satisfaction between teachers working in schools of urban and rural area; (iii) Significant difference was found in job satisfaction between more experienced and less experienced teachers. It revealed that more experienced teachers possessed higher degree of job satisfaction than their less experienced counterparts; (iv) There was no significant difference in job satisfaction between teachers working in government and private schools; (iv) There was no significant difference in job satisfaction between teachers having postgraduate and graduate qualifications.

Sridevi (2011) conducted a study of job satisfaction of teacher educators of various colleges affiliated to University of Mysore. The focus of the study was to study the job satisfaction of teacher educators who mould the future teachers towards the work culture of their institutions. The study revealed: (i) There was no significant difference of teacher educators with respect to gender and length of service; (ii) The teacher educators working in aided institutions were highly satisfied in their job than the teacher educators of unaided and government institutions.

Mehra and Kaur (2011) studied job satisfaction among government and private secondary school teachers of various academic streams. The study revealed that government school teacher exhibited better job satisfaction than private school teachers and further social science teachers had better job satisfaction than language and mathematics and science teachers.

Rajareegam and Doss (2011) investigated job satisfaction of teachers in engineering colleges in Puducherry. The study concluded that present role of job satisfaction formed a positively platykurtic distribution which indicated that there was a greater satisfaction of present job among the teachers in engineering colleges.

2.3 STUDIES RELATED TO ATTITUDE OF TEACHERS TOWARDS TEACHING PROFESSION.

Raina (1981) conducted a factorial study of the personalities, attitudes towards teaching and creativity of in-service teachers and student teachers belonging to three subject areas. It was found that the in-service and the pre-service teachers differed significantly in their attitude towards teaching when taken as a whole. There
were no significant differences in the attitude of teaching between the in-service commerce teachers. However, the pre-service science, arts and commerce teachers differed significantly in their attitude to teaching.

Singh (1981) carried out a study to determine the relationship between teachers' attitude towards teaching and their classroom behaviour. The results showed that the correlation coefficient between the two variables were not significant. This showed that teachers' attitude towards teaching and their teaching behaviour was not correlated.

Ghosh (1982) conducted a study to identify if any relationship existed between the scores to Teacher Attitude Inventory (TAI) and trainees' performance in their practical teaching and theory examination. The results showed that the pupils with high attitude did not get high scores in practice teaching. The relationship between attitude scores and achievement in theoretical subject was found to be significant.

Patel (1983) compared the prospective and in-service teachers with respect to the six aspects of teacher's professional attitude (i) teaching profession, (ii) class room teaching, (iii) child-centred practices, (iv) educational process, (v) pupils and (vi) teachers. The major findings were: (i) Prospective teachers had a more favourable attitude towards the teaching profession, child centred practices and possessed less favourable attitude towards the pupils in and outside class room, and (ii) They had a more positive attitude towards student teachers of their own college than the in-service teachers had towards their permanent colleagues.

Som (1984) undertook a study on teachers' personality patterns and their attitudes towards teaching and related areas. The sample consisted of 75 in-service male teachers, 65 in-service female teachers. The major findings were: (i) Female teachers tended to be higher than males in their attitude towards teaching, the teaching profession and pupils, (ii) Teaching attitude as well as the attitude towards profession correlated significantly with patience, initiative, stoicism, carefulness, extrospection, and responsibility, (iii) Extroversion had no significant association with the attitudes but it was moderately negatively correlated with the teacher attitudes other than that
towards classroom teaching. Further, introverts tended to have favourable attitude towards pupils.

Tripathi (1987) in his study tried to find out the relationship between Teacher attitude and organizational climate. The sample of the study constituted 840 teachers, ten each from all the eighty-four intermediate Colleges in Varanasi districts. He concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges and girls' and boys' colleges were not significant.

Khatoon (1988) empirically tested the relationship between teacher classroom behaviour, attitudes, work values and pupil control ideology. The study revealed that there existed no correlation between teacher classroom behaviour and attitude towards teaching. Attitude was not related to teachers' verbal behaviour in class.

Singh (1988) undertook a study on 500 B.Ed. students to develop a category system for the system for systematic observation of teachers and determining the relationship between observed behaviours and measures of teachers' attitude. The investigator found a significant positive relationship between attitude towards teaching and classroom verbal interaction of student teacher.

Choudhary (1989) carried out a study (i) to assess the attitudes of teacher-training towards their profession and its allied aspects at the beginning of training programme; (ii) to assess the change in attitude, if any, of teachers trainees towards the teaching profession as a result of teacher training programme. The Teacher Attitude Inventory (TAI) by Ahluwalia was used and the six aspects dealt within the inventory were attitudes towards (i) teaching profession, (i) classroom teaching, (iii) child centred practices, (iv) educational process, (v) pupils, (vi) teachers. The result showed that the overall attitude score of student teachers were within moderate range and not very highly favourable. The highest mean score was on factor (iv) and lowest on (i). In terms of overall change in attitude, post-test scores showed negligible change when compared with pre-test scores, i.e., no change in attitude.

Kaur (1989) undertook a study on 200 teacher trainees to examine the
relationship between value patterns and attitude of female teacher trainees towards teaching. The findings were (i) More successful teachers tend to be less authoritarian and possess a favourable attitude towards teaching; (ii) Less traditional teachers tend to be more successful because they are dynamic in their teaching styles and interested in innovative teaching.

Singh and Das (1989) studied attitude of teachers towards creative learning and teaching. It was found that 90% of the pre-higher secondary and 84% of the higher secondary teachers found to have unfavourable attitudes towards creative learning, and pre-higher secondary and higher secondary teachers found to have unfavourable attitudes towards creative teaching. But this was not so in the case of post-higher secondary teachers.

Srivastava (1989) attempted to study the impact of teacher education programme of Lucknow University on pupil-teacher's attitude and teaching efficiency. The single group pre-test-post-test design was adopted for this study. The total number of 500 pupil-teachers admitted in the B. Ed. constituted the sample for this study. The major findings were: (i) Most of the trainee groups changed their teacher-attitude positively and significantly after training; (ii) The experienced male trainees did not show any change in their teacher attitude; (iii) There was no significant change in the teacher-aptitude of the male postgraduate student teachers and the experienced female trainees as a result of the training; (iv) After the completion of the training, the females showed better teacher-attitude and aptitude than the male trainees; (v) Male trainees showed better teaching efficiency than female trainees, and the trainees teaching social Sciences showed better teaching efficiency than those teaching science and mathematics.

Maurya (1990) attempted to study the relationship between teachers’ attitudes and teacher efficiency of university and pre-university lecturers. The major findings were (i) External surroundings contributed a great deal in formulating teaching attitude, (ii) Frequent changes in the curriculum adversely affected teaching efficiency, (iii) Attitude and academic achievement were not significantly related.

Shah (1991) studied certain determinants that make teachers effective. The
objective of the study was to predict effect of aptitude, intelligence, value, self-concept, attitude, etc. on teaching effectiveness. The findings revealed that the teaching effectiveness was significantly affected by teaching aptitude, job satisfaction and attitudes.

Reddy (1991) undertook a study to assess the teaching aptitudes and attitudes of secondary school teachers in Andhra Pradesh in relation to their sex, age, faculty and category. Major findings were: (i) The female respondents performed relatively better in the Teaching Aptitude Test; (ii) Age and faculty did not influence the performance on TAT; (iii) Experienced teachers and teacher awardees exhibited a statistically significant superior performance over student-teacher.

Tapodhan (1991) undertook a study to assess the professional attitudes of secondary school teachers of Gujarat State. The major findings were: (i) Sex, area (urban/rural) and caste (BC/non-BC) had a main effect on professional attitudes, while qualification had no effect; (ii) Area and caste; area and qualification; caste and qualification as well as sex, area, and caste; sex, area, and qualification had no significant interaction effect on professional attitudes.

Ganapathy (1992) attempted to study the self-concept of student-teachers and their attitude towards the teaching profession among 723 student-teachers from nine colleges of education in Tamil Nadu. The major findings were: (i) Both male and female student teachers had a favourable attitude towards the teaching profession; (ii) Both male and female student teachers had a positive self-concept, and it was related to their attitude towards the teaching profession.

Yadav (1992) studied the impact of teacher training on certain personality characteristics of trainees. The objectives of the study were to compare the self-concept of the teacher trainees before and after teacher training programme, and to compare attitude of teacher trainees before and after training programme. The findings of the study revealed that (i) training had a significant influence on their self-concept, social maturity and attitude towards teaching profession; (ii) social maturity of teacher trainees, increased in all dimensions except for self direction, personal adequacy; (iii) feeling of inadequacy decreased on training.
Uma and Venkatramaiah (1996) attempted to study the efficiency and attitude of rural elementary school teachers and to know the effect of age, qualification, experience and place of residence on teacher efficiency and attitude. Major findings were: (i) Majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job; (ii) Teachers' attitude towards teaching correlated positively and significantly with involvement dimension and total teacher efficiency attitude.

Naik and Pathy (1997) undertook a study to find out the attitude of secondary school science teachers of the District Bolangir in the western Orissa. The findings of the study were (i) Science teachers of Orissa possess positive attitude towards teaching of science; (ii) Urban secondary school science teachers have more favourable attitude towards teaching of science than rural secondary school science teacher; (iii) The female science teachers had significantly positive attitude towards teaching of science than male counterparts.

Pandey and Maikhuri (1999) attempted to explore the attitude of effective and ineffective teachers towards teaching profession with reference to their age and experience. Major findings were (i) There was a significant difference between effective teachers having high or low experience in terms of their attitude towards their profession; (ii) High experienced effective teachers' attitude was positive towards teaching profession than low experienced ineffective teachers; (iii) Age of effective teachers was not a differentiating factor in their attitude towards teaching profession; (iv) Young ineffective teachers had a negative attitude towards teaching than ineffective old teachers.

Shakuntala and Sabapathy (1999) attempted to study the adjustment of the secondary school teachers in relation to their interest in teaching and attitude towards teaching. Major findings were: (i) There was a significant and positive correlation between adjustment of secondary school teachers and their interest in teaching and attitude towards teaching; (ii) Differences in interest in teaching, attitude towards teaching, sex, type of management, marital status, age and experience of secondary school teachers accounted for significant differences in their adjustment.
Sahu and Sood (2005) examined impact of students’ perception of their teachers’ attitude towards them and its relationships with their self-perception and academic achievement. The main objectives of the study were: (i) To find out the relationships between students’ perception of their teachers’ attitude towards them and their academic achievement; (ii) To find out the relationships between students’ perception of their teachers’ attitude towards them and their self perception. The findings of the study were: (i) A significant relationship was found between students’ perception of teachers’ attitude towards them and their academic achievement; (ii) A relationship was found between students’ perception of teachers’ attitude towards them and their self-perceptions.

Devi (2005) carried out a study of an assessment of attitude towards teaching. The objectives of the study were: (i) To assess the attitude of the B.Ed. trainees towards teaching profession; (ii) to find out the relationships between the attitude towards teaching and performance in the entrance examination of the B.Ed. trainees. The findings of the study were: (i) There was a positive and significant relationship between the attitude towards teaching and performance in the B.Ed. entrance examination; (ii) There was no significance difference in the attitude of the student-teachers with undergraduate and postgraduate qualifications towards teaching.

Bhoslay (2006) conducted a study of correlation between teachers’ attitude and performance of rural in-service primary teachers. The survey method of research was used for the study. The sample of sixty primary in-service, untrained teachers’ trainees from rural area was selected for the study. The study concluded that the attitude towards teaching profession was not worthy (74.3%) about the perspective view of teachers. It was lowest as compared to five other sub-scales of Teacher Attitude Inventory. The consolidated finding of comparison of performance with attitude showed that overall percentage of attitude was distinctly higher (68.65%) than the percentage of performance (58.6 %) of in-service, rural teachers.

Osunde and Izevbige (2006) carried out a study to obtain empirical evidence on teachers' attitude towards teaching profession in Midwestern Nigeria. Results of the study indicated that among others, teachers were not well financially remunerated and that they were looked down upon because of delay in payment of salaries and
allowances, thereby having a lost of sense of belongingness. This situation had resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings also revealed that poor conditions of service, wider negative influence and teacher's negative personal and professional behaviour were critical factors responsible for teachers' low status.

Narayanappa and Akthar (2007) conducted a study of self-evaluation of lessons by 596 student teachers of colleges of education affiliated to Gulbarga University in relation to their attitude towards teaching profession. The study indicated that there was a significant difference between the subgroups i.e., men and women, Kannada and English, Arts and Science, Graduate and Postgraduate, high caste and SC/ST in their teaching efficiency through self-evaluation of lessons. There was a significant positive correlation found between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the subgroups, i.e. English, Graduate, Postgraduate, high caste, OBC, Aided and Unaided. However, insignificant positive correlation was found between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the subgroups i.e., all student teachers, men, women, Kannada, Arts, Science, SC/ST and Government.

Gnanaguru and Kumar (2007) carried out a study of attitude of under, normal and overachievers towards teaching profession and their home environment. They found that the normal and over achievers had favourable attitude towards teaching but the underachievers had unfavourable attitude towards teaching. There was a significant relationship between the B.Ed. students’ attitude towards teaching profession and their home environment.

Ghanti and Jagadesh (2009) studied attitude of secondary school teachers towards their teaching profession. The objectives of the study were to study the government and private school teachers’ attitude towards teaching profession and to study the attitude of male and female teachers of government and private schools towards teaching profession. Findings of the study revealed that (i) Teachers working in government and private secondary schools did not differ significantly in their attitude towards teaching profession; (ii) Government schools male and female
teachers’ did not differ significantly in their attitude towards teaching profession; (iii) Private schools male and female teachers’ revealed similar opinion about their attitude towards teaching profession; (iv) In general, male and female teachers did not differ significantly in their attitude towards teaching profession; (v) Attitude of teachers’ towards teaching profession was highly favourable.

**Guneyli and Aslan (2009)** carried out a study of Evaluation of Turkish prospective teachers’ attitudes towards teaching profession (Near East University case). The fundamental objective of this study was to determine the mother tongue (Turkish) prospective teachers’ attitudes towards the teaching profession according to their gender, class and socio-economic level, their reasons for choosing this profession, what the problems they confronted when they started the profession and whether the education they received was sufficient. Findings of the study indicated that a significant difference occurred in favour of female prospective teachers in relation to the gender factor. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level. The majority of prospective teachers chose Turkish language teaching because they loved the profession. The prospective teachers’ most important concern about their future was not being appointed. The prospective teachers thought that there were some deficiencies in the education they receive.

**Mistry (2010)** carried out a study for assessment of attitude towards teaching among 76 student teachers undergoing the B. Ed. Course (during the academic year 2005-06) in the Institute of Advanced Study in Education, Ahmedabad in Gujarat. He found that: (i) There existed a positive and significant relationship between the attitude towards teaching and performance in the B.Ed. entrance examination; (ii) There was no significant difference in the attitude of the student teachers with undergraduate and postgraduate qualifications towards teaching.

**Srivastava and Khankriyal (2010)** studied the adjustment of secondary school teachers in relation to their attitude towards teaching as career. The objectives of the study were: (i) To find out the relationship between the adjustment of secondary school teachers and their attitude towards teaching as career; (ii) To find out the difference in adjustment of government and non-government secondary school
teachers in relation to their attitude towards teaching as career; (iii) To find out the difference in adjustment of men and women secondary school teachers in relation to their attitude towards teaching as career. The findings of the study were: (i) Attitude towards teaching as career did not influence the adjustment of teachers; (ii) Type of schools did not affect the adjustment of secondary school teachers; (iii) Attitude towards teaching as career of government school teachers affected their adjustment; (iv) Attitude of non-government men and women teachers towards teaching had no relation with their adjustment; (v) Adjustment of women teachers of secondary school were not actually influenced by the type of schools and their attitude towards teaching.

Ghosh and Bairagya (2010) measured attitude of secondary school teachers towards teaching profession in relation to some demographic variables. It was found that there was no significant difference in the attitude of secondary school teachers towards teaching profession in relation to academic stream and educational qualification but there existed significant difference in relation to sex, caste and teaching experience. Female teachers had more favourable attitudes towards teaching profession than male teachers. Similarly, more experienced teachers had more favourable attitudes towards teaching profession than less experienced teachers.

Benjamin et al. (2011) conducted a study on attitude towards teaching profession and achievement in teaching competency of B.Ed. trainees. The main objective of the study was to find out the significant differences if any, in the attitude towards teaching profession of B.Ed. trainees in terms of their sex and subjects. The study revealed that there existed a significant difference in the mean scores of attitude towards teaching profession between male and female; arts and science B.Ed. trainees. Female had more favourable attitude towards teaching profession than their male counterparts. Similarly, science B.Ed. trainees had more favourable attitude towards teaching profession than B.Ed. trainees belonging to Arts stream.

Gowri and Mariammal (2011) studied college teachers’ attitude towards teaching and job satisfaction. The study revealed that college teachers had favourable attitude towards teaching. The level of attitude towards teaching differed significantly
so far as the job satisfaction of teachers of aided colleges and self-financing colleges was concerned.

Marry and Samuel (2011) studied the attitude of B.Ed. student-teachers towards and academic achievement. It was found that students’ attitude towards teaching and academic achievement fell under the average category with a significant difference between male and female student-teachers. The female student-teachers had favourable attitude towards teaching profession than male student-teachers. Further, there was a significant relationship between overall attitude towards teaching and academic achievements of the student-teachers.

Rokade (2011) conducted a study of teaching attitude of the pre-service and in-service B.Ed. trainees. The purpose of the study was to measure teaching attitude among pre-service and in-service B.Ed. trainees of Amrawati district of Maharashtra state. The study found that pre-service B.Ed. trainees had more favourable attitude than in-service B.Ed. trainees. It was also found that pre-service female trainees had more favourable teaching attitude than male trainees.

Theresal and Benjamin (2011) explored the attitude towards teaching profession and self-esteem among student-teachers. The results of the study revealed that male student-teachers and female-students teachers had no significant difference in their attitude towards teaching profession as well as self esteem. Also the relationship between attitude towards teaching profession and self esteem was found positive and significant for student-teachers.

Tok (2011) explored Pre-Service Primary Education Teachers' Changing Attitudes towards Teaching. This study investigated the longitudinal changes in the attitudes of pre-service primary education teachers towards the teaching profession as they progressed through training. The results indicated that there was a significant difference in pre-service teachers' attitudes towards the profession between their freshman and senior years. Moreover, the findings obtained through interview data had shown that both positive and negative changes occurred in pre-service teachers' attitudes towards teaching throughout their education, and these changes were
observed to be related to teaching practice, cooperating teachers, teacher education institutions and teacher educators.

2.4 AN OVERVIEW

An overview of the related literature shows that studies on occupational self efficacy, job satisfaction and attitude towards teaching profession are voluminous and approached from a number of perspectives. In the past 30 years, many studies have been conducted on self efficacy, job satisfaction and attitude towards teaching profession. But very few studies have been undertaken on teacher educators who train the future teachers, especially of self financing institutions. Moreover the studies in the area of occupational self efficacy have been mostly conducted in the western countries while a very few studies have been carried out in Asia. This scenario provides us to carry out a study of occupational self efficacy in the field of teaching. Hardly any study has been done to know the main and interaction effects of gender (male and female), academic stream (Science and Arts) and teaching experience (more and less) on occupational self efficacy, job satisfaction and attitude towards teaching profession. Hence this gap of knowledge inspires the researcher to take the present problem.