CHAPTER II

REVIEW OF RELATED LITERATURE
Review of studies or literature is an important prerequisite for actual planning and then execution of any research work. The research workers need to acquire up-to-date information of what has been thought and said in a particular area so that they can derive benefit from the work of their predecessors. According to Scot and Wertheimer (1932) "Review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problems emphasising the importance of survey of related literature". Good, Barr and Scates (1941) have pointed out, "Survey of related literature helps us to know whether evidence already available solves problems adequately without further investigation and thus may save duplication". Best (1978) wrote, "Practically all human knowledge can be found in books and library. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past. This constant adding to the vast store of the knowledge makes possible progress in all areas of human endeavour".
The studies reviewed here are directly/indirectly related to the variables of Job-Satisfaction, Personality, Anxiety and Well-Being.

In the present study the investigator has classified the review in the following four sections:

1. Job-Satisfaction and Personality.
2. Job-Satisfaction and Anxiety.
4. Job-Satisfaction, Personality, Anxiety and Well-Being.

2.2 Job-Satisfaction and Personality:

The personality of a person plays an important role in determining his Job-Satisfaction. Persons who are satisfied with their jobs are assumed to differ systematically in their personalities from those who are dissatisfied. Personality has been suggested as a major cause of dissatisfaction. Maladjusted personality is the source of dissatisfaction (Sinha, 1960; Singhal, 1973).

Personal characteristics and personality type and demographic variables have been found to be significantly related to Job-Satisfaction in the studies conducted by Smith (1936), Cain (1942); Peterson and Stone, (1942); Weitz (1952); Smith (1955); Probe (1971); Hammer (1971); Roger (1973); Hallum (1975); Singh (1975); Headway (1979); Gupta...
and Srivastava (1980); Kuhn (1982); Winkler (1983); Cohen (1985); Fuller (1985); and Ibrahim (1986).

The BDOs of Mysore though were more dissatisfied in personal aspect than those of Tamilnadu and Kerala but they did not differ in Personality Characteristics (Gnanakannan, 1973).

Van Zelst (1951) found that persons who have been rated high in interpersonal desirability by their fellow employees were the most satisfied with their jobs.

Several studies have appeared examining various antecedents and consequences of Job-Satisfaction, many of them having personal or behavioural correlates as variable (Locke, 1976). A perusal of these studies proves beyond any doubt that satisfaction with the job is dependent upon the personal attitudes and Personality Characteristics.

According to Afzalur (1981), certain personal characteristics did affect Job-satisfaction irrespective of occupational environment.

Eran (1966) found that how a person perceives his own personality traits is important for satisfaction. This study found that Job-Satisfaction may be accounted for by the interaction of environmental and personal factors.

Studies by Prasad (1965) revealed that personality
factors (i.e. introversion and extroversion) and personal factors were significantly related to job-satisfaction.

According to Guha (1965), job-satisfaction was found to have negative relation with neuroticism and positive relation with extroversion.

Kornhauser and Sharp (1932), in an investigation of female employees that of the 25 most neurotic, 16 were dissatisfied and that of the 25 most stable, only 3 were dissatisfied. Neurotic tendency, in another study, accounted for a slight degree of the variability in work attitudes among women employees of a bank (McMurry, 1932).

Ganguli (1964) reported the incidence of neuroticism as being 12 per cent among factory workers and their satisfaction as being low.

Eysenck (1971) indicated that successful businessmen are on the whole stable introverts. There is a considerable evidence that job dissatisfaction is often associated with generalized maladjustment of some kind.

People who are dissatisfied with their jobs are less outgoing and friendly, are more emotionally imbalanced, and show more boredom, daydreaming, and general discontent than do their satisfied co-workers (Gilmer, 1971).

According to Srivastava (1974) "The dissatisfied
workers become less friendly and outgoing, become more emotionally imbalanced, show more weariness, reverse and general uneasiness than do their satisfied co-workers".

Anand (1977) studied 320 men and 271 women teachers of Delhi, using a job-satisfaction scale (Prepared by the author and the Maudsley Personality Inventory. It was found that for 30 percent of the teachers, Job-Satisfaction was determined by their extroversion. Neuroticism was found to be negatively related to it.

Kuhn (1982) examined the relationship between teacher's personality type and Job-Satisfaction. He found that extrovert seemed to be more satisfied than introvert. Extroverts gave importance to helping students whereas introverts were more bothered for salary, policies and work conditions.

Dolke and Sutaria (1980) used Maudsley Personality Inventory to measure extroversion-introversion and neuroticism - stability dimensions and found that these dimensions of personality are not related to source of satisfaction and dissatisfaction. Rahim (1981) took a sample of 586 university students to study whether congruence between personality and occupational environment has a favourable influence on Job-Satisfaction. Results showed that Personality Characteristics such as extrovert-introvert, judging, and perceiving did influence Job-
Satisfaction irrespective of occupation.

Sterns et al. (1983) reported that extroverts preferred jobs with higher level of cognitive task demands, piece of task demand, cognitive closure and extrinsic and intrinsic rewards. Neuroticism was negatively related to these preferences, except for extrinsic reward and extroverts were less satisfied than introverts in terms of work itself, supervision and co-workers.

A positive correlation was found between extroversion and Job-Satisfaction although the correlation is not significant as reported by Mohan and Bali (1988). The results support the findings of Anand (1977), who had reported that Job-Satisfaction of 30% teachers is determined by their extroversion but are contrary to the findings of Gunthey and Singh (1982) and Sterns et al. (1983) who had found that extroverts are less satisfied than introverts.

The studies by Mohan and Bali (1987) revealed that a negative correlation was found between Job-Satisfaction and neuroticism though the correlation is not significant. The results support the findings of Anand (1977), Gunthey and Singh (1982), Ahmed and Razzak (1983), Sterns et al. (1983) who had reported that neuroticism was negatively related to Job-Satisfaction.

Mohan and Bali (1988) further reported that negative
correlation is found between Job-Satisfaction and psychoticism. The correlation is not significant at any acceptable level of significance yet the trend of results support the findings of Gunthey and Singh (1982) who had found that psychotic depression, manic depression anxiety, obsession compulsion & social introversion were significantly correlated with Job-Satisfaction.

Kumari (1986) investigated whether the personality factor of neuroticism and authoritarianism had a significant effect on Job-Satisfaction in a sample of 500 steel plant supervisors and her results revealed that neuroticism and authoritarianism has significant bearing on Job-Satisfaction whereas Nagarathnama (1988) reported that internal locus of control and neuroticism are not found to be significantly related to Job-Satisfaction as studied in nursing personnel.

Ahmed and Razzack (1983) administered a demographic questionnaire, a measure of neuroticism-stability and extroversion-introversion, and a Job-Satisfaction measure to 30 male and 30 female workers in a radio factory. Subjects with high Job-Satisfaction exhibited less neuroticism than subjects with low Job-Satisfaction. None of the personal variables (age, education, experience, marital status, income and expected income) were significantly related to neuroticism.
Furnham and Sacheri (1986) examined the relationship between the dimensions of extroversion, neuroticism, psychoticism, lie scale, and dimensions of Job-Satisfaction in a group of computer employees (N=88). Whereas extroversion and lie scores correlated positively with all aspects of Job-Satisfaction, neuroticism and psychoticism scores correlated negatively.

The relationship of intelligence to Job-Satisfaction also appears to be debatable. Some authorities point out that there is no relationship between Job-Satisfaction and intelligence (Ash, 1954; Handyside, 1960) while others claim high intelligence lead lower Job-Satisfaction (Taft and Mullin, 1946; Suher, 1962).

The conclusion from the studies conducted by Robinson (1982) was that Personality Characteristics account for some variation in Job-Satisfaction.

The findings of Roberts (1986) showed that personality factors had a significant relationship to Job-Satisfaction among Utah paramedics. According to him, extroverts were found to be more satisfied with their jobs than introverts.

Porwell (1987) compared certain personality traits of 100 satisfied and 100 dissatisfied teachers from secondary schools in India using the Sixteen Personality Factor Questionnaire (16 PFs). Satisfied subjects tend to be
reserved, detached, critical, and cool, like things rather than people, prefer working alone, and avoid compromise. Dissatisfied subjects are likely to be easy going, emotionally expressive, ready to cooperate, attentive to people, soft-hearted, kind, and adaptable with greater probability of interaction with colleagues and outside interests.

2.3 Job-Satisfaction and Anxiety:

A number of studies (Srivastava and Sinha, 1972; Ansari, 1984) have shown that the levels of anxiety fail to identify any significant statistical differences in a sample of population in relation to Job-Satisfaction.

Sharma and Sharma (1984) concluded that higher Job-Satisfaction is associated with lower general and job anxiety and that relationship is not moderated by job levels. This finding is consistent with earlier research using general anxiety measures (Sharma and Sharma, 1978; Potash, 1978). Roberts (1986) reported that anxiety levels did not show a significant relationship to Job-Satisfaction.

In another group of studies, Jawa (1971); Srivastava (1974); Srivastava and Sinha (1972, 1975) and Parkash and Siddique (1976) have reported that morale, Job-Satisfaction and efficiency of work are adversely affected by anxiety, more particularly Job-anxiety.
Hiland (1978) investigated possible difference between male patients having sustained at least one documented myocardial interaction and a group of non-coronary control subjects in Type A behaviour pattern, State and trait anxiety, Job-Satisfaction accumulating life changes (stress). Type A scores within the M1 group were associated with increased anxiety and lower Job-Satisfaction particularly with supervisors and co-workers.

Job-Satisfaction has been found to have a significant beneficial relationship with less anxiety (Witner et al., 1983).

Gunthey and Singh (1982) reported in their study that 8 clinical areas (psychotic depressions, maniac-depression, anxiety, obsessive-compulsive, social introversion, peptic ulcer, ulcerative colitis and bronchial-asthma) were significantly correlated with Job-Satisfaction.

Ansari and Ansari (1989) in their research, "A correlational study of job anxiety and Job-Satisfaction of laboratory technicians" concluded that job anxiety and Job-Satisfaction are not always inversely related but moderate anxiety give rise to a sense of responsibility and accomplishment that together may lead to high satisfaction.

2.4 Job-Satisfaction and Well-Being:

Several studies (Kasl, 1973; Kornhauser, 1965) have
shown moderate positive relationship between Job-Satisfaction and mental health, although social desirability has been suggested as a possible moderator of this relationship (Orpen, 1974).

Using intercorrelations between mental health and Job-Satisfaction during the research by Gechman and Weiner (1975) positive mental health correlated .48 with Job-Satisfaction. Hostelling's test was also applied to this correlation and the difference was statistically significant (t=3.18 p <.01). This tendency of teachers who felt satisfied with the job also reported positive mental health was in line with previous research finding (Kasl, 1973). This relationship suggested the possibility of a spillover effect (Meissner, 1971) with regard to Job-Satisfaction.

Klein (1977) attempted a study on "Job attitudes and congruency of vocational interests with present job correlates of mental health". This study focused on a specific aspect of the "person" factor of vocational interest and the "environment" factor of employment in an occupation, as a correlate of mental health. Results indicated that interest congruency as a main effect was not related to mental health or job attitudes, it interacted with the variable of job tenure to effect the mental health scales, self-esteem, life satisfaction and overall mental health. Individuals employed in job congruent with their
interest possessed better mental health, Two major findings revealed that:

1. The mental health scales were strongly and frequently associated with satisfaction with work, supervision and co-workers.

2. The pattern of correlation between mental health and job involvement indicated that high involvement was simultaneously associated with indicators of poor mental health e.g. somatic complaints and anxiety and indicators of positive mental health. Company services showed high correlation with mental health scales. Income was associated with a better state of Well-Being, high job involvement and tendency to develop more contented attitudes towards work, pay and co-workers.

According to the finding of Portner (1982) although older teachers reported more physical complaints and recent stressful life events, overall Well-Being was superior to that of the younger teachers.

Ahmed and Razzak (1983) reported a study on mental health to Job-Satisfaction among blue collar workers in an electric factory. Results of the study indicated clearly that difference in satisfaction and dissatisfaction are associated significantly with corresponding difference in
mental health of the industrial employees.

Psychological illness is related to job dissatisfaction, greater use of alcohol and high illness rates (Quattrochi-Tubin et al., 1983).

Martin (1984) found that inability to leave one's job and role overload predicted acute and chronic mental health problems.

Hazelwood (1984) concluded that teachers need to learn to handle distress and prevent excessive stress. Failing to meet such a challenge can have a detrimental effect on health and can reduce effectiveness of the education they provide.

Iris and Barret (1972) and Sinha and Sharma (1980) stated that the concept of Job-Satisfaction is a contributing factor for life satisfaction, happiness and benefits mental health.

Satisfaction and dissatisfaction of a person's various needs affect his performance, his relations with others in the organisation, his mental health and in general his behaviour (Sudha and Anantharaman, 1981).

Career identity and personal identity have been considered as key ingredients in the conceptualization of wellness (Dorn, 1992). According to Roe (1972),
occupational environments that provide for high degree of congruence between the individual’s interests (Personal identity) and occupational environment (career identity), as well as Job-Satisfaction, need to be pursued.

2.5 **Job-Satisfaction, Personality, Anxiety and Well-Being**

A satisfying vocation may mediate some neurotic ills, an unsatisfying career choice can be extremely detrimental for emotional Well-Being (Roe, 1972).

Various studies have reported that anxiety causes mental illness and it has also been associated with locus of control (Srivastava, 1983).

Increasingly, psychology and medicine have begun to merge to view illness and wellness from a more holistic perspective, asserting that a person’s health is composed of physical, psychological and social aspects that influence each other reciprocally (Engel, 1977; Ford, 1990; Hurrelmann, 1989; Lyddon, 1987). In this regard, research has indicated correlation between illness and a variety of psychological variables. Stress has been found to be main effect in physical symptoms (Anderson and Arnoult, 1989) and as playing a role in the outset of infectious disease and reactivation of latent viruses (Cohen and Williamson, 1991). Reacting in an emotional manner in attack situations has been shown to be related to problems in physical Well-Being.
(Maes and Schlosser, 1989). Psychological factor associated with loneliness has been related to high death rate attributed to a cardiovascular disease (Lynch, 1977).

Furthermore, "Psychological hardiness" a personality style introduced by Kobasa (1979), has been found to moderate the relationship between certain stressful life events and physical illness (Kobasa, Maddi & Courington, 1981; Kobasa, Maddi & Zola, 1983; Kobasa & Puccetti, 1983). Thus it seems clear that psychological factors such as Personality Characteristics, social reactions to life events and emotions are importantly related to illness. Irrational thinking leads to emotional disturbances are factors in the outset of illness (Eastwood & Trevelyn, 1972), then perhaps people have some ability to control the onset of illness by controlling their irrational beliefs. Ellis (1989) has stated that "although people have remarkable capacities to observe, reason, imaginatively enhance their experiencing and transcend some of their own limitations, they have an incredibly facile and easy propensity to ignore reality, misuse reason and rigidly and intolerantly invert gods and demons that frequently sabotage their health and happiness". Thus research on the relationship between beliefs and illness may have considerable implications for counsellors, as understanding of the interaction between psychosocial factors and wellness may aid them in their work with their clients.
A tremendous amount of research exists that supports the benefits of positive wellness (Romano, 1984). Unhealthy life styles have been related to numerous physical and mental disorders (Romano, 1984), deviant behaviours resulting in destructive outcomes and diminished self-esteem (Mills, Dunhams and Alpert, 1988), increased heart disease, strokes and cancer (Petosa, 1984) and excessive anxiety (Wilfrey and Kunce, 1986). It seems obvious that the presence or absence of wellness has an impact on almost all aspects of an individual’s life. Anxiety is related to mental ill-health (Krishna, 1981; Srivastava, 1983; and Wong, 1984).

Lavingia (1974) conducted a study to find out the relationship between job efficiency and job satisfaction. 1600 teachers from Primary and Secondary Schools of the state of Gujarat were taken as sample. The study revealed that young and unmarried teachers were more satisfied than the middle aged and married ones.

Birmingham (1984) concluded that teachers over 55 years of age and under 25 were the most satisfied and also females were more satisfied than males.

Winkler (1983) in his attempt to measure the perception of Job-Satisfaction of university faculty members in their present position found that male teachers are more satisfied as compared to female faculty members with their present
jobs. Whereas Kaposowa (1985) found that female faculty members are less satisfied than the male members.

According to Niles (1985), race and sex has little influence upon subjects' expectations, perceptions and Job-Satisfaction.

Gender does not contribute significantly to the Job-Satisfaction (Bruner, 1993; Stiles, 1993). Reddy and Ramakrishnaih (1981) found that teachers working in private colleges are more satisfied with their jobs than those who are in Government colleges.

Kumarraju (1981) found that middle level managers in the Public sector organizations have a greater degree of job involvement, satisfaction and intrinsic motivations than the middle level managers in the private sector organizations.

Swarn Paratap and Srivastava (1985) found that private textile industry employees are more satisfied than public industry employees in terms of Job-Satisfaction.

Bhatt (1994) found that there is no significant difference between Job-Satisfaction of college teachers working under the Government and Private management.

The general Well-Being may show some degree of positive correlation with quality of life, Job-Satisfaction/ general satisfaction and sense of achievement etc. and negatively
related with neuroticism, psychoticism and other such variables. However, the degree of overlap with such variables should not be high if this concept as a separate independent entity is to be considered as a valid one. Also, it should show relative stability over time (reasonable time gap without any significant life events intervening). Its utility will depend upon these relationships/ a net work of relationship with the variables (Verma and Verma, 1989).

Many researches have been conducted in India as well as abroad to study the relationship between Job-Satisfaction and various demographic variables. There is a great deal of conflicting evidence of the relationship between Job- Satisfaction and demographic variables i.e. age, education, number of dependents, salary and tenure (Morse, 1953; Ash, 1954; Vollmer and Kinney, 1955; Herzberg et al. 1957; Sinha and Sharma, 1962; Carrel and Elbert, 1974; and Barnard, 1978). Some researches have indicated that Job-Satisfaction and morale are positively correlated with age (Blum, 1957; and Barnard, 1978).
2.6 **Major trends emerging out of the review**: 

Variation in the Job-Satisfaction is dependent upon the Personality Characteristics and personal factors. Anxiety and depression affect the Job-Satisfaction in an adverse manner. Presence or absence of wellness has an impact on almost all aspects of individual life. Well-Being contributes positively towards Job-Satisfactions.
2.7 Objectives of the study

The present investigation was undertaken with the following objectives in mind:

1. To study the comparison of:
   a) Male & Female teachers;
   b) Married & Unmarried teachers;
   c) Urban & Rural School teachers;
   d) Government & Private School teachers;
   f) Day School, Day Boarding & Residential School teachers; and
   g) Humanities, Science, Commerce & Vocationally trained teachers on all the variables of Job-Satisfaction, Anxiety, Well-Being and Personality Characteristics of teachers teaching Senior Secondary classes.

2. To find relationship between Job-Satisfaction and Anxiety.

3. To find relationship between Job-Satisfaction and Well-Being.

4. To find relationship between Job-Satisfaction and Personality Characteristics.

5. To find clustering of Job-satisfaction, Anxiety, Well-Being and Personality Characteristics (16 PFs).
2.8 Hypotheses:

After screening the relevant research literature following hypotheses were formulated:

1. On the variables of Job-satisfaction, Anxiety, Well-Being and Personality Characteristics, there will exist a significant difference between:
   a) Male & Female teachers;
   b) Married & Unmarried teachers;
   c) Urban & Rural School teachers;
   d) Government & Private School Teachers;
   e) Trained, Untrained & Vocationally trained teachers;
   f) Day School, Day Boarding & Residential School teachers; and
   g) Humanities, Science, Commerce & Vocationally trained teachers.

2. There will exist a negative relationship between Job-Satisfaction and Anxiety.

3. There will exist a positive relationship between Job-Satisfaction and Well-Being.

4. There will exist a positive relationship between Job-Satisfaction and Personality Characteristics.

5. In relation to factor analysis, the variables of Job-Satisfaction, Anxiety, Well-Being and Personality Characteristics will cluster.
2.9. Delimitations of the Study:

1. The study was delimited to the Senior Secondary Schools of three districts of Punjab namely Kapurthala, Ropar and Jalandhar.

2. The sample was taken only from teachers teaching Humanities, Science, Commerce and Vocational subjects of senior secondary classes in senior secondary schools of Kapurthala, Ropar & Jalandhar districts of Punjab.

3. A restricted sample of 330 teachers was taken.

4. The study was delimited with respect to methods and statistical techniques.