CHAPTER - II
REVIEW OF RELATED LITERATURE

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction:

In the previous chapter, the researcher discussed introduction to the study, theoretical background of the problem, need for the study, objectives of the study, statement of the problem, introduction of each variable and an overview of the study.

The review of related literature is an important component of the research process. The review of related literature involves the systematic identification, location and analysis of documents containing information related to research problems. These documents include periodicals, abstracts, reviews, books and other research reports.

A research work is not meaningful without a thorough analysis of related works. Such related literature should be completed before proceeding with the actual conduct of the study. According to Best (1977) a familiarity with the literature in a problem area helps the research to discover what is already known, what others attempted to find out, what method attacks have been promising and what problems remain to be solved.

Practically all human knowledge can be found in books and library. So extensive use of the library and thorough investigation of related literature are essential in planning and carrying out the kind of searching involved.
Survey of related literature serves the following purposes as:

1. To show whether the evidence already available solves the problems adequately without further investigation, and thus to avoid the risk of duplication.
2. To provide ideas, theories, explanation or hypotheses valuable in formulating the problem.
3. To suggest methods of research appropriate to the problem.
4. To locate comparative data useful in the interpretation of the results.

Hence, review of related literature is a valuable guide to define the problem, recognizing its significance, suggesting promising data, gathering tools and devices appropriate to the study design and also sources of data. Only those studies that are relevant to the present study are included in the review.

2.2 Related Literature for the Study:

Anjaneyalu (1968) studied the job satisfaction of the secondary school teachers and its impact on the education of pupils with special reference to the state of Andhra Pradesh. The study sought to find out the reasons for the dissatisfaction in teachers working under different conditions and (1) to suggest ways and means to correct the existing situation, so as to make the teachers dedicated, enthusiastic and contented.

A sample of one thousand teachers working in 102 secondary schools under different managements located in different parts of Andhra Pradesh was selected using the random stratified sampling technique. Questionnaire and review techniques were employed to collect data concerning dissatisfaction among teachers and rating scales were used to find out the impact of job satisfaction.
The result revealed that 37% of teachers were found to have job satisfaction and dissatisfaction in certain factors. These factors varied in their effects so strikingly that some caused in as many as 78 of the teachers.

The factors of dissatisfaction were divided into three categories: 1. Strongly dissatisfiers, 2) weak dissatisfiers and 3) conditional dissatisfiers. Factors like frequent transfers, low standard of pupils and interference of politicians, which was peculiar in certain managements, have caused conditional dissatisfaction.

There were some common factors of dissatisfaction operating under all the management. Except for some difference in degree, factors of dissatisfaction were inadequate salaries, lack of academic freedom and heavy load of work. In Committee Schools, teachers were dissatisfied because of lack of job security, rigid and orthodox service conditions and too much domination by the management. In Mansion schools, the factors were low standards of pupils, lack of parental cooperation and lack of bright prospects in the job. In local Board Schools, the factors were too much interference by politicians, lack of social status and low availability of suitable accommodation, equipment and furniture. In Government schools, rigid and orthodox conditions, lack of parental cooperation and frequent transfer to distinct places were the factors. The study also revealed many differences in the factors of dissatisfaction. The category worst hit in job satisfaction was the special teachers. The important factors of dissatisfaction among them were, lack of social status, indiscipline among pupils and non-availability of suitable equipment and furniture.

The investigation showed that satisfied teachers contributed to more number to excellent, good average ratings on pupils qualities and
behaviours than the dissatisfied teachers. Dissatisfied teachers contributed to poor and below average ratings.

*Jawa (1971)* studied on Anxiety and Job Satisfaction. The objectives of the study were:

1. To examine the relation between anxiety and Job Satisfaction
2. It is hypothesized that high anxious individuals will have less Job Satisfaction as compared to low and average anxious individuals. 70 semi-skilled workers and random sampling technique was selected. Job Satisfaction Scale devised by Paliwal was used. The findings of the study were:
   1. There was an inverse relationship between anxiety and Job Satisfaction
   2. High anxious group was less satisfied with the job than the low and moderate anxious group, but the moderate anxious group was less satisfied than low anxiety group.

*Rao and Ganguly (1972)* studied on Job Satisfaction of Highly Skilled Personnel: A Test of the Generality of the Two-factor Theory. The Hypotheses were as follows:

1. If a positive aspect of a job factor contributes to satisfaction, the lack of that aspect of a job factor contributes to satisfaction, the lack of that aspect will not contribute to dissatisfaction.
2. The contribution of motivators to satisfaction is more than that of hygiene.
3. The contributions of hygiene to dissatisfaction is more than of motivators
4. The contribution of motivators to satisfaction is greater than the contribution of motivators to dissatisfaction.
5. The contribution of hygiene to dissatisfaction is greater than the contribution of hygiene to satisfaction.
82 male draughtsmen and technical assistance out of 206 highly skilled personnel employed in private sector in electric company were selected. The questionnaire consisted of two parts, Part A and Part B were related to satisfaction and dissatisfaction with various job factors.

Findings of the study were that Satisfaction and dissatisfaction are not the opposite poles of the same feelings, although this study supports dimensional independence of satisfaction dissatisfaction. As regards hygiene, the hypothesis that they act more as dissatisfiers like salary and company policies, for the entire remaining extrinsic factors hygiene act more as satisfies than as dissatisfies. Different people are satisfied or dissatisfied on account of occupational level, age, education, culture and time.

*Lavingia (1974)* hypothesized on a Study of Job Satisfaction Among School Teachers. The objectives of the study were:

1. To measure the degree of Job Satisfaction among teacher, and
2. To study the impact of Job Satisfaction on the stability of the teachers

1600 teachers were selected for the study (Primary and Secondary). Rating scale was used to collect the data. The major findings of the study were:

1. Primary teachers were more satisfied than secondary teachers
2. Female teachers were more satisfied than male teachers
3. Job efficiency was positively correlated with Job Satisfaction
4. Young teachers in the age group of 20-24 years were more satisfied in both the groups of primary and secondary teachers and
5. Unmarried teachers were more satisfied.
Anand (1977) investigated the relationship between job satisfaction vs extroversion and neuroticism. The sample consisted of 591 (320 and 271 women) teachers teaching in government and government aid secondary schools of Delhi. Job Satisfaction Scale prepared by the investigator and the Madnesley Personality Inventory were administered.

The means scores of extroversion and neuroticism obtained by men and women teachers did not differ significantly. However 591 teachers, irrespective of their sex, scored higher on extroversion than on neuroticism. This mean difference in favour of extroversion is significant.

Age, Sex, experience in years, extroversion and neuroticism were examined to the extent to which they determined the job satisfaction of school teachers. It was found that 30% teachers job satisfaction was determined by their possession of a degree of extroversion whereas sex accounted for only 9% years of experience and age were found to play in the determination of job satisfaction of school teachers whereas neuroticism was negatively related.

Pecora, Antoinetter (1977) conducted study on correlation between locus of control, occupational stressors and job satisfaction among school psychologists. The objectives of the study were:

(i) To determine the correlation between locus of control and job satisfaction among school teachers

(ii) To examine the fact of occupations stress and job satisfaction

Samples of 228 teachers were selected from the nationally certified school teachers, located throughout the United States. Data were analysed using factor analysis, Pearson correlation coefficient and stepwise multiple regression analysis. The findings of the study were:
(i) Occupational stress like role based stress, task based stress and conflict mediating stress are all negatively and significantly related to general job satisfaction.

(ii) There was no significant relationship between age and job satisfaction.

(iii) Job tenure and tenure working for teachers were job satisfaction while job tenure is negatively and significantly related to conflict mediating stress.

_Tudor, Thomas (1977)_ investigated that there is a relationship between locus of control and Job involvement. The objectives of the study were:

(i) To examine the relationship between the Locus of Control and job Involvement.

(ii) To determine buffering effects of self efficacy and locus of control on work stressors like job boredom, work frustration and job satisfaction.

(iii) To determine the self belief of job involvement interacts with self efficacy or work of locus of control of secondary school teachers.

The findings of the study were:

(i) There was a significant relationship between locus of control and all the work stressors and strains.

(ii) There was relationship between self-efficacy and locus of control was disappointing.

_Srivastava (1978)_ studied on the Relationship between Job Satisfaction and some Personal Traits of Professionals. The objectives of the study were:
1. To find out the relationship between Job Satisfaction and age of women working in different professions.

2. To find out the relationship between Job Satisfaction and educational qualifications of women working in different professions.

3. To find out the relationship between Job Satisfaction and pay of women working in different professions.

4. To find out the relationship between Job Satisfaction and professional experience of women working in different professions.

393 women working in teaching profession were selected. Job Satisfaction Inventory tool was used.

The findings of the study were:

1. Relationship between Job Satisfaction and age of women working in different professions was not significant when the effects of educational qualification, pay, professional experience, adjustment, socio-economic status and attitude were partialed out.

2. Relationship between Job Satisfaction and educational qualification was not significant for women in teaching professions when the effects of age, pay, profession, socio-economic status and attitude were partialed out.

Kyriacou and Sutcliffe (1979) studied on Teacher Stress and Satisfaction. The present study investigated the association between self-reported teacher Stress and three response correlates of Teacher Stress: Job satisfaction, absenteeism and intention to leave teaching. The study took the form of a questionnaire survey involving a sample of 218 teachers in 16 medium sized mixed comprehensive schools in England. The results indicated that self-reported teacher stress was negatively associated with job satisfaction ($r = -.27; p < .01$), and positively associated with intention to leave teaching ($r = .18; p < .01$) as predicted. The association between Self reported teacher stress and frequency of absences failed to reach
Significance, but for total days absent the association was Significant and in Predicted direction, Positive (rho = .12; p < .05). The relationship between Particular sources of stress and three response correlates was also investigated, as were biographical difference and the effects of biographical characteristics in moderating their relationships.

Kahtoon (1980) hypothesised on Job Satisfaction of Secondary School Teachers in Relation to the Personal Variables; Sex, Experience, Professional Training, Salary. Hypothesis analysed in the study were:

1. There exists no significant difference in Job Satisfaction between male and female teachers.
2. Teachers having different years of teaching experience do not differ among themselves in their Job Satisfaction.
3. There exists no difference in Job Satisfaction between trained and untrained teachers.
4. Teachers drawing different salaries do not differ among themselves in their Job Satisfaction.
5. There exists difference in Job Satisfaction between Muslim and Hindu teachers.

The sample consists of 228 Secondary School teachers selected from 8 Secondary schools of Azamgrah District. Out of 228 teachers 169 were male and 59 female teachers. The investigator used Job Satisfaction scale developed by Verma (1972) to measure Job Satisfaction of the teachers.

Findings of the study were: The majority of the teachers were found liking their job. Female teachers had a greater degree of Job Satisfaction than the male teachers. Fresher and also teachers drawing low salary were more satisfied than that more experienced teachers drawing higher salaries.
Goyal (1980) investigated on A Study of the Relationship Among the Attitudes, Job Satisfaction, Adjustment and Professional Interest of Teacher Educators in India. The objectives of the study were:

1. To measure attitudes, Job Satisfaction, adjustment and professional interests of teacher educators of different categories based on sex, age, qualification and experience.
2. To find out the difference in attitude, Job Satisfaction adjustment and professional interest among groups of teacher educators based on sex, age, qualification and experience.
3. To find out the relationship among attitudes, Job Satisfaction adjustment and professionals interest of teacher educators of different categories. 314 teacher educators were selected as sample for the study. Indiresa's Job Satisfaction Inventory was used.

The findings of the study were:

1. To large majority of the teacher-educators were favourably inclined towards their profession and were satisfied in the job
2. Emotional stability among the teacher-educators increased with age
3. Job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

Gupta (1980) investigated on A Study of Job Satisfaction at three levels of Teaching.

The objectives of the study were:

1. To measure the Job Satisfaction of primary school teachers secondary schools teachers and college teachers
2. To find out the relationship between selected psychological variables and Job Satisfaction exhibited by primary school teachers, secondary school teachers and college teachers
3. To compare the Job Satisfaction of married teachers with that of unmarried teachers
4. To compare the Job Satisfaction of teachers of different age groups
5. To compare the Job Satisfaction of teachers of different experience groups 765 male teachers were selected for the study by using stratified random sampling. In this study the tools used were Teachers Job Satisfaction Scale (TJSS), Attitude Towards Teaching Career scale (ATCS), Meenakshi Personality Inventory (MPI), Personality Maturity Test (PMT) and Personal data and information Forms (PDIF)

The findings of the study were:

1. Need achievement was positively related while needs of exhibition, autonomy and aggression were negatively related to the Job Satisfaction of secondary school teachers
2. Attitude towards teaching as career and personality maturity were positively related the Job Satisfaction of secondary school teachers
3. Marital status, age, teaching experience were not associated significantly with Job Satisfaction of secondary school teachers

Porwal (1980) studied the Personality Correlates of Job Satisfied Higher Secondary School Teachers. The objectives of the study were:

1. Identify the personality traits of satisfied and dissatisfied teachers and
2. To examine the impact of variables like age, sex, marital status, length of service, scale of pay, location of the working place, type of management and extent of employment of their Job Satisfaction. Stratified random technique was used for the study and 100 satisfied and 100 dissatisfied teachers were used for the study. Job Satisfaction Questionnaire (Kumar and Muttra) and Sixteen Personality Factor Questionnaire (in Hindi) by Kapoor were used.
The findings of the study were:

1. The satisfied and dissatisfied teachers were similar on factor, B,F,G,I,N,Q1 & Q3 of 16 PF.
2. Age appeared to extent an adverse impact of Job Satisfaction
3. The female unmarried teachers were more satisfied than the married teachers of both sexes.
4. A negative relationship existed between the length of service and the level of Job Satisfaction.
5. Job satisfaction did not vary with different scales of pay.
6. Well employed and underemployed teachers did not differ on Job Satisfaction.
7. The teachers of government schools were more satisfied than those in privately managed school.

Gupta and Shrivastava (1980) investigated on A Study of Relationship Between Job Satisfaction and Personality Maturity among Secondary Teachers. The study attempts to study the relationship between job satisfaction and personality maturity among secondary teachers. The author has used t-test technique for testing the significance of way differences. It is found that personality maturity is related to the overall job satisfaction and with some of its dimensions like interpersonal relations among colleagues, teacher-principal relation, activity, community aspects, and recognition dimension of the teaching job.
Knoop (1980) studied on Job Involvement of Teachers.

This study investigated the relationship between job involvement and three sets of variables: nine personal (age, sex, marital status, education, overall experience, non-teaching experience, present school experience, income, and locus of control), three structural (size of school, location of school, and hierarchical position), and eight job factors (overall job satisfaction, satisfaction with supervision, satisfaction with co-workers, participation in decision-making, job motivation, closeness of supervision, consideration, and initiating structures). Data were obtained from 838 elementary and 975 secondary teachers in Ontario. Although bivariate correlations generally supported the hypothesized predictions, multiple regression analysis indicated that involvement is mainly related to three variables: job motivation, job satisfaction, and marital status. Three other variables participation in decision-making, educational level, and satisfaction with supervision were only significantly related to involvement for secondary teachers. The independent variables explained about 22 percent of the variance in job involvement for elementary teachers and 29 percent for secondary teachers. When the results were analyzed by sets of variables, it was found that job factors were the only ones related to involvement for both samples. The results are discussed and compared with earlier findings and implications for future research are suggested.

Muthiah (1981) reported a study, “Job Satisfaction of College Teachers – A Relationship with Age and Experience and Sex Difference”. It was found that three aspects of job satisfaction were of prime importance: namely; job aspect, personal aspect and interpersonal aspect. Men teachers seemed to be more dissatisfied than women teachers. There was no relationship between age and experience as far as degree of dissatisfaction was concerned. Significant consistency was found among the respondents regarding intrinsic and extrinsic factors as source of satisfaction and as source of dissatisfaction.

The objectives of the study were:

1. To find out various factors that influence Job Satisfaction among secondary school teachers
2. Effect of variables like sex, marital status, teaching experience in three types of institutions namely private, government and local body.

Stratified random sampling method was followed and 200 male and female teachers from secondary schools were selected. Job Satisfaction Questionnaire was used.

The Major findings of the study were:

1. Interestingly female teachers appeared more satisfied than their male counter parts.
2. Marital status had no effect on the Job Satisfaction of teachers
3. The variables associated experience indicated no effect in the case of female teachers but in the case of male teachers
4. Teachers teaching in the private institutions were more satisfied than those in government and local body institutions.

Srivastava (1982) studied the Job Satisfaction and Professional Honesty of Primary School Teachers with Necessary Suggestions. The objective of the study was to examine the extent of Job Satisfaction and professional honesty among primary school teachers. This study selected primary teachers from randomly chosen primary schools in proportional to the population of each district.
The tools of the study were a Job Satisfaction inventory, professional honesty preference record a questionnaire on reasons for job dissatisfaction. The findings of the study were:

1. The primary teachers of the area were found to have high Job Satisfaction and professional honesty
2. Female teacher as compared male teachers were significantly higher in the Job Satisfaction.
3. Junior teachers as compared to senior teachers and high academic achievers teachers as compared to low achiever teachers were also significantly higher in Job Satisfaction.

*Jyothi (1983)* investigated on *A Study of Achievement Motivation in Relation to Job Satisfaction Among High and Low Achieving Working Women.*

25-40 year old working women including 14 teachers, 24 clerks and stenographers, and 18 lecturers completed achievement motivation and job satisfaction scales to investigate the relationship between achievement motivation and job satisfaction. Findings indicate no true relationship between high and low achievers with regard to job satisfaction. Job satisfaction was associated with positive feelings of task accomplishment. It is suggested that opportunities should be provided in female employment for job enrichment and self-actualization, which provide for personal growth and increased job satisfaction. Maximal motivation requires congruent goals and objectives on the part of both management and employees.
Amarsingh (1985) studied the Correlates of Job Satisfaction Among Different Professionals.

The objectives of the study were:

1. To construct and standardize a Job Satisfaction scale,
2. To find out the incidence of Job Satisfaction amongst professionals
3. To compare the incidence of Job Satisfaction amongst teachers, engineers, advocates and doctors.
4. To relate Job Satisfaction with job intrinsic and job extrinsic variables and age, experience, academic and professional attainment, mental status, family size and employment of spouse and
5. To relate Job Satisfaction with personality dimensions and trait such as self-esteem, extraversion/introversion neuroticism and emotional stability. The study was conduct on two phases. In the first phase a sample of 320 subjects were selected randomly (80-college teachers, 80-engineers, 80-advocates and 80 doctors). The tools used in this study were (i) Rosenberg’s Self esteem scale and (ii) the Eysenck’s Personality Inventory

The findings of the study were:

1. The job intrinsic variable correlated positively and significantly with Job Satisfaction professionals
2. The job extrinsic variables were found to be positively related to Job Satisfaction of professionals
3. Age was found to be positive correlate Job Satisfaction
4. The experience and Job Satisfaction in case of teachers was not significant.
Shah (1985) hypothesized a Study of Job Satisfaction of Secondary School Teachers in Relation to Their Grade, Organisation and Sex.

The hypotheses were as follows:

1. Statistically there was no significant deference in the level of Job Satisfaction among the teachers of secondary schools appointed in different grades or pay scales
2. There was no significant variation in level of Job Satisfaction among the teachers working in different types of organizations
3. There was no significant difference between male and female teachers in respect of their level of Job Satisfaction

Stratified random sample comprised of 200 teachers was drawn from the population of 1831 teachers (male – 1284) (female – 547). Job Satisfaction Scale by Uniyal (1974) was used. Data Collection and Statistical Treatment, Mean, S.D. and ‘t’ test were used to analyse the data.

Finally it was concluded that the factors associated with the job e.g. job advancement, social facilities social recognition and institutional prestige are more effective predictors of Job Satisfaction among secondary school teachers than their financial gain form the job. Female teachers were more satisfied with their job than their male counterparts.

Halpin, et al (1985) studied on Teacher Stress as Related to Locus of Control, Sex, and Age.

This study was designed to test the hypothesis that a feeling of being in control will make potentially stressful environmental events less so. Subjects were practicing teachers about who little was known regarding the relationship between locus of control and stress. They responded to the
Teacher Locus of Control Scale and the Teacher Occupational Stress Factor Questionnaire. Multivariate and bivariate analyses of their responses showed that locus of control was related to teacher stress. As hypothesized, teachers who felt that they were in control reported less stress in their world of work than did those who did not feel influential in their educational environment. Neither sex nor age moderated this relationship.

Erringoff (1985) conducted a study on teacher stress as a function of pupils behaviour and characteristics of regular and special education and results showed no significant difference between each groups on perceived satisfaction in teaching on the reported for frequency of the symptoms of stress. Regular education teachers reported more positive behavior in the classroom than special educators, but this difference was not statistically significant. A significant difference was found on the importance of positive qualities. Regular educators rated intellectual and motivational qualities higher than special educators rated them.

An interesting study conducted by Laughlin in 1985 on the occupation stress and its relationship to social supports and life turbulence of teachers in New South Wales, revealed that nearly one third of the teachers considered this job to be extremely stressful. Self reported teacher stress was found to be negatively related to job satisfaction and interaction to continue teaching.

Steinmiller (1985) conducted a study on relaxation responses as a stress coping strategy for student teachers. Results of the study indicated that there was no significant effect of the relaxation response on the stress of the student teachers. There was a significant lowering of stress scores for all subjects. No difference was found between special education and non-special education majors. There was a significant negative correlation between internal locus of control and high stress scores.
*Misra (1986)* conducted a study of meaning in life, stress and burnout in teachers of secondary schools in Calcutta.

The objectives of the inquiry were:

1. to study if teachers varied in the degree of overall meaning in life and if they showed a trend toward low or high meaning,
2. to identify important sources of meaning in the personal and professional life of teachers and to investigate if teachers varied in the degree of meaning derived from these sources,
3. to find out the relationship, if any, among the different measures of meaning in life
4. to identify the main sources of stress in teaching and to investigate if teachers varied in the extent of experienced stress,
5. to study if teachers varied in the extent of perceived burnout, and
6. to study the relationships between stress and burnout, meaning in life and stress, and meaning in life and burnout in teachers.

The tools used for data collection were Moholick's (1969) Purpose in Life Test, Maslach and Jackson's (1981) Inventory for study of Burnout, and a scale and interview schedules prepared by the investigator for measurement of stress and other background variables. The sample comprised 345 teachers from 15 secondary schools and an in-service teacher population of three teacher training institutions in Calcutta. Survey and case study techniques were followed in the conduct of the study. Descriptive and non-parametric statistical techniques were used for analysis of data.
The findings of the study were:

1. Meaningfulness of life of the teachers was quite high according to their own perception.
2. Meaning in professional life was derived primarily from psychic rewards obtained from task related outcomes and relationship with students.
3. All the measures of meaning in life, namely; self-reported meaning in life, sources of meaning in life, and sources of meaning in teaching had a positive relationship with meaning of life.
4. The relationship between stress studied through test and stress reported by teachers was highly significant.
5. Age of difference was significant with regard to stress of teachers.
6. The sample teachers had a lower degree of burnout.
7. Sex difference was significant on the burnout variable.
8. Stress was positively related to burnout with regard to emotional exhaustion and depersonalization.
9. There was a negative relationship between meaning in life and stress and stress variables measured by tests as well as self-reporting items.
10. A comparatively low level of meaning in life was identified among the sample teachers.

Tokar (1986) investigated on A Comparative Study of Teacher Stress in American and British Middle Schools

The purpose of the study was to investigate the level of stress and the relationship between job-related stress and sources of stress for teachers in the United States in comparison to their counterparts in England. Self-report questionnaires from 773 middle school teachers served as the sample. Teachers in the survey reported a higher level of job-related stress than
teachers surveyed in England in a previous study. A standard multiple regression analysis was used to determine the degree of association between levels of stress and sources of stress for teachers in urban, suburban, and rural middle schools. The multiple R's for cases in American urban, suburban, and rural schools were .56, .41, and .47, respectively. The standardized beta weights from the multiple regression procedures were analyzed and significant sources of teacher stress were identified. The results of the current study supported the previously reported findings of research based on a sample of teachers in the United Kingdom.

Bardfield and Fones (1986) examined the effect of perceived job related stress on the lives of special education teachers and the result showed that high stress teachers indicated an average of 5.2 physical distress symptoms compared to an average of only 2.9 symptoms for the low stress teachers. High stress teachers indicated an average of 6 days per years taken in sick leave, while the low stress teachers required 1.8 days. 42 percent of high stress teachers indicated plan to change careers while 8 percent of low stress indicated no such plan.

Balse (1986) made a quantitative analysis of sources of teacher stress. Linkage between teacher stress and teacher performance are firmly established. Organisational, student administrative and teacher related factors were most frequently related to teacher stress and together constitute 83.1 percent of the responses. Job related factors were considered stressful because they were perceived as interfering primarily with time resources thereby overloading teachers on quantitative and qualitative sense. The findings also indicated that work stress was linked to strong negative feelings in teachers.
Gold (1986) examined the impact of burnout and stress in the teaching profession and identified several sources of stress during student teaching, including isolation and inadequate professional training, suggestions to help student teachers and experienced techniques cope with stress were presented.

Newburg (1987) studied the relationship between job burnout, job stress and job satisfaction among school teachers. The preponderance of the evidence implied that job burnout, job stress and job satisfaction are best considered as separate concepts. In addition it was found poor correlation exists between a goal measure of stress and teaching events stress inventory.

The relationship of teacher’s stress to institutional complexity and perception of working conditions were studied by Jones (1988) and was found that elementary teachers and junior high teachers are significantly more emotionally exhausted than high school teachers, whereas junior high and high school teachers are more depersonalized.

Penn-Margaret (1987) studied the relationship of Job Involvement and Sex role identity to Women’s Jobs Stress and Job Satisfaction. The objectives of the study were;

1. Identifying to what extent women’s perception of job stress are mediated by sex-role identity and job involvement
2. Job involvement is conceptualized as psychological identification with work
3. Sex role identity describes the extent of an individual’s identity with stereotypical Masculine, Feminine an M-F personality traits
4. An attempt was made to replicate previous findings on the positive relationship between women’s job satisfaction and job involvement and negative relationship between job stress and job satisfaction. 363 women were selected for the study as sample.
The findings of the study were:

1. The job involvement was not associated with job stress, it was related to sex role identity and job stress, and between sex-role identity and job satisfaction.
2. The job stress is negatively associated with job satisfaction were replicated in the present study.

Langford (1988) studied the relationship between stress and job satisfaction for seventh day Adventist boarding academy teachers on the southern and south western unions. The findings of the study were:

1. Stress was a significant determiner of teacher job satisfaction.
2. Principal’s length of service was correlated with teacher status.
3. Low teacher salaries were the major reason for teacher leaving the profession.

A survey of secondary classroom teachers on perceived organizational structure, role ambiguity, locus of control and job stress was carried out by Arney (1989). It was found that five combinations of person-environment variables were significant predictors of teacher job stress. Under low formalization conditions subjects with external locus of control experienced a significantly higher degree of stress than internal, under high role ambiguity conditions.

Kulsum (1988) showed the Influence of School and Teacher Variables on the Job Satisfaction and Job Involvement of Secondary School Teachers in Bangalore City.
The major objectives of the study were;

1. To examine the relationship between the independent variables on the one hand and the dependent variables on the other
2. To see whether the differences in the independent variables belonging to the subjects would account for significant differences in their respective levels of job satisfaction and job involvement
3. to develop prediction equations for predicting job satisfaction and job involvement of the secondary school teachers

The sample of the study was 586 secondary school teachers were selected on appropriate stratified random sampling technique.

The following tools were selected for the study; Indiresan’s (1974) Job Satisfaction Inventory, Job Involvement Scale, Lawler and Porter (1967) Job Performance Scale.

Conclusions found in the study were: i.) Teachers Salary, their job performance, attitude towards teaching and job involvement co-related positively and significantly with their job satisfaction ii). Teachers working corporation schools had the highest level of job satisfaction, compared to aided and unaided schools. iii). Female teachers as compared to male teachers and permanent teachers as compared to temporary teachers had higher levels of job satisfaction.

*Kambar (1988)* hypothesised on the Adjustment and Job Satisfaction – An Analytical Study of Teacher.
The Hypotheses were as follows:

1. Different independent variables have their impact on the level of adjustment and level of the Job Satisfaction.
2. Some specific variables such as sex, area of school and status of the school show significant relationship between the adjustment and Job Satisfaction of school teachers.
3. The sex, area of school and status of school differ in themselves only when used with certain specific area of adjustment, overall adjustment and Job Satisfaction.

The sample of the study was purposive sampling methods. The total sample consisted of 545. Adjustment Inventories and Job Satisfaction scale were used.

The findings were as follows:

1. There is dearth of systematic exploration in the study of interrelationship between adjustment and Job Satisfaction of the present day teacher as well as other employees.
2. Following independent variables showed significant difference when compared with level of adjustment and level of Job Satisfaction on marital status, distance of the school, teaching experience, health of the family and psychological disease in the family.
3. Area of school as an independent variable show significant differences when compared with level of Job Satisfaction.
4. No correlation between level of adjustment as well as between level of Job Satisfaction.
5. As the distance of the school from the residence of a teacher increases his level of adjustment and level of Job Satisfaction decreases.
6. Inexperienced teachers are not satisfied with occupation and they have failed to co-operate with the situation.
Kang-Seung-Ho (1988) studied on Career Satisfaction of beginning Teaching in Iowa. The objectives of the study are: The relationships between selected variables and teacher satisfaction, and tested 14 research hypothesis formulated on the basis of literature review and a theoretical model of teacher career satisfaction.

The sample of the study were 586 first year teachers in the school of Iowa state.

The findings were as follows:
1. No significant relationships between personal characteristics and overall career satisfaction of beginning teachers were found
2. No significant difference in the overall career satisfaction at different academic preparation levels was found.
3. Elementary teachers were significantly more satisfied with teaching than were either secondary teachers or those teaching at more than one level
4. Overall career satisfaction was significantly and positively related to the perceived adequacy of teacher preparation in specific programme areas to the importance of these areas to the first year teaching position to overall satisfaction.

Sandarjan and Williams (1988) studied on Job Satisfaction of Certain Categories of Teachers. The hypotheses were as follows:
1. There is no significant difference between the Men and the Women teachers in their Job Satisfaction.
2. There is no significant difference between the graduate and the postgraduate teachers in their Job Satisfaction
3. There is no significant different between the government school and the private school teachers in their Job Satisfaction.
220 teachers, 82 higher secondary schools were selected as sample. Job Satisfaction Questionnaire (JSQ) standardised by Kumar and Kutha (1985) was used in this study.

The findings of the study were:

1. There was no significant difference between the men and women teachers in their Job Satisfaction.
2. There was no significant difference between the graduate and the postgraduate teachers in their Job Satisfaction.
3. There was no significant difference between the government school and private school teachers in their Job Satisfaction.

Rani, E. Kalpana; Reddy, Sivasankara (1989), conducted a study on Impact of locus of control and adjustment of males in single and dual-working families in job satisfaction, job involvement and work involvement. Investigated the impact of locus of control (LOC) and adjustment (ADJ) of single and dual working families on job satisfaction (JS), Job Involvement (JI) and work involvement (WI), 50 married male teachers whose wives did not work and 50 married male teachers whose wives worked as teachers participated. Measures included Rotter’s Internal – External Locus of Control Scale and the Adjustment Inventory. The impact of internality and externality did not significantly influence JS, JI, and WI for Ss in both groups. The impact of ADJ was significant in the single-working families in WI only. LOC and ADJ in single and dual-working families do not seem to influence JS, JI and WI.
Tasi, Kuan (1989) conducted study on Effects on Self Esteem and Locus of Control on Job Satisfaction. The objectives of the study were:

1. To test the effect of self esteem on job satisfaction
2. To determine the relationship between locus of control on job satisfaction
3. To determine the effects of job variables like job advancement, job involvement and job satisfaction

A sample of 147 employees of state government was selected for the study. For measuring intervening variables Rosenberg’s scale (1965), Rotters Self Esteem and locus of control scales were used.

Findings of the study were:

1. The effects of self esteem were found to be significant in explaining the variation in job satisfaction
2. The effects of locus of control were found to be significant in explaining the variations in recognition and job satisfaction.
3. Both the high self esteem and high locus of control groups were found to have higher correlations with job satisfaction than low self esteem and low locus of control.

Trendall (1989), studied Stress in teaching and teacher effectiveness; a study of teachers across mainstream and Special Education.

Stress has both positive and negative aspects, although many researchers appear to need to focus on the negative aspects in order to promote their work.
The present study employed an interactive model of Stress and its relation to teacher effectiveness. It was initially based on questionnaire responses from 237 teachers across Primary, Secondary and Special Schools within one local education authority. Data were collected on age, sex, experience, Qualifications, level of responsibility as reflected in Salary Scale and life event Stress as measured by the Holmes and Rahe (1967) Scale. The researcher devised instruments for ranking likely Stressors within School (Trendal 1987) after the work researchers such as Kyriacou, Dunham and Pratt. She also devised a bi-polar scale for assessing Personal Stresses experienced within an individual’s role as a teacher. Teachers were asked to comment on additional Stress related factors and to rate the profession on a 1-5 scale.

Over 70 teachers offered to be involved further in the study, and 30 engaged in full interviews. 70 teachers were contacted and assessed in relation to Personality types, health factors, coping Strategies and also in relation to types of support they felt useful. Teachers were asked to comment both on the positive and negative features of their work. Health was measured using the General Health Questionnaire (GHO)(Goldberg 1988). The personality measure used was the Eysenck Personality Inventory (EPI) (Eysenck and Eysenck 1964). The researcher designed and tested her own coping Strategy measurement device (Tendall 1987).

Using the Holmes and Rahe LCU data subjects were grouped according to total LCU Scores, based on the curve of distribution of results for this sample, with those considered high life-event stress falling one deviation above the mean and those considered low falling one deviation below the mean and with a number of life events used as a method of Crosschecking School groups were fairly evenly represented throughout life event Stress groups. However there appeared to be more reported life event Stress in 30-39 age group and least in the over 50 age group.
It appeared that more school stresses were experienced by those having five to ten years experience but senior teachers reported fewer stresses. Few co-relations were found between life and school.

_Wong Ting-hong (1989)_ studied on The Impact of Job Satisfaction on Intention to Change Jobs among Secondary School Teachers in Hong Kong. This research aimed at investigating the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong. On analysis of 275 cases, it was found that teachers' job satisfaction was not high. It was also found that teachers tended to have low level of commitment to both their profession and schools, with about 40% of respondents prepared to leave teaching if a job alternative of offering a higher salary became available and about 50% of respondents prepared to leave their present school provided that a school place of higher ranking was offered. In multiple regression, dissatisfaction with the nature of the job and with the social prestige of teachers were found to be significant predictors of teachers' intention to leave the teaching profession, while dissatisfaction with the school principal and promotional opportunities were significantly related to intention to change school.

_Lutz and Maddirala (1990)_ studied Stress, Burnout in Texas Teachers and Reform Mandated accountability.

The purpose of this study was to describe the effect of a certain Texas education reform policy as it related to teacher burnout. More specifically, this researcher sought to determine how the production of teacher's paper work (reports, forms etc) required to demonstrate accountability and mandated Pupil achievement testing, a presumed measure of teacher/school/district performance accountability, influenced teacher burnout – a measure of a teacher's ability to perform.
An initial letter was sent to 3,000 teachers informing them of the study, of their selection as a member of the sample. Four days later, the initial questionnaire was mailed. Three weeks were allowed for responses. Those who had not responded were sent a reminder postcard. A 23% return was obtained.

No additional effort was made to increase the response sample.

Five instruments were used to collect data for this study:

1. Mandated test scale
2. Paper work scale
3. Burn out scale
4. Pupil control ideology and
5. Locus of control

The Development of the Mandated tests Scale and the Paper Work Scale involved two steps:

1. a pilot study to refine the items; and
2. a factor analysis to identify the factor structure.

Based on the analysis of the quantitative multivariable analysis and qualitative data the following findings appear supported.

1. Teachers experienced considerable emotional exhaustion (burnout) and the paper work burden imposed on them accounted for a significant amount (28%) of that burnout.
2. Due to reform policies, teachers felt that they no longer had control over their professional lives but were controlled by a set of mandates and directives. Those directives required inordinate amounts of paper work which in turn, was contributing to teacher burnout.
3. Teachers did not feel that paper work had been reduced by efforts of the state legislature, the Texas Education Agency (TEA), or the State Board of Education directives. However, there was some evidence to support the contention that Principals could be effective in helping teachers to feel less burdened by paper work.

4. Although presently masked by the effect of Paper work, 9% of the teacher burnout was attributable to state mandated tests.

5. Teachers appeared to be copying with mandated tests by teaching to the test. The more they resented or were frustrated by mandated testing, the more likely they were to teach to the test. To the extent that teachers were forced to cope with mandated testing they felt a loss of their sense of control over their professional lives.

Asthana (1990) studied on Internal and External conditions of Control as determinants of performance, in relation to personality characteristics and individuals’ locus of control.

The present study is designed to assess the internal and external conditions of control as determinants of performance in relation to personality characteristics and individuals’ locus of control.

A purposive sample was drawn from the population of children (boys and girls) studying in class VIII of various Hindi medium schools at Kanapur. Children satisfying the criteria of high or low performance under internal and external conditions were selected to form four different performance groups. Personality Indian adaptation by Kapoor et al. was used to collect the data. The collected data were treated using analysis of variance and ‘t’ ratios.
Major Findings were: (1) It was found that internal, warm-hearted, emotionally stable and assertive individuals performed better if they worked under intrinsic motivation. (2) Those who were relaxed and were external in their locus of control did not perform well under any conditions of control (4) Those who were warm-hearted, assertive, adventurous and tense, performed well, irrespective of conditions of control.

*Borg and Falzon (1990)* studied the stress and job satisfaction among primary school teachers in Malta. The result showed the prevalence of stress and level of job satisfaction over 30 percent of subjects rated their job as stressful, and length of teaching experience and age group taught was moderate for teacher stress. 75 percent of subjects were satisfied with teaching. Sex and age group taught were moderators of job satisfaction significant. Negative correlation existed between self reported teacher stress and job satisfaction and between teacher stress and interaction to take up a teaching career a second time.

*Long and Gessaroli (1990)* conducted a survey to find out the relationship between teacher stress and perceived teaching effectiveness. The study revealed that males felt more stressed than females. Unmarried subjects felt more role stress and life dissatisfaction compared with married subjects. Males felt that avoidance coping was more effective and female felt that the problem solving was more effective. Relationship between stress and coping differed depending on whether males were married. Absenteeism were related to stress but not coping factors.

*Bhatia (1990)* hypothesized on Effect of Teaching Experience on the Level of Job Satisfaction.
The present study is an attempt to investigate the significant relationship that existed between teaching experienced and their Job Satisfaction. The hypothesis were as follows.

1. There is no significant difference between Job Satisfaction of high experienced teachers and low experienced teachers group
2. There is no significant different between Job Satisfaction of male teachers and female teachers group
3. There is no significant difference between Job Satisfaction of high experienced male teachers and high experience female teachers group.
4. There is no significant difference between Job Satisfaction of low experienced male teachers and low experienced female teachers group.

The total sample of intermediate college teachers representing the teachers population is 85, out of which 71 high experience teachers (above 10 years teaching experience) and 14 low experience teachers (below 10 years experience) 61 male and 24 female teachers was selected as sample. Job satisfaction scale for teachers constructed and standardised by Kumar and Mutha was used.

Findings were:

1. The low experienced teachers group having an experience between 0 to 10 years were more satisfied than the high experienced teachers having teaching experience of above 10 years.
2. The male teachers were more satisfied than the female teachers.
Ushasree and Jamuna (1990) studied on Job Stress among General and Special School Teachers.

The study aims to examine whether teachers working in special schools differ in job stress they undergo from their counterparts in general schools. 40 special school teachers (20 men and 20 women) and 40 general schools teachers (20 men and 20 women) in the age range of 30-40 years were administered an adapted version of Teachers Burnout Scale developed by Seidmann and Zagar. Analysis of results showed significantly greater amount of stress experience among special schoolteachers. No significant differences could be seen between men and women teachers from special schools. However, men teachers in general school were found to be different from women teachers on career satisfaction and in their attitude towards students.

Claude (1990), conducted a study to examine the relationship between locus of control and job satisfaction of Appalachian principals in the states of West Virginia. The total population for the study was 2,649 principals. The sample utilized in this study consisted of 333 principals. Each participant was mailed a survey packet containing a cover letter, a demographic sheet and two questionnaires. The questionnaires used were the Adult Nolwick’s Strickland I-E scale and Mohrman Cooke – Mohrman job satisfaction scale. The data were analyzed using the Statistical Analysts System. Analysts of variance were utilized to test the hypotheses. An alpha level of 0.05 was used to determine significance. Analysis of the data resulted in the following findings:

1. Principals in the Appalachian countries of Virginia who had an internal locus of control had significantly higher intrinsic and extrinsic job satisfaction than those principals who had an external
locus of control. This substantiates the previous findings of Farkas (1983) and Richford & Fortune (1984).

2. Ancillary findings of the study indicated that female principals and higher levels of intrinsic job satisfaction than males.

3. An additional ancillary findings of the study was that the principals of the Appalachian Countries of Virginia and significantly higher levels of intrinsic job satisfaction than the principals of Virginia.

4. A final ancillary finding of the study was that those principals of the study who made $40,000 or greater annually had significantly higher levels of intrinsic job satisfaction than the principals who made $25,000 - $29,000 annually, and those principals who made $30,000 - $34,999 annually.

If they have an internal locus of control, they have higher levels of job satisfaction that principal with an external locus of control.

Borg and Ridig (1991) examined teacher stress, job satisfaction, absenteeism, career intention, career commitment and self image among secondary school teachers in Malta. Teachers who reported greater stress were less satisfied with teaching, more frequently absent, more likely to live teaching and less likely to re-enter the field.

Judge and Watanabe (1993) studied the life satisfaction-job satisfaction relationship and found that job satisfaction and life satisfaction are significantly and reciprocally related. In their study, data were obtained using the Quality of Employment Survey in 1973 and again in 1977. The sample was representative of the national demographic and occupational characteristics of the work force in the United States. Subjects were interviewed in their homes in 1972-73 using a structured questionnaire. The collection of the second round of data occurred four years later. An analysis
of the results from the original survey revealed that both the effects of job satisfaction on life satisfaction, and life satisfaction on job satisfaction were significant. However, an analysis of the data collected four years later revealed that the effect of life satisfaction on job satisfaction was stronger than the effect of job satisfaction on life satisfaction.

While it is acknowledged that there likely is a strong relationship between life satisfaction and job satisfaction, life satisfaction was not a variable in this study. Because the relationship is unclear and measuring life satisfaction may be a separate study in itself, life satisfaction is represented in the model with no indication of causality with job satisfaction.

Hossein (1993) investigated that there is a relationship between budgetary participation on Job Involvement and Job Satisfaction. The objectives of the study were:

1. To determine the budgetary participation on job performance of secondary school teachers
2. To test the two motivational factors of job involvement and organisational commitment as well as the cognitive factor of role ambiguity mediate the relationships between budgetary participation and job involvement
3. To test the locus of control need for achievement motivation and role ambiguity may moderate the budgetary participation and job involvement.

Sample of 272 secondary school teachers were used for the study. Survey research methodology and path analysis technique was used for the study.

Findings of the study were:

1. Budgetary participation had direct effect on role ambiguity organisational commitments and job involvement as well as
indirect effect on job involvement mainly through role ambiguity.

2. Job involvement had a significantly positive direct effect on job satisfaction, budgetary participation was to related to job involvement

3. Locus of control moderated the link between budgetary participation and organisational commitment

4. Need for achievement motivation and role ambiguity moderated the relationship between budgetary participation and job satisfaction.

5. For individuals with low need for achievement was associated with enhanced job satisfaction, while for individuals with high need for achievement motivation budgetary participation was associated with decreased job satisfaction.

6. Individuals facing high role ambiguity, budgetary participation was associated with increased job satisfaction while for individuals facing low role ambiguity budgetary participation was associated with decreased job satisfaction.

Shah (1994) studied the Influence of School and Training on Job Satisfaction and Job Investigation of Secondary School Teachers. The objectives of the study were:

1. To try out the Leadership Behaviour Description Questionnaire (LBDQ) of Halpin and Wines (1957). The Job Involvement Satisfaction Inventory of Inderson and Inderson (1974) and the job Involvement of Lodahal and Kejner (1965)

2. To see whether there would be any relationship between the independent variables of the study namely the teacher age, sex, material status, teaching experience nature of job and qualifications
3. To examine in their levels of the job satisfaction and also their levels of Job Involvement

4. To examine there would be any interaction effect between the levels of any two selected pair of independent variables.

*Ausekar (1996)* studied on the Job Satisfaction Among Teacher Working in Government and Private Secondary Schools. The objectives of the study were:

1. To find out the factors contribution to Job Satisfaction in teachers

2. To find out the relative importance of each of the sixteen factors as mentioned previously.

Job Satisfaction Scale developed by Sareshwara Rao's was used. Random sampling was done and 40 teachers were selected for the study (20 from government and 20 from private schools.

The conditions of work and service for teachers should be well laid down and specially barred on the principle of party both in private and government schools. Par with the government school teachers as long as salary is concerned because economic satisfaction leads to social satisfaction.

*Sanghavi (1996)* studied on the Do the Government and Non-Government School Principals Differ in their Job Satisfaction? The objectives of the study were:

1. To study the degree of Job Satisfaction of the female principals working in the government and non government secondary schools

2. To study the degree of Job Satisfaction of the male principals working in the government and non-government secondary schools

3. To study the degree of Job Satisfaction of the principals working in the government and non government secondary schools
The sample of the study consisted of 900 secondary school principals. The tool used was the Job Satisfaction scale, which was constructed by the investigator.

The findings of the study were:

1. There was no significant difference on the level of Job Satisfaction between the female and male principals working in the government secondary schools.
2. There was no significant difference on the level of satisfaction between the female and male principals working in the non-government secondary schools.
3. There was no significant difference on the level of Job Satisfaction between the principals working in the government and non-government secondary schools.

Reiper and Busselle (1996) made a study on the rural teachers and stress in 120 rural in Whatcom Country. Washington Result revealed that time management issues were listed most frequently as highest stress factor followed by lack of administrative support, poor student motivation, and discipline. Salary levels and violence towards teachers were insignificant. The study includes teacher’s prediction of future stressors and methods of coping with stress.

Richardsom (1997) conducted a study in Caribbean elementary school teachers. The goal of the study was to discover the sources of stress in elementary school teachers in Caribbean. The study sought the answers to three questions which focus on teacher’s perceptions of most stressful activity/condition and difference in sources of stress among teachers across eight Caribbean territories. The study was conducted on a sample of 645 elementary school teachers.
The responses of teachers were sought by using Teacher’s Stress Inventory which contains seven scales – role ambiguity, role stress, organizational management, job satisfaction, life satisfactory, task stress and supervisory support. Task stress emerged as the major source of stress for the teachers. Male teachers showed higher levels of stress and life satisfaction.

*Ventatammal (1998)* studied on Occupational Stress Among University Teachers

An attempt was made to know the stress experienced by the teachers of Annamalai University. The hypotheses examined the existence of significant differences in the levels of stress among teachers of Arts faculties and the Teachers of Science faculties. In addition the variable like sex, different cadres such as Lecture, Reader and Professor, and the level of job satisfaction were also studied. Sample studied were 58 teaching Staff. Results show that teachers belonging to Arts faculties and Science faculties do not differ significantly on occupational stress. Male teachers and female teachers are not differing significantly on occupational stress. Lecturers, Readers and professors do not differ on occupational stress. The teachers who are just satisfied with their job show more stress than the teachers who are highly satisfied with their job.

*Daniah and Hassan (1998)* studied on The Relationship of Job Satisfaction and School Adjustment with Achievement Motivation for Female Teachers.

To test academic success, a person needs strong motivation, which depends, among other things, on adaptation and satisfaction. Previous studies showed the influence of those two factors on achievement motivation. Based on these results, this study aims at finding out the
correlation between achievement motivation, school adjustment and job satisfaction. Test on these three factors were administered to 104 female teachers of the Faculty of Education in the United Arab Emirates University.

Results showed that each two of the factors correlated significantly. Job satisfaction correlated with achievement motivation (controlling for adjustment), job satisfaction correlated with adjustment (controlling for achievement), but adjustment did not correlated with achievement when job satisfaction was controlled for. This study showed an important result consisting of influence of a factor in one domain (job satisfaction) in another achievement motivation (in schooling).

Results also revealed that highly adjusted teachers are having high achievement motivation than their less adjusted counterparts.

Waskiewicz (1999) studied on Variables that Contribute to Job Satisfaction in Secondary School Assistant Principals.

The objective of this study was to identify variables that explain the job satisfaction of assistant principals of secondary schools. If such variables are identified, efforts can be made to eliminate or reduce the effects of those variables, which lead to dissatisfaction and enhance those, which lead to satisfaction. The participants were 291 respondents to a survey distributed to a systemic sample of 400 assistant principals who were members of the National Association of Secondary School Principals in 1996. Participants completed the short form of the Minnesota Satisfaction Questionnaire and a questionnaire developed by the researcher. Participants' job satisfaction had three measures: extrinsic, intrinsic, and general job satisfaction. The variables believed to explain job satisfaction of assistant principals (age, opportunity for advancement, career
aspirations, compensation, feelings of compensation fairness, supervisor relations, and ability utilization) were analysed through path analysis to determine the effects of the independent variables on the three measures of job satisfaction.

Results revealed that assistant principals were only marginally satisfied with their jobs. Assistant principals were not as interested in advancing their careers as reported in prior studies. Assistant principals also felt that their responsibilities were extending beyond the routine maintenance of discipline and attendance programme. Examination of the data revealed that the hypothesized models did not fit the data. Of the total variables theorized to explain job satisfaction, age, compensation, and opportunity for advancement were found to have no significant effect on intrinsic, extrinsic, or general job satisfaction. However, supervisor relations were found to have a significant effect on all three measures, as did ability utilization. The other variables in the models either did not have significant effects on the three measures of job satisfaction or were too small to be considered important.

Relationships between the independent variables were also examined and reported. None of the hypothesized indirect path effects were large enough to be considered important. After reviewing the results, the only conclusion that can be drawn is that the models did not capture accurate relationships among the variables. However, supervisor relations and ability utilization were found to be moderately related to extrinsic, intrinsic, and general job satisfaction.

*Lanney (1999)* studied on The Perceptions of Teacher Empowerment and Job Satisfaction Among Jackson Country High School Teachers. The objective of the study was to examine the relationship...
between the perceptions of empowerment and Job Satisfaction among high school teacher. 311 teachers were randomly selected to participate in the study. Job Satisfaction questionnaire, teacher empowerment and demography tools were used. Data were analysed using the Pearson Product Moment correlation, which showed statistically significant relationship between empowerment and Job Satisfaction.

Data were analysed using the Pearson product moment correlation, which showed statistically significant relationship between empowerment and Job Satisfaction. Canonical analysis which verified that teacher empowerment accounted significantly for variance in Job Satisfaction and analysis of variance which showed that no one school was more empowered than the other schools.

*Tarver, Canada and Lim (1999)* studied The Relationship between Job Satisfaction and Locus of Control among Administrators and Academic Administrators.

This study examined the relationship between job satisfaction and locus of control among administrators and academic administrators in higher education. Demographic variables of ethnicity, gender, age, educational level, and type of educational institution were also examined to determine how they affected the relationships between main variables.

*A study by Xin et. al. (1999)* Canada on Influence of workplace conditions on teachers job satisfaction found that female teachers were more satisfied with their professional role as a teacher than were their male counterparts. Teachers who stayed in the profession longer were less satisfied with theory professional role. Work place conditions positively affected teacher satisfaction; followed by teaching competence and organizational culture. Significant interactions between teacher background
characteristics and workplace conditions occurred. The gender gap in professional satisfaction grew with increased teaching competence,"

*Bahmonde (2001)* hypothesized on the Teachers Perception of School Culture in Relations to Job Satisfaction and Commitment. The hypotheses were as follows:

1. There is a difference in the school culture perceptions of employees that are satisfied with their Job and employees that are not satisfied with their Job.
2. There is a difference in the school culture perceptions of employees that are committed to their Job and employees that are not committed to their Job.

300-400 teachers were selected for the study as sample. Job Satisfaction Scale and Organizational Culture Inventory was used.

The findings was that those who were not satisfied with their job were more likely to perceive the culture of the organization as Aggressive/Defensive than those who were committed to their job, viewed the organizational cultural style as more constructive than those who were not committed or somewhat committed to their Job. Finally those somewhat committed viewed the organisational cultural style as more Aggressive/Defensive than those committed to their Job.

*Shapiro (2002)* studied on Job Satisfaction of 6th and 12th Grade Teachers in Florida’s Charter Schools. The objectives of the study were:

1. How do dimensions of Job Satisfaction of 6th – 12th grade teachers in Florida’s charter schools differ from Job Satisfaction of 6th – 12th grade teachers in previous surveyed Florida Middle Sized public schools?
2. Job satisfaction/Dissatisfied of charter school $6^{th}$, $12^{th}$ grade teachers differ due to demographic: age, gender, years of previous teaching and professional/temporary/lack of certification.

Findings were:

1. A significant difference existed between Job Satisfaction dimensions of $6^{th}$–$12^{th}$ grade teachers in florid charter schools and Job Satisfaction dimensions in $6^{th}$–$12^{th}$ grade teachers in a previously surveyed Florida Middle sized public school district as measured by the Job Satisfaction survey for pay, promotion, contingent rewards, Fringe benefits, operating conditions and communication. The dimension of supervision, co-workers, and nature of work were not significant.

2. Charter school teachers were significantly different for gender and previous teaching experience

Educational Implications indicated that some charter school characteristics such as autonomy for teachers, increased teacher participation in governance and closer relationship with students may contribute to Job Satisfaction.

*Sargent (2003) Keeping Teachers Happy: Job Satisfaction among Primary School Teachers in Rural China.

In China, the recent opening-up of labour markets in general and within the school system has raised concerns about retaining qualified teachers in schools serving poor communities. This research considers the question, what factors keep teachers serving poor communities satisfied with their work?
With multivariate analyses of a survey of rural primary school teachers, principals and village leaders in one of China’s poorest provinces, we investigate the role of individual teacher background, school environment, and community factors as influences on three measures of teacher work satisfaction. Consistent with research elsewhere, results showed that younger, better-educated teachers were less satisfied, and suggest that teachers may be more satisfied in schools with an organizational climate that supports collaboration and in communities where village leaders support education. More surprisingly, models showed ambiguous effects of economic resources in the community and school: while timely payment of salaries and school expenditures were positively linked to teacher satisfaction, other indicators of economic status of communities and schools such as village income per capita, contributions of the village collective to the school, and teacher salary were negatively linked to teacher satisfaction, or not linked at all.

These results underscored the challenge that faces rural, impoverished communities as they seek to retain teachers, and especially well educated teachers. Results also suggest that economic development alone may not ameliorate the problem.

*Luckner and Hanks (2003)* conducted a study on Job Satisfaction: Perceptions of a National Sample of Teachers of Students Who Are Deaf or Hard of Hearing.

The study examined the perceptions of a national sample of teachers of students who are deaf or hard or hearing to assess their level of job satisfaction. A questionnaire was developed and distributed; 610 completed surveys were analysed. Overall, respondents appeared satisfied with their
jobs. Of the 59 items in the survey, 51 were scored as positive for the group as a whole. Participants reported that their relationships with colleagues were the most enjoyable aspect of the job. Paperwork, state assessment tests, and lack of family involvement were identified as the least satisfying aspects. Data were also analysed by comparing the responses of teachers across groups— itinerant, elementary, secondary, and resource room. Generally, this group-by-group analysis produced findings similar to those for the overall sample. Recommendations on addressing the specific factors that teachers responded to negatively are provided.

*Flowers (2003)* studied on “Effects of Locus Control on African American High School Seniors' Educational Aspirations: Implications for Pre service and In service High School Teachers and Counselors”.

The major purpose of this study was to investigate the impact of locus of control on African American high school seniors' educational aspirations. Controlling for family, student, and school characteristics, the results of the study suggest that African American high school seniors who reported higher levels of locus of control were more likely to have higher educational aspirations than African American high school seniors who reported lower levels of locus of control. Implications for preservice and inservice high school teachers and counselors are discussed.

*Gakhar and Paul (2003)* studied on Job Stress, Job Satisfaction and Adjustment of Physical Education Teachers as related to their Job Placement

The study was undertaken to find the difference in the job stress, job satisfaction and adjustment among male as well as female physical education teachers working in government, public and private senior
secondary schools of Chandigarh, Mohali and Pachkula. The sample comprised of 140 teachers. The results obtained through F-test revealed that male as well as female teachers working under different management differed significantly in their job stress, job satisfaction and adjustment. Public school teachers were found to have high job stress, high job satisfaction and better adjustment.

*Zembylas (2004)* studied Job Satisfaction among School Teachers in Cyprus.

Recent national and international studies carried out in a number of countries have drawn attention to the degree of job satisfaction among teachers. In general, it has been found that context seems to be the most powerful predictor of overall satisfaction. However, given that most of the international studies on teacher satisfaction have been conducted in developed countries, one realizes the need in the available literature for similar research in developing countries as well. This research examined job satisfaction and motivation among teachers in Cyprus – a small developing country in the Eastern Mediterranean. An adapted version of the questionnaire developed by the “Teacher 2000 Project” was translated into Greek and used for the purposes of this study that had a sample of 461 K-12 teachers and administrators. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analysed how these motives influence the level of satisfaction held by the Cypriot teachers.

*Muhonen and Torkelson (2004)* studied the Work Locus of Control and its Relationship to Health and Job Satisfaction from a Gender Perspective
With its focus on gender, the aim of this study was to investigate the role of Work Locus of Control (WLC) for job satisfaction and health in the context of occupational stress. Data were collected from 281 women and men at both managerial and non-managerial level in a Swedish telecom company. As hypothesized, external WLC was positively related to stressors and symptoms of ill-health, whereas it was negatively related to job satisfaction. These results applied for both women and men. Even though ANOVAs did not show a gender difference in WLC, the results of the hierarchical multiple regression analyses indicated that WLC was a significant predictor of job satisfaction, but only for women. Besides these main effects WLC also acted as a moderator in the stress–health relationship for women. This indicates that separate analyses for women and men are needed in order to investigate potential gender differences that might otherwise go unnoticed.

Dennis (2005) made a study on an analysis of the impact of locus of control on internal auditor job performance and satisfaction. The purpose of the study was to examine whether internal auditor’s job performance and/or job satisfaction are related to differences in the personality variable locus of control and its relation to perceived audit structure. A sample of 50 internal auditors drawn from six US firms completed a survey instrument used to identify respondents’ degree of locus of control, perceived audit structure and job satisfaction. Participants’ managers provided performance ratings. The study finds that those internal auditors with more internal locus of control tendencies appear to outperform cohorts with more external traits. The internal auditors with a apparent conflict between their locus of control and their perceived level of audit structure do report significantly lower levels of job satisfaction than cohorts without such conflict.
**Butt and Lance (2005)** studied on Secondary Teacher Workload and Job Satisfaction. Do Successful Strategies for Change Exist?

This study analyses the views of secondary school teachers involved in the Transforming the School Workforce: Pathfinder Project—a project designed to address issues of teacher workload and job satisfaction. The initiative was launched in 2002 by the Department for Education and Skills (DfES) to enable 32 pilot schools to explore ways in which they might restructure their working practices and reduce teacher workload. Funding was provided for schools to benefit from consultancy support, the training of head teachers, the employment of additional teaching assistants, the provision of ICT hardware and software, the training of bursars/school managers and for capital build projects. Here we concentrate on the evaluation of the Pathfinder Project with particular reference to possible changes in workload and job satisfaction of secondary teachers in the 12 secondary schools involved in the project. The reported weekly and holiday hours worked by secondary teachers are analysed across the duration of the project, as are patterns of evening and weekend work. Teachers' views on job satisfaction are also analysed in conjunction with their perspectives on workload, culminating in a discussion of their solutions to the problems of excessive workload. The relationship between teacher workload, job satisfaction and work-life balance is explored within the context of the future modernization of the entire school workforce.

**Ghali (2005)** studied on Teacher Effectiveness and Job Satisfaction of Women Teachers.

This study was carried out with the main objective of studying the relationship between Teacher Effectiveness and Job satisfaction. Besides these the effect of locality, management and subject of teaching on Teacher
Effectiveness and Job Satisfaction were also studied. The subjects were 120 women teachers working in high schools of Chittoor district of Andhra Pradesh selected by following random sampling techniques. The data were collected by using three tools viz. Teacher Effectiveness Scale, Job Satisfaction Scale and Biodata sheet. The findings showed low and positive correlation between Teacher Effectiveness and Job Satisfaction. Only the management of the school has significant impact both on Teacher Effectiveness and Job Satisfaction. The other variables included in the study viz., locality and subject of teaching had no significant impact on both Teacher Effectiveness and Job Satisfaction.

Sari (2005) studied on How Do Principals and Teachers in Special Schools in Turkey Rate Themselves on Levels of Burnout, Job Satisfaction, and Locus of Control?

This study explores issues of burnout, job satisfaction, and locus of control among special school principals and teachers in Turkey. The purpose of the study was to determine whether there are differences between principals and teachers in terms of work status, sex, and work experiences. A quantitative approach was used: 295 participants (33 special school principals and 262 teachers) were selected and responded to the survey. The Job Satisfaction Scale (JSS) and the Maslach Burnout Inventory (MBI) were used to measure job satisfaction and burnout levels in terms of dimensions: emotional exhaustion, depersonalization, and personal accomplishment. The Internal-External Locus of Control Scale was used to measure the extent of participants' internal or external locus of control. Results are reported in detail in the body of the article.

Tasnim (2006) studied on Job Satisfaction among Female Teachers: A Study on Primary Schools in Bangladesh.
This study is conducted to analyse the job satisfaction among the female teachers of government run primary schools in Bangladesh. Though job satisfaction is considered as a factor of social psychology but in this study job satisfaction is analysed from organizational perspective. Two research questions are posed to identify the level of job satisfaction of female teachers. The prime aim of this study is to find out the teachers’ perception of ‘job satisfaction’ and to identify the factors, which affect job satisfaction of female teachers. To fulfil these aims fifty-seven teachers from seven governments run primary schools in urban and rural areas have been selected. Among the selected teachers twenty five are male and thirty two are female teachers. Both open ended and close ended questionnaire are used to get the answer of the research questions.

The empirical study has found some factors, which affect job satisfaction of both male and female teachers. The factors are salary, academic qualification, career prospects, supervision, management, working environment, culture etc., few perceptions of job satisfaction and the factors those affect it are same to the male and female teachers. But here are many perception as well as factors in which the male and female teachers are in two opposite pole. These different opinions are mostly interpreted in masculinity-femininity and power distance model of Hofstadter. It is found that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.

_Aruna Pandey and et al (2006)_ investigated on Locus of control as a function of job satisfaction and life satisfaction of army officers, JCO’s and other ranks.
The objectives of the research were – (a) A study of influence of locus of control on job satisfaction of Officers, Junior Commissioned Officers (JCO’s) and Soldiers of other ranks working in army. (b) Study of influence of locus of control on life satisfaction of Officers, JCO’s and Soldiers of other ranks working in an army.

The Hypotheses of the study were (1) There is no influence of locus of control on the job satisfaction of army officers, JCO’s and soldiers of other ranks. (2) There is no influence of locus of control on the life satisfaction of army officers, JCO’s and soldiers of other ranks. In the research work, soldiers posted in various regiments of Jabalpur have been taken. These soldiers belong to various ranks. A sample of 300 soldiers was taken. Of these, 10 each were officers, JCO’s and soldiers of other ranks. There is no influence of locus of control on job satisfaction and life satisfaction of different categories of employees of the Army. They are given jobs according to their abilities and capacities. The jobs of all these army personnel are independent of each other in army; they are given salaries and facilities according to their jobs. Their abilities are tested and evaluated from time to time and promotions are given accordingly. Facilities are provided for their future also. All soldiers are treated equally in army. The families of the soldiers are given facilities according to the ranks, like house, medical facilities, schools for children etc. If needed, these soldiers are given leave or holidays also; burden of work is not put on one soldier. 1) There is no difference in job satisfaction in officers, JCO’s and soldiers of other ranks having external and internal locus of control. 2) There is no difference in life satisfaction in officers, JCO’s and soldiers of other ranks having external and internal locus of control.
Kochar and Khetarpal (2006) investigated on A Study of Stress, Job Satisfaction and Locus of Control in Permanent and Temporary College Teachers.

In modern humans, stressful situations occur numerous times each day, and may produce the same stress reaction, but there is rarely an opportunity for a physical outlet for the stress response, such as 'fight' or 'flight'. At low levels of stress, individuals are not activated or aroused enough for high performance. Similarly, at high levels of stress, individuals expend their energy coping with stresses rather than directing efforts towards enhancement of performance. Thus, performance is high when a moderate amount of stress is present. Under conditions of moderate stress, individuals are not only activated to perform, but devote substantial energy towards performance enhancement rather than coping with stresses. Lack of proper adjustment at workplace and inability of a woman to carry the dual role, leads to dissatisfaction, loss of energy and inefficiency in work. Stress and low job satisfaction can be hazardous for any professional. Moreover a negative correlation was found between stress and job satisfaction. It was further found that the negative correlation between stress and work satisfaction was significant for individuals with a high internal locus of control. Jobs characterized as "active" (i.e. high in decision latitude with high job demands), are associated with higher degrees of satisfaction and reduced depression. In contrast, "passive" jobs (i.e. low decision latitude and job demands), are associated with higher degrees of depression and dissatisfaction. Most of the research on organizational stress has focused on its relationship with job satisfaction. These studies generally indicate that job stress and satisfaction are inversely related job satisfaction is one of the criteria of establishing a healthy organizational structure in an organization. Job satisfaction is the reaction of the workers against the role they play in their work. It is the total of the
sentiments related with the job conducted. If the worker perceives that her values are realized within the job, she improves a positive attitude towards her job, acquires job satisfaction and has low stress levels.

*Jurgen et. al. (2007)* studied on Tacking a Sickie: Job Satisfaction and Job Involvement as interactive predictors of Absenteeism in a Public Organization

This study says that correlations between absenteeism and work attitudes such as job satisfaction have often been found to be disappointingly weak. As prior work reveals, this might be due to ignoring interactive effects of attitudes with different attitude targets (e.g. Job Involvement and Organizational Commitment). Drawing on basic principles in personality research and insights about the situational variability of job satisfaction judgements, it was proposed that similar interactions should be present also for attitudes with the same target. More specifically, it was predicted that job involvement affects absenteeism more if job satisfaction is low as this indicates a situations with weak constraints. Both attitudes were assessed in a sample of 436 employees working in a large civil service organisation and two indexes of absence data were drawn from personnel records covering a 12 – month period following the survey, whereas simple correlations were not significant a moderated regression documented that the hypothesized interaction was significant for both indication of absence behaviour. As a range of controls (e.g. age, gender, job level) were accounted for, these findings lend strong support to the importance of this, new specific form of attitude interaction. Thus we encourage researcher not only to consider interactions of attitudes with a different focus (e.g. job vs. organisation) but also interaction between job involvement and job satisfaction as this will yield new insights into the complexes function of attitudes in influencing absenteeism.
**Nobile (2008)** studied on Organizational Communication and Job Satisfaction in Australian Catholic Primary Schools

Job satisfaction has been associated with a variety of behaviours relating to communication. However, very little research has been conducted in primary schools encompassing job satisfaction and a range of communication variables. This study investigated the relationships between aspects of organizational communication and facets of job satisfaction. The participants were 356 staff members from 52 primary schools of six Catholic education systems in New South Wales, Australia. The participants completed a survey consisting of the Organizational Communication in Primary Schools Questionnaire and the Teacher Job Satisfaction Questionnaire (TJSQ). Ten organizational communication factors and nine job satisfaction factors were identified. Multiple regression analyses identified several organizational communication factors that were predictors of job satisfaction. The results suggest implications for policy and practice with regard to communication in these schools.

**Wan-Ting Feng (2008)** studied on The Relationship between Teacher Empowerment and Job Satisfaction of the Junior High School Teachers in Taoyuan Country.

The present study investigated the relationship between teacher empowerment and job satisfaction of the Junior High School Teachers in Taoyuan County. The subjects was consisted of 689 junior high school teachers sampled from 689 junior high schools. Five hundred and sixty-five subjects returned completed questionnaires, and the valid return rate was 82%. The statistics used in the present study were, t test, single one-way ANOVA, Pearson correlation, and stepwise multiple regression.
The findings were as the follows:

1. The average overall score of all dimensions regarding teacher empowerment was 3.01, which was considered as high level. The order of the highest ranking to the lowest was professional knowledge, self-efficacy, professional autonomy, professional growth, professional authority, and participation in decision-making.

2. The average overall score of all dimensions regarding job satisfaction was 2.85, which was considered as moderate level. The order of the highest ranking to the lowest was interpersonal relationship, the work, the work variety, working conditions, promotion, administrative leadership, and benefit.

3. There were significant differences between various background groups (gender, educational level, working years, positions, school area) in terms of teacher empowerment of junior high school teachers.

4. There were significant differences between various background groups (educational level, the channel to earn certificate, position, and school area) in terms of job satisfaction of junior high school teachers.

5. Significant positive correlation were found between teachers' empowerment and their job satisfaction.

6. Teachers empowerment could predict their job satisfaction. Professional authority is the most powerful predictor in the regression. Based on these findings, suggestions and implications are provided for authorities of education, the junior high school administrator, junior high school teachers and future researchers.
Kumar and Giri (2009) studied on Effect of Age and experience on Job Satisfaction and Organizational Commitment,

The study showed the impact of age and experience of employees on job satisfaction and organizational commitment. Data was collected from 380 employees at junior, middle and top level management from various public and private organizations in India. Standardisation scales were used to measure job satisfaction and organizational commitment. Results revealed that job satisfaction and organizational commitment differed significantly across the different career stages of employees. It was further observed that aged employees had higher job satisfaction and organizational commitment. Job satisfaction and organizational commitment also differed significantly based on work experience of employees. It was found that higher the work experience of employees, higher was their job satisfaction and the organizational commitment.

2.3 Conclusion:

There are very few studies conducted in India relating to Occupational Stress, Locus of Control, Job Involvement in Relation to Job Satisfaction of Teachers.

The present study makes an earnest attempt to study the relationship between Occupational Stress, locus of control and job involvement to job satisfaction.

The succeeding chapter spells out details of the research procedure.