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REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In the previous chapter, a brief introduction, concept of job satisfaction, personal effectiveness, teachers’ attitude and organisational culture, need and importance of the study, genesis of the problem, statement of the problem, objectives, limitations and overall view of the study were presented succinctly.

In this chapter, review of the studies carried out in the field of job satisfaction in relation to the study variables are described briefly.

Review of related literature provides valuable guidance in order to comprehend the problem holistically and the extent of advancement in research field on the topic. It envisages and explores the innovative insight for appropriate methodology and research design. According to Fox (1969) review of related literature encompasses the following functions;

❖ It gives conceptual frame of reference for the contemplated research;
❖ It also helps in understanding of the status of research in the problem area;
❖ It provides sufficient insight to the research approach, method instrumentation and data analysis;
❖ It evaluates the probability of success of the contemplated research and the significance or usefulness of the findings; and
❖ It guides specific information needed to state the definitions, assumptions, limitations and hypotheses of the research.

The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. The review tells the researcher what has been done and needs to be done (Gay 1990).

The reviews have been gathered through primary sources, database and internet. Alarmingly it is noticed that very little studies have been conducted on job satisfaction in related to personal effectiveness, teachers attitude and organisational culture, in spite of its immense importance in the field of guidance and counseling.
2.2 REVIEW OF RELATED LITERATURE

2.2.1 STUDIES ABROAD

Lowther et al (1985) studied "Age and the Determinants of Teacher Job Satisfaction"

This study presents an analysis of the determinants of job satisfaction in teachers at various age levels. The following results are presented: (1) job satisfaction increases with age, (2) job values remain constant with age, (3) job rewards increase with age, and (4) the major determinants of job satisfaction are intrinsic to teaching for younger teachers and extrinsic to teaching for older teachers.

Wong Ting-hong (1989) studied "The Impact of Job Satisfaction on Intention to Change Jobs among Secondary School Teachers in Hong Kong".

This study 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.

Mitchell and Willower (1992) studied “Organizational Culture in a Good High School”

Observations and interviews were conducted in a high school, selected because of high student achievement scores, controlled for socioeconomic status, and a reputation for excellence. An organizational culture that cut across school groups including students, was found. It was grounded in academics and school spirit. A set of reinforcing elements was proposed as the reason for the culture. It included: administrators, teachers, parents, and a school board committed to academic study; a community whose main employer was a medical centre and which was perceived to be
education-oriented; many students who associated academic success with material success and popularity; and a school superintendent who acted as a catalyst. If students are to be part of a school's organizational culture, reinforcing elements equivalent to those found are probably crucial. They counteract the oppositional student and adult subcultures that are so common in schools.

Cheng (1993) studied "Profiles of Organizational Culture and Effective Schools"

This study intends to investigate how school organizational culture is related to important organizational characteristics and observed how the profiles of strong culture-effective schools were different from those of weak culture-ineffective schools in terms of organizational variables (such as principal's leadership, organizational structure, and teachers' social interactions), teachers' job attitudes, and school effectiveness criteria. It is a cross-sectional survey research involving 54 randomly sampled Hong Kong secondary schools and 588 teachers. The unit of analysis is the school. Organizational ideology index was found to be substantially correlated with schools' perceived organizational effectiveness. Among the 10 measures of these organizational variables, teachers' esprit and principal's charismatic leadership
can contribute substantially to the prediction of school's strength of organizational culture. The organizational profile of perceived strong culture-effective schools is contrastingly different from that of perceived weak culture-ineffective schools. The findings suggest that difference in organizational culture can be reflected at least in three overt levels: 1. organizational level in terms of principal's leadership behaviors, organizational formalization and participation, and teachers' social norms; 2. teachers' attitudinal level in terms of organizational commitment, social job satisfaction, intrinsic job satisfaction, and influence job satisfaction; and 3. school effectiveness level in terms of perceived overall organizational effectiveness and academic achievement in public examinations.

Abu-Saad and Hendrix (1995) studied "Organizational Climate and Teachers' Job Satisfaction in a Multi-Cultural Milieu: The Case of the Bedouin Arab Schools in Israel"

This study examines the relationship between job satisfaction and organizational climate in the elementary schools of the Bedouin Arab community in southern Israel. The school represents a relatively new organization, of Western origin, in this very
traditional Arab community, which is now a part of the modern, western-oriented state of Israel. The job satisfaction questionnaire used in this study was based upon Wanous and Lawler's questionnaire, and the organizational climate questionnaire was based upon Horowitz and Zak's questionnaire. All Negev Bedouin elementary schools were included in the study. Based on the factor analysis, two job satisfaction factors and five organizational climate factors emerged. The results revealed teachers' satisfaction with work itself as the dominant job satisfaction factor, and principal leadership as the dominant organizational climate factor. The findings of the multiple regression further revealed that: (1) the organizational climate factors of principal leadership and autonomy on the job were significantly related to teachers' satisfaction with work itself; and (2) the interaction between principal leadership and teachers' intimacy was significantly related to both job satisfaction factors (work itself and social needs).

Mustapha (1998) studied “Personal Effectiveness in Relation to Age, Experience and Type of Management”

This study identifies the factors that influence the effectiveness of site managers. It first describes the methodology
used to measure managerial effectiveness and then determines the relationship between these measures and the independent variables. These independent variables are; personal variables, job conditions, project characteristics and organisational variables. Data were obtained from 30 site managers using interview questionnaires and direct observations. The statistical analysis suggested that managerial effectiveness is mostly associated with the personal variables and job conditions. The research did not provide enough evidence to support the proposition that project characteristics such as building type, complexity and project duration have significant impact on managerial effectiveness.


This study examined the relationship between the self perceived job satisfaction of chief academic officers and the leadership style of the presidents of the institutions. The relationship between these two variables and the selected demographics of age, gender, and length of service in the current
position of the president and the chief academic officer was examined. Bolman and Deal's Leadership Orientations (Other) Leadership Survey Instrument, the Mohrman-Cooke-Mohrman Job Satisfaction Scale, and a demographic questionnaire were sent to the 446 chief academic officers of Baccalaureate II institutions in the United States and the District of Columbia. Responses were received from 235 chief academic officers. Using these responses, presidents were classified as being single framed leaders, paired frame leaders, or multi-frame leaders. Comparisons were made among the job satisfaction means within each of these classifications and based upon the demographics. Results of this study indicated significant differences in the job satisfaction of chief academic officers based upon the leadership frame(s) of their presidents. These differences most often occurred in extrinsic and overall job satisfaction with the Human Resources frame as a single frame or as one of a paired frame or multi-frame leadership styles having a higher mean than leadership styles that employed the Political frame.

Green (1999) studied "Collaborative Negotiations and Job Satisfaction in an Indiana Public School District: A Case Study".
Collaborative negotiations are a relatively new process of negotiation whereby the administration and association have an agreement to agree. This bargaining, known as "Win/Win Bargaining", is an affecting professionalization, restructuring, and reform efforts throughout the nation. Literature asserts that the most mature bargaining relationship exists where both union and management are strong and have reached a level of mutual trust and respect.

This researcher studied the relationship between collaborative negotiations and job satisfaction in an Indiana public school district which has been using this process to negotiate for eight years. Three interviews each were conducted with four individuals who had been involved in negotiations through both processes. In addition, all certified employees of the school district were surveyed using the Job Descriptive Index (Revised).

Survey analysis indicated that ninety-one percent (91%) of the respondents were satisfied with their jobs. Narrative answers attributed the satisfaction to collaborative negotiations. Interview analysis detailed many points concurrent with the survey results including an initial desire to change the negotiations process, the need for and importance of a trusting relationship between
administration and association, and the systematic influence collaborative negotiations had on the school district.

Possible future studies could contain pre and post-information related to job satisfaction in districts contemplating and implementing change in the process of negotiations. Another possible study could be geographical in nature determining the likelihood of success for collaborative negotiations in a district in which the association has a strong influence over the negotiating process. Finally, a future researcher could do a follow-up study in the Graystown Consolidated School Corporation to determine the lasting effect collaborative negotiations may have on job satisfaction in this district.

Wilkinson (1999) investigated “A Study of Factors Influencing Job Satisfaction During Different Career Stages of Teachers”.

The purpose of this study was to examine the relationship between teacher job satisfaction and career stage. The facets assessed were: communication, coworkers, fringe benefits, leadership, and nature of work, pay, support, professional development, shared decision-making, students’ supervision, working conditions, and work recognition.
This was a descriptive research study employing both quantitative and qualitative methodologies. The population and target population were the same: teachers in a suburban, K-12 school district. Data from a survey distributed to the target population represented the dominant quantitative paradigm, and four focused interviews represented the less-dominant qualitative paradigm. Quantitative data was used to ensure breadth of formation and qualitative data was used to provide richer meaning to the quantitative data.

Means and standard deviations were calculated for the subgroups with each variable. One-way analysis of variance was used to determine the significant difference existed at p < .05 level of significance. The revealed that no statistically significant difference existed at the p < .05 level of significance for subgroups of career stage, age, or gender. Thus the data supported the hypothesis and sub-hypothesis of the study.

A general linear model repeated measures analysis was also applied. The application was used to examine the relation of the facets of job satisfaction to the different career stage subgroups and age subgroups. This derived affirmed career stage or age did not statistically affect the thirteen facets.
Al-Qassem, (1999) studied “Job Satisfaction for English as Second Language Teachers at Chicago’s Universities and Colleges”.

This study aimed to investigate the relationship between the factors that might be associated with job satisfaction for English as Second Language teachers (ESL) and their overall job satisfaction level. These factors are the demographic and personal characteristics, the intrinsic variables, and the extrinsic variables of satisfaction. The demographic variables include age, gender, race, length of experience, employment rate, education level of teachers, type of host institution in addition to the location of the institution. The intrinsic variables include recognition, advancement, and responsibility. The extrinsic variables were labeled as job security, salary, and co-workers relationships, work itself, supervision, and working conditions.

Literature in the field of teaching indicated that the intrinsic factors that are most associated with teachers’ job satisfaction. However, some research associate job satisfaction with demographic and extrinsic variables.

This study used the Teacher’s Job Satisfaction Questionnaire (TJSQ-Lester 1987) to survey all ESL teachers at the universities
and colleges in the Chicago area. Two hundred and eight teachers participated in this study.

The results of this study indicated that job satisfaction is not associated with gender, age, race, educational level, and employment rate and host institution. On the other hand, job satisfaction was found to be associated with length of experience, location of campus, workload and type of contract.

This study found that job satisfaction is associated with both intrinsic and extrinsic factors of satisfaction. In fact, it found a high correlation between the intrinsic variables and the overall job satisfaction level.

Madsen et al. (2000) studied "Organizational Culture and Its Impact on African American Teachers".

This study showed how the organizational culture of schools and the cultural values of African American teachers affected the professional experience of these teachers in schools where they are in the minority. Results for seven teachers showed that the majority established the work norms, resulting in a uniformity of rules and regulations with which people of color were expected to comply.
Hay (2000) studied “Developmental Mentoring: Creating a Healthy Organisational Culture”

This study explores the nature of mentoring and contrasts traditional approaches with a developmental format that may be more suited to today's flatter organisations. A definition of developmental mentoring is given plus a model for differentiating between traditional and developmental mentoring, coaching, counselling and managing. Trends facing organisations are summarised and the reader is invited to review developmental processes and consider the impact of various mentoring formats on communication processes within their organisation.

Flint (2000) studied “Culture Club: An Investigation of Organisational Culture”

Organizational culture has an incredible function and is an incredible function, as it is both product and process, and effect and cause. Within an investigation of tertiary students' perceptions of the fairness of educational assessment using grounded theory methodology, it became apparent that it was important to consider the influence of course culture. This study consisted of a literature
review on organizational culture. The study gave some insight into what culture is, what the components of culture are, and how the culture of schools and universities are viewed (various researchers describe academic culture as possibly having four types of culture—discipline, profession, enterprise, and system, with additional campus subcultures identified as student culture and administrative culture). It also considers some of the qualitative methods used by researchers in studying the culture of an organization. The study gave some interest to those seeking to increase ways of understanding the organization to which they belong or would like to belong.

Aaberge (2000) studied “The Relationship Between Individual Teachers’ Conflict Styles and Perceptions of School Culture”.

This study examined the relationship between individual teachers’ conflict styles and their perceptions of the school’s culture. It further compared the teachers’ and the principal’s perceptions of the school’s culture. Elementary teachers from nine schools in the Northwestern states of Montana, Idaho, and Washington were surveyed in a sample of 150 respondents, including nine principals. All schools in the sample had been involved in a school improvement initiative for more than one year.
The Wilmot Conflict Styles Inventory (Wilmot and Hocker, 1998) assessed each teacher's conflict style as being that of Collaboration, Accommodation, Compromise, Competition, or Avoidance. The Organizational Culture Inventory (Cooke and Lafferty, 1989) measured the teachers' and principals' perceptions of school culture, placing the culture into one of three types: Constructive, Passive/Defensive, or Aggressive/Defensive. The data were categorized, ranked, and analyzed identifying relative consistencies. A Chi-Square statistical test found significance at the level of $p<.0001$. The results indicated a statistically significant relationship between the teachers' conflict styles and their perceptions of school culture. A significant relationship also existed between the teachers' perceptions and the principal's perception of the school's culture. Results from this research yielded the following conclusions: (1) Overwhelmingly (96%), teachers experienced a high degree of satisfaction in their schools, within their perception of the school's culture identified as Constructive (collaborative). They believed that involvement in the school improvement initiative promoted this collaborative culture. (2) Teachers with a Collaboration conflict style constituted 74% of the total sample, indicating both high assertiveness and high
cooperation levels. (3) Principals in all nine schools perceived their school’s culture to be Constructive, resulting in a high correlation with the teachers’ perceptions of the school’s culture. (4) A positive relationship existed between the individual teachers’ conflict styles and their perceptions of the school’s culture.


The purpose of the study was to describe interaction among three elements: one school’s culture, the 1991 contract between the Denver Public Schools (DPS) and the Denver Classroom Teachers’ Association (DCTA) and, contract implementation in that school. If educators and legislatures continue to create change policies in the belief that schools can both implement and be improved by such policies, then research must look beyond cause and effect studies which generally show no significant impact or no improvements.

During the first full year of contract implementation, this study observed the adult population of a single middle school. This research isolated and examined non rational parts of culture such as symbols, rituals, myths, heroes and heroines, priests and priestesses.
For over 177 days, qualitative methods of data gathering were used oral and written interviews, reconstructed dialogue, observations, panel discussions, and artifact and document examination. The school's history and sages were recorded in the summer of 1992. The site was selected for its meaty example of cultural fragmentation and part racial and ethnic conflict.

Numerous discreet and specialized cultures were formed, anchored around single subject areas or a single race or ethnicity. These cultures with their own school heroes, myths, priests and priestesses were interdependent upon one another. One teacher could belong to more than one school culture. The school's year long events could be partitioned into academic and political affairs.

Findings suggested that some teachers' resistance to change, as well as participation in collegial activity, was directly related to their need to protect cultural symbols. Some teachers who embraced change also sought to preserve their culture, but through newly instituted political means. The cultural ritual of this school held that teaching was an intimate act.

Two symbols emanating from the school's various cultures were teacher autonomy and teacher equality. Change that threatened the life of a culture was tantamount to war. The culture
empowered teachers to preserve their educational rituals and symbols.

Hanson, (2000) studied "The Relationship Between Moral Orientation and the Health of the Organizational Culture as Self-Reported by Female Superintendents".

A study was conducted to explore the moral orientation of female superintendents during dilemmas in their workplace, and to look at the relationship among moral orientation (ethic of justice, ethic of care, and the integration of ethic of justice and care) and the health of the organizational culture. Demographic variables of the superintendents were also analyzed. Subjects (n = 68) represented 52% of all female superintendents in the states of North Dakota, South Dakota, Minnesota, Iowa, Nebraska, Kansas, and Colorado. A survey instrument, which has 49 items, was constructed by combining portions of two previously used surveys, the School Culture Assessment Questionnaire from Sashkin and Sashkin (1990), and a modified version of The Measure of Moral Orientation from Liddell (1990). Four demographic questions and two open-ended questions relating to moral orientation and culture, developed by the researcher, were also included in the survey. The
findings indicated that the female superintendents in this study preferred the ethic of justice moral orientation in their decision making, and the majority agreed that the integration of the ethic of justice and the ethic of care are important in their decision making related to the simulated dilemmas. There were no significant differences related to the moral orientation and the demographic variables used. There were also inconclusive findings as to whether there is a relationship among the moral orientations (ethic of justice, ethic of care, and the integration of justice and care) and the health of the organizational culture.

McLain (2000) studied “A Comparative Study of Organizational Culture Reported by Staff in Rural Alaskan schools”.

This study presents the results of research using the Organizational Culture Inventory (Cooke, R.A., and Lafferty, J.C., 1989). Plymouth, MI: Human Synergistic International). The survey was administered to the instructional staff of 29 rural Alaskan schools. The Organizational Culture Inventory (OCI) defines organizational culture as the normative beliefs and shared behavioral expectations of the members. The OCI describes and measures 12 specific types of organizational behavior norms.
(culture styles), which are organized into three general clusters: Constructive, Passive-Defensive, and Aggressive-Defensive.

The study addresses the relationship of school size to organizational culture styles as reported by the instructional staff in the surveyed schools. The schools are grouped by enrollment size: 11 small schools (30-150 students), 4 medium schools (151-350 students). The schools are also grouped by community type (small town, medium, and off-road community) and school type (elementary and secondary).

Research results show that the mean scores of staff from small schools were higher for the four Constructive styles than the mean scores of staff from large and medium schools. The mean scores of staff from small schools for the four Passive-Defensive and the four Aggressive-Defensive cultural styles were generally lower than the mean scores of staff from large and medium schools. ANOVA tests accompanied by box graphs and followed Bonferroni t-procedures using school size as a nominal independent variable showed these differences to be significant for 11 of the 12 culture styles. By comparison, ANOVA and Bonferroni t-procedures showed
no significant differences when using community type or school type as independent variables.

Correlation tables and scattergrams with regression lines examined the relationship of enrollment to reported cultural styles. Correlation tables for the 12 cultural styles showed correlations at significant levels (greater than .5) for 9 of the 12 styles when all 29 schools were included. The scattergrams illustrated a pattern of declining Constructive scores as enrollment increased through the range of school enrollments. Passive-Defensive and Aggressive-Defensive scores increased as enrollment increased, but only to a point: The largest school broke that pattern.

Robinson (2000) studied “Teacher Job Satisfaction and Levels of Clinical Supervision in Elementary Schools”.

This study investigated the relationship between elementary teacher job satisfaction and the level of clinical supervision present in the school where those teachers work. Additionally, this study attempted to determine if job satisfaction were associated with clinical supervision and to encourage increased teacher job satisfaction by increasing the practice of clinical supervision.
Data for this study were gathered using two instruments. First, the Snyder-Pavan Clinical Supervision Practices Questionnaire (SPCSPQ) was used to rank fifteen elementary schools on a scale of high, medium, or low levels of clinical supervision usage. Then, the Teacher Job Satisfaction Questionnaire (TJSQ) was administered to three randomly selected elementary schools (one from each level).

Analysis of the data indicated a significant difference in means between two of the three selected schools. Specifically, the school with a high level of clinical supervision and the school with a medium level of clinical supervision had a significant difference in means among the three selected schools for the feedback factor of teacher job satisfaction.

These results suggest an increased use of clinical supervision, specifically in the area of feedback, could lead to increased teacher job satisfaction among elementary school teachers.

Chikri, (2000) studied “The Relationship Between Perceptions of the Mission of Catholic schools and Job Satisfaction Among Teachers in Catholic Elementary Schools”.

The purpose of this study was to examine Catholic elementary school teachers, perceptions of the specific mission of Catholic
schools and its relationship to their job satisfaction. In addition, the study also sought to determine if personal and professional characteristics of Catholic elementary school teachers could be used to predict perceptions of the specific mission of Catholic schools.

A total of 268 Catholic teachers completed and returned an original questionnaire developed to measure the specific mission of the Catholic schools. The questionnaire section for job satisfaction was developed by Convey (1996). A demographic section was included to obtain information about the personal and professional characteristics of the teachers, including their religious preferences and activity levels.

Five research questions were developed for this study. The first research question could not be answered, as there were not a sufficient number of teachers who were also members of a religious community to compare with nonreligious order teachers. A significant difference was found for the subscale measuring teachers' perceptions of the influence of religion between teachers who had a Catholic school background and those who had attended public schools. Statistically significant correlations in a positive direction were found between the subscales measuring the
specific mission of the Catholic school and job satisfaction, indicating that teachers who had more positive perceptions regarding the specific mission of Catholic schools had higher levels of job satisfaction. The stepwise multiple linear regression analysis using the specific mission of Catholic schools as the dependent variable and personal characteristics of the teachers as the independent variables showed that teachers who were more active in their parishes and schools and attended religious services often were more likely to have positive perceptions of the specific mission of Catholic schools. Years in Catholic schools and years in present school were significant predictors of the specific mission of Catholic schools.

Additional research is needed to validate the results of this exploratory study, especially with high school teachers and parents. This research could also be extended to include teachers in other types of parochial schools.

The developmental research schools, or laboratory schools, of the state of Florida became single-school public school districts in 1991. This allowed the four Florida laboratory schools to receive full-time equivalency funding from the state, but also required the schools to have state-mandated programs in place.

Laboratory school teachers have varying roles that include teacher, researcher, writer, and presenter. These roles have caused discussion about appropriate performance appraisal methods for laboratory school teachers. In Florida, public school districts must have a human resources and management development plan that addresses evaluation and supervision of teaching personnel. With the passage of the Florida Clinical Education requirements for teachers who supervise developing teachers, it became necessary for the development research schools to demonstrate a commitment to an established system of measuring teacher growth.

Westley (2000) investigated on "An Examination of the Relationships Between Catholic Grade School Teachers' Perceptions of Job Satisfaction and Their Expectations of Leadership Effectiveness".
The purpose of this study was to examine the relationships between Catholic grade school teachers' perceptions of job satisfaction and their expectations of leadership. Catholic grade school teachers are considered at-will employees who have no assurances of continued employment. They can be dismissed at any time without a need for a reason.

A total of 219 teachers from 72 Catholic grade schools participated in this study by completing three instruments: Job Descriptive Index, Perceptions of the Effectiveness of the Principal, and a short demographic survey. The teachers were generally over 46 years of age, female, and White. Typically, these teachers had both public and Catholic order, and the majority of the teachers were practicing Catholics. Teachers at all grade levels from preschool through eighth grade were represented in the study.

Five research questions were developed for this study. Results of the statistical analysis addressed each of these questions. A positive, statistically significant correlation was found between their perceptions of the effectiveness of the principal as it is now and as it should be. Catholic school teachers generally had high levels of job satisfaction. Job satisfaction with their present job and their pay were significantly correlated with perceptions of the
effectiveness of the principal as an instructional leader as it should be. Teachers who had higher levels of job satisfaction also had positive perceptions of the principal as an instructional leader as it is now. Teachers who had higher levels of job satisfaction were more likely to be positive about the current effectiveness of the leader.

Bahamonde-Gunnell (2000) studied "Teachers’ Perceptions of School Culture in Relation to Job Satisfaction and Commitment".

The concepts of culture and climate have been investigated in the corporate world and have been found to relate to increased job satisfaction and commitment. Schools can also benefit from such findings. In the school setting there are a number of studies that have been conducted relating school culture and climate to student achievement, but few have investigated the relationship of school climate and culture to job commitment and satisfaction.

Organizational culture, employee job satisfaction, and employee commitment are all variables that must be measured in order to investigate how culture affects the organization. In this study, teachers’ perceptions of the school culture, job satisfaction, and job commitment are investigated using the Organizational Culture
Inventory (Cooke and Lafferty, 1983) and the Organizational Commitment Questionnaire (Porter, Steers Mowday, and Boulian, 1974). Eleven rural school districts in the Midwest were selected according to similar demographics (total population, total number of teachers, and number of elementary schools). Each of the elementary schools had between 300 to 450 students of kindergarten through fifth grade. A total of 118 first studied and second-grade teachers were asked to participate in the study.

Two conceptional hypotheses were addressed: (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 jobs. (2) There is a difference in the school culture perceptions of employees that are committed to their jobs and employees that are not committed to their jobs. A total of 58 surveys were returned out of 118 surveys mailed, for a completion rate of 49%.

The findings supported three of the six operational hypotheses. Those who were not satisfied with their jobs were more likely to perceive the culture of the organization as Aggressive/Defensive than those who were satisfied with their job. Secondly, 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 jobs. Finally, those somewhat committed viewed the organizational cultural style as more Aggressive/Defensive than those committed to their jobs.

Rich (2000) studied "Teacher Job Satisfaction as it Relates to School-Based Decision-Making in Three Western Kentucky Elementary Schools: Perceptions of a New Element in Teaching".

Elementary school teachers are members of a professional culture comprised predominately of women. Utilizing a critical theory perspective, this study examined teacher job satisfaction and its relationship with school-based decision making in three elementary schools within an enclave of western Kentucky. Within this framework participants revealed meanings, experiences, and perceptions associated with this aspect of their work lives.

The research used a methodology incorporating both quantitative and qualitative techniques to examine the work experiences of elementary teachers. All 28 participants completed the Job Descriptive Index and its supplement, the Job in General. The Job Descriptive Index is the most frequently used of all job satisfaction survey instruments, utilizing five scales to reflect expected work outcomes. Data obtained from this survey was
incorporated with open-ended questions and probes in interviews conducted with each participant.

From an analysis of these data, three themes emerged: experiences that contribute to teacher job satisfaction, experiences that detract from job satisfaction, and experiences specifically with school-based decision making that contribute to, or detract from job satisfaction. Participants reported that working with children is their primary source of job satisfaction, but many also noted that they enjoy summers and holidays off from work. Poor pay and benefits, as ever-increasing work load, and a resulting increase in decision making occurs through the selection of principals and personnel as well as knowledge of school functions gained through council service. Conflicts with other teachers resulting from council decisions, as well as attempts by administrators to dominate or influence council decisions represent experiences with school-based decision making that detract from job satisfaction.

The study concludes that the Job Descriptive Index only superficially measured job satisfaction levels of the participants. Interviews determined that school-based decision making provides only minor job satisfaction but perhaps more importantly, revealed
that women elementary teachers must work in a patriarchal society and are often subject to administrative control.


The two purposes of the study were to (1) analyze the relationship between teacher perception of school climate and elementary principal effectiveness and; (2) investigate the differences between the manner in which more effective principals and less effective principals affect school climate by the strategies they use in working with more effective to less effective teachers.

The study followed the following procedures: Each of the 130 elementary schools that fit the criteria in the fifty mile radius of Bloomington, Indiana, was included in the original sample. Teacher perception of principal effectiveness data was collected in each of the schools that responded to the request using the Audit of Principal Effectiveness (APE), developed by Valentine and Bowman (1988). Teacher perceptions of school climate were collected in each of the schools that responded to the request using the Instructional
Climate Inventory (Form T), developed by Metritech, Inc. (Maehr, Braskamp, and Ames, 1988). On site, structured interviews were conducted with the principals in four of the elementary schools whose principals were more effective in the more positive school climates. Interviews were also conducted with the principals in four of the elementary schools whose principals were less effective in the schools with the less positive school climates. The interviews were used to gather information about the differences in the practices the principals' use in working with less effective to more effective teachers.

The intended outcome of this study was to try to understand the contexts of what causes climates to be more positive or negative while examining the practices of the more and less effective principals. Statistical analysis of the data included descriptive statistics, Multiple regression, Independent Sample t-test, and Pearson product moment correlation.

A positive correlation was found between school climate and principal effectiveness in the participating elementary schools of this study. The more effective principals in the more positive schools were found to have specific strategies to improve their less effective teachers and used different strategies to empower their
average to more effective teachers. The less effective principals talked in more general terms without specific direction in the manner they work with teachers in their buildings.

Riley (2000) studied "The Presence and Importance of Job Satisfiers and Job Dissatisfiers Among Public School teachers in Georgia".

This study examined the presence and importance of Hertzberg's motivator-hygiene factors as perceived by public school teachers in the state of Georgia. A 30 item questionnaire developed by Furey (1982) and modified for this study was used to collect data. The modified questionnaire was distributed to 435 teachers in a total of fifteen schools throughout the metropolitan Atlanta area. Teachers receiving the questionnaire were asked to rate the extent to which motivator and hygiene factors were perceived to be present and important in their jobs. Three hundred and ten (71%) of the questionnaires were returned.

The paired t-test (non independent means) was used to test the significance of difference expressed in Hypotheses I through 8. Significance was established at the .05 level of probability.

A t-ratio 15.19 (p <.001) indicated a significant difference in the means for presence of motivator and hygiene factors. Teachers
in this study perceived motivator factors to be present on their jobs to a greater degree than they perceived hygiene factors. Teachers identified responsibility and the work itself as job satisfiers. Working conditions, salary, status, and having adequate time for personal life were identified by teachers as job dissatisfiers.

A t-ratio -5.41 (p <.001) indicated a significant difference in the means for importance of motivator and hygiene factors. Teachers in this study perceived hygiene factors to be important to a greater degree than motivator factors. Therefore, teachers perceived factors surrounding their jobs to be more important than factors within the content of the job.


The purpose of this study was to identify work-related dimensions (intrinsic, extrinsic, and religious) which could be predictors of overall job satisfaction for teachers in the Tennessee Association of Christian Schools (TACS), to identify groups of work-related variables (intrinsic, extrinsic, and religious) which could be predictors of TACS teachers’ satisfaction with work-related dimensions, and to identify demographic variables which could
account for differences of overall job satisfaction for teachers in TACS.

The population of the study consisted of 369 full-time teachers in 34 traditional TACS schools. The TACSQ, the survey questionnaire, was comprised of two sections: a 28-item non-demographic section and an 11-item demographic section. Two hundred eighty-five questionnaires were analyzed, resulting in a response rate of 77.2 percent. The statistical tests used to evaluate six research questions included descriptive statistics, multiple linear regression, simple linear regression, one-way analysis of variance, Newman-Keuls test, and independent t tests.

From an analysis of the data, it was concluded that TACS teachers were moderately satisfied with their teaching positions. The teachers' greatest source of job satisfaction was religious, while their least source was extrinsic. It was found that 65 percent of the variance in predicting overall job satisfaction of TACS teachers was explained by the combined predictor variables (intrinsic, extrinsic, and religious dimension scales). Moreover, it was also found that the summed intrinsic variables summed extrinsic variables, and extrinsic satisfaction, and religious satisfaction, respectively. Two demographic variables, that is age and grade level of teaching
position, accounted for significant differences in overall job satisfaction of TACS teachers.

Fusco (2001) studied “The Study of Shaping Organizational Culture and Providing Structures to Support Professional Learning Communities in Elementary Schools”.

The idea of a school that can learn has become increasingly prominent during the last few years. It is becoming clear that schools can be re-created and sustainable renewed not by mandate and not by regulation, but by taking on a learning orientation. The purpose of this study was to investigate the professional learning community as developed and sustained by today’s school leadership teams. The primary research interest was to identify the characteristics that define the professional learning community and to explore how educators shape organizational culture and provide structures the demographic variables of level of education, number of years with this principal, and age group of the respondents appeared to have the strongest influence on the perceptions of the respondents.

Refinement and validation of the survey instrument is needed. Correlation of the defined cultural leadership behaviors to
indicators of school effectiveness is also needed. Once accomplished, the survey would be a powerful instrument for developing leadership behaviors in principals that build effective school cultures that result in better service to students and higher achievement.

Sandbank (2001) studied "Sources of Job Satisfaction Among High School Teachers at Different Career Stages".

As the pool of qualified teacher applicants diminishes and the need for secondary teachers increases, levels and sources of teacher job satisfaction become important issues to study. The need for teachers will only increase in the coming decade as an aging work force retires and enrollments continue to increase. High school teachers report higher levels of job dissatisfaction than do elementary or middle school teachers. A well-prepared, stable, and talented teaching force is necessary to maintain effective schooling.

Two hundred three suburban high school teachers were surveyed, and follow-up interviews were conducted to further examine teaching and its context in terms of sources of job satisfaction and their relationship to teachers' career stage. There
are contradictions in the research as to sources of job satisfaction as well as the influence of career stage on job satisfaction.

Results show that these teachers were mostly satisfied with their jobs, but less satisfied with their schools. Specific organizational or cultural factors were more significant in determining job satisfaction than were career stage. Teachers surveyed overwhelmingly report that their relationship with their students and affecting their students are the most important sources of job satisfaction. After this factor, other factors are highly distributed. Teachers reported that both affecting their students within their classrooms, as well as having a voice in the broader issues within the school, especially student behavior, was very important. The ability of school leadership to create opportunities for teachers to authentically contribute to the creation of civil schools, and the support that teachers receive from their communities and boards of education are critical. Contextual sources of satisfaction, such as compensation, class size, and availability of resources, if adequate, are less significant than are student sources. This is true for all career stages.

There is a shift in the way many teachers view their work. They are more diverse, more entrepreneurial, and more experimental
than are the predecessors. School leadership needs to acknowledge and be responsive to this changing dynamic of teachers.

Vazquez (2001) studied "Culture Creation in a New Urban School".

This study explored the formation of organizational culture in a newly created school within an urban school system. The roles of the founders and the school leader, the crisis and conflicts that help define the culture, and other factors influencing the formative process were key elements examined in this study.

Started in 1997 as a New Visions school in East New York, the Essence School was the setting for this study. The school serves approximately 190 students in a middle school model. Interviews, observations, and archival materials were the primary sources of data. The Transformational Leadership Profile developed by Sashkin and Rosenbach (1998) was used to explore the school leader's role in the emerging school culture. Schein's theory on organizational culture was the guide for analyzing the data.

The evolution of the Essence School culture did fit Schein's multi-stage process of group formation. The founders were not school leaders creating a complex process in establishing the school culture. Schein's linear process of primary and secondary
mechanisms, while applicable in this case, was far less linear in practice in this new start-up school.

The Essence School experienced similar political and logistical challenges described by the literature on charter schools. Other factors influencing the group culture formation were aligned to these challenges. The deeper conflicts among the founders and the school director were based on differing views of leadership, power, authority, and ownership. Schein's theory does not guide an analysis of the deeper conflicts from the perspective of gender and race issues, nor does it offer a psychodynamic view of group relations.

New school founders and leaders, as well as other school stakeholders, would benefit from opportunities to learn about organizational culture and leadership. These opportunities should focus on deepening an understanding of founder and leader roles, with attention to leadership and organizational culture. District-level instructional and technical support, for both traditional and alternative schools, is necessary to allow and encourage the development of new schools.

The ROPELOC instrument originally developed by Richards over 10 years and then by Richards and Neill over a further 7 years has been further developed to tap into key actions and behaviours that indicate a person's effectiveness in a variety of critical areas of life. The new ROPELOC instrument has grown out of testing on over 10,000 training program participants in a wide variety of program types. The ROPELOC items are grounded in self-perceptions but expressed and interpreted in terms of behaviours.

Other, often popular, measures which purport to measure multiple dimensions, have been found wanting, are insensitive to change, unreliable or have poor psychometrics. The ROPELOC overcomes these shortcomings and provides a short, easily administered useful multidimensional instrument with sound psychometric properties.

The ROPELOC has 14 scales; including personal abilities and beliefs (Self-Confidence, Self-Efficacy, Stress Management, Open Thinking), social abilities (Social Effectiveness, Cooperative
Teamwork, Leadership Ability), organisational skills (Time Management, Quality Seeking, Coping with Change) an ‘energy’ scale called Active Involvement and a measure of overall effectiveness in all aspects of life. In addition, the instrument has an in-built Control Scale that helps to determine whether changes reported in the other scales are due to program effects or simply due to retesting on the same instrument. The two Locus of Control scales measure the tendency to take responsibility for self-actions and successes.

Two different samples of high school students were used to trial the new ROPELOC. The first trial sample (n= 1250) had internal reliabilities (Cronbach alpha) for its 14 subscales of between .79 and .93 and an average internal reliability of .85 and an overall alpha of .96. In the second trial sample ( n= 1475) the internal reliabilities ranged between .71 and .90 ( mean=.83) for younger students aged 11-13 yrs and between .73 and .91 (mean=.84) for older students aged 14-16 yrs. The average inter-scale correlations was .43 (highest correlation = .62) indicating good discrimination between the closely allied dimensions of life effectiveness as measured by the ROPELOC.
In the first trial sample Exploratory Factor Analysis produced average factor loadings ranging from an average of .65 to an average of .86 with an overall average of .75. Confirmatory Factor analysis produced a goodness of fit indice (TLI) of .925. A CFA of the second trial sample again demonstrated that the factor structure for the ROPELOC instrument was well defined. The factor loadings in this sample ranged .67 to .90. In addition, the fit indices again reached very acceptable levels (TLI = .94 and GFI = .92). Note: the TLI index for the LOC scales standing alone is .97.

Katharina (2002) studied “Teacher Job Satisfaction, Student Achievement, and the Cost of Primary Education in Francophone Sub-Saharan Africa”

Low teacher motivation and its detrimental effect on student achievement are central problems of many education systems in Africa. Using standardized data for student achievement in Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar and Senegal, this study analyzes the empirical links between various policy measures, teacher job satisfaction and primary education outcomes. It appears that there is only very limited evidence for the effectiveness of intensively debated and costly measures such
as increasing teachers salaries, reducing class size, and increasing academic qualification requirements. Other, more simple measures such as improved equipment with textbooks are both more effective and less costly. It also appears that teacher job satisfaction and education quality are not necessarily complementary objectives. Especially those measures ensuring control and incentive related working conditions for teachers, significantly increase student achievement while reducing teacher job satisfaction. In addition, teachers' academic qualification beyond the baccalaureat, while beneficial for students' learning, tends to lead to a mismatch between teachers' expectations and professional realities, and thereby reduces teachers' job satisfaction.

Sarasola (2002) studied “Schools’ Organizational Culture and Subcultures: Approaching to its Knowledge”.

The main goal of this research is to approach school culture and sub-cultures knowledge. Teachers, as learning community members, should be conscious of their basic assumptions in order to accomplish effective change.

Culture, as a socio-critical metaphor, includes organizational climate and goes over artifacts and values. It refers to the
organizational deeper level of the unconscious assumptions constructed and shared by its members.

The quantitative research uses two instruments. A cultural model including six elements (Teacher Efficacy, Teachers as Learners, Collegiality, Mutual Empowerment/Collaboration, Shared visions/School-wide Planning and Transformational Leadership) and proposes that the prevailing culture is the result of the level of development of each individual element. It assumes that in different cultures or at different times in the same culture, there would be a variation in these levels of development. The second scale operationalises two organizational constructs: 'Transformational leadership culture' and 'Transactional leadership culture'. This phase of the investigation is centered upon the development and administration of a survey instrument in twenty-five schools and almost eight hundred teachers.

This phase of the study is followed by case studies of two schools in which there is a combination of quantitative and qualitative research strategies. Finally, main guidelines are featured in order to facilitate change and innovation for both schools.
Good (2002) studied "Teachers' Perception of Their Professional Status as it Relates to Job Satisfaction".

Virginia is facing a shortage of teachers, in part due to teachers accepting positions outside the Commonwealth or leaving the field of education altogether. Job satisfaction is an important issue when considering avoidable turnover rates. According to Hertzberg's (1966) job satisfaction theory, lack of status is one factor that can contribute to dissatisfaction. An advantage of being viewed as a professional is the prestige associated with the position. The literature review discussed the characteristics of a profession and although some definitions have supported the idea of teacher as professional.

Stanley (2002) studied "Relations Between Gender and Teachers' Perceptions of Principal Effectiveness in Georgia Schools".

The purpose of this study was to investigate the relationships between teachers' perceptions of principal effectiveness and gender of the teacher and gender of the principal. In this correlational study, the "Principal Leadership Inventory" was used to obtain quantitative ratings of perceived principal effectiveness. Intact groups of teachers from randomly selected schools in Georgia
participated in the study. Indicators based on eight factors of principal effectiveness were included on the instrument as follows: build a safe and secure environment, develop personal and professional leadership, establish community relations, foster team building and morale, morale, model decision making and interpersonal skills, promote student achievement, provide curriculum and instructional leadership, and utilize organizational management. A total of 842 teachers completed and returned surveys.

Overall, principals were perceived to be effective based on the indicators and factors included on the instrument. Without regard to gender of the teacher, female principals received higher scores overall; however, male teachers tended to rate male principals highly while female teachers rated female principals highly. In the multiple regression analysis, the amount of variance explained in perceived principal effectiveness scores based on principal gender was significant in every factor except 'building a safe and secure environment'. Teacher gender was not found to be significant in explaining the variance in perceived principal effectiveness scores in the overall regression model.
Lund (2003) studied "Organizational Culture and Job Satisfaction"

This empirical investigation examines the impact of organizational culture types on job satisfaction in a survey of marketing professionals in a cross-section of firms in the USA. Cameron and Freeman's (1991) model of organizational cultures comprising of clan, adhocracy, hierarchy, and market was utilized as the conceptual framework for analysis. The results indicate that job satisfaction levels varied across corporate cultural typology. Within the study conceptual framework, job satisfaction invoked an alignment of cultures on the vertical axis that represents a continuum of organic processes (with an emphasis on flexibility and spontaneity) to mechanistic processes (which emphasize control, stability, and order). Job satisfaction was positively related to clan and adhocracy cultures, and negatively related to market and hierarchy cultures.

Hardesty (2003) conducted "A Study of the Effects of Strictness and Level of Church-Relatedness on Female Job Satisfaction Among Christian College Administrators".

The purpose of this study was to examine levels of job satisfaction of female administrators at Christian church-related
colleges and universities in the mid-Atlantic region of the United States by examining differences based on the level of an institution's church-relatedness and the strictness of sponsoring church doctrine. This was a quantitative, non-experimental study. The effects of additional variables on job satisfaction including age, length of service at an institution, length of service in a position of employment, and personal religious preference were also studied. The population for the study was all female administrators at Protestant Christian colleges in Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. Data was obtained on 101 women through the Job Satisfaction Survey and an additional demographic survey created by the author. Results indicated that female administrators at Christian colleges related to conservative church denominations had higher levels of job satisfaction that their counterparts at colleges related to liberal denominations. Also, female administrators at Christian colleges with a close relationship to the sponsoring church were more satisfied than those women at colleges with only an historical relationship to the church. However, when controlling for religious preference, women were more satisfied at institutions with only an historical relationship to the church. Age and length of service were
found to have no significant influence on job satisfaction among the respondents.


Throughout the 20th century, education has looked beyond its own parameters to adapt theories of scientific management or models of Business World paradigms to address problems unique to schools. When leadership is analyzed through such outside perspectives as these, it is assumed that rational policy will guide rational decision-making. But what history and research have shown is that the practices of scientific management and methods of accountability used in business tend to ignore the unquestioned foundation of values upon which such policies rest. Values that frequently have been unchallenged and have been accepted without criticism.

The administrative process in education is a highly personal, uniquely insular and ultimately intimate enterprise. While the rational models of scientific management posited by business and political leaders may be useful for understanding or justifying
administrative decision-making, they cannot capture the complexity of the process through which leaders make decisions that directly or indirectly impinge on the welfare of others. Administrators must recognize the inevitable interjection of their personal values in the decisions they make. They must also be conscious and critical of the data upon which their administrative actions are based and how these actions will impact the success or failure of their schools.

This study examined how practicing administrators of successful elementary schools assess the interjection of their own personal values into the decisions that they make and how these practices may have contributed to the success of their schools. Through the use of qualitative methodology, this study will attempt to derive from practicing elementary principles critical assessments of their own values and reflection upon the role they play in determining the success of their schools. The primary research intent is to explore the possibility that successful schools and the leadership that guides them is defined not by organizational models and variables that exist outside of education, but, rather, cultural influences and variables that exist within the educational institution itself.
Alzamil (2003) studied on “High School Social Studies Teachers’ Attitudes and Usage of Instructional Technology in Saudi Arabia”.

The purpose of this study was to examine the attitudes of high school social studies teachers towards using instructional technology and to investigate the effect of gender, teaching experience, academic major, and education level on their attitudes. Also it was to determine whether or not they use instructional technology in their way of teaching or preparation to teach.

A total of one hundred eighty-three high school studies male and female teachers participated in this study at Riyadh’s educational district in Saudi Arabia.

Participants were asked to answer an instrument (questionnaire) that included three parts: The first part of the questionnaire contained questions concerning demographical information; the second part contained a 5-point Likert scale to measure their attitudes towards using instructional technology to teach social studies; and the third part contained computer and Internet use information.
Descriptive statistics, Independent t-test, One-Way ANOVA, and tests of between group effects (Two-Way ANOVA) were used to analyze the data collected.

Finding: (1) The attitudes of high schools social studies teachers towards using instructional technology were, as a whole, positive. The mean for all of the participants' answers was (3.81) which was greater than the midpoint of a 5-point scale. (2) There were no statistically significant differences due to gender based on the (t-value of .23) and the associated (significance of .817) which was greater than .05, the level of significance for this study. (3) There were no statistically significant differences due to teaching experience based on the (significance of .532) associated with the (F-value of .736). (4) There were no statistically significant differences due to academic major based on the (significance of .614) associated with the F-value of .603). (5) There were no statistically significant differences due to educational level based on the (t-value of 1.657) and the associated (significance of .099). (6) There were no statistically significant interactions between gender, teaching experience, academic major, and education level based on the significant level of .05 associated with the F-value for these variables.
Assiri (2003) studied "Exploring the Attitudes and Practices of Northwest Arkansas High School Mathematics Teachers Regarding Technology".

The opinion of high school teachers have been evaluated regarding the use of technology, especially the computer and the Internet, in secondary mathematics education in Northwest Arkansas. A specially designed instrument was developed to measure the opinions of high school teachers concerning current status and future trends of using computers and the Internet in teaching secondary mathematics. A sample of 83 high school mathematics teachers was drawn from seventeen school districts in Northwest Arkansas during the fall of 2002. Follow up interviews and observations were conducted for four teachers, two with high experience level and two with low experience level with computers and the Internet in secondary education, based on the data collected from the surveys. Results showed that high school mathematics teachers in Northwest Arkansas are willing to employ Internet and computer technologies in secondary mathematics education, do place importance on using Internet and computer technologies in secondary mathematics education, and support the
use of Internet and computer technologies in secondary mathematics education. The teachers’ willingness, importance, future view, and support for computers and the Internet for secondary mathematics education are shown to be independent from school size where the teacher works, the age and gender of the teacher and the teacher's years of experience.

Brown (2003) studied “Relationship Between Teacher Job Satisfaction and Teachers’ Perceived Characteristics of their Teams in a Suburban School District”.

This study examined the perceptions of elementary, middle school and high school teachers in a suburban school district regarding the characteristics of teams in the school and job satisfaction levels. The unique quality of the study was the use of teacher perceptions in measuring the existing characteristics of teams in a school and comparing these to expressed teacher job satisfaction levels. Identifying and examining the relationship of these two variables can assist educational leaders in establishing learning communities in which motivated and satisfied members of the community participate in meaningful activities as collaborative teams in the process of continuous improvement and learning.
The study used two instruments to collect data. The Team Excellence Feedback for Development, created by LaFasto and Larson, was used to identify the degree of the characteristics of highly effective teams that exist as perceived by classroom teachers. Intrinsic, extrinsic and overall job satisfaction expressed by teachers was measured using the Mohrman-Cooke-Mohrman Job Satisfaction Scale. Both of these instruments were in a basic survey format that teachers completed. Ancillary data were collected using a questionnaire that identified the teachers’ grade level, types of teams on which they are a member, gender, and length of service in their building and the district.

Statistical analysis revealed that there was a significant relationship between teachers' perceived characteristics of teams in their schools and their expressed job satisfaction. The major findings of this study create a clear understanding of the implications on education reform and educational leadership. Having a collaborative culture where educators engage in focused and purposeful activities dealing with instruction, assessment and professional development are vital in increasing the likelihood of motivating teachers above and beyond their current level. The
attributes of teaming can impact how teachers feel about their job and their motivation to perform better.

Lin (2003) studied “An Examination of the Influence of Private Kindergarten Director Leadership Styles on Teacher Job Satisfaction and Retention in Kaohsiung City, Taiwan”. This study investigated the turnover rate (1996-2002) of Kaohsiung private kindergarten teachers, factors contributing to that turnover, the relationship between directors leadership style and teachers job satisfaction. From a total of 33 schools, 392 kindergarten teachers completed the questionnaire and 52 teachers participated in interviews. Three sets of questionnaires were used: (1) The background information questionnaire; (2) Self Assessment of Leadership Style (LS) Instrument; (3) Early Childhood Job Satisfaction Survey (ECJSS) Instrument. Eight questions were posed in interviews. Wilcox modified the LS Instrument from Managerial Grid, and Hsue modified the ECJSS from Jorde-Bloom. The researcher used their reverse instruments. Descriptive statistics, X², correlation and regression were determined from the data. The findings of this study were: the primary factor in teacher turnover was the director's leadership and interestingly, salary was
not a significant factor in turnover. This conclusion was substantiated by the research findings in this study. This study provided data to directors, schools and Ministry of Education, to help them rethink the needs of and expectations for the teachers. Additionally the study contributed to understanding policies and programs, related to teacher job satisfaction.

Violanti (2003) studied “The Relationship of Job Satisfaction to Role Ambiguity and Role Conflict Among School Counselors”.

Elementary and secondary school counselors in the 16 smaller school districts in Nevada, excluding Clark County, were chosen for a study which investigated the nature and extent to which school counselors were experiencing role ambiguity and role conflict. It also investigated the extent to which these factors were related to counselors overall job satisfaction. A written instrument consisting of The Role Questionnaire (Rizzo, 1970) and the Teacher Job Satisfaction Questionnaire (Lester, 1984) was used with selected full-time K-12 counselors to measure role ambiguity and role conflict and their relationship to job satisfaction specifically in the areas of colleagues, supervision, responsibility, recognition, working conditions and work itself.
The results showed that as the job satisfaction of school counselors, elementary and secondary, increased the amount of role conflict and role ambiguity decreased. One area of job satisfaction, responsibility, appeared to have no relationship with role ambiguity or role conflict. Voluntary comments from the counselors indicated elementary counselors had concern in the areas of supervision and colleagues while secondary counselors had concern in the areas of paperwork and clerical duties.


This study addressed the job satisfaction of teachers (n=510) in Kentucky. It is important to assess job satisfaction because it impacts productivity, work behaviors, turnover, and life satisfaction. The dependent variable was teacher overall job satisfaction, and the four classes of independent variables were teacher characteristics, schools characteristics, job dimensions, and psychological states. The investigation addressed 21 predictor variables classified according to the above categories.
The research had a correlation design, with hierarchical multiple regression as the primary statistical procedure. The Hulin, Roznowski, and Hachiya (1985) heuristic model provided a comprehensive framework. The instrument used was a modified version of Hackman and Oldham's (1974) Job Diagnostic Survey. Principal components factor analysis served to construct validate the instrument and reduce the survey items down to a smaller number of predictor variables examined in the multiple regression analysis. Test-retest and coefficient alpha computations assessed the stability and internal consistency of the survey items.

The researcher visited 17 school locations throughout the state to collect data in person. Sampled sites included all school levels and diverse communities. The most significant predictors were autonomy ($\beta = .178$, $p < .01$) and three psychological states: experienced meaningfulness ($\beta = .431$, $p < .01$), knowledge of results ($\beta = .220$, $p < .01$), and experienced responsibility ($\beta = .120$, $p < .01$). The total model explained 44.4% of the variance in teacher job satisfaction, as indicated by adjusted $R^2$ ($p < .01$). Implications for practice and future research are discussed.
Chernipeski (2003) studied “Teacher Job Satisfaction in Religiously Affiliated Private Schools in Alberta”.

The purpose of this research was to study the extent that teachers in religiously affiliated private schools were satisfied with selected facets of their work. Information was collected to develop personal and professional profiles, and then used to analyze relationships between satisfaction and various facets.

Completed questionnaires were received from 244 teachers in K to 12 classrooms in religiously affiliated private schools across Alberta, Canada. The rating scale data was statistically analyzed and the written comments were sorted by topic.

Two-thirds of teachers were female, three-quarters were married and lived 15km or less from the school, and their age range makes a flat bell curve. The average teacher had 11.3 years experience, a B.Ed., male principal, assignment consistent with experience and training, full-time permanent contract, was not a member of the Alberta Teachers Association, 10 years or less experience in present school system and school, taught 16 or more students in a school with 200 students or less, and had no administration responsibilities.
Differences in job satisfaction were highly associated with age, years experience in present school, and size of school; moderately associated with total years teaching experience, class size, contract status, level of formal education, assignment being consistent with experience, and distance from residence to school; and slightly associated with sex of teacher, sex of principal, and assignment being consistent with training.

Intrinsic aspects of teaching made up almost all facets with high satisfaction levels. Relationships with other teachers and the principal are being highest with sense of achievement, prospect of teaching as lifetime career, overall level of satisfaction, and intellectual stimulation of work being among the highest facets.

The facets leading to greatest levels of dissatisfaction were largely extrinsic in nature. Level of pay gave over half of teachers cause for dissatisfaction. Other facets with high levels of dissatisfaction involved board / policy, resources, society, and relationship / communication challenges.

Data and teacher comments indicate that positive relationships of school staff, best possible match between teacher and organization values, and communication between the individuals and groups
that make a school possible are major factors affecting teacher job satisfaction.


The purpose of this study was to determine differences in work motivation, job satisfaction, and equity sensitivity among secondary school administrators, prospective administrators, and teachers who had the potential to become administrators. The Educational Work Components Study questionnaire was used to compare work motivation preferences of educators. Two instruments, which were developed to measure job satisfaction with teaching and job satisfaction with administration, were also used. The Equity Sensitivity Instrument was utilized to analyze the moderating effect of individual differences.

Beginning in the 1990s and continuing today, school districts have been faced with a shortage of qualified candidates for administrative vacancies. Anecdotal evidence indicated new administrators were unsatisfied with the complexities of secondary school administration. Potential administrators selected by current
administrators to enter the field of school administration were not interested in doing so. This study was designed to examine why this is true. Results indicated significant differences among educators concerning motivation related to jobs entailing stress or excessive workloads. Potential administrators did not see administration as a fulfilling or rewarding profession and were less apt, than current administrators, to accept a job with little job security. Potential administrators did report a potential for personal challenge and development in administration. Statistical analysis of ratios of equity between teaching and administration determined all groups of educators rated outcomes of administration as less satisfying than outcomes related to teaching. Administrators rated outcomes of teaching as significantly less satisfying as teachers did. Little evidence was found to support equity sensitivity or age differences among educator groups. Evidence did support equity sensitivity as moderating job satisfaction.

This study revealed differences in work motivation and job satisfaction among educators. The stress, workload, and job security related to administration hindered teachers from entering the profession. This study also revealed a lack of job satisfaction for new administrators. Finally, outcomes of administration need to be
improved in relation to outcomes of teaching. Both teachers and administrators view teaching as a more equitable job than administration when comparing what is put into a job versus what one gets from the job.

Lin (2003) studied “The Effect of Salary and Non-Pecuniary Attributes on Teachers’ Job Satisfaction and Labour Supply Intentions”.

This research focused on understanding the antecedent variables of the teachers’ shortage and their interrelationships to the high teacher turnover rate. The study investigated the effects and relative weights of monetary attributes and working conditions on teachers’ job satisfaction and intentions to stay in the profession. An interdisciplinary literature review on labour economics, organizational behavior, internal marketing, and education provided the conceptual framework. The School and Staffing Survey dataset was examined with multivariate analysis and structural equation modeling, incorporating the multicollinearity of dozens of teaching-related variables and utilizing simultaneous regressions.

The study found that monetary attributes have no direct effect on teachers’ intentions to stay (except for two distinct subgroups of
teachers), but a significant indirect effect through the mediation of job satisfaction. Alternatively, working conditions have a larger regression weight on job satisfaction and have both direct and indirect effects on teachers' labor supply intentions. Certain demographics of teachers and schools also played a moderating role on these relationships. Additionally, the study revealed a positive complementary effect of working conditions on teachers' perceptions about their salary and a decreasing impact of job satisfaction on career intentions as teachers gain more experience or higher degrees. The attitudes and characteristics among teachers who continued teaching, changed schools, and left the profession were also compared. The outcomes of the study provided evidence of the importance of salaries and professional respect in teachers' decisions to leave the profession and the intricate relationships among the constructs.

Marshall (2004) studied “The Effects of Organizational Learning Culture and Job Satisfaction on Motivation to Transfer Learning and Turnover Intention”

Although practitioners and scholars have clarified organizational learning theory and practice over the past several
years, there is much to be explored regarding interactions between organizational learning culture and employee learning and performance outcomes. This study examined the relationship of organizational learning culture, job satisfaction, and organizational outcome variables with a sample of information technology (IT) employees in the United States. It found that learning organizational culture is associated with IT employee job satisfaction and motivation to transfer learning. Turnover intention was found to be negatively influenced by organizational learning culture and job satisfaction.

Lok and Crawford (2004) investigated on "The Effect of Organisational Culture and Leadership Style on Job Satisfaction and Organisational Commitment: A Cross-National Comparison" This study examined the effects of organisational culture and leadership styles on job satisfaction and organisational commitment in samples of Hong Kong and Australian managers. Statistically significant differences between the two samples were found for measures of innovative and supportive organizational cultures, job satisfaction and organizational commitment, with the Australian sample having higher mean scores on all these
variables. However, differences between the two samples for job satisfaction and commitment were removed after statistically controlling for organizational culture, leadership and respondents' demographic characteristics. For the combined samples, innovative and supportive cultures, and a consideration leadership style, had positive effects on both job satisfaction and commitment, with the effects of an innovative culture on satisfaction and commitment, and the effect of a consideration leadership style on commitment, being stronger in the Australian sample. Also, an "initiating Structure" leadership style had a negative effect on job satisfaction for the combined sample. Participants' level of education was found to have a slight negative effect on satisfaction, and a slight positive effect on commitment. National culture was found to moderate the effect of respondents' age on satisfaction, with the effect being more positive amongst Hong Kong managers.

Godshall, Barbara (2004) studied "Understanding the Factors that Influence the Job Satisfaction of Special Education Administrators in New York State".

Locating qualified administrators to supervise and coordinate special education services is a challenge for many school districts
in New York State. School districts are becoming aware of the need to keep their administrators satisfied and meet their personal and professional goals in a mutually conducive climate. The study was designed to provide measurable factors of Special Education Administrators' perceptions of job satisfaction and components that contribute to satisfaction from their work. The entire population of Special Education Administrators in New York State was surveyed in this descriptive study. The study provides indicators of how educational systems can attend to the satisfaction of their administrators by focusing on qualities that affect their career attitudes, productivity and career longevity.

The research involved surveying the entire population of Special Education Administrators in New York State including 702 school districts and 38 Board of Cooperative Educational Services (BOCES). A demographic questionnaire and the Minnesota Satisfaction Questionnaire (MSQ-Short Form) were administered. An interview was conducted with a sample of the population to clarify responses from the questionnaires. The components of job satisfaction that were studied included age, gender, educational attainment, salary, size and economic status of the district, employment history, and experimental background.
Respondents indicated a satisfied level of overall job satisfaction, 3.47 as measured by the Minnesota Job Satisfaction Questionnaire's five-point scale. New York State Special Education Administrators connect higher levels of job satisfaction to intrinsic components of job satisfaction (social service, ability utilization, and activity) than to extrinsic components of job satisfaction (district policies, recognition, and authority).

Data analyses included rank order and frequency distribution of the job satisfaction components including overall, extrinsic, and intrinsic, and appropriate measures of association (ex. Gamma, Lamboda). The average age of the survey respondents is 45 to 55 years old with 68% reported as females. Respondents from Board of Cooperative Educational Services (BOCES) have the highest overall, intrinsic, and extrinsic satisfaction scores. The size of the organization has an impact on the satisfaction level of the respondents. The curvilinear relationship among special education administrators from the smallest school districts and largest school districts are more satisfied than respondents from average size school districts. The study will contribute to the special education field through its implications for employment practices, education
and training of leaders, employee satisfaction and professional development.

O'Malley (2004) investigated on "A Study of Perceived Job Satisfaction Factors Among Superintendents in Two New Jersey Counties".

The public school superintendence in New Jersey has become a revolving door of vacancies since the state legislature removed tenure from the position in the early 1990s. Although many problems exist with the position, high stakes testing, accountability, inadequate financial resources, high stress, and the many pressure groups with special agendas, the position is no longer considered one that has high job satisfaction among them, hold the position of superintendent of schools. The problem is if the job of superintendent of schools is becoming more demanding are superintendent satisfied in their present positions. The major purpose of this study was to ascertain how satisfied superintendents in Hunterdon and Somerset Committees in New Jersey are in their current positions and to determine which factors, and combination of factors, are related to perceived job satisfaction in superintendents. Additionally in this study, the
researcher looked at job satisfaction data from similar studies involving other New Jersey school district characteristics, a superintendent satisfaction study from South Dakota as well as professional engineers' job satisfaction that were included in the Minnesota Satisfaction Questionnaire (MSQ) research. The identification of general, intrinsic and extrinsic factors that are related to job satisfaction among superintendents is important to school boards looking for recruitment and retention strategies. The major purpose of this study was to ascertain how satisfied superintendents in two countries in New Jersey are in their current positions and to determine which factors, and combination of factors, are related to perceived job satisfaction in superintendents. The review of the literature regarding superintendent job satisfaction revealed that superintendent satisfaction overall is good nationwide, but a concern in several states including New Jersey.

Packard-Higgins (2004) studied "Responsibilities and Job Satisfaction of Catholic Secondary School Assistant Principals in the Archdioceses of the United States".
While there has been much research into the roles and responsibilities of public secondary school assistant principals, little is known about their Catholic secondary school counterparts. As many principals begin their administrative careers in the assistant principalship, it is a role that bears examination. In this quantitative study, surveys with sections on responsibilities, demographics, and job satisfaction were mailed to the assistant principals of 419 Catholic secondary schools in the archdioceses of the United States; 224 useable responses were received.

The responsibilities of Catholic secondary school assistant principals differ from those of their public school counterparts. While some responsibilities can decrease job satisfaction, most Catholic secondary school assistant principals are satisfied with their responsibilities. In addition, the demographic profile of the typical Catholic secondary school assistant principal is unique. Catholic secondary school assistant principals expressed some degree of dissatisfaction with their pay, fringe benefits, and opportunities.

Roman-Oertwig (2004) studied “Teacher Resilience and Job Satisfaction”.

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This research focused on understanding the potential of a relationship between teacher job satisfaction and level of resilience. The SCM pact survey was administered by the school district, and the researcher used the results to identify the three schools that ranked highest in teacher job satisfaction. The Composite Resilience Survey was administered to the teacher in those schools for the purpose of measuring their level of resilience. The instrument was developed by combining 12 items validated to measure career resilience from the Career Motivation Survey with 4 items validated to measure career resilience from the Career Commitment Measure and demographic information. Participants in this study were 123 elementary and middle school teachers. The results were analyzed through a number of statistical tests.

Results of the study demonstrated that the level of resilience was statistically high for the teachers overall. When the data was disaggregated in the independent variables of school location, gender, ethnicity, age, number of years teaching, and number of years in current school, the mean resilience score for each subgroup was also significantly high. The findings further showed that no relationship existed between any of the independent variables. The greatest variance was found between the subgroups
in teacher age and number of years in current school. However, the only difference statistically significant was for teachers 55 or older who had a mean resilience score statistically higher than their other resilient peers who are 27 to 35. In looking at the data regarding number of years teaching, teachers at the beginning and endings of their careers posted higher mean scores than those in the middle of their careers. But the differences were not deemed statistically significant.

These results provide educators with a basic understanding of the potential of resilience as an important factor in reducing stress and increasing job satisfaction for teachers. Previous research has clearly demonstrated that schools are critical in helping at-risk students reduce mitigating life circumstances and become successful, productive adults. However, there has been little attention paid to teachers who are seriously at-risk due to the nature of their profession and the increasing pressures of local, state, and federal requirement. Based on the results of this study, it is important for school administrators, teachers, and university professors to realize the importance of the construct of resilience in helping teachers take the difficulties associated with their jobs and
transform them into positive challenges and opportunities for personal and professional growth.

Zurndorfer (2004) studied "The Teacher Variance Inventory IV and the Teacher Variance Attitude Scale: A Correlational Study".

The purpose of this research is to determine whether teacher attitudes, as measured on the Teacher Variance Attitude Scale (TVAS), correlate with their intervention strategies, as measured on the Teacher Variance Inventory Fourth Edition (TVI IV). It is believed that each teacher's unique set of beliefs, attitudes, and experiences directly influence the view on the nature of discipline concerns, and their interventions within the classroom. A better understanding of teachers' attitudes toward children's behavior, particularly as it relates to classroom discipline, will therefore assist teachers and the consultants who work with them to put theory into practice. Prior research has deemed the WAS and the TVI IV to be reliable and valid inventories, but no research has examined using these scales in concert.

The 359 participants who completed the TVI IV and WAS protocols for this study were attendees at the 2000 New Jersey Association professional development convention. The data
presented in this study reveal a host of statistically significant correlations, although small, between the WAS and the TVI IV. These patterns suggest that together the scales provide a better understanding of teachers' attitudes toward children's behavior as it relates to classroom discipline. However, a closer examination of the data indicates that the correlations are rather weak. These results are therefore best interpreted as a trend, rather than being reflective of a strong and consistent relationship between teacher attitudes, as measured on the TVAS, and discipline style, as measured on the TVI - IV.

Hypothesizes regarding why the reported correlations were not as strong as may have been expected, as well as limitations of the study and future research considerations, are discussed.


The purpose of the study was to answer the following research question: “How do elementary teachers differ in their attitudes toward existing and desired classroom observation experience by observers on six dimensions: (a) Purpose, (b) Structure and Procedure, (c) Practices and Behavior, (d) Trust, (e) Transformation
and (f) Reflective Thinking modified by gender and teacher experience level?" The survey instrument was modified from an instrument developed by Smalt (1997). This 52 item survey was reduced into four subcategories after a factor analysis was conducted: instructional improvement, structure and practice, trust and encouragement, and reflective thinking. The Reliability Composite Alpha Score for the instrument was .87.

The data was collected from 308 elementary teachers in two school districts in Suffolk County in Long Island, New York. There was a 65% return rate for the instrument. The results revealed that teachers were interested in participating in the observation process and realize the potential of the observation process to nurture growth. The teachers reported that a lack of trust and expertise by the observer hindered the observation process.

Border (2004) studied “Job Satisfaction of Florida’s Middle School Assistant Principals as a Factor for Preserving an Administrative Workforce”.

The purpose of this study was to assess the job satisfaction of a sample of Florida’s public middle school assistant principals with regard to the importance of this factor in maintaining an
administrative workforce into the future. The study was undertaken as a follow-up to Neal's 2002 dissertation study of high school assistant principals entitled, Job Satisfaction of Florida's High School Assistant Principals As A Factor In The Maintenance Of An Administrative Work Force and to Thornton's 1996 dissertation study of middle school assistant principals entitled, Job Satisfaction and the Assistant Principalship in Central Florida School Districts.

A random sample of middle school assistant principals from each of the purposively selected six school districts from across the state was obtained using a Table of Random Numbers. Each member of this sample was surveyed using a modified version of the Job Descriptive Index developed by Bowling Green State University. Questions related to issues of importance to educators in Florida revealed additional information.

Results of the study revealed that 72 or 90% of the 80 respondents were satisfied overall with their positions. Participants revealed the greatest degree of job satisfaction in relation to the supervision they received at work where the mean percentage was 82.97. The people individuals worked with resulted in almost the
same amount of job satisfaction where the mean percentage was 82.13.

Pay and promotion considerations led to the largest amount of dissatisfaction. Forty or 50% of the participants conveyed that they were dissatisfied with the pay they received on the job. Twenty-six, or 32.5%, of the respondents indicated that they were dissatisfied with their opportunities for promotion.

Additionally, a majority of respondents, 74 were satisfied with their work on the current job. The mean percentage for this facet scale was 72.31%. Next, the overall level of job satisfaction, Job in General (JIG), was analyzed in relation to professional, personal, and institutional variables.

First, professional variables were studied. Tenure, or years of experience as an assistant principal, was found to be negatively correlated with all six facet scales. Work, pay, promotion, supervision, people, and Job in General. Descriptive statistics comparing the JIG with each assistant principal’s length of contract showed that thirty-eight, or 47.5% of the respondents worked a contract that was 12 months long and their mean percentage of overall job satisfaction was 76.7%. The analysis also
revealed that 34 or 2.5% of the participants desired to become principals and that their mean percentage on the JIG was 76.9%.

Personal variables showed that through a t-test, there was no statistically significant difference between the mean JIG score of male and female respondents. Next, the majority of participants, 40 or 50% were over 50 years of age and their mean percentage on the JIG was 72.35%.

Institutional variables revealed that 72% or 90% of the respondents either worked in a suburban or urban setting. Second, 34 or 42.5% stated that their school’s student population was from 1,201 students to 1,600 students rated their overall level of job satisfaction was a mean percentage of 66.67%. Finally, recommendations for future and relative investigations were presented.

Clarke (2004) studied “Teacher Attitudes and Expertise in Test Assessment - A Case Study”.

Public and private schools are institutions intended to develop youth who are socially, culturally, and economically literate. The current calls for accountability and the growing consensus that schools must effectively prepare students for an increasingly
technical workplace, makes testing, despite its limitations, a significant feature of the American education landscape. The purpose of this research was to focus on teachers' attitudes toward testing and their expertise in using test data.

For this study, the sample consisted of elementary, middle school, and high school teachers in a single school district in the northeast region of the United States. A survey was conducted. Although the study was predominantly quantitative in nature several open-ended questions provided an opportunity for qualitative analysis.

The major findings were: Teachers in this school district are neutral in their attitude toward testing; they do not believe that the quality of their teaching is reflected in student results. Female teachers and male teachers are equally likely to be comfortable interpreting test results. Assistance provided to teachers to interpret test results was statistically significant. Teachers appear to use test results, however school level differences emerged in "how vital" test results were to inform teachers about a student's progress. Statistical knowledge was about 70 percent for 6 out of 10 statistical terms. Teachers at all grade levels appeared knowledgeable in Trend analysis. Data Interpretation Ability
demonstrated school level differences. A statistically significant correlation was found for Statistical Knowledge and Test Attitude. No statistical significance was found for the relationships among Statistical Knowledge, Interpretation Ability, Trend Interpretation, or Test Attitude.

Kris (2004) studied "Beginning Teacher Job Satisfaction in High Socioeconomic Contexts".

This study addressed how beginning teachers, under the age of thirty, with 1-3 years of experience who were employed in New Jersey schools (during spring, 2001) that served high socioeconomic neighborhoods conceptualized job satisfaction, and how these perceptions corresponded to the ways that these teachers viewed their work and their workplace. Job satisfaction is a concept that researchers continue to find difficult to define. Measures used to assess Job Satisfaction are often too general to offer a clear indication as to what the concept really means. For example, when Job Satisfaction is defined as an affective relationships that comprise the measure. In order to provide a more descriptive measure, the following study examined the weight of importance that beginning secondary schoolteachers in these
school contexts attached to three different measures of affect that other researchers found were associated with Job Satisfaction: Instructional Efficacy, Teacher Commitment and Workplace-Fairness.

The study identified ten important Job Satisfaction Correlates for beginning teachers: School Enthusiasm, School Identification, School Loyalty, Enthusiasm, and Identification with the Participation, Material Resources and Self-Reported Success (Certainty). In addition, it explored the relationship between each Job Satisfaction Correlate and fifteen different Workplace Factors. Major findings indicate that beginning teachers conceptualized Job Satisfaction more narrowly than expected, emphasizing Teach Commitment and Workplace-Fairness attributes over Instructional Efficacy attributes. Finally, the study identified two groups of Workplace Factors that may support a beginning teacher's conception of Job Satisfaction: A- Factors (Resource Adequacy, Goal Consensus, Collegiality, Principal Leadership) which corresponded with each of the Job Satisfaction Correlates except Self-Reported Success (Certainty) and B-Factors (Teacher Influence, Teacher Autonomy, Professional Development) which corresponded
Alijabber (2004) studied “Attitudes of Saudi Arabian Secondary Pre-Service Teachers Toward Teaching Practice in Science: The Adequacy of Preparation to use Teaching Strategies in Classrooms”.

The purpose of this study was to investigate the attitudes of Saudi Arabian secondary pre-service science teacher (SPSTs) toward a variety of science teaching practices. An ultimate, essential goal of this study was to use generated information and findings to improve the current secondary science education programs in Saudi Arabia and to develop better science teacher practices. The National Research Council posted the selected practices in 1999. These indicated that students learn science best through understanding of science rather than memorization of scientific facts and concepts, building new knowledge and understanding on what is already known and believed, formulating new knowledge by modifying and refining current concepts and by adding new concepts to what is already known, taking care of their own learning, social learning environments and interactions, and application of knowledge to novel situations.
The study's sample consisted of all (147) SPSTs enrolled in the spring semester of 2003 in four Teachers' Colleges: Riyadh, Makkah, Taif, and Dammam. All participants were performing student teaching in secondary schools. This study used quantitative and qualitative data collection methods. Only three SPSTs were purposefully selected from each college for seven semi-structured interview questions, lasting an hour per interview. They were asked to complete a 58-item questionnaire survey and respond to four open-ended survey questions. To assess their attitudes toward the above science teaching practices, data was analyzed using the Rasch analysis model, other parametric tests (for example a one-way analysis of variance (ANOVA) and independent-samples t-test), and non parametric tests (for example a chi-square of independent test). Furthermore, qualitative procedures were also used to assess SPSTs' view of some specific aspects about science teaching and the current secondary science education programs in Saudi Arabia. This was achieved through a careful analysis of frequent themes, patterns, and phrases mentioned by participants, which were coded and classified under broader categories.
Findings of this study revealed that there were some significant differences among SPSTs in different Teachers’ colleges with regard to certain demographic variables such as ‘Teachers’ College location’ and ‘age’. A broad conclusion was that although SPSTs felt that these six science teaching practices were crucial and effective teaching methods in classrooms, they did not frequently implement them due to several factors: large numbers of students in classrooms, classroom management issues, time demands, and lack of necessary materials and equipment.

Mosoge (2005) studied “Organizational Culture and Academic Achievement in Secondary Schools”

A number of factors have been identified that affect academic achievement of learners. Among these factors, organizational culture seems to be a key factor. This is a complex factor characterized by many variables. To classify the variables included in organizational culture, a theoretical model was constructed. Two sets of variables were identified from the model: the tangible and intangible variables. The findings in this research indicate that a healthy and positive organizational culture exists in high-achieving
schools whereas the same cannot be said for low-achieving schools. A positive organizational culture seems to exercise an exceptionally positive influence on members of a school and is instrumental in directing their behavior in achieving the stated goals of the school. It is recommended that management strategies should be developed and put in place to improve the organizational culture of low-achieving schools with the aim of improving their academic achievement.

Aklog (2005) studied “Teacher Job Satisfaction and Dissatisfaction: An Empirical Study of Urban Teachers in Ethiopia”. This study sought to identify the sources of job satisfaction and dissatisfaction of teachers in urban primary schools and Ethiopia, and to examine how personal and school characteristics mediate teachers’ sentiments towards their profession.

Participants were classroom teachers in 15 randomly selected primary schools in Addis Ababa, Ethiopia. The sample included 278 questionnaire participants and 10 interview participants. Over one-half expressed overall job dissatisfaction. Female teachers and teachers of lower primary grades indicated the highest overall job satisfaction levels. Teachers who entered the profession for intrinsic or altruistic reason and those who indicated strong
commitment to the profession were among the most satisfied teachers in the study. Differences in overall job satisfaction levels were found by school type, school size, average class size and average grade repetition rates.

Teachers identified aspects intrinsic to the task of teaching, such as their interactions with students and their capacity to influence student achievement as major sources of satisfaction. Satisfaction with extrinsic school or district levels facets showed the greatest variation in both degree and kind. Teachers were almost uniformly dissatisfied with wider system and societal levels facets of their work. A key difference between overall dissatisfied and overall satisfied teachers was found in their satisfaction with intrinsic aspects of teaching, but not in their satisfaction level with extrinsic aspects of their work.

The findings from this study have important implications for educational policy. First, given the high levels of teacher dissatisfaction with extrinsic aspects of the job, clearly a threshold condition with such aspects must be achieved. Measures such as increasing teachers' salaries may serve to ameliorate sources of teacher dissatisfaction and, perhaps even reduce attrition. However, findings from this study suggest that such policies will
have little impact on generating teacher satisfaction, because they would not address the underlying sources of job satisfaction. This study showed that teacher job satisfaction is most closely related to those aspects that are intrinsic to the task of teaching, namely teacher efficacy and development. Efforts to increase teacher satisfaction must include measures to enhance their capability as teachers to address students' academic and affective needs.

Almeida and Michael (2005) studied "A middle school case study on principal behaviors effecting change in school culture.

The culture of a school influences the behavior, attitudes, and beliefs of those within the school community. Although researchers and reformers assert that school culture makes a difference in the learning environments of schools (Barth, 2002; Deal and Peterson, 1999; Fullan, 2001; Rossman et al., 1988) and achievement of students (Hoy and Sabo, 1998; Louis and Marks, 1998; Louis, Marks, and Kruse, 1996; Peterson et al., 1986; Rutter et al., 1979, as cited in Deal and Peterson, 1999), its importance has been overlooked and underestimated. Principals must acknowledge, assess, and shape the culture within a school (Barth, 2002; Clark and Clark, 2003; Webb and Norton, 2003; Zmuda, Kuklis, and
Kline, 2004). Research and literature, however, provides little or no guidance for principals on the specific behaviors for developing and sustaining a healthy school culture.

Previous research has identified the essential elements of healthy school cultures (Almeida, 2003; Deal et al., 1999; Saphier and King, 1985). This study examined the role of the principal in developing and sustaining these elements in a school. A survey based on essential elements identified the changes in teachers’ perceptions of the existence of each of the elements over a two-year period. Thirteen essential elements of healthy school cultures were identified on the survey.

Using the results of the survey data, a questionnaire was developed to identify the principal’s behaviors directly related to each of the changes in existence. A quota sample of the school’s teacher population was asked to complete the questionnaire. Participation was both voluntary and anonymous. To supplement and complement the questionnaire data, the researcher kept a journal detailing his specific behaviors in attempting to change the school culture. School documents and faculty bulletins and memos were also kept and analyzed to identify specific behaviors leading to changes in the school culture. A thematic analysis of the data from
the questionnaires, principal's journal, school documents, and faculty bulletins and memos suggest several specific behaviors that principals can employ to develop the existence of five elements of healthy school cultures: continual school-wide review, understanding change and innovation, high expectations, shared decision-making, and shared-supportive leadership.

Kwantes and Boglersky (2006) studied “Perceptions of Organizational Culture, Leadership Effectiveness and Personal Effectiveness Across Six Countries”

Perceptions of which facets of organizational culture are related to leadership and personal effectiveness were examined using archival data from Canada, Hong Kong, New Zealand, South Africa, the United Kingdom, and the United States. Organizational culture was strongly perceived as being related to both leadership effectiveness (explaining 40% of the variance) and personal effectiveness (24% of the variance). Aspects of organizational culture that promote employee fulfillment and satisfaction were uniformly viewed as positively related to leadership and personal effectiveness. The perceived relationship across samples was stronger between organizational culture and leadership
effectiveness than between organizational culture and personal effectiveness.

Saso (2006) studied "Assessment of Organizational Culture and Job Satisfaction in National Collegiate Athletic Association Academic Administrators"

One topic within the behavioral and sport sciences literature that has created much discussion is that of organizational culture and its effects on the organization (Denison and Spreitzer, 1991; Slack, 1997). The significance for studying organizational culture is exhibited by the growing evidence produced by researchers that organizational culture affects the organizations ability to function and perform (Cameron and Freeman, 1991). The scant sport literature devoted to this construct has found that organizational culture can impact important work related outcomes. To obtain a representation of the culture within the academic support services unit, a modified Organizational Culture Profile was utilized (Sarros, Gray, and Densten, 2002). Job satisfaction was assessed with three items from Cammann, Fichman, Jenkins, and Klesh's (1983). To identify diverse cultures within the data, cluster analysis was used to classify each reported culture into distinct groups. Results
indicated two naturally occurring clusters. Cluster one reported higher responses on each of the seven facets of organizational culture while cluster two reported lower responses. An ANCOVA was used to examine the relationship between culture and job satisfaction. While controlling for budget and tenure of the participant, results indicated that administrators in departments with strong organizational cultures had higher job satisfaction (M = 6.16, SD = .89) than did persons in moderate organizational cultures (M = 5.5, SD = .89), F (1, 142 = 8.76, p < .001, d = .74). The findings of this study suggest two contributions. One, distinct organizational cultures do exist in athletic departments, and these distinctions are made as a result of higher levels of competitiveness, social responsibility, supportiveness, innovativeness, emphasis on rewards, performance orientations, and stability. Furthermore, a stronger organizational culture allows employees such as athletic administrators toward realizing greater job satisfaction, which should ultimately lead to increased productivity, commitment, and success of the organization.

The professional knowledge base is replete with theoretical postulations, research findings, and practitioner reflections on school improvement, school climate, and school culture. However, surprisingly little has been written that explains the complex role that school climate and culture can play in the school improvement process. The study synthesized the professional knowledge base regarding the constructs of school climate and culture and to answer the questions as to How can leaders assess their school's climate and culture? How do climate and culture affect, and how are they affected by, the school improvement process and How can school leaders help to shape or develop cultures and climates that contribute to school improvement?


This study presents a case for a specific program designed to equip high schools students with knowledge and skills most salient for effectuating positive actions, which thereby lead to beneficial outcomes whether social, academic, or personal. Students participating in the study were randomly selected from a convenience sample. The setting is an urban high school located in
a large metropolitan city in the Midwest. The results do not overwhelmingly support the argument that attainment of specific skills facilitates the development of the students' ability to be more likely to make effective choices that prove beneficial in personal, social and academic development. According to the statistical analysis, only ten of thirty-one survey items reflected a statistically significant difference between the control and experimental groups studied. However, the results show that of those items showing significant difference, six of the ten are categorized as self-management skills.

Harris (2006) studied "Job Satisfaction of Secondary School Teachers"

Low job satisfaction has been cited as a possible cause of the current teaching crisis in the UK. This study reports on a study that examined job satisfaction among secondary school teachers in different types of secondary school. The results indicate a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest. No significant
difference in satisfaction was found when the data were analysed by age, gender and length of service

Tasnim (2006) studied “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 government 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 Hofstede. 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.

Xu and Shej (2007) studied “Research on Job Satisfaction of Elementary and High School Teachers and Strategies to Increase Job Satisfaction”

Job satisfaction is an important topic in teacher education research. Exploring the issue of teacher job satisfaction helps us gain a deeper understanding of teachers' mental state, such as their occupational attitudes, zeal for teaching, and work enthusiasm, which affects the quality of teaching and education. From an examination of teachers' job satisfaction studies conducted in China (including Hong Kong) in the past ten years, we
identified changes in job satisfaction among China's teachers and proposed suggestions that school and educational administrators may find relevant in their decision making and administration.

Jurgen et al (2007) undertook a study 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 (for example 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 ranges of controls (for example 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.

AcaDemon (2008) studied “Personal Effectiveness: Literature Review”

This study analyzes different aspects of personal effectiveness as they relate to the human resources segment of successful business organizations. The study explains that a company's business strategy is reflected in the organization's actions in the marketplace and in the statements of senior managers about the company's current business approaches, future plans, and efforts to strengthen its competitiveness and performance. The study explains further that, as a result, the individual personal
effectiveness found at all employee levels has been studied in relation to the rise of successful business organizations. The study points out that such studies have enabled researchers to gather information that appears to play a crucial role in determining the long-term success or ultimate failure of such organizations. The study also reviews several theories involving methods of increasing the personal effectiveness in all types of organizations that have emerged as a significant element of competitive advantage for both employees and management. The study concludes that these theories have created a wide variety of available personal effectiveness training and strengthening materials.

Versita and Warsaw (2009) studied “Changes in Organisational Culture in Schools and Readiness of Teachers for Those Changes”

An investigation into Estonia’s educators' representations of organisational culture, based on the typologies of Harrison and Handy (1986), and into the educators' cognitive orientation on the basis of Rotter's (1984) internality/externality scale was carried out. The aim was to determine, whether the organisational culture in Estonia's schools supports the sustainable development of teachers. The study revealed that amongst Estonia's teachers the
individuality-oriented individualistic culture dominated, and that almost half of the teachers had an external locus of control. The conclusion was drawn that the culture of learning organisation was not characteristic of Estonia's schools, while that type of culture would best support the professional and sustainable development of teachers.

John (2009) studied "Teachers Job Satisfaction and Motivation for School Effectiveness"  

Significantly, job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. This study assessed the differences and relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. A questionnaire titled 'TEJOSAMOQ' was used to collect data for the study. While the data for the study was analyzed using multiple statistical procedures: mean point value, standard deviation, and variance, t-test of significance and One-way-analysis of variance (ANOVA). The survey results revealed that teacher related sources of job
satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

Lang (2009) undertook "A Study on Relationship Between Organizational Culture of School and Educational Counseling Functions in School: Focus on Linkages Between Schools and Educational Counseling Institutions”

Focus on linkages between schools and educational counseling institutions—Schools deal with the problem behavior of students and maintain the relationship between teachers and educational counseling institutions. Since 1995, the school counselors have been introduced in public schools to deal with the problem behavior of students. The purpose of this study was to examine relations between organizational culture of the school and educational counseling functions in school to focus on linkages between schools and educational counseling institutions. Questionnaire, on educational counseling functions and interview with principal and vice-principal, nurses and school counselors working in 2 elementary schools and 2 junior high schools in Q-
city, were the research tool in this study. As a result, it was noted that educational counseling linkages were effective when the teachers are doing the organizational activities in environment collaboratively with maintenance of proper communication among the teachers. The schools have proper communication among teachers and collaborative school organizational culture done by the teachers was found to have more effective educational counseling function in the school. Also the schools have maintained administrative rolls of principal, vice-principal and other staff members with proper communication among them were found to link the other educational counseling functions in their school more effectively. Wide acceptability and leadership in counseling functions by the administrators as principal and vice-principal were considered for future study.

Friedler (2010) studied "Elementary School Teachers' Attitudes Toward Professional Development: A Grounded Theory Study"

Elementary teachers' attitudes toward professional development and ways to increase teachers' participation in professional development were explored in this qualitative,
grounded theory. The researcher conducted five focus groups comprised of elementary classroom teachers, special area teachers, and Instructional Facilitators. Data from the focus groups were compiled and coded to determine common themes. Three themes emerged from the data: teachers feel like there is little or no respect from district personnel regarding their time and their opinions about professional development; teachers have distinct ideas about the types of professional development that would benefit them, and they believe professional development should be differentiated to suit individual needs; and teachers feel like the focus of professional development is determined at the district-level and is directed to programs purchased by the district without teacher feedback. The results of the study indicate that empowering teachers to select the types of professional development in which they participate and providing teachers with time during the school day or remuneration for involvement outside of the work day would improve the attitudes and participation of teachers regarding professional development.

Alkum (2010) studied “Teachers’ Burnout Levels And Their Attitudes Towards Teaching Profession”
The purpose of this study is to find teachers’ attitudes towards teaching professions and to identify their burnout level. Besides it was aimed to find out the relationship between the burnout level of the teachers and their attitudes towards teaching professions. The sample consists of 308 teachers from variety of branches. Two instruments namely; Maslach Burnout Inventory and Attitude Scale Towards Teaching Profession were used to collect data. The results revealed that the teachers in this study group have low level of burnout and their attitudes towards teaching profession were found high. A significant correlation was found between burnout level and attitudes of the teachers.

Alf Crossman and Harris (2010) studied “Job Satisfaction of Secondary School Teachers’

Low job satisfaction has been cited as a possible cause of the current teaching crisis in the UK. This study examined job satisfaction among secondary school teachers in different types of secondary school. The results indicate a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools
exhibited the lowest. No significant difference in satisfaction was found when the data were analysed by age, gender and length of service.

Adenike (2011) studied “Organizational Climate as a Predictor of Employee Job Satisfaction: Evidence From Covenant University”

The study aimed to explore organizational climate as a predictor of employee job satisfaction of academic staff from a private Nigerian University. The study of the antecedents of job satisfaction is important because of the role it plays in job satisfaction of employees, which in turn affects organizational productivity. Data were collected from three hundred and eighty-four academic staff of the university with the aid of questionnaire out of which a total of two hundred and ninety-three questionnaires were returned fully and appropriately filled. Three hypotheses were tested and the results of the finding showed a significant positive relationship between these two variables. Thus, the study then paves way into other research opportunities in the field to stretch the depth of knowledge into public universities- that is the federal and state universities. It also serves as eye opener to conduct the research into other zones in Nigeria to see whether
their organizational climate in relation to job satisfaction of the academics in those places differs from what is in the south-west Nigeria. Therefore, apart from confirming a theoretical proposition, the findings of study have significant practical value.

Bogler (2011) studied “The Influence of Leadership Style on Teacher Job Satisfaction”

The study examines the effects of principals’ leadership style (transformational or transactional), principals’ decision-making strategy (autocratic versus participative), and teachers’occupation perceptions on teacher satisfaction from the job. More specifically, it attempts to find out how much of the variation in teachers job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals’ leadership style and decision-making strategy. A quantitative questionnaire using Likert-type scales was administered to 930 teachers in Israeli schools, of whom 745 responded. Path analysis was used to explain teacher job satisfaction by the exogenous variables. The most salient finding was that teachers’occupation perceptions strongly affected their satisfaction. Principals’transformational leadership affected
teachers' satisfaction both directly and indirectly through their occupation perceptions.

### 2.2.2 STUDIES IN INDIA

Goyal (1980) investigated "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 to measure attitudes, job satisfaction, adjustment and professional interests of teacher educators of different categories based on sex, age, qualification and experience. 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 and also to find out the relationship among attitudes, job satisfaction adjustment and professionals interest of teacher educators of different categories.

The studies found out that a large majority of teacher-educators were favourably inclined towards their profession and were satisfied in the job. Emotional stability among the teacher-
educators increased with age. Job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

Nayak (1982) analysed "Job-Satisfaction and Adjustment of Married and Unmarried Women Teachers".

The study found that Job-satisfaction was high among all teachers but unmarried women teachers/married women lecturers had problems of adjustment. The study was an uncontrolled survey.

Amarsingh (1985) studied the "Correlates of Job Satisfaction Among Different Professionals".

The objectives of the study were to construct and standardized a Job Satisfaction scale, to find out the incidence of Job Satisfaction amongst professionals, to compare the incidence of Job Satisfaction amongst teachers, engineers, advocates and doctors, 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 to relate Job Satisfaction with personality dimensions and trait
such as self-esteem, extraversion/introversion neuroticism and emotional stability

The study was conducted 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 the job intrinsic variable correlated positively and significantly with Job Satisfaction professionals. The job extrinsic variables were found to be positively related to Job Satisfaction of professionals. Age was found to be positive correlate Job Satisfaction. The experience and Job Satisfaction in case of teachers was not significant.

Panda (2001) investigated “Attitude towards Teaching Profession and Job Satisfaction of College Teacher of Assam and Orissa”.

The hypotheses were that there is no significant different in the attitude towards teaching profession of college teachers of Assam and Orissa and their various categories based on sex, experience, location and status. There is no significant relationship
between the attitude towards teaching profession and Job Satisfaction of college teachers of Assam and Orissa and their various categories based on sex, experience, location and status. The descriptive survey method was followed.

Through stratified random sampling technique 400 teachers were selected as sample. Attitude towards Teaching scale and Job Satisfaction scale were used in this study.

The findings were that a majority of college teachers of Assam and Orissa have highly favourable or favourable attitude towards teaching profession. A significant percentage of college teachers of Assam and Orissa have a high or moderate degree of Job Satisfaction. College teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their sex, experience, location and status. College teachers of Assam and Orissa in general and their various categories did not differ significantly in their degree of Job Satisfaction except in case of experienced teachers. There was a significant and positive relationship between attitude towards teaching profession and Job Satisfaction of college teachers of Assam and Orissa.
Gunnell (2001) studied “Teachers Perceptions of Organisational Culture in Relation to Job Satisfaction and Commitment”.

In this study, teachers perceptions of the school culture, Job Satisfaction and Job Commitment were investigated using Organizational Culture Inventory (Woke and Lafferty 1983). Hypotheses were that there is a difference in the school culture perceptions of employees who are satisfied with their Job and employees who are not satisfied with their Job. There is a difference in the school culture perceptions of employees who are committed to their job and employees who are not committed to their Job. The findings of the study were 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 satisfied with their job. Those who were committed to their job viewed the organizational culture style as more constructive than those who were not committed of somewhat committed to their Job. Those somewhat committed viewed the organizational culture style as more Aggressive/Defensive than those committed to their Job.
Raj and Mary (2005) studied “Job Satisfaction of Government School Teachers in Pondicherry Region”.

The objectives of the study were: (i) to find out the job-satisfaction of the school teachers; (ii) to find out the difference in job-satisfaction between teachers with respect to: (a) gender, (b) medium of instruction, (c) residence location, (d) educational qualifications, (e) salary range, and (f) religion; and (iii) To find out the difference in job-satisfaction among teacher categories based on age, experience, educational qualifications and the stage of school education.

The sample consisted of 82 teachers of Pondicherry-34 males and 48 females selected by random sampling technique. Personal data sheet constructed for the study and job-satisfaction scale by Dixit (1993) were used as tools.

The findings of the study were Job-satisfaction of Government school teachers (overall and at all level) in Pondicherry region was not high. Overall job satisfaction level showed that 39 per cent of the Government school teachers had low, (40% had average and 21% high) level of job-satisfaction. No significant difference was found in job-satisfaction between gender, medium of instruction, locale, educational qualification, salary and religion. There was no
significant difference among teachers irrespective of experience, age, subjects and type of school.

Sahu and Sood (2005) studied “The Impact of Students’ Perception of their Teachers’ Attitude towards them and its Relationship with their Self-perception and Academic Achievement”

The objectives of the study were: (i) To find out the relationship between students’ perception of their teachers’ attitude towards them and their academic achievement; (ii) to find out the relationship between students’ perception of their teachers’ attitude towards them and their self perception; and (iii) to find out the relationship between academic achievement and self-perception of students.

A sample of 160 students of class VII was selected from three government schools of Kurukshetra district in Haryana through simple random sampling. The data was statistically analysed using correlation coefficient.

The findings of the study were (1) A significant relationship was found between students’ perception of teachers’ attitude towards them and their academic achievement. (2) A relationship was found between students’ perception of teachers’ attitude
towards them and their self-perceptions. (iii) A significant relationship was found between the academic achievement of students and their self-perception.

Sindhu (2005) made "A Study of Teachers' Motivation, Student Adjustment and their Academic Achievement".

The objectives were (i) to study male and female teachers' motivation to work; (ii) to study and compare school adjustment of boys and girls; (iii) to study and compare male and female students' liking towards their teachers; (iv) to compare the achievement of boys and girls; and (v) to examine the extent of interrelationship between the above mentioned variables.

A normative testing survey method and cross-sectional approach was used for collection of the data. 32 teachers and 680 Standard X students were selected from the Kendriya Vidyalayas of five zones of district Saharanpur through stratified random sampling technique. The tools used were: Teachers' Motivation to Work- the Test and Scale by Singh; Students' Liking Scale by Malhotra and Passi and School Adjustment Inventory by Bhagia.

The findings showed that Both, male and female teachers were found to possess average or above average level of motivation
Most students displayed average and above average adjustment with school environment. The girls displayed superior adjustment as compared to the boys. The girls were found to have more liking for their teachers than the boys. No significant difference was found in the achievement of boys and girls. Low positive correlations were found between students' liking for their teachers and school adjustment. Better liking of teachers contributed to better achievement of boys.

Ghali (2005) studied “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 namely 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 namely locality and subject of teaching had no significant impact on both Teacher Effectiveness and Job Satisfaction.

Sharma and Jyoti (2006) studied “Job Satisfaction among School Teachers”

This study is an evaluative and diagnostic attempt to discover empirically the nature of relationships between job satisfaction and different factors, as well as independent aspects of job satisfaction. The sample comprised 120 school teachers working in government and private schools in Jammu city. The questionnaire covered six aspects of the job: principal's behaviour, society and colleagues' behaviour, work itself, pay and rewards, growth opportunities and recognition, and students' behaviour and others. The analysis revealed that each of these aspects played a role in job satisfaction. The degree of job satisfaction secured by teachers is not high and the reason lies in insufficient pay. Secondary level teachers are more satisfied than primary level teachers. Contrary to expectation, private school teachers are more satisfied than government school
teachers despite the poor pay package, due to the congenial atmosphere in the private schools. Female teachers are more satisfied due to the nature of the job and the socio-cultural value of the profession. The level of education inversely affects the pay satisfaction of the employees working at the same level. Satisfaction with teaching as a career, not merely as a job, is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement.

Shah (2007) studied “Organizational Culture and Job Satisfaction: An Empirical Study of R And D Organization”

The study was conducted to examine the Organizational Culture theory and practices with emphasis on the effectiveness of satisfaction and motivational dynamics in the areas of employee's satisfaction and retention. The problem statement is based on whether it is only the compensation package, which has the worth of retention and employee satisfaction, or it is the overall organizational culture which has a pivotal role in retention and making employee satisfy. In order to testify problem statement, the R and D organization Integrated Services (IS), was taken as sample size. The employees were asked through questionnaires about the
culture they perceive, prefer and job satisfaction at their workplace. The research study revealed that the overwhelming majority of employees at IS value the Organizational Behavior and Cultural variables such as "Organization as Result Oriented Place, Loyalty and Mutual Trust Factor, Risk Initiation, Innovation and Development in Work Setup, Challenging Work Environment".

Kumar and Giri (2008) studied "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.

Sharma (2009) studied "Job Satisfaction of University Teachers: An Empirical Study"

This study attempts to find out which facet or dimension affects the job satisfaction of university teachers the most. The present study takes into account intrinsic and extrinsic factors to find out the level of job satisfaction and to see the effect of age, gender, marital status, education, occupation level and length of employment on the job satisfaction of academicians. This study aims at identifying the facets affecting the job satisfaction of a teacher order of importance and accordingly suggests strategic action for creating and maintaining their job satisfaction.

Ali and Akthar (2009) studied "Job Status, Gender and Level of Education as Determinants of Job Satisfaction of Senior Secondary School Teachers"

The present study was an attempt to ascertain the job satisfaction of senior secondary school teachers as a function of gender, job status and the level of education. Job satisfaction
Questionnaire administered individually to 100 teachers to gather information. The data were analyzed by means of t-test to see the difference between the mean job satisfaction scores of various comparison groups. The results of present research revealed that: i. the degree of job satisfaction among female teachers was found significantly more in comparison to male teachers; ii. Postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers; and iii. teachers holding only postgraduate degree were significantly more satisfied than the teachers holding Ph. D. degree.

Rao (2009) studied “The Behavioral Equivalence of Organizational Culture”

Three decades of organizational cultural (OC) studies have seen change in both content and emphasis. This study presents findings from an extensive review of literature on OC and highlights the relevance of OC with respect to individual, organizational, intra-organizational, industry and external environment related variables. The concept of organizational culture (OC) has traditionally focused on values and beliefs and has been considered to be relatively stable and enduring. But literature is less sanguine
about the reciprocal evolution of culture through behaviors. This study presents a behavioral perspective on OC and contributes to its emerging dynamic aspect. A behavioral model of OC is suggested and propositions are drawn to explain the dynamics involved.

Rama Devi (2010) studied “Job Satisfaction Among University Teachers”

The role of universities in societal formation, nation building and scientific development, is very big and all pervasive. The present study aims at studying job satisfaction of the teaching staff in the universities. Data were collected from 200 teaching staff - 100 members from University of Hyderabad, a Central University and 100 members from Sri Krishnadevaraya University, a State University. The results showed that teaching staff in the University of Hyderabad are highly satisfied with their jobs when compared to the teaching staff in Sri Krishnadevaraya University. The teaching staff in both the universities are more satisfied with nature of their job dimension and least satisfied with the facilities provided to them. The results also revealed that average job satisfaction score
and average score of needs met are significantly related in both the universities.

Mistry (2010) undertook "A Study for Teachers Relationship Between Job Satisfaction and Mental Health Awareness"

The study was conducted to determine the relationship between job satisfaction and mental health awareness of teachers. A sample of 90 teachers (45 male and 45 female) working in the different schools of Ahmedabad was taken. The main findings of the study were (1) There is no sex difference in job satisfaction of teachers. (2) There is significant sex difference in total mental health awareness of teachers (3) There is positive relationship between job satisfaction and mental health awareness of teachers.

Mucchal and Chand (2010) studied "A Study of Accountability of Primary School Teachers in Relation to their Job Satisfaction"

The researcher studied accountability of Primary School Teacher in Relation to their Job Satisfaction. Data were collected from 150 primary school teachers belonging to both private and government primary school of Baghpat district of Uttar Pradesh. The researcher found the relationship of teacher accountability
with Job satisfaction. Job satisfaction was found to have a positive impact on accountability of primary school teacher. Furthermore, teachers who were more Job satisfied are highly accountable towards their Job and who were less job satisfied were less accountable towards their job. In the study it was also found that female teachers were more accountable and more satisfied towards their job than their male counterparts.

Suryanarayana (2010) studied “Teaching Competency And Job Satisfaction Among Primary And Secondary School Teachers”

The process of Teaching learning transaction depends on the efficiency of a teacher, who is in turn able to manifest potentialities of a child. Teaching learning process cannot be undertaken in vacuum but it is a positively directed action, for which teachers are to be endowed with teaching competency. There has been an enormous amount of research which could answer to such question as what teaching behaviours are related to pupil's outcomes in different areas and in what way they are related.

Objectives were to study the relationship between Teaching Competency and Job Satisfaction, to find out the significance of relationship between Dimensions of – Teaching Competency and
Job Satisfaction, to find out the significance of difference between the demographic and professional variables in respect of Teaching Competency and Job Satisfaction, of Secondary School Teachers, to find out significance of difference between High and Low Teaching Competency in relation to Job Satisfaction and High and Low Teacher's Job Satisfaction in relation to their Teaching Competency. In order to test the hypotheses, the investigation was planned and executed in three phases. In the first phase, Teachers' opinion was collected with the help of two self-rating scales of teaching competency and job satisfaction. In the second phase, using appropriate statistical procedure was used to determine the significance of relationship between Teaching Competency and Job Satisfaction and in the third and last phase, appropriate statistical procedures were used to find out the significance of difference between the demographic and professional variables of teachers in terms of their Teaching Competency and Job Satisfaction. The statistical procedure was used to establish the relationship between the two variables, that is, teaching competency and job satisfaction and 'r' values were computed. To measure the significance of differences between these two variables in relation to the demographic and professional variables, the means, standard
deviations and Critical Ratio values were computed. From the above findings it is concluded that the Teaching Competency variable is related with the Teacher's Job Satisfaction. Further, the results of the study reveal that the Teaching Competency in terms of all demographic variables like Sex, Locality, Qualification, experience, type of management and type of institution do differ significantly, whereas the job satisfaction in terms of all demographic variables like sex, locality, qualification, marital status, experience, type of management and type of institution categories also do differ significantly. In view of these responses more attention is required to pursue the causes of disparity among the teachers of primary and secondary schools in terms of their teaching competency and job satisfaction so as to enhance the quality in primary and secondary education.

2.3 CONCLUSION

Among the above studies, it has shown that job satisfaction and its institution are directly related to the sensible factors of the teachers. So this makes clear that some of the sensible factors, which affect the job satisfaction of the individual, are personal effectiveness, teachers' attitude and organizational culture. Hence,
the researcher has taken this study to know the job satisfaction of teachers and other variables.

The next chapter deals with methodology of the study.