CHAPTER - II
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2.1 Introduction

Research can never be undertaken in isolation of the work that has already been done on the problems, which are directly or indirectly related to a study proposed by a researcher. One of the important steps in planning any of research study is a careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated. Therefore a review of related literature must precede any well-planned research study.

Whatever may be the field of research, science, education, humanities, fine arts, or any other field of knowledge, an up-to-date knowledge of published literature of the field gives a research worker an insight into unsolved problems in the field and at times opens the door of their solution. In order to be fully creative and original, research worker must read extensively and critically the related literature concerned to the field of research. This vast reading stimulates the research workers’ thinking.

An essential aspect of research study is review of related literature. Such a review represents one of the steps in education research. Investigator can be sure that his problem does not exist in vacuum and that considerable work has already
been done on problems, which are related to the proposed investigation. The
survey of literature is crucial aspect of planning of the study and time spent in
such survey invariably is a wise investment.

2.2 Importance of the Review

Survey of related literature serves the following purposes as,

1. To show whether the evidence already available solves the problems
   adequately without further investigation, and thus to avoid the risk of
duplication.

2. To provide ideas, theories, explanation or hypotheses valuable in
   formulating the problem.

3. To suggest methods of research appropriate to the problem.

4. To locate comparative data useful in the interpretation of the results.

5. To contribute the general scholarship of the investigator

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

Herzberg *et al.* (1957) proposed that there is a significant relationship between age and job satisfaction. Mulish (1981) found a significant relationship between the age of college teachers and their job satisfaction. But Goal (1981) found that there were no significant differences in their job satisfaction of teacher educators with differences in their age.

Lindgreen and Pattan (1958) hypothesised that the attitude of high school teachers are less favourable toward children and toward current educational theory and practice than are the attitudes of teachers in the lower grades.

A 50-item questionnaire dealing with teacher-child relationship of effective and ineffective teachers were administered to 216 elementary and secondary school teachers. When the questionnaire was scored with a key based on favourable attitudes toward children and acceptance of current educational theory and practice, the hypothesis was supported at the 0.05 level of significance, i.e. non high school teachers scored higher than high school teachers.

Herzberg, Mausner and Snyderman (1959) formulated the “two-factor theory of job satisfaction.” Their research concluded that there is one set of
conditions the presence of which induces increased job satisfaction, and the absence of which does not induce job dissatisfaction; and that there is another set of conditions, the absence of which leads to job dissatisfaction but the presence of which does not lead to increased job satisfaction. They termed the first set of conditions "motivators" since satisfaction with these conditions was "conceptualised as actuating approach rather than avoidance behaviour (Hertzberg et. al., 1959)." The second set was termed "hygiene's" since these conditions appeared to contribute only to the prevention of an "unhealthy psychological work environment (Herzberg et. al., 1959)." The motivators are: recognition, achievement, advancement, responsibility, and the work itself. These variables have also been termed intrinsic or work-content variables, because they are all presumably derived from performance of the job itself. The hygiene conditions are: interpersonal relations with peers and with superiors, company policy and administration, superior's technical competence, working conditions, and job security. Hygiene conditions have also been referred to as extrinsic or work-context conditions because they are all derived from the environment surrounding the job. Salary, depending upon whether or not it is contingent upon performance may be either a motivator or a hygiene factor.
Ryane (1960) conducted a study and found that older teachers (55 years and above) were at the disadvantage compared to the younger teachers except from the standpoint of responsible business like systematic vs evading, unplanned, slipshod classroom behaviour, and learning centred (traditional) vs. child centred (permissive) educational view points. He also found that trends with regard to extent of teaching experience are not substantially different from those noted, when teachers were classified according to their age.

Hulin (1963) found that job satisfaction and age are positively correlated. He disagreed with Herzberg in that he found the relationship between age and job satisfaction to be linear rather than curvilinear. Recent studies support the positive, linear relationship between age and satisfaction. In a study involving assistant principals in Ohio, Sutter (1994), using the long form of the MSQ, found that age has a positive linear relationship to job satisfaction. Edison (1992) using the Job Diagnostic Survey, The Self Efficacy Scale, and the Task Structure Scale-surveyed 216 assistant principals in the Detroit School System. He reported that age is a significant predictor of job satisfaction among assistant principals. Anderson (1982), utilizing a modified version of the MSQ (Long Form), reported that age was significant in the prediction of general job satisfaction in a study involving school psychologists.
In an older study of secondary school principals in Detroit, Miller (1985), who used the MSQ (Long Form), found no relationship between age and job satisfaction. One reason for this finding might be that the study was conducted in a limited geographic area as compared to studies with samples from much larger areas than one city. The fact that principals were studied might also account for the different finding. Age was an independent variable in this study. It was hypothesized that age has a positive, linear relationship to job satisfaction: As the age of assistant principals increases the job satisfaction also increases.

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

A sample of one thousand teachers working in 102 secondary schools under different managements located in different parts of Andhra Pradesh was selected using the random stratified sampling technique. Questionnaire and review
techniques were employed to collect data concerning dissatisfaction among teachers and rating scales were used to find out the impact of job satisfaction.

The result revealed that 37% of teachers were found to have job satisfaction and dissatisfaction in certain factors. These factors varied in their effects so strikingly that some caused in as many as 78 of the teachers.

The factors of dissatisfaction were divided into three categories: 1. Strongly dissatisfiers, 2) weak dissatisfiers and 3) conditional dissatisfiers.

Factors like frequent transfers, low standard of pupils and interference of politicians, which was peculiar in certain managements, have caused conditional dissatisfaction.

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

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

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

1. To examine the relation between anxiety and Job Satisfaction
2. It is hypothesized that high anxious individuals will have less Job Satisfaction as compared to low and average anxious individuals.

70 semi-skilled workers and random sampling technique was selected. Job Satisfaction Scale devised by Paliwal was used.

The findings of the study were:

1. There was an inverse relationship between anxiety and Job Satisfaction
2. High anxious group was less satisfied with the job than the low and moderate anxious group, but the moderate anxious group was less satisfied than low anxiety group.

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

The Hypotheses were as follows:

1. If a positive aspect of a job factor contributes to satisfaction, the lack of that aspect of a job factor contributes to satisfaction, the lack of that aspect will not contribute to dissatisfaction.

2. The contribution of motivators to satisfaction is more than that of hygiene.

3. The contributions of hygiene to dissatisfaction is more than of motivators

4. The contribution of motivators to satisfaction is greater than the contribution of motivators to dissatisfaction.

5. The contribution of hygiene to dissatisfaction is greater than the contribution of hygiene to satisfaction.

82 male draughtsmen and technical assistance out of 206 highly skilled personnel employed in private sector in electric company were selected. The questionnaire consisted of two parts, Part A and Part B were related to satisfaction and dissatisfaction with various job factors.
Findings of the study were that Satisfaction and dissatisfaction are not the opposite poles of the same feelings, although this study supports dimensional independence of satisfaction dissatisfaction. As regards hygiene, the hypothesis that they act more as dissatisfiers like salary and company policies, for all the remaining extrinsic factors hygiene act more as satisfies than as dissatisfiers. Different people are satisfied or dissatisfied on account of occupational level, age, education, culture and time.

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

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

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

The major findings of the study were:

1. Primary teachers were more satisfied than secondary teachers
2. Female teachers were more satisfied than male teachers
3. Job efficiency was positively correlated with Job Satisfaction
4. Young teachers in the age group of 20-24 years were more satisfied in both the groups of primary and secondary teachers and
5. Unmarried teachers were more satisfied.

Anand (1977) investigated the relationship between job satisfaction Vs extroversion and neuroticism. The sample consisted of 591 (320 and 271 women) teachers teaching in government and government aid secondary schools of Delhi. Job Satisfaction Scale prepared by the investigator and the Madnesley Personality Inventory were administered.

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

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

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

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

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

Samples of 228 teachers were selected from the nationally certified school teachers, located throughout the United States. Data were analysed using factor analysis, Pearson correlation coefficient and stepwise multiple regression analysis.

The findings of the study were

(i) Occupational stress like role based stress, task based stress and conflict mediating stress are all negatively and significantly related to general job satisfaction

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

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

Tudor, Thomas (1977) investigated that there is a relationship between locus of control and Job involvement. The objectives of the study were:
(i) To examine the relationship between the Locus of Control and job Involvement.

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

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

The findings of the study were:

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

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

Srivastava (1978) studied on the Relationship between Job Satisfaction and some Personal Traits of Professionals. The objectives of the study were:

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

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

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

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

The findings of the study were:

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

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

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

1. There exists no significant difference in Job Satisfaction between male and female teachers.

2. Teachers having different years of teaching experience do not differ among themselves in their Job Satisfaction.
3. There exists no difference in Job Satisfaction between trained and untrained teachers.

4. Teachers drawing different salaries do not differ among themselves in their Job Satisfaction.

5. There exists difference in Job Satisfaction between Muslim and Hindu teachers

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

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

1. To measure attitudes, Job Satisfaction, adjustment and professional interests of teacher educators of different categories based on sex, age, qualification and experience.
2. To find out the difference in attitude, Job Satisfaction adjustment and professional interest among groups of teacher educators based on sex, age, qualification and experience.
3. To find out the relationship among attitudes, Job Satisfaction adjustment and professionals interest of teacher educators of different categories.

314 teacher educators were selected as sample for the study. Indiresa’s Job Satisfaction Inventory was used.

The findings of the study were:

1. To large majority of the teacher-educators were favourably inclined towards their profession and were satisfied in the job
2. Emotional stability among the teacher-educators increased with age
3. Job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.
Gupta (1980) investigated on A Study of Job Satisfaction at three levels of Teaching. The objectives of the study were:

1. To measure the Job Satisfaction of primary school teachers secondary schools teachers and college teachers
2. To find out the relationship between selected psychological variables and Job Satisfaction exhibited by primary school teachers, secondary school teachers and college teachers
3. To compare the Job Satisfaction of married teachers with that of unmarried teachers
4. To compare the Job Satisfaction of teachers of different age groups
5. To compare the Job Satisfaction of teachers of different experience groups

765 male teachers were selected for the study by using stratified random sampling. In this study the tools used were Teachers Job Satisfaction Scale (TJSS), Attitude Towards Teaching Career scale (ATCS), Meenakshi Personality Inventory (MPI), Personality Maturity Test (PMT) and Personal data and information Forms (PDIF)

The findings of the study were:

1. Need achievement was positively related while needs of exhibition, autonomy and aggression were negatively related to the Job Satisfaction of secondary school teachers
2. Attitude towards teaching as career and personality maturity were positively related to Job Satisfaction of secondary school teachers.

3. Marital status, age, teaching experience were not associated significantly with Job Satisfaction of secondary school teachers.

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

1. Identify the personality traits of satisfied and dissatisfied teachers and
2. To examine the impact of variables like age, sex, marital status, length of service, scale of pay, location of the working place, type of management and extent of employment of their Job Satisfaction.

Stratified random technique was used for the study and 100 satisfied and 100 dissatisfied teachers were used for the study. Job Satisfaction Questionnaire (Kumar and Muttra) and Sixteen Personality Factor Questionnaire (in Hindi) by Kapoor were used.

The findings of the study were:

i. The satisfied and dissatisfied teachers were similar on factor, B,F,G,I,N,Q1 & Q3 of 16 PF.

ii. Age appeared to extent an adverse impact of Job Satisfaction.
iii. The female unmarried teachers were more satisfied than the married teachers of both sexes.

iv. A negative relationship existed between the length of service and the level of Job Satisfaction.

v. Job satisfaction did not vary with different scales of pay.

vi. Well employed and underemployed teachers did not differ on Job Satisfaction.

vii. The teachers if government schools were more satisfied than those in privately managed school.

Knoop (1980) studied on Job Involvement of Teachers

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

Muthiah (1981) reported a study, “Job Satisfaction of College Teachers - A Relationship with Age and Experience and Sex Difference”. It was found that three aspects of job satisfaction were of prime importance: namely; job aspect, personal aspect and interpersonal aspect. Men teachers seemed to be more dissatisfied than women teachers. There was no relationship between age and experience as far as degree of dissatisfaction was concerned. Significant consistency was found among the respondents regarding intrinsic and extrinsic factors as source of satisfaction and as source of dissatisfaction.
Verma (1981) conducted a study, 'Job-Liking Among Teachers.' The sample consisted of teachers of different academic qualifications selected randomly from Primary Schools, Intermediate Colleges and Degree Colleges and Post-Graduate Colleges. A single, direct and non-suggestive question was asked. The points of having more chance of self-improvement and academic advancement in the job have greater importance for the teachers of Degree and Post Graduate Colleges and also for those who, at present, are more qualified academically, Standard Deviation was also high. It was found that lesser hours of duty which was possible in Degree colleges, was related to the favourable point of liking the job as teachers prefer time for other activities. Total sex variance was not significant and the correlation was 6%.

Vroom (1982) considered compensation to be an important variable in job satisfaction and included high pay in his description of the key elements of most satisfying work roles. He also stated that the worker's perception of the fairness of compensation is more important than the actual amount received. Vroom contended that individuals are guided by a moral system, which has as a basic tenet the fair distribution of rewards. If a worker receives less than is perceived fair, the worker considers that an injustice has been done. If the worker perceives that more is received than has been earned, the worker feels guilt. To Vroom, job
satisfaction is a function of the difference between the amount of reward a person believes should be received and the amount the person actually receives.

Rajammal (1982) studied on An Investigation into the Problems of Job Satisfaction Among Secondary School Teachers. The objectives of the study were:

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

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

The Major findings of the study were:

1. Interestingly female teachers appeared more satisfied than their male counterparts.
2. Marital status had no effect on the Job Satisfaction of teachers
3. The variables associated experience indicated no effect in the case of female teachers but in the case of male teachers
4. Teachers teaching in the private institutions were more satisfied than those in government and local body institutions.
Srivastava (1982) studied the Job Satisfaction and Professional Honesty of Primary School Teachers with Necessary Suggestions. The objective of the study was to examine the extent of Job Satisfaction and professional honesty among primary school teachers. This study selected primary teachers from randomly chosen primary schools in proportional to the population of each district.

The tools of the study were a Job Satisfaction inventory, professional honesty preference record a questionnaire on reasons for job dissatisfaction. The findings of the study were:

1. The primary teachers of the area were found to have high Job Satisfaction and professional honesty

2. Female teacher as compared male teachers were significantly higher in the Job Satisfaction.

3. Junior teachers as compared to senior teachers and high academic achievers teachers as compared to low achiever teachers were also significantly higher in Job Satisfaction.

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

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

Amarsingh (1985) studied the Correlates of Job Satisfaction Among Different Professionals. The objectives of the study were:

1. To construct and standardized a Job Satisfaction scale,
2. To find out the incidence of Job Satisfaction amongst professionals
3. To compare the incidence of Job Satisfaction amongst teachers, engineers, advocates and doctors.
4. To relate Job Satisfaction with job intrinsic and job extrinsic variables and age, experience, academic and professional attainment, mental status, family size and employment of spouse and
5. To relate Job Satisfaction with personality dimensions and trait such as self-esteem, extraversion/introversion neuroticism and emotional stability
The study was 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:

1. The job intrinsic variable correlated positively and significantly with Job Satisfaction of professionals.
2. The job extrinsic variables were found to be positively related to Job Satisfaction of professionals.
3. Age was found to be a positive correlate of Job Satisfaction.
4. The experience and Job Satisfaction in case of teachers was not significant.

Shah (1985) hypothesized a Study of Job Satisfaction of Secondary School Teachers in Relation to Their Grade, Organisation, and Sex. The hypotheses were as follows:

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

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

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

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

(i) To try out the Leadership Behaviour Description Questionnaire (LBDQ) of Halpin and Wines (1957). The Job Involvement Satisfaction Inventory of Inderson and Inderson (1974) and the job Involvement of Lodahal and Kejner (1965)
(ii) To see whether there would be any relationship between the independent variables of the study namely the teacher age, sex, material status, teaching experience nature of job and qualifications

(iii) To examine in their levels of the job satisfaction and also their levels of Job Involvement

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

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

(i) Identifying to what extent women's perception of job stress are mediated by sex-role identity and job involvement

(ii) Job involvement is conceptualized as psychological identification with work

(iii) Sex role identity describes the extent of an individual's identity with stereotypical Masculine, Feminine an M-F personality traits

(iv) An attempt was made to replicate previous findings on the positive relationship between women's job satisfaction and job involvement and negative relationship between job stress and job satisfaction.
363 women were selected for the study as sample.

The findings of the study were:

(i) The job involvement was not associated with job stress, it was related to sex role identity and job stress, and between sex-role identity and job satisfaction.

(ii) The job stress is negatively associated with job satisfaction were replicated in the present study.

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

(i) To examine the relationship between the independent variables on the one hand and the dependent variables on the other.

(ii) To see whether the differences in the independent variables belonging to the subjects would account for significant differences in their respective levels of job satisfaction and job involvement.

(iii) to develop prediction equations for predicting job satisfaction and job involvement of the secondary school teachers.

The sample of the study was 586 secondary school teachers were selected on appropriate stratified random sampling technique.
The following tools were selected for the study; Indiresan’s (1974) Job Satisfaction Inventory, Job Involvement Scale, Lawler and Porter (1967) Job Performance Scale.

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

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

1. Different independent variables have their impact on the level of adjustment and level of the Job Satisfaction.

2. Some specific variables such as sex, area of school and status of the school show significant relationship between the adjustment and Job Satisfaction of school teachers

3. The sex, area of school and status of school differ in themselves only when used with certain specific area of adjustment, overall adjustment and Job Satisfaction.
The sample of the study was purposive sampling methods. The total sample consisted of 545. Adjustment Inventories and Job Satisfaction scale were used. The findings were as follows:

1. There is dearth of systematic exploration in the study of interrelationship between adjustment and Job Satisfaction of the present day teacher as well as other employees.

2. Following independent variables showed significant difference when compared with level of adjustment and level of Job Satisfaction on marital status, distance of the school, teaching experience, health of the family and psychological disease in the family.

3. Area of school as an independent variable show significant differences when compared with level of Job Satisfaction.

4. No correlation between level of adjustment as well as between level of Job Satisfaction

5. As the distance of the school from the residence of a teacher increases his level of adjustment and level of Job Satisfaction decreases.

6. Inexperienced teachers are not satisfied with occupation and they have failed to co-operate with the situation.
Kang-Seung-Ho (1988) studied on Career Satisfaction of beginning Teaching in Iowa. The objectives of the study are: The relationships between selected variables and teacher satisfaction, and tested 14 research hypothesis formulated on the basis of literature review and a theoretical model of teacher career satisfaction.

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

The findings were as follows:

i. No significant relationships between personal characteristics and overall career satisfaction of beginning teachers were found

ii. No significant difference in the overall career satisfaction at different academic preparation levels was found.

iii. Elementary teachers were significantly more satisfied with teaching than were either secondary teachers or those teaching at more than one level

iv. Overall career satisfaction was significantly and positively related to the perceived adequacy of teacher preparation in specific programme areas to the importance of these areas to the first year teaching position to overall satisfaction.
Sandarjan and Williams (1988) studied on Job Satisfaction of Certain Categories of Teachers. The hypotheses were as follows:

1. There is no significant difference between the Men and the Women teachers in their Job Satisfaction.

2. There is no significant difference between the graduate and the postgraduate teachers in their Job Satisfaction.

3. There is no significant different between the government school and the private school teachers in their Job Satisfaction.

220 teachers, 82 higher secondary schools were selected as sample. Job Satisfaction Questionnaire (JSQ) standardised by Kumar and Kutha (1985) was used in this study.

The findings of the study were:

1. There was no significant difference between the men and women teachers in their Job Satisfaction.

2. There was no significant difference between the graduate and the postgraduate teachers in their Job Satisfaction.

3. There was no significant difference between the government school and private school teachers in their Job Satisfaction.
Tasi, Kuan (1989) conducted study on Effects on Self Esteem and Locus of Control on Job Satisfaction. The objectives of the study were:

(i) To test the effect of self esteem on job satisfaction
(ii) To determine the relationship between locus of control on job satisfaction
(iii) To determine the effects of job variables like job advancement, job involvement and job satisfaction

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

Findings of the study were;

(i) The effects of self esteem were found to be significant in explaining the variation in job satisfaction
(ii) The effects of locus of control were found to be significant in explaining the variations in recognition and job satisfaction.
(iii) Both the high self esteem and high locus of control groups were found to have higher correlations with job satisfaction than low self esteem and low locus of control.
Singh and Singh (1989) hypothesised on Workers Performance: A Function of Job Satisfaction and Job Alienation. The hypothesis were as follows:

1. The level of performance of workers in the high Job Satisfaction groups will be higher in comparisons to those in low Job Satisfaction groups.

2. The level of performance of workers in the high alienation groups will be higher in comparison to those in low alienation groups

600 workers were selected as sample. Employees Inventory Scale was used to collect the data.

Findings of the study was that Job satisfaction was positively associated with job performance if the workers of an organisation had proper tools and machines, management was good, personal adjustment and social relations are satisfactory. The negative relationship between alienation and job performance may be linked with the ideas that the work set up in an organisation should be structured.

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

Bhatia (1990) hypothesized on Effect of Teaching Experience on the Level of Job Satisfaction.

The present study is an attempt to investigate the significant relationship that existed between teaching, experienced and their Job Satisfaction. The hypothesis were as follows.

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

4. There is no significant difference between Job Satisfaction of low experienced male teachers and low experienced female teachers group.

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

Findings were:

1. The low experienced teachers group having an experience between 0 to 10 years were more satisfied than the high experienced teachers having teaching experience of above 10 years.

2. The male teachers were more satisfied than the female teachers.

Srivastava (1991) studied on the Relationship Between Job Satisfaction and Some Personal Traits of Professional Women. The objectives of the study were:

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

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

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

The present investigation being an ex-post-facto research was conducted on the population of 393 women working in teaching, medical and banking of Varanasi. Out of 393 professional women 284 were from teaching, 68 from medical and 41 from banking. To draw the sample the incidental and purposive sampling technique was employed.

Bruce and Blackburn (1992) supported the theory that pay equity is more important than the actual dollar amount. They explained that relative pay was better predictor of job satisfaction than absolute pay: "People at work have a clear idea of what they ought to be paid in comparison with others and in relation with their skill, experience, and so forth". If workers perceive that they were paid fairly compared to others they consider similar to themselves, then they are more likely to be satisfied with their jobs than those who perceive that they did not receive fair compensation.
Huberman (1993) suggested that, as teachers gain more teaching experience, they often follow one of the two tracks; either one defined as proactive and professionally content or one defined by self-doubts and conservatism. The role of teachers changes in its structure as they progress in their careers. Some measures need to be taken to maintain a certain degree of engagement and satisfaction for senior teachers. He indicated that with some form of renewal, either individually desired or externally created, the negative professional trajectory may be altered. One of the major findings of this study was that the effect of teaching experience remains unchanged in the presence of workplace conditions. Therefore, teaching competence, administration control, and organizational culture seem to show little power to promote professional satisfaction among teachers.

More experienced teachers in New Brunswick expressed significantly less satisfaction of their professional role than their less experienced colleagues. Approximately 43% of the teachers had more than 20 years of teaching experienced that was aging teacher population skewing to the dissatisfaction track described in Huberman (1993). This problem ought to be considered by policy makers and particularly administrators who want to maintain the interest and involvement of experienced teachers in change initiatives. The factors independent of workplace conditions that affect senior teachers' job satisfaction are not clear.
Perhaps attitudinal a factor such as individual desires of renewal is as described in Huberman (1993) are associated with professional satisfaction more than externally created influences like administration control and organizational culture.

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

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

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

(i) To determine the budgetary participation on job performance of secondary school teachers

(ii) To test the two motivational factors of job involvement and organisational commitment as well as the cognitive factor of role ambiguity mediate the relationships between budgetary participation and job involvement

(iii) To test the locus of control need for achievement motivation and role ambiguity may moderate the budgetary participation and job involvement.

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

Findings of the study were:
(i) Budgetary participation had direct effect on role ambiguity, organisational commitments and job involvement as well as indirect effect on job involvement mainly through role ambiguity.

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

(iii) Locus of control moderated the link between budgetary participation and organisational commitment.

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

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

(vi) Individuals facing high role ambiguity, budgetary participation was associated with increased job satisfaction while for individuals facing low role ambiguity budgetary participation was associated with decreased job satisfaction.
Ruth (1995) investigated that there is a relationship between Locus of control and Job Involvement. The objectives of the study were:

(i) To test for relationship between locus of control and participation in strategic decision making (Job involvement).

(ii) To determine the relationship between job work involvement and preference for participative environment as possible influences on team member participation

(iii) To determine the interaction effect on job work involvement, member preference for participation and teacher locus of control

A sample of 176 teachers were selected from Brunwick Lens Model as sample. Participation in the task was measured by self-reported, peer-reported and observed data. The main findings of the study were

(i) Internals had higher preference for participative environments than externals

(ii) External males tended to be more job-work involved than internal males or internal or external females

(iii) No significant main effects were found for teacher locus of control on member participation or any interaction effects of teacher locus of control with job work involvement and preference for participative environment
Locus of control was significantly related to self-reported participation where internals reported higher levels of participation than externals.

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

1. To find out the factors contribution to Job Satisfaction in teachers
2. To find out the relative importance of each of the sixteen factors as mentioned previously.

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

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

Sanghavi (1996) studied on the Do the Government and Non-Government School Principals Differ in their Job Satisfaction? The objectives of the study were:
i. To study the degree of Job Satisfaction of the female principals working in the government and non-government secondary schools

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

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

The sample of the study consisted of 900 secondary school principals. The tool used was the Job Satisfaction scale, which was constructed by the investigator.

The findings of the study were:

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

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

3. There was no significant difference on the level of Job Satisfaction between the principals working in the government and non-government secondary schools
Daniah and Hassan (1998) studied on The Relationship of Job Satisfaction and School Adjustment with Achievement Motivation for Female Teachers.

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

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

Results also revealed that highly adjusted teachers are having high achievement motivation than their less adjusted counterparts.
Waskiewicz (1999) studied on Variables that Contribute to Job Satisfaction in Secondary School Assistant Principals.

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

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

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

Collins (1999) studied on the Job Satisfaction of Agricultural Education Teacher in Georgia’s Public Secondary Schools. The objectives of the study were

1. To describe the Job Satisfaction of agricultural education teacher in secondary public schools in Georgia
2. To identify factors that might influence this agriculture teacher to become dissatisfied with their current job and possibly leave their positions or the teaching profession.

184 teachers were selected for the study as sample. Minnesota Satisfaction Questionnaire and Teacher information form were developed by researcher.

The results of this study were consistent, in part, with other studies involving the Job Satisfaction of agricultural education programmes that improve teacher Job Satisfaction, reduce teacher turnover and improve teacher effectiveness.

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

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

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

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

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

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

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

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

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

The findings was that those who were not satisfied with their job were more likely to perceive the culture of the organization as Aggressive/Defensive than those who were committed to their job, viewed the organizational cultural style as more constructive than those who were not committed or somewhat committed to their Job. Finally those somewhat committed viewed the organisational cultural style as more Aggressive/Defensive than those committed to their Job.
Panda (2001) hypothesized that the Attitude towards Teaching Profession and Job Satisfaction of College Teacher of Assam and Orissa. The hypothesis were:

1. 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.
2. 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 as follows:

1. A majority of college teachers of Assam and Orissa have highly favourable or favourable attitude towards teaching profession.
2. A significant percentage of college teachers of Assam and Orissa have a high or moderate degree of Job Satisfaction
3. College teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their sex, experience, location and status.

4. 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.

5. There was a significant and positive relationship between attitude towards teaching profession and Job Satisfaction of college teachers of Assam and Orissa.

Gunnell (2001) hypothesized on Teachers Perceptions of School 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). Hypothesis were:

1. 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.

2. 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:

1. 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.

2. Those who were committed to their job viewed the organizational culture style as more constructive than those who were not committed or somewhat committed to their job.

3. Those somewhat committed viewed the organizational culture style as more Aggressive/Defensive than those committed to their job.

Panda (2002) studied the Job Satisfaction of College Teachers in the Context of Types of Management. The objectives of the study were:

1. To determine the general level of Job Satisfaction among college teachers.

2. To determine the general level of Job Satisfaction among non-government college teachers.

3. To determine the general level of Job Satisfaction among non-governance college teachers and,

4. To find out the difference, if any, between government college teachers and non-government college teachers in respect of their Job Satisfaction.
The study was conducted on the sample of 110 teachers (48 from government and 62 non government colleges, aided and unaided). This study used the Job Satisfaction Standardised by S.K.Saxena.

The findings of the study were:

i. The college teachers in general as well as both categories of college teachers (working in government and non-government managements were satisfied with their job.

ii. There was no significant difference between government college teachers and non government college teachers in respect of their Job Satisfaction.

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

1. How do dimensions of Job Satisfaction of 6th – 12th grade teachers in Florida’s charter schools differ from Job Satisfaction of 6th – 12th grade teachers in previous surveyed Florida Middle Sized public schools?

2. Job satisfaction/Dissatisfied of charter school 6th, 12th grade teachers differ due to demographic: age, gender, years of previous teaching and professional/temporary/lack of certification.
Findings were:

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

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

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

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

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

These results underscored the challenge that faces rural, impoverished communities as they seek to retain teachers, and especially well educated teachers. Results also suggest that economic development alone may not ameliorate the problem.
Luckner and Hanks (2003) conducted a study on Job Satisfaction: Perceptions of a National Sample of Teachers of Students Who Are Deaf or Hard of Hearing.

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

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

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

Muhtonen and Torkelson (2004) studied the Work Locus of Control and its Relationship to Health and Job Satisfaction from a Gender Perspective

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

Butt and Lance (2005) studied on Secondary Teacher Workload and Job Satisfaction. Do Successful Strategies for Change Exist?

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

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

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

Tasnim (2006) studied on Job Satisfaction Among Female Teachers: A Study on Primary Schools in Bangladesh.

This study is conducted to analyse the job satisfaction among the female teachers of government run primary schools in Bangladesh. Though job satisfaction is considered as a factor of social psychology but in this study job satisfaction is analysed from organizational perspective. Two research questions are posed to identify the level of job satisfaction of female teachers. The prime aim of this study is to find out the teachers’ perception of 'job satisfaction' and to identify the factors, which affect job satisfaction of female teachers. To fulfil these aims fifty-seven teachers from seven 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.
2.4 Conclusion

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

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

The succeeding chapter spells out details of the research procedure.