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CHAPTER - II

REVIEW OF LITERATURE

The study of objectives and hypothesis warrants the knowledge of previous literature and various studies described in this chapter.

2.1 JOB SATISFACTION - FACTORS

2.1.1 Factors In General:

In the process of identifying different facets or factors which contribute to either job satisfaction or job dissatisfaction, many studies were undertaken both in the field of industrial management, and in the field of education. The aim of all the research was to locate the bad situations causing worker dissatisfaction and to suggest that management eliminates those situations in order to maximize the satisfaction in the work and thereby increase the morale of organization.

More widely used measures of job satisfaction have generally assessed satisfaction with the work itself, working conditions, pay, promotional opportunities policy, supervision, co-workers and career,
future and security. Blum and Russ (1942) pointed out that in the mind of the employee a minimum of five drives were likely to operate on the job. They were (1) advancement (2) hours of work (3) salary (4) security and (5) superior relationships.

Stagner (1950), has stated that neither executives nor workers were concerned about pay as such except when economically pinched. At other times they preferred ego satisfaction such as prestige, power, recognition, security and individual treatment.

Friedlander (1964) and Starcevich (1972) found out that job content factors such as achievement, challenging assignments, recognition and the work itself were viewed as the most important to both job satisfaction and dissatisfaction.

2.1.2 FACTORS IN THE TEACHING PROFESSION

Many studies conducted on teachers and officers in the administrative process of education revealed different job facets that contribute to their job satisfaction and dissatisfaction.
Hoppock (1950) reported that the results of several investigations suggested the presence or absence of relationship between job satisfaction of teachers, and job related factors such as nature of the job and working hours.

Roberts (1977) stated that teachers ranked challenging work, good interpersonal relations and good wages as the most important job satisfaction factors.

Cohen (1977) found that the strongest sources of satisfaction for Chinese teachers were moral value, social service and co-workers.

2.1.3 MOTIVATIONAL FACTORS

Hoppock (1935) conducted a survey on job satisfaction. Eighty percent of the 351 employed adults answered the questionnaire. 15% of the sample were dissatisfied. Hoppock (1935) conducted another survey for teachers. Five hundred teachers both from urban and rural communities in the North Eastern U.S.A. estimated their job satisfaction on four attitude scales of two groups, 100 most satisfied and 100 least satisfied were asked 200 questions.
Their responses helped differentiate the satisfied from the dissatisfied teachers in the following areas:

1. The satisfied showed fewer indications of emotional maladjustments.
2. The satisfied were more religious.
3. The satisfied enjoyed better human relationships with their superiors and associates.
4. The satisfied were teaching in the cities of population over 10,000.
5. The satisfied felt more successful.
6. Family influence and social status were prominent among the satisfied.
7. The satisfied'select'd their vocations.
8. Monotony and fatigue were reported more frequently by the dissatisfied.
9. The satisfied averages should be verified.

Weitz and Nickolos (1955) found that the decision to accept a new job would depend on expectations or anticipations of value fulfilments. To the extent that the expectations failed to materialise, job
satisfaction would be relatively low and the likelihood of quitting the job would be relatively great.

Halpern (1966), Hackeman and Lawler (1971) have reported that when jobs are high in the five core dimensions (variety, autonomy, task, identity, feedback), employees who are desirous of higher order need satisfaction (obtaining feelings of accomplishment, personal growth) tend to be treated by supervisors as doing high quality work.

According to Schmidt (1976) administrators are highly motivated by achievement, recognition and advancement in their profession.

Roberts' (1977) study indicated that teachers ranked high challenging work, good inter-personal relations, achievement of objectives, good wages, and fair and competent supervision as the most important of the thirteen job motivation factors.

Kuhn (1982) found out that satisfied teachers centered around intrinsic aspects of work, predominantly helping students. It was found that satisfaction was as a result of achievement on the job,
inter-personal relations, and recognition and satisfaction was likely to result in feelings of increased job commitment (Hayeslip, 1983).

The most important job dimensions motivating employees were work itself, achievement, relationship with peers, working conditions, and relationship with supervisors (Al-Khaldi 1983).

Ahmed (1984) and Fourmingham (1985) found that teachers were the most satisfied with intrinsic reinforcement such as social service, creativity, variety and ability utilization.

2.2 DISSATISFACTION, STRESS AND BURNOUT

"A number of studies conducted throughout 1970s and 1980s indicate a gradual reduction in the teacher satisfaction" (Encyclopedia of Education Research, 1982).

Fuller and Miskel (1972) reported that about 89% of the teachers participating in their study were satisfied with their jobs, but Bentzen, Williams and Heckman (1980), in their investigation found out that slightly more than 75% of the teachers were satisfied with their jobs.
In the latter study, important differences in job satisfaction were discovered at various levels of teaching, with elementary teachers expressing more satisfaction with their jobs than secondary teachers.

Employee stress and burnout are also frequently perceived to be symptoms of dissatisfaction and low morale. Psychological stress is believed to be manifested by feelings of frustration, great pressure and a lack of control over one's emotions and environment (Werner, 1980). Maslach (1978) defines burnout as emotional exhaustion caused by job stress. Among the more important indicators of burnout are a loss of concern for and detachment from the people with whom one works; a cynical and dehumanised perception of students, accompanied by deterioration in the quality of teaching, depression, increased use of sick leave, and efforts to leave the profession (Walsh 1979).

Glass et al., (1979), Pagel and Price (1980) found that the factors contributing to job dissatisfaction, in order of importance were:

1. lack of planning time.
2. tedious paper and clerical work
3. an-out-of-touch and autocratic administration.
4. disruptive and unmotivated students.
5. non-teaching activities, such as faculty meetings and time wasting workshops.

6. unco-operative parents.

7. lack of autonomy to prescribe curriculum.

8. feelings of failure and

9. low occupational prestige.

Karugu (1981) found that the following job factor is dissatisfying and as a reason for wanting to resign the current job: poor pay, poor promotion methods by merit, a lack of recognition, no chance for advancement, no house allowance for married women, no loan privileges, frequent changes in supervision and administrative policies and delay of school supplies and maintenance.

Hayeslip's (1983) findings suggested that major sources of dissatisfaction were administrative policies and actions as well as interpersonal relations with fellow officers.

Minnesota teachers were dissatisfied with the extrinsic factors of advancement such as compensation, company policies and practices and recognition (Birmyha 1985).
2.3 NATURE OF WORK AND JOB SATISFACTION:

The nature of work is the major determiner of job satisfaction. Herzberg et al., (1959) have found that positive events are dominated by reference to intrinsic aspects of the job itself while negative events are dominated by reference to extrinsic aspects of the job situation.

Anjaneyalu's (1968) study on the job satisfaction of secondary school teachers indicated that the factors which contributed to dissatisfaction were lack of academic freedom and heavy load of work.

Perumal (1969) also expressed the view that the assignment of any extra work to a teacher should be determined in the light of the work load; extra work should be assigned preferably to those who have the least number of periods of work.

According to Gangappa (1969), the multiplicity of tasks and duties makes one lose interest in ones job and subjects him/her to all kinds of worries and maladjustments.
Armstrong (1971) found that satisfaction with the content factors made the greatest contribution to overall job satisfaction regardless of occupational level.

Hackman and Lawler (1971) suggested that intrinsically satisfying jobs should (a) allow the worker to feel personally responsible for his work (autonomous), (b) provide meaningful outcomes (variety and task identity) and (c) provide adequate knowledge of results (feedback).

Clarke's (1977) findings were that internal factors were more satisfying than external factors for the most satisfied and the most dissatisfied teachers. External factors were more dissatisfying than internal factors for both groups. Internal and external factors appeared to be related to job. According to Chen (1977) however, there was no linear relationship between the two variables.

Vickroy et al., (1982) reported that employees tended to be less satisfied when working on boring tasks.
2.4 WORK ENVIRONMENT AND JOB SATISFACTION:

It has been recognised that the work environment satisfied many of the needs of the worker as an individual. The extent to which the various segments of the job environment contribute toward satisfaction of these needs determines the job satisfaction of the worker.

Rudd and Wiseman (1962) reported that inadequate equipment and supplies as well as lack of other facilities have often been a source of low morale and dissatisfaction. Gilmer (1966) believed that working conditions were more important for female workers than for male workers, especially for married ones.

Rohila (1966) and Anjaneyalu (1968) divided the factors of dissatisfaction into three categories:

a. strong dissatisfiers
b. weak dissatisfiers
c. conditional dissatisfiers.

The third group of dissatisfiers would cease to have dissatisfaction if the situation was changed. Factors like frequent
transfers, low standard of pupils, interference of politicians which was peculiar in certain managements have caused conditional dissatisfaction. Englardt (1973) observed that job satisfaction of teachers decreased as the size of the class increased. Satisfaction also had a direct relation to the Principal's consideration to the teaching staff.

According to Neeraja Dwivedi and Pestonjee (1975), the work environment satisfied many of the needs of the workers as an individual.

Umstot, Bell (Jr) and Mitchell (1976) investigated the effects of job enrichment and goal setting on employee productivity and satisfaction in a well controlled stimulated job environment. The results indicate that job enrichment had a substantial impact on job satisfaction, but little effect on productivity. Goal setting, on the other hand, had a major impact on productivity and a less substantial impact on satisfaction. In the second phase (after two days of work) people with unenriched jobs worked under the enrichment conditions and people originally without goals were assigned goals. Job enrichment and goal setting had a positive effect on performance.
Although job satisfaction was found to be negatively related to absentee behaviour when simple correlations were conducted, partial correlations of job satisfaction with absenteeism showed no consistent relationship (Cheloha and Farr, 1980).

For organizations, stress is important not only from disease and physical health perspective, but also from the psychological perspective. That is, stress has been indicated as a factor that leads to job dissatisfaction, absenteeism, and voluntary turnover (Preston 1982). Intent to quit is a reasonable component of a stress model, because it has been found to lead to voluntary turnover and absenteeism (Mobley, et al., 1979). Attitudes and behaviours of withdrawal were the likely outcomes of dissatisfaction (Hayeslip 1983).

Sharp (1984) found that principals who plan to retire from the system early are less satisfied with their jobs than principals who plan to stay in the system until at least the normal retirement age.
2.5 JOB BEHAVIOUR AND JOB SATISFACTION:

Vroom (1964) had done an excellent job of examining the relationship between job satisfaction and various aspects of job behaviour. His studies pointed out that the higher a worker's satisfaction the lesser his chances to leave the job.

Porter, Steers and Mowday (1974) indicated that the attitudes held by an individual are predictive of subsequent turnover behaviour with individuals who ultimately leave the organisation having less favourable attitudes than individuals who stay. Patterns of attitudes across time suggest that this inverse relationship between favourable attitudes and turnover is generally stronger as individuals approach the point at which they leave the organisation.

Job-related factors linked to stress include role ambiguity, role conflict, role overload, unwanted overtime, high job concentration, low utilization of abilities, low participation, low complexity of work (Caplan et al., 1975) management-supervision, organisational climate and group conflict (Matteson 1980 and Ivancevich 1979).
2.6 MANAGEMENT AND JOB SATISFACTION:

The possible cause of employee dissatisfaction and low morale systems from different frames of reference of administrators and teachers. This disparity is frequently conceptualised as conflict between the bureaucratic orientation of the administration and the professional orientation of the staff (Blau and Scott, 1962, Etzioni, 1964). A bureaucratic orientation emphasises staff compliance with rules, regulations and loyalty to the administration. Stagner, Flabbee and Wood (1952) found that job satisfaction was related to better employee-employer relationship. When the behaviour of administrators conformed with teacher's expectations of the former's role, satisfaction was high, and non-conformity produced high dissatisfaction (Bidwell, 1959).

Merill-II (1969) noted that both the elementary school teachers and principals were equally dissatisfaction with company practices and policies as well as with authority. Autler (1961) observed that degree of satisfaction was related to feeling of freedom or lack of it allowed by the management in the classroom.
Bernard and Kolandaivel (1976) studied job satisfaction of high school teachers working under different managements and found that the teachers of aided schools appeared to be better satisfied than the teachers from municipal and government schools. It was also found that teachers working under different managements had different problems.

Venkatarama Reddy and Krishna Reddy (1978) observed that teachers employed under private management were the most satisfied while those in the government managements were the least satisfied. In a comparative study of job satisfaction, Tabatabai (1981) revealed that private sector employees were more satisfied with their jobs than public sector employees.

Chopra (1986) found that the teachers working in schools with open climate are likely to show higher overall job satisfaction than their counterparts in closed climate schools. Further in open climate, school teachers exhibit higher job satisfaction in respect of two areas, namely 'supervisor' and 'identification with the institution'.
2.7 **SUPERVISION AND JOB SATISFACTION:**

Supervision has been found to have a significant relation to job satisfaction by several investigators. One of the significant findings of the Hawthrone studies was that it was possible to change the attitudes of the employees by developing a co-operative spirit between workers and supervisors (Roethlisberger and Dick Son 1939).

According to Rohila (1966) a decentralised organisation provides each individual freedom and opportunities for self-expression and hence persons in such an organisation are likely to be better adjusted than those in a centralised organisation.

In Locke and Whitings' (1974) study, blue collar workers saw their supervisors and co-workers as agents of dissatisfaction, while white collar employees attributed dissatisfying events to subordinates and the union.

Arvey, Dewhirst and Boling (1976) found that supervisory goal clarifying and planning activities and participation in goal setting are positively associated with the satisfaction of subordinates.

Schmidt (1976) found that supervision was one of the highly dissatisfying factors to the administrator.
2.8 **CO-WORKERS AND JOB SATISFACTION:**

Many investigators reported the importance of good co-workers or interpersonal relations for job satisfaction. According to Neeraja Dwivedi (1977), friends, co-workers, members of the family and neighbours exercise their influence on the individual and affect his job satisfaction.

Vanjeist (1951) states that persons who were rated high in interpersonal desirability by their fellow employees were the most satisfied with their jobs.

Schutz (1958) has postulated that interpersonal relations involve three fundamental values or need orientations among the interactive persons viz., inclusion, affection and control. Depending on the pattern of the values among group members, they may be described as compatible or incompatible. However it supports the notion that group members who are incompatible with respect to these interpersonal values are less satisfied with their group and less attracted to them than the members of more compatible groups. His work supports the hypothesis that satisfaction depends on the degree to which one's values regarding interpersonal behaviour are realised in groups.
Savage (1967) and Robert (1977) found that teachers ranked good interpersonal relations as one of the most important job motivation factors among teachers. In Glicken's (1977) study on the job satisfaction of social workers, satisfaction with co-workers was given the highest place. Ramakrishniah (1980) also found that 93 percent of the college teachers who were highly satisfied in their job, expressed that they had cordial relationship with their colleagues.

In Locke and Whiting's study (1974) blue collar workers more often saw their co-workers as agents of dissatisfaction. Affiliation was the need on the part of teachers to establish and maintain positive interpersonal relationship with colleagues. Teachers whose affiliation needs were frequently unmet, tended to report dissatisfaction with teaching (Cruickshank 1982).

Schmidt (1976) found that absence of good interpersonal relations was highly dissatisfying to the administration. Davis (1981) also found that 80 percent of the teacher's problems were emanating only from teacher-colleague relationships.
2.9 STUDENTS AND JOB SATISFACTION:

In ancient times the relationship between the teacher and the pupil was so intimate that one was giving shelter to the other whenever there was need (Mukerji, 1947). But today the situation is entirely different. Keeping the students under control has become one of the major tasks of any teacher. But teachers who reported control problem did not as a group report dissatisfaction with teaching (Cruickshank 1982). Roger (1953) found that a large majority of male elementary school teachers were very much satisfied with classroom teaching, especially in the area of teacher-pupil relationships. Lindgren and Patton (1958) reported that attitudes of high school teachers were less favourable toward children and toward current education theory and practice than were the attitudes of teachers in the lower grades.

Anjaneyalu (1968) observed that satisfied teachers rated a large number of students as excellent, good and average on pupils qualities and behaviour. Dissatisfied teachers noted a large number of their students as poor and below average. Hansen and Stabley (1969) found interpersonal relations with students as one of the principle motive powers to teachers.
Smith (1978) found that working with children was cited most often by teachers as a source of dissatisfaction with their jobs. Job satisfaction of teachers was positively related with "students' liking for teachers and teachers' liking for students" (Anand 1971). Parelius (1982) studied 32 members of different faculties and found that the majority of the respondents were displeased with a large number of poorly prepared and unmotivated students.

Secondary school teachers reported that irresponsibility, apathy, and poor attendance made teaching difficult (Davis 1981).

2.10 NEEDS AND JOB SATISFACTION:

Needs work as propellors to motivate an individual to attain need based goals. These goals change in respect of the individual's educational attainment, age, income, work experience, factory environment, family responsibilities and several other personal and social factors. This has been borne out by studies conducted by Ganguli (1954), Labiri and Chowdhary (1966), Schwerz et al., (1966), Kapoor (1967), Desai (1968), Mukarjee (1968) and several other investigators in various industries.
Schaffer (1953) has proposed a hypothesis that overall satisfaction will vary directly to the extent to which those needs of an individual which can be satisfied in a job are actually satisfied. The stronger the need, the more close the dependence of job satisfaction on its fulfilment.

Similarly Pestonjee (1973) observed that job satisfaction is generated by the individual's perception of how well his job, on the whole, is satisfying to his various needs.

King and Brass (1970) proposed a hierarchy for access to managerial positions on the basis of race. They observed that in the absence of higher level needs, the lower level needs become predominant. As one level of needs becomes satisfied, it ceases to be a source of concern. They observe that little has been done by organisations to mobilize the needs of black employees for the satisfaction of their ego and self actualisation needs.

Scherf (1974) found that the desire for existence needs increased as the satisfaction with them decreased. He concluded that real improvement of satisfaction could occur only if a man's meeting of his related needs is facilitated along with the improvement of his economic welfare.
Morse (1953) as a result of his study, advanced a hypothesis that satisfaction depends basically upon what an individual wants from the world and what he gets. He developed four indices of the job satisfaction. The first is related to 'content' of the job, the second related to 'identification with the job', the third to 'financial and job status satisfaction' and the fourth to 'pride and group performance'.

An attempt was made by Mayadeb (1972) to find out if the perceived importance of different job factors or needs vary with the types of jobs i.e., engineers, medical representatives and clerks. It was found that the perceived importance of job factors varies with the type of job and the variation depends on the divergence of the type of occupation.

In the study of Arvey and Mussio (1974) the culturally disadvantaged clerical employees indicated that the following outcomes were more important to them than to the culturally advantaged clerical employees; steady and secure employment, praise and getting along with co-workers. To the advantaged group 'accomplishment was more important to them than to disadvantaged group'.

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2.11 SUITABILITY & JOB SATISFACTION:

Super (1939) found that lack of congruence between job requirements and the individual's abilities was the primary reason for dissatisfaction. In support of this finding Brayfield (1957) observed that suitability of work was very important for job satisfaction and general mental health of the individual.

Blum and Naylor (1968) have observed that job dissatisfaction may be the result of a lack of vocational guidance. They have further stated that a person, who is, too good or not good enough for a job in terms of his abilities and interest is not likely to be satisfied with his job.

Siegel (1969) also found that employees who were either insufficiently challenged by their work or who were engaged in activities that were too demanding in relation to their intellectual capabilities were often dissatisfied with their job.
2.12 SECURITY AND JOB SATISFACTION:

Security was one of the frequently studied factors. Blum (1952) reported that security was less important to the better educated person, perhaps because there was not so much fear of lay off in the kind of jobs that the highly educated obtained, or the highly educated were justifiably more confident of being able to find other jobs if necessary.

Blum and Naylor (1968) have observed that security contributed to job satisfaction, but cautioned that security is social as well as economic. Hence it is believed that social security and economic security are essential to be happy in any job. Kalanidhi (1973) reported that women workers in industry treated security as the most important job factor. Similar results were obtained by the Fortune Survey (1947). It stated that security for old age was one of the five factors relating to job satisfaction. In a manufacturing organisation both male and female groups described job security to be the source of the highest satisfaction (Wills, 1962).
2.13 REWARDS AND JOB SATISFACTION:

A worker is likely to be satisfied as long as the magnitude of the rewards he or she gets equals or exceeds the rewards of his or her equals and will be dissatisfied upon discovering that the magnitude of his or her rewards are lower than that of others (Stouffer, et al., 1949).

Lawler (1971) suggests that pay satisfaction is a function of two perceptions: (1) the amount of pay he feels he should receive and (2) the amount of pay he receives. The amount of pay a person feels he should receive, in turn, is hypothesised to be a function of (1) his perceived personal job inputs (2) his perceived job characteristics, (3) his non-monetary outcomes from work, and (4) his pay history.

According to Bizman (1976) when the satisfaction of a given need can be evaluated according to some internal stimuli, its level will be determined more by the absolute than by the relative magnitude of the reward, and vice-versa, when internal stimuli do not exist.
Spuck (1974) examined the relationship between the following eight categories of rewards available to teachers in high schools and teacher behaviour of absenteeism, recruitment and retention:

a. Material inducements (monetary awards) - extrinsic
b. Support and recognition of community - environmental
c. Physical conditions - environment
d. Pride of workmanship - intrinsic
e. Social interaction with peers - intrinsic
f. Agreement with distinct goals and policy - intrinsic
g. Ability to influence school policy - intrinsic
h. Environmental working conditions - environmental

Spuck concluded that the existing behavioural theory emphasises the role of environmental and extrinsic rewards in accounting for employee behaviours related to joining and remaining in the organisation. Intrinsic rewards are thought to be related to employee behaviours once on the job but not specially related to recruitment and retention of functionaries. This exploration of reward structures in public schools suggest that intrinsic incentives are highly related, individually and in combination with other reward categories, to all three employee behaviours included in this study, recruitment, absenteeism and retention.
2.14 RECOGNITION AND PRAISE AND JOB SATISFACTION:

Johnson (1967) and Hansen and Stanley (1969) found that recognition enhanced satisfaction. Key, et al., (1963) showed that most subordinates felt that they deserved more favourable appraisals than they received. On the contrary Vroom (1964) believed that if a worker expects to be praised or criticised for effective or ineffective performance he loses all motivation.

Merill - Il (1969) found that meagre recognition led to dissatisfaction among teachers. Robinson (1960) concluded that teachers were more interested in public recognition than recognition from other professionals. Thus recognition is one of the most significant factors that influences the satisfaction of the teacher.
2.15 ADVANCEMENT AND JOB SATISFACTION:

Spector (1956) assessed the impact of promotional opportunities on job satisfaction in a laboratory situation and concluded that meagre chances of promotion were causing dissatisfaction. Blum (1952) states that opportunity for advancement was the most important to sales, clerical and skilled personnel and least important to the unskilled.

Herzberg, et al., (1959) suggested that job enrichment and vertical enlargement of the job were conducive to psychological growth of the worker. Regardless of advanced degrees and credentials acquired in terms of prestige, a classroom teacher still appears to be one step above the student and one step below the lowest level administrator (Bloland and Selby 1980). In a manufacturing organisation, advancement was the source of least satisfaction for both male and female groups (Wills 1982).

2.16 QUALIFICATION AND JOB SATISFACTION:

Rao (1970) found that there was a significant relationship between job satisfaction and the education level of individuals. Carrell and Elbert (1974), in a study on postal clerks found that the educational qualification of the employees was one of the significant determinants of job satisfaction.
Hoppock (1935), Sinha and Sarma (1962), Anand (1972), Weaver (1974) and Bernard and Kulandaivel (1976) concluded that there was no relationship between level of education and job satisfaction among the employees of various occupations.

Teachers with Masters or higher degrees were highly critical of the professional environment (Smith, 1982). Al-Khaldi (1983) found that employees with higher educational levels were less satisfied with their salary than those with lower education levels.

2.17 MARITAL STATUS AND JOB SATISFACTION:

Neerja Dwivedi and Pestonjee (1975) conducted a study on a group of 240 blue collar workers who were working under a financial incentive scheme in a leading locomotive works and found that as far as marital status was concerned married workers showed higher job satisfaction than unmarried workers.

Smith, (1977) found that husband's marital adjustment was correlated with women's job satisfaction. Those who were generally happy and satisfied, tended to reflect that feeling in both the major areas of their lives - work and family.
Weinroth (1977) found that age, teaching experience, and age of children in the home affect the motivational needs, job satisfaction and career aspirations of married women teachers. Married adults are better adjusted than their unmarried counterparts as per studies of (Stole et al.; 1962, Order and Bradburn, (1968), Bradburn, (1969). Adjustment is related to job satisfaction as per studies of Kates (1950) Herberg, et al., 1957, Anand, (1977), Balasubramanyam and Narayana (1977), Venkatrama Reddy and Krishna Reddy (1978). One may expect that married teachers should be more satisfied with their job than unmarried teachers.

Studies by AVA (1948) and Redfer (1964) and Ramakrishnaiah (1980) reported no relationship between job satisfaction and marital status. Butler (1961) found that unmarried beginning teachers were more satisfied than their married counterparts.

However Inlow (1951) NEA (1957) and Venkatrama Reddy and Babjan (1980) found that married teachers were more satisfied. Sinha and Nair (1965) and Chen (1977) also reported similar results on factory workers. Smith (1982) found that married teachers were more satisfied with their teaching positions than unmarried teachers.
2.18 SALARY AND JOB SATISFACTION:

Gangualli (1964) found that money remains an important incentive for Indian workers. Studies of Pestonjee (1971) revealed that those who were working under financial incentives had better job satisfaction than those who were under no such incentives. According to Anjaneyulu (1968) inadequate salary was one of the most common causes for dissatisfaction among school teachers.

According to Mishra (1972) man's worth is judged by the size of his bank balance. Neeraja Dwivedi and Pestonjee (1975) found that workers belonging to high income group were more satisfied with their job than those in the low increase going. However, age and tenure of service were more effective correlates of job satisfaction than income and marital status.

In Robert's (1977) study, teachers ranked good wages as one of the most important job motivation factors.
Roger (1953) also found that the major dissatisfactions were inadequate salary, and factors related to the disproportionate number of women on the teaching staff.

Perumal (1969) observed that the scales of pay of teachers are lower than other categories of employees who possess similar or even lower qualifications, experience and responsibilities. Such disparity promotes an unhealthy and undesirable competition and as a result, teachers become a disgusted and a dissatisfied lot.

Blum (1956) and Naylor (1968) stated that financial incentives were the most effective determinants of job satisfaction.

Counts (1978) found that inadequate salaries and narrow salary range between beginning and retiring teachers were among the principal reasons for leaving the teaching profession in public schools.

Eckert, Stecklin and Sagan (1959) found "Low salaries" was one of three most common reasons for job dissatisfaction among 706 college teachers. Anand, (1972) also found that salary was significantly related to job satisfaction and satisfaction with income.
Greene (1973) found that merit pay caused satisfaction and increased correlation between job satisfaction and pay. Subrida (1984) found that principals of colleges were satisfied with their job and their salaries. In Kentle's (1985) study, income was rated highly important by 54 percent of the respondents; however only 36 percent were satisfied with their income.

According to Mayadeb (1972) salary was not the main factor, which men, working in different positions as engineers, medical representatives and clerk wanted from their jobs. Butler (1961) and Ramakrishnaiah (1980) reported no difference in the level of satisfaction among the different salaried groups.

2.19 SEX AND JOB SATISFACTION:

That certain personal characteristics like sex, age, intelligence, and mental health or adjustment should be related to job satisfaction, is not surprising. Work is an aspect of the total life experience. Hence to some extent our attitude towards work reflects our personal history.
Morse (1953) found that job satisfaction was more among women than among men. This is because, work is generally a less consuming element in the lives of women and hence of somewhat less importance to their status in the community. Similar results were obtained by Bange (1944) and Stockford and Kunzje (1950).

Studies on elementary and secondary school teachers by Chase (1951) and Belasco and Alutto, (1972) have reported that women teachers tended to be more satisfied with their jobs than men teachers. Bernard and Kulandaivel (1976) also found that women teachers expressed greater job satisfaction compared to their men counterparts.

In a study of 240 secondary school teachers, Venkatrama Reddy and Krishna Reddy (1978) found that women teachers were more satisfied with their jobs than men teachers. Similar results were obtained by Smith (1982), Lewis 1982 and Birmingham (1985).

Hulin and Smith (1964) found that women were less satisfied with their job as compared to men. Goblel's (1977) study showed that women workers were dissatisfied with their job as compared to their men counterparts. Chen's (1977) study revealed that men teachers were more satisfied than women teachers.
Englhardt (1973) and Weaver (1977) however did not find any significant difference between men and women workers with regard to job satisfaction. Cohen’s (1977) study showed that sex was found to be unrelated to job satisfaction. Similar result was obtained by Atteberry (1977) and Smith and Plant (1982) and Surbida (1984).

2.20 AGE AND JOB SATISFACTION:

Age is also one of the most important variables in exercising its influence on job satisfaction. But the relationship between them is again complex as pointed out by Hulin (1977) since it is compounded with job level, income, personal and family needs and expectations.

Neeraja Dwivedi and Pestonjee (1975) also reported that the age, was an important factor which played a significant role in the determination of job satisfaction. Holdaway (1978) reported that both facet and overall satisfaction were related to the age of the teacher. Kentle (1985) also obtained a similar result.
Richard and Dewhirst (1979) found that age showed a positive relationship with extrinsic satisfaction but, there was no such relationship between age and intrinsic satisfaction. Godkin's study (1982) also showed a positive correlation between the age of respondents and the level of job satisfaction.

Hull and Kolstad (1942) found from the results of their several investigations that job satisfaction was relatively high at the start, dropped slowly to the fifth or eighth year, then rose again with more time on the job. The highest morale was reached after the twentieth year. Herzberg, et al., (1957) found that job satisfaction was high among young workers, low among middle aged employees and would increase again after the middle age. Sinha and Sarma (1962) and Anand (1972) observed a significant relationship between age and job satisfaction.

Morky, A-I (1981), in a study, found that young female teachers begin their job with enthusiasm, hope and satisfaction and older female teachers, end up with a feeling of frustration, disappointment and dissatisfaction, whereas young male teachers begin their job with low or average feelings of job satisfaction and end up with some better level of satisfaction.
Salch and Otis (1964), reported that job satisfaction increased up to 60 years of age and then declined in the terminal period of 60-65 years. Belasco and Aluttos' (1972) study indicated that most satisfied teachers tended to be older in the category of teachers teaching in the elementary school. Studies by Smith (1982) Al Khaldi (1983) and Birmingham (1985) also revealed that teachers over 55 year of age and under 25 were the most satisfied.

But three studies conducted by Rao (1970), Pestonjee, Singh (1973) and Anand (1977) reported that there was no significant relationship between age and job satisfaction of workers. Surbida (1984) also observed that there was no relationship between ages of workers and their ratings of their overall job satisfaction.

2.21 EXPERIENCE AND JOB SATISFACTION:

Neeraja Dwivedi and Pestonjee (1975) found that job satisfaction increased with increasing experience for a period of 10 years and after that it started going down. Hodje (1977) observed that level and job satisfaction increased both for Negro and White professors as years of employment in the institution increase in number.
Weinroth (1977) indicated that experienced teachers, over 55 years of age, with older children, had lower motivation and higher job satisfaction in the intrinsic area compared to the young childless inexperienced teachers and older experienced teachers with school age children. Young inexperienced teachers with pre-school children wanted less work pressure and were less satisfied with the amount of pressure on the job than older, experienced teachers with school age children. Lewis (1982) also found that teachers who had continuous experience in the current school were more satisfied than others.


2.22 FAMILY BACKGROUND AND JOB SATISFACTION:

Study by U.S. Department of Labour revealed that a well integrated family life seemed to increase the likelihood of satisfactory adjustment. Sucher (1962) working with teachers found that the childhood background to be highly related to their vocational adjustment. Teachers with high morale were happy in their respective occupations. Cohen
(1972) found that work ideology plays a great part in employee's motivation to engage in militant job actions. Such ideology is learned at home and is a product of background variables.

2.23 SIZE OF FAMILY AND JOB SATISFACTION:

Morse (1953) found that among white collar workers the more dependent one was, the less satisfaction he had with the job. Pestonjee and Singh (1973) also found in a study on supervisors that morale was significantly related to a number of dependents. Family size was found to decrease satisfaction with time available for domestic activities, job and avocations (Brysen and Johnson 1978). However, in a study of college teachers, it was found that the size of family did not have any bearing on their job satisfaction. (Ramakrishnaiah 1980).

2.24 PERSONALITY AND JOB SATISFACTION:

The study of personality seeks to discover the reasons for a wide range of human behaviour, to account for their occurrence and to assess their roles in the total person (Gordan, 1963). Vroom's (1964) study
showed that job satisfaction is related to both the sets of variables viz., work role and personality variable.

Blum and Naylor (1968) found that security is an important dimension of personality which affects job satisfaction. An insecure person will remain insecure even though his job is secure. Family background and similar factors contribute to the individual's security.

Gupta (1977) found that on factors E, F and Q3 of 16 personality factors of Cattell, the subjects were slightly deviant and on factor 'N' they were strongly deviant and on the rest of the factors, they took average positions.

Heckert (1977) found that personal ideology influences behaviour and job satisfaction more than do the perceived press of peer group or organisation. Hence, it was conjectured that external influences upon behaviour are mediated by the isolation of the class room. Within the class room, teachers behave more consistently with personal beliefs than they do in areas of high visibility. Anand (1977) observed that it is the personality of a person which determines job satisfaction in the profession of school teaching.
Studies conducted by Hoppock (1935), Gellmon (1939), Kates (1950), Inlow (1951) and Naylkor and Blum (1956) showed that there was a positive relationship between personality factors and job satisfaction. On the other hand according to Hulin (1977) the relationship among personality measures and job satisfaction had shown no trends which were of sufficient generality to be summarised. The same result was observed by Hughes (1972).

Houge (1980) observed that special as qualified teachers were sensitive pragmatic, imaginative shrewder and open minded. The major difference was in the high group dependency needs of the regular class teachers as compared to special education teachers.

Kuhn’s (1982) study indicated that the teachers who are extrovert tended to be more satisfied with their careers than introvert teachers.
2.24.1 ADJUSTMENT AND JOB SATISFACTION:

Peck (1936) found that women were more critical of their jobs and were less adjusted with work than with men. Satisfied teachers showed fewer indications of emotional maladjustment than the dissatisfied teachers (Hoppock 1935).

Orpen (1974) studied 91 white employees to test the hypothesis that the correlation between job satisfaction and personality adjustment would be reduced when the influence of social desirability was statically removed. It was interesting to note that the mean correlation between the indicators of job satisfaction and social desirability indicated 7 percent of the variance in job satisfaction scores. This could be accounted for by differences in social desirability. Women who were poorly adjusted with their jobs had less job satisfaction than well adjusted worker (Kalanidhi 1973). Krishna Reddy (1976) found that better adjusted teachers exhibited greater satisfaction in their jobs than less adjusted teacher.
2.24.2 ANXIETY AND JOB SATISFACTION:

Another important dimension of personality is anxiety. Sarala (1971) found that there was an inverse relationship between anxiety and job satisfaction. The anxious group was less satisfied with the job than the low and moderate anxious groups.

Belasco and Alutto (1972) reported that high satisfaction levels were associated with the desirable organizational outcomes of reduced job tension and less militant attitudes. Ivanocevic (1974) found that lesser anxiety in the workers leads to greater job satisfaction. Arora (1986) found the same results. The characteristic of the emotionally unstable is the degree to which they allow one situation to affect a totally different situation. Thus a slight exchange of words with co-worker can have the individual (tied up in Knots’) not only on the job but even at home after the day's work is done. Similarly, such a person will bring a home situation to the job more often than a stable individual (Blum and Naylor, 1968)
Teachers reporting higher levels of satisfaction reported lower job tension. They also showed less militant attitudes. Thus the conclusion was that high satisfaction levels are associated with the desirable organizational outcomes of reduced job tension and less militant attitudes, (Belasco and Alutto, 1972).

Srivastava and Sinha (1972) also found that there was an inverse relationship between job satisfaction and job anxiety. In addition, high moderate and low job anxiety groups differed significantly from each other with regard to level of job satisfaction.

2.24.3 AUTHORITARIANISM AND JOB SATISFACTION:

Foa (1957) found that among sailors whose authoritarian expectations were more likely to be satisfied with whatever behaviour adopted by their officers than the sailors with less authoritarian expectations.

Pestonjee and Singh (1972) found an inverse relationship between job satisfaction and authoritarianism. Mcgowan (1981) reported that authoritarianism of the management did not correlate significantly with job satisfaction of public school teachers.
Studies by Sharp (1932) and Mcmurry (1932) revealed that neurotic tendency leads to job dissatisfaction only when the job itself is one of great strain.

Hoppock (1935) found that satisfied teachers showed fewer indications of emotional maladjustment while Mehandi and Sinha (1971) found a negative correlation between job satisfaction and neuroticism in their study on teachers.

The study by Balasubramanyam and Narayanan (1977) showed that there was no relationship between extroversion and job satisfaction. However neuroticism was found to affect job satisfaction. Studies by Anand on 591 teachers revealed that job satisfaction and neuroticism were negatively related.

Mehdi and Sinha (1971) found that job satisfaction was more in low neurotic group of teachers. So it is evident that neuroticism is an important contributor to job satisfaction.
2.25 CONCEPT OF TEACHING EFFECTIVENESS:

The evaluation of teaching is difficult because teaching involves an unusually wide range of personal qualities and skills and also because teaching outcomes must be observed in delayed and inferential fashion. It is understood that different situations would demand different teaching techniques. In other words there is no set of techniques which would be best fitted to every learning situation. Cognizance of and adjustment to individual and group differences (intervening variables) would be a criterion of teaching effectiveness.

Flanders and Simon (1969) explained that teacher effectiveness is an area of research which is concerned with relationships between the characteristics of teacher, teaching acts and their effects on the educational outcomes of classroom teaching.

According to Owens (1966) any one whose physical and mental health is good enough to stand to the subject matter is adequate, and who is interested in children and really wants to teach them will have a good chance of becoming a successful teacher. Rajagopalan (1976)
while describing the teaching success, expressed that people generally think of a successful teacher as one who produces good results in the school and public examinations. Needless to say that a teacher is really one who engages himself not in teaching but only in coaching his students to pass examinations. Thus 'teaching effectiveness', 'teaching competence' and 'teaching success' are the terms usually used synonymously to refer to the concept. But in defining the terms, as already pointed out there is great variation from one another and similarly the variation is found in locating the dimension or factors or characteristics to which one is related.
2.26 DIMENSIONS OF TEACHING EFFECTIVENESS:

According to Barr (1958) the diverse aspects of teaching ability are (1) the personality qualities of the teacher (2) competence of classroom behaviours and (3) knowledge, skills, ideals and attitudes. On the other hand, Whitty (1947) lists the main considerations for determining whether one is a good teacher or not as follows:

(1) co-operation (2) kindness (3) patience (4) wide variety of interests (5) general appearance and pleasing manners (6) fairness and impartiality (7) sense of humour, (8) interest in pupil's problems and (9) proficiency in teaching (Jenson 1952) The following dimensions are mentioned by (Weber, 1953): (1) depth of knowledge, (2) delivery organization, (3) interpersonal relations with students, (4) relevance, (5) testing (6) grading (7) assignment and work load and (8) ability to be motivated.

Mitzel (1957) introduced four types of variables of classification of information which he identified as necessary concerns of any investigator who sees fundamental knowledge in the general research area that is frequently called 'teacher effectiveness!'
The four variables are:

1. Type I variables (prediction sources): Human characteristics on which teachers differ and which can be hypothesized to account in part for differences in teacher effectiveness.

2. Type II variables (contingency factors): Contingency factors which modify and influence the whole complex of behaviours that enter into educational process.

3. Type III variables (classroom behaviour): Classroom behaviour of teacher and pupils.

4. Type IV - variables: Criteria of effectiveness or intermediate educational goals, i.e., the measurable outcomes at the end of a period of instruction as distinguished from 'the ultimate criterion' which might be phrased as a better world to live'.

Raghuran Singh (1981) emphasized that effective teaching requires experimental outlook towards the educational process and a capacity to effect student participation in the process of learning. Further, as one of the learned professions, teaching requires an attitude of
fellowship with one's colleagues because there is so much scope for learning the job from the more competent and from the more experienced. Successful teachers are remembered not only for their capacities but also for their many personal qualities.

2.27 CHARACTERISTICS OF GOOD TEACHERS:

In general, most of the studies reported that good teachers were friendly, cheerful, sympathetic and morally virtuous rather than cruel, depressed, unsympathetic and morally depraved. As given in "The Handbook of Suggestions for Teachers in Small Rural Schools" (1954) nobody should really take up teaching unless he is keen on it and feels called to it. The teacher is essentially a nation-builder, but if he takes to his work just to make a living, or because nothing else is available, he will lack the essential quality needed in all kinds of work without which no real success in any direction is possible. It would not be possible for the teacher to encourage, help and inspire his pupils unless he is eager to see his pupils growing not only in knowledge but also in personality.

Schultz and Ohlson (1955) studied the interest patterns of the best and the poorest student teachers. The best student teachers were
interested in working with people and pursuing intellectual interests while the poorest student-teachers tended to avoid such occupation and to select those which offered personal gain.

Ryans (1960) conducted the most significant study in identifying the different patterns of characteristics of teachers. The major objectives that guided the study were: (1) the identification and analysis of some pattern of classroom behaviour, attitudes, view points and intellectual and emotional qualities which may characterize teachers (2) The development of paper pencil instruments suitable for the examination of certain patterns of classroom behaviour and personal qualities of teachers and (3) the comparison of various groups of teachers. During more than six years of the major study, approximately 100 separate research projects were carried out and 450 systems and more than 6000 teachers in 1700 schools and 450 systems participated in the study.

Three patterns of teacher behaviour stood out in separate factor analysis of observational data.

1. Pattern X\textsubscript{G}-warm, understanding, friendly Vs, ego-eccentric, restricted teacher behaviour.
2. Pattern $Y_0$: Responsible, business-like systematic Vs. evading unplanned slip-shod teacher behaviour.

3. Pattern $Z_0$: Stimulating, imaginative Vs. Dull, routine teacher behaviour. Evans (1966) quotes Skinner's conclusion that "the ability to evoke pupil co-operation, and the ability to make the lesson material of value to the pupils are the most important qualities contributing to teaching ability".

In a study conducted by Crawford and Brodshaw (1968), the four most frequently mentioned attributes of effective teachers were: - Knowledge of subject matter, planned and organised lectures, interest in teaching and willingness to help students. Similarly, the most important characteristics of the ideal professor as reported by Cadzella (1968) were knowledge of subject matter, flexibility, interest in subject matter and preparation.

Deshpande, Webb and Marks (1970) studying student perceptions of engineering instructors found that effective instructors were rated high on motivation, content mastery, structure and instructional skills.
Mishra (1980) showed that attributes like motivating students, interesting methods of presentation of course content, clear explanation, and the accomplishment of stated course objectives make them most significant contributions to the student's concept of effective teaching.

Bloom (1982) described a case study method of locating master teachers in different fields. He pointed out that these teachers may be regarded as "national treasures" since without them the development of students in cognitive fields, in the arts, in psychomotor fields, and in other fields and professions would be severely handicapped. He argued that it was to be hoped that especially in a time of great pessimism about education and schooling, we could find ways of giving recognition to our master teachers as well as increasing our understanding of the vital role they can play in the educational process. Quite frequently they are remembered by only a small number of their students and occupationally by a few of their colleagues.

Singh (1982) outlined a few characteristics of an efficient teacher as follows: (1) he should have a sound knowledge of psychology with special emphasis on child growth and development, (2) the teacher
should keep his students busy with activities that give them a sense of
achievement and a feeling of worthwhileness, (3) he must have
enthusiasm and interest in his work, (4) the teacher should show love and
sympathy towards his students and (5) he should try to understand his own
behaviour. Because of these variations in identifying factors or
dimensions influencing teaching effectiveness there are variations in the
criteria to measure or estimate and to predict it. According to the
different criteria of teaching effectiveness, the methods of measuring it
and the types of instruments to measure it are also many in existence.

2.28 ATTITUDE TOWARDS TEACHING:

Best (1948) found that persons who choose teaching as a
profession believed teaching profession to be more secure, less
overcrowded and involved, and less physical strain. There was more
opportunity for home life, and more adequate life time income.

Kearney and Rocchio (1955) found significant difference
between the attitudes of elementary school teachers of
self-contained-class-rooms and teachers of special subjects. They
remarked that teachers who have the same pupils throughout the day are
concerned not only with the subject matter but also with pupil's interests and physical and mental health while teachers of special subjects are interested only in subject matter coverage.

Leeds (1956) found that teachers who get along well with pupils tend to be co-operative, friendly, objective and emotionally stable and to a lesser degree manifest sociability, social ascendency and masculinity in emotions and interests. Teachers who do not have high support with pupils tend to be critical and intolerant, hostile and belligerent, hypersensitive, depressed and emotionally unstable.

Beamer and Ledbetter (1957) revealed that many persons who are engaged in teaching do not show interest in social service and permissive attitude towards children.

Cook et al (1956) reported the results of a study in which pupils in the tenth and twelfth grades of four high schools were asked to name the subjects taken during the year with the two teachers they liked most and those whom they liked least. There was no difference in the sex or age of the teachers most often liked and disliked group (n=50) being 39 and the mean of the disliked group (n=50) being 18.
Studies by Rocchio and Kearney 1956 showed that a teacher with undesirable teacher pupil relations, who create an atmosphere of fear and tension and thinks in terms of the subject matter to be covered rather than in terms of what the pupils need, feel, know and can do, is more likely to fail pupils than a teacher who is able to maintain harmonious relations with his pupils and who is interested in pupils as pupils.

Ryans (1960) found that warmth and friendliness were valued by pupils as one of the factors characterizing teacher behaviours, attitudes and beliefs.

Alexander (1951) Travers, Robinowitz and Nemovicher, (1953) found that the conflict felt by their pupils appears to be a major source of anxiety. Teachers regarded stealing, cheating and other forms of extrovert pupil behaviour threatening to classroom protocol, as the most serious kinds of behaviour problems in children (Wickman 1928, Thompson 1940, Mitchell 1943, Sloberitz 1950, Stouffer 1956 and Henter 1957).
Johnson (1955) and Slobertz (1951) found that elementary school teachers were employing constructive remedial procedures in dealing with withdrawn child. Teachers and students appear to share similar conceptions of educational values (Jervis and Congdon 1958) and of the ideal student (Schuhle 1957, Fager 1958, Brown 1960). Such teachers even prefer students who are also most liked by other students. Teachers are only moderately successful in judging how the students themselves feel about one another.

Harvey, et al., (1966) classified pre-school teachers as either abstract or concrete after rating on factors such as flexibility, attitude toward rules, encouragement of children's independence and activity, need for structure and punitive. He found that more abstract teachers differ from the more concrete teachers in educationally favourable direction on all dimensions.

Faculty members who completed their graduate work in highly competitive schools and those currently employed in prestigious academic institutions hold more positive attitude towards competition than their colleagues from less prestigious schools. A level of involvement in faculty governance and tenure, was the strongest single predictor of one's attitude towards competition (Lopuch 1985).
2.29 SEX AND ATTITUDE TOWARDS TEACHING:

Lindgren and Patton (1958) reported that men teachers were less favourably disposed to children and current educational theory and practice than women teachers. Women teachers obtained a higher mean score of 76 compared to their men counter-parts whose mean score was 61 on the MTAI (Beamer and Ledbetter, 1957).

Ryans (1960) observed that at the elementary school level, men and women teachers differed in only four of the personal social characteristics studied. Men were less responsible and business like in classroom behaviour and more favourable towards democratic classroom practice, permissive education view points, and verbal understanding. However, men teachers scored significantly higher on emotional stability. Thus men teachers at both elementary and secondary levels were more emotionally stable than their women counter-parts.

Ramakrishnaiah (1980) found that women teachers had a significantly more favourable attitude towards teaching than men teachers. Anand's (1986) study revealed that a greater percentage of women teachers cherish favourable attitude towards students as compared to men teachers.
2.30 EXPERIENCE, AGE AND ATTITUDE TOWARDS TEACHING:

Ryans (1960) found that generally the older teachers (55 years and above) were at a 'disadvantage' compared to the younger teachers except from the standpoint of responsible, business-like, systematic Vs. evading, unplanned, slipshod, classroom behaviour; and learning centered (traditional) Vs child centred (permissive) educational view points. He also observed that trends with regard to extent of teaching experience are not substantially different from those noted when teachers were classified according to age.

Ramakrishnaiah (1950) in his study conducted on college teachers found that differences in teaching experience did not have any significant effect in attitude towards teaching.

Beamer and Ledbetter (1957) examined the MTAI scores of various types of education personnel. The subjects were 212 students enrolled in graduate courses at North Texas State Colleges subdivided into male and female, elementary and secondary school teachers and guidance workers (N=27) had the highest score of 84, and the administrators the lowest (M=56). The inexperienced education majors (N=48) had a higher mean score (M=90) compared to the mean score of 70 of experienced teachers (n=164)
2.31 MARITAL STATUS AND ATTITUDE TOWARDS TEACHING:

Ryans (1967) study revealed that there are systematic differences between married and unmarried teachers with respect to various classroom behaviour and attitudes, but these differences often vary according to school level, grade and subject taught. At the elementary school level married group attained more favourable scores in business-like classroom behaviour and child-centered educational viewpoints. At the secondary level, the single group obtained more favourable scores on the same variables. Ryans suggested that despite general trend, it is probably more important to recognize the interaction of marital status with grade or subject taught when considering the teacher characteristics under study.

Ramakrishiah's (1980) study found that unmarried teachers had a significantly more favourable attitude towards teaching than their married counterparts.
2.32 JOB PERFORMANCE AND JOB SATISFACTION - RELATIONSHIP:

Hoppock's (1935) study revealed that the satisfied teachers felt more successful in their profession. Jacobs and Traxter (1954) found that the more satisfied accountants were found to have significantly higher Kuder Performance Record scores on the computational and clerical scales than the less satisfied accountants. Thus it is clear that more satisfied accountants could do better work than the dissatisfied ones. Brayfield and Crockett (1955) found a significant relationship between job satisfaction and job performance.

Triandis (1959) suggested that the relationship between performance and satisfaction may be influenced by the amount of pressure for production in the work environment. Similar results were obtained by Ewen (1973), Lawler and Porter (1967), Slocum (1971) who analysed the correlations between satisfaction and performance for different managerial levels. Performance and satisfaction were found to be highly correlated ($r = 0.26, P = 0.01$, for first line supervision, $r = 0.42, P = 0.01$ for middle top managers), for upper level managers.
Talkington and Overback (1975) conducted two studies on 45 mentally retarded females and the findings were consistent with similar studies of non-retarded persons as job satisfaction was highly related to their attendance, dependability and general efficiency. Steers (1975) obtained performance scores on the basis of independent ratings given by immediate supervisors who were asked to rate subjects as compared to their peers job satisfaction scores on Likert type of attitude scale developed by Hackman and Lawler (1971) found that the overall employee performance was significantly related to job satisfaction, although the magnitude of this correlation was not high ($r = 0.26, P = .01$).

Manglone and Quien (1975) collected data from a national sample of 1327 wage and salaried workers and found that the index of counter productive behaviour correlated negatively with job satisfaction ($r = 0.12, P = 0.001$). Cooper's (1977) study revealed a significant relationship between job satisfaction and teaching effectiveness.

Thus the correlation between job satisfaction and job performance was found to be significant in almost all the studies referred above. But there are studies showing low correlation coefficients as well as negative relationship between job performance and job satisfaction.
Herzberg, et al., (1957) reviewed 24 studies on job attitude and found that twenty one of them reported that workers with positive job attitudes had less turnover and absenteeism than workers with negative attitudes, but they supported the fact that there was little or negligible relationship between job satisfaction and performances, although he agreed that such an absence of relationship was primarily due to measurement errors.

Vroom (1964) did an excellent job of examining the relationship between job satisfaction and various aspects of job behaviour. Of the seven studies examined by Vroom, all indicated a negative relationship between job satisfaction and turnover. In finding relationship between job satisfaction and turnover and in finding relationship between job satisfaction and absenteeism the results of ten studies were somewhat equal. 4 studies supported a negative relationship while 3 did not so. 3 indicated that the relationship was for other reasons. He found a median correlation of 0-14, with a range of 0.86 to 0.31 between job satisfaction and performance.

Prybil (1973) found a low but positive relationship between job satisfaction and performance measured by supervisory ratings,
Brayfield and Cockett (1955) concluded that there was no relationship between employee performance and job satisfaction.

Lawler and Hall (1970) and Slocom (1971) found that job satisfaction was not related to performance.

Pritchard (1973) found that performance-satisfaction correlation under incentive systems was not generally positive.

Katz and Hyman (1947) found that job satisfaction was related to job performance in a complex manner.

Morse (1953) pointed out that the functional efficiency of an organisation can be evaluated in terms of human satisfaction. Satisfaction is an important criterion for the effectiveness of an organisation, but it is not the only one.

Herzberg et al., (1957) concluded that there was positive correlation between positive job attitudes and increased productivity. The relationship was not absolute, but there were enough data to justify attention to attitudes as a factor in improving the worker's output.
Lawler and Porter (1967) found that if job dissatisfaction was reduced, the human brake on production could be removed and that would increase performance.

Harold (1966) disclosed that job satisfaction comprises those inner manifestations which give an individual a sense of enjoyment or accomplishment in the performance of the job. Job satisfaction may come from the product or items produced, from the speed with which it is accomplished and from other features relating to job and its performance.

Locke (1970) suggested that satisfaction was primarily a result of performance and only indirectly a cause for performance. He found that emotions such as satisfaction, did not usually determine behaviour, because job behaviour resulted from an individual's own task goals. Siegel Bowen (1971) conducted a longitudinal study and obtained both concurrent and predictive relationships for a sample of 86 MBA students by measuring their performance and satisfaction from a classroom situation on their course work. They found the strongest support to performance as the cause of satisfaction. Greene 1973 found that satisfaction was an effect and not a cause of performance. Wannoud (1974) also concluded that performance was a much stronger cause of satisfaction than the reverse.
Stogdill (1959) felt that it is better to view the individual in terms of the context of the total organization and satisfaction is not to be viewed as a cause of job performance.

Charrington, Reitz and Scott (1971) found from their study that the overall relationship between satisfaction and performance was slightly positive, but the direction of causality, was unclear when job satisfaction was split into extrinsic and intrinsic components.

Sutermeister (1971) suggested that satisfaction and performance are causes of each other. A closer linkage runs from performance to satisfaction. Thus all the arrangements are to be accepted because the nature of relationship depends on many intervening variables.

**2.33 STUDIES ON JOB SATISFACTION:**

A research Report on "Modeling Job Performance in a Population of jobs" was sponsored by the U.S. Army Research Institute for the Behavioural and Social Sciences. The research was conducted by John P. Campbell (University of Minnesota and Human Resources Research Organization) and Jeffrey J. Mchenry, Laurren L. Wise (American Institutes for Research) in 1990.
The Army Selection and Classification Project has produced a comprehensive examination of job performance in 19 entry-level Army jobs (Military Occupational Specialities) sampled from the existing population of entry-level positions. Multiple methods of job analysis and criterion measurement were utilized in a subsample of nine jobs to generate over 200 performance indicators, which were then used to assess performance in a combined sample of 9,430 job incumbents. An iterative procedure involving a series of content analysis and principal components analysis was used to develop a basic array up to 32 criterion scores for each job. This basic set of scores formed the starting point of an attempt to model the latent structure of performance in this population of jobs. After alternative models were proposed for the latent structure, the models were submitted to a goodness-of-fit test via LISREL VI. After accounting for two components of method variance, a five-factor solution was judged as the best fit.

The Research on "The effects of Job Description Content on Job Evaluation Judgements" was investigated by Brien N. Smith (Department of Management Science, Ball State University), Philip G. Benson (Department of Management, New Mexico State University) and
Jeffrey S. Hornsby (Department of Management, Ball University) in 1990. This research investigated the impact of job description content on judgement made during job evaluation. Three experiments were conducted. In the first two experiments, task statements for an accountant position were written and scaled according to the perceived value to an organization. In the third experiment, job descriptions were written using scaled statements generated in the first two experiments. Using these descriptions of known scale value, two hypotheses were investigated: (a) evaluations of descriptions with valuable information presented first will exhibit a primary effect, and (b) evaluations of the scaled description will comply with an averaging model (Anderson, 1974) of information integration.

The study on "The Big Five Personality Dimensions And Job Performance: A Meta-Analysis" by Murray. R.Barrick, Michael K.Mount (Department of management and Organizations, University of Iowa) in 1991 investigated the relation of the "Big Five" personality dimensions (Extraversion, Emotional Stability, Agreeableness, Conscientiousness, and Openness to Experience) to three job performance criteria (job proficiency, training proficiency, and personnel data) for five occupational groups (professionals, police, managers, sales, and
skilled/semi-skilled). Results indicated that one dimension of personality, Conscientiousness, showed consistent relations with all job performance criteria for all occupational groups. For the remaining personality dimensions, the estimated true score correlations varied from occupational group and criterion type. Extraversion was a valid predictor for two occupations involving social interaction, managers and sales (across criterion types). Also, both Openness to Experience and Extraversion were valid predictors of the training proficiency criterion (across occupation). Other personality dimensions were also found to be valid predictors for some occupations and some criterion types.

The article "Evaluating Classifications of Job Behaviour: A Construct Validation of the Ability Requirement Scales" by Edwin A. Fleishman, Michael D. Mumford (George Mason University) in 1991 discusses the major inferential issues arising in the development of behavioural classification systems. Subsequently, they discussed the implications of these inferential issues for evaluating the construct validity of systems designed to assess the requirements of human task performance. In particular, a variety of criteria relevant to internal and external validity was reviewed. It was found that the ability requirement taxonomy and the associated measurement system provides a meaningful
description of job activities with respect to these criteria. It was argued that the application of these construct validity principles might contribute much to our understanding of human performance.

The research conducted by Robert P. Tett and John P. Meyer (1993) of the Department of Psychology, The University of Western Ontario on "Job Satisfaction, Organizational Commitment, Turnover Intention, and Turnover: Path analysis based on Meta-Analytic Findings" was guided by construct definitions reported in the collection of contributing studies. Job satisfaction was understood to be one's affective attachment to the job viewed either in its entirety (global satisfaction) or with regard to particular aspects (facet satisfaction; e.g., supervision). The results showed that (a) satisfaction and commitment each contributes independently to the prediction of intention/cognitions; (b) intention/cognitions are predicted more strongly by satisfaction than by commitment; and (c) intention/cognitions mediate nearly all of the attitudinal linkage with turnover.
2.34 CONCLUSION:

An analysis of the past research on job satisfaction presented in this chapter leads to the following conclusions:

1. There are different meanings and theories of job satisfaction. The measurement of job satisfaction poses many problems. The factors causing either job satisfaction or job dissatisfaction may or may not be the same.

2. The influence of personality variables of teachers on their job satisfaction is not specific and consistent, and therefore it is not possible to draw any generalisation in identifying the variables causing either job satisfaction or job dissatisfaction.

3. The personality of the teacher is one among the many significant factors affecting the level of job satisfaction of teachers. Teachers possessing certain personality profiles may have satisfaction with job and teachers with other personality profiles may not have satisfaction with their jobs.
4. Job involvement is altogether a separate factor which may contribute to job satisfaction. The satisfaction with family and with life in general may also have a significant relationship with job satisfaction.

5. There are many controversies with regard to the meaning and the criterion of the measurement of attitude of teachers towards teaching effectiveness and the characteristics of a good teacher.

6. The influence of personal variables on the attitude of teachers towards teaching does not indicate any trend.

7. The personality characteristics of effective and ineffective teachers do not lead to any generalisation.

8. The job related variables viz., factor satisfaction, overall satisfaction with the job, job involvement and general satisfaction variable viz., family satisfactions and life satisfaction are not able to indicate consistent relationship with attitude of teachers towards teaching.
9. The studies conducted to predict either job satisfaction or teaching effectiveness with the help of different sets of causal variables are very few.

10. The nature of relationship between job satisfaction and performance in general and job satisfaction and attitude of teachers towards teaching in particular is not clearly established.

The review of literature presented above facilitated the investigator to design the present study and execute it successfully.