CHAPTER - II

REVIEW OF LITERATURE
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CHAPTER II

REVIEW OF LITERATURE

2.1 INTRODUCTION

The review of literature is an essential component of any research investigation which gives necessary input for the investigator to frame the research study on the selected topic. An important purpose of reviewing the literature is to interpret the findings of the present study conducted on job satisfaction. It can help the investigator to find out the significance of his research problem in relation to the researches already conducted elsewhere.

In addition, the researcher is made aware of the gaps in the previous studies and also the area not explored so far.

2.2 CLASSIFICATION OF LITERATURE

Literature pertaining to this study has been collected from various published works, government reports, national and international journals, dictionaries, encyclopedia and newspapers. Such literatures have been classified into nine types and reviewed. The classification as follows:

- Literature dealing with student teacher relationship
- Literature focusing on job commitment
- Literature available on Job performance
- Literature dealing with management policies
- Literature conducted on workload
Literature on the concept of reward and recognition

Literature investigated on stress and its management

Literature dealing with educational climate

Literature focusing on work environment

2.3 STUDENT - TEACHER RELATIONSHIP

The teacher-student relationship is very important for children. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months. A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom.

Understanding the child’s problem, fear, or confusion will give the teacher a better understanding the child’s learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom. The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. The arrogant or offensive teacher will lack these positive qualities due to his or her lack of control over the children. Teachers should assert that they should also be treated with respect and their responsibilities to ensure that students treat each other with kindness. Teachers can establish a positive relationship with
their students by communicating with them and properly providing feedback to them.

**Meshal K.H. and Metle (2001)** defined that Kuwait women employees who have level of education are less satisfied than those who have higher education. It is expected that women who have a business education background would be merely satisfied with their jobs than women who have a non-business education background. However the differences and a relationship are expected between the effects of educational level and field in determining job satisfaction.

**Brian and Jacob (2002)** emphasizes that marginal increases in service training have academically significant effect on either reading or math achievement, suggesting that modest investments in staff development may not be sufficient to increase the achievement.

**Jishnu Das et.al (2005)** denotes that reduction in learning achievement likely reflects both the direct effect of increased absenteeism and the indirect effects of less preparation and lower teaching quality when in class. Excess teaching capacity that allows for the greater use of substitute teachers could lead to larger gains in student learning.

**David N. (2006)** points out those teacher incentives have unique data on frequency and magnitude of merit raises and bonuses, teacher evaluation and teacher termination. The estimated relationship between the presence of merit pay in teacher compensation and student test scores is strongest in schools that may have the least parental overnight.
Geeta Kingdon et.al (2008) views that student mark across subjects to identify with in – pupil variation in achievement and find that union membership of the teacher appears to strongly reduce pupil achievement. The unions raise cost and reduce student achievement.

Guido Schwedt et.al (2009) indicates that traditional lecture style teaching is associated with significantly higher student achievement. No support for detrimental effects of lecture style teaching can be found even when evaluating possible selection biases due to unobservable teacher characteristics.

Gabedi N. Molefe (2010) in an International Perspective suggests that student-teacher relations are an integral to high learner-performance. A teacher who can develop relationship that faster and encourage student engagement will enhance learning. Hence lecturer with enthusiasm for the subject and facilitates opportunities for generating regular informal feedback on students, as well as deeper understanding of the subject matter.

Margaret Helay and Maeve McCutcheon (2010) suggest that, in research evidence place lecturer as the supporting cast, with the student as the main actors, in the learning environment. The students are key players and they are not as much recipients of information. Lecturers were concerned with student engagement in learning process, rather than simply seeking student participation.

At present lecturers describing the view of the lecturer-student relationship are happy to share control of the learning environment with students. The student’s
role is presented in empathetic terms, as key stakeholder, with lecturers alert to the challenges facing students in a case study context.

**Eric A. Hanushek (2010)** combines information about teacher effectiveness with the economic impact of higher achievement. It provides the basis of for consideration of the derived demand for teachers that comes from their impact on economic outcomes.

**Kristen M. Maceli et.al (2011)** denotes that student satisfaction with class is influenced by relationship with instructors, as well as success in the classroom. Thus gender affects the classroom experience, instructors and the environment they create. Gender matching is more relevant to females than males, instructor’s age was also more important to females with younger professors tending to be given rated with higher satisfaction levels.

**Umar Rashid and Sadia Rashid (2011)** expresses that the responsibility of faculty members and achievement contributes them more to the satisfaction level. The job satisfaction in academy faculty can be attained through enriching their jobs, which will ultimately bring creativity and innovation on their routine works, benefiting the students.

**Sarah Berger Richardson and Angela Campbell (2011)** illuminates the similar phenomena may be differently learned and understood depending on one’s perspective and position. It further highlights the value of integrating student’s insights and voices into pedagogical design and execution.
Mark Anderson and Mary Beth Walker (2012) refers that the adoption four – day school week shares a positive and often statistically significant relationship with Performance in both reading and Mathematics, the math results in particular are generally robust to a range of specification checks.

Abdul Raheem Mohammad Yusuf (2013) indicate that student satisfaction runs the success meter of the educational institute smoother and maintain the goodwill I market and society, as satisfied student perform well above the rest in every aspect of life. The power motivation is negatively related to burnout, empowerment has a positive relationship with student satisfaction and burnout has a negative relationship with student satisfaction.

Normalorena arenas mozgueda (2014) identifies life style and risk behavior of the student and support the functions of the teacher who is watching what affects students. The teacher needs to identify and prevent channeling risk and to correct actions in students.

After reviewing the literature the researcher ascertains the inter and intra personal relationship between student and teachers are essential entity to offer job satisfaction.

2.4 JOB COMMITMENT

In organizational behavior and industrial and organizational psychology, organizational commitment is the individual's psychological attachment to the organization. Organizational commitment predicts work variables such as turnover, organizational citizenship behavior, and job performance. Some of the factors such
as role stress, empowerment, job insecurity and employability, and distribution of leadership have been shown to be connected to a worker's sense of organizational commitment.

Paulboselie et.al (2000) shows about the individual employee level provide new insights in the perception of commitment oriented hr system and three relationship with perceived job security and employee trust, high scores on employee participation payment system, training and development, information sharing and support of the direct supervision result in employee trust and high scores on employee participation payment system, training and development, information sharing and support of the direct supervision result in employee trust and high scores on perceived job security.

Linz and Susan (2003) suggest that designing effective reward structure and reducing turnover as well as establishing management training programs to promote more effective teamwork. In his opinion the great the degree of organizational commitment, the greater the probability of high level of job satisfaction is expressed.

Donald P.moynihan et.al (2004) denotes that managers have varying egress of influence are there different aspect of work motivation, with greatest influence over job satisfaction and least influence over job involvement. a number of variable all important for work motivation, influencing public service motivation, advancement opportunities, role clarity, job routines and group culture.

Ashari et.al (2005) proved a moderate relationship between job stress and work commitment. They also found that the factors that mostly influence the level of commitment are role ambiguity and role conflict.
Jooho Lee and Soonheekim (2009) points out that employee, employees network centrality has invented u-shaped relationship with affective commitment and structural hole have a u-shaped associations with affective commitment, controlling for certain organization rewards and individual attributes.

Nazim Ali et al (2010) pointed out that the association between Perceived alternative employment opportunities (PAEO) and turnover intention is significantly positive. The facets of job satisfaction were found to have a significant positive relationship with job commitment.

Samsinarmd-Sidin, et al (2010) conducted that the psychological ownership had positive relationship with job commitment, job satisfaction and performance. It helps to select the lecturers with a right attitude and provide a right environment to work better. Further the psychological ownership helps the educational institutions to provide the teachers with a good environment which results in the higher performance of students.

Muhammad SabbirRahman (2012) has studied that most of the respondents had given greater priority on the level of interaction followed by work based self-esteem and job involvement. The status that majority of the respondents are very sensitive with interaction, work based self-esteem followed by job involvement when they have evaluated their job environment.

Larstummers and Dr. Laura den Dulk (2013) analyze the effect of work alienation on active performance, such as work effort and outside work, such as
work-to-family enrichment are scarce. Managers should increase the meaningfulness people attach of their work, there by maintaining high –quality work force.

**Samer AL-Bashabsheh and Lamees AL-Roujyee (2013)** has studied that in order to increase training effectiveness, training providers should focused more on jobs, and they should use job specifications to design their programs. Hence it is the TPs provided by private training institutes have a positive output and that these programs have helped in qualifying Saudi women for the labor market.

The job commitment denotes that greater priority on the level of job interaction followed by work based self-esteem and job involvement when they have evaluated their job environment. In order to increase training effectiveness, training plays a vital role more on jobs, and they can be used for job specifications to design their work.

### 2.5 JOB PERFORMANCE

Job performance is a commonly used, yet poorly defined concept in industrial and organizational psychology, the branch of psychology that deals with the workplace. It's also part of Human Resources Management. Outcomes are the result of an individual's performance, but they are also the result of other influences. In other words, there are more factors that determine outcomes than just an employee's behaviors and actions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioral.
The first is performance and the second is the effectiveness of that performance. These two can be decoupled because performance is not the same as effectiveness. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, etc. Job performance is a consistent and important outcome of core self-evaluations.

Lee and Allen (2002) investigated the role of affect and cognition in predicting organizational citizenship behavior. Job affect was associated more strongly with OCB directed at individual, whereas job cognitions correlated more strongly with OCB directed at the organization. There is an increase in usage of OCB measures to conceptualize and measure contextual performance in recent years.

Onne janseen et.al (2004) showed that the quality of leader – member exchange mediated positive relationship between a mastery orientation and leader rated in role of job performance, leader – rated innovative job performance and job satisfaction. The findings suggest that employees with stronger mastery orientations are more effective on the job because they tend to establish higher – quality exchanges with their supervisors.

SitiZawiah (2006) argued that job and environmental factors were significantly related to job satisfaction. They highlighted the significant influence of age, work experience and marital status on job satisfaction. The strength of the correlation between job factors and job satisfaction is influenced by age, work experience and marital status.
Jaafar (2006) Conducted a research based on the Herzberg’s two factor theory and found that both hygiene and motivator factors highly affect job satisfaction. The most important hygiene factors that contribute to job satisfaction are organizational performance and interpersonal relationship. Meanwhile, responsibility and opportunity for promotions ranked as the important motivator factors that affect job satisfaction.

Narimawati. S.E.U (2007) studied the influence of work satisfaction, organizational commitment and turnover intentions towards performance among lectures in west java’s private higher education institutions. The result showed that jobs satisfaction, organizational commitment and turnover intention simultaneously and partially have significant influence on performance.

Jonathan H.Westover et.al (2009) has found that those cross-national differences in job satisfactions and its determinants over time (1989-2005), which, in turn, impact long-term worker productivity and performance. The status on long-term and enduring improvement requires a strengthening and spreading of core organizational values and beliefs that increase overall worker satisfaction to help and create a high engagement and achievement organizational culture.

Jae VandenBerghe (2011) to investigate the relationship between job satisfaction and job performance and to influence the job satisfaction on job performance. The job features, other people and personal disposition and to clarify the correspondence between job satisfaction and job performance.
Agne Juozaitiene and Berita Simonaitiene (2011) have involved that teacher job satisfaction can be determined by satisfaction of physiological, self-actualization and safety needs. Thus the factors of self-actualization functions as strong motivators and enhance the teacher job satisfaction.

Miles Smayling and Howard Miller (2012), comments on the effect of age, gender, personality and environment have been considered without yielding concrete resolution. It was suggested that job satisfaction is more highly related to job performance in situations where that inter and their supervisor are of the same gender.

Etta Mamang Sangadji (2014) empirically proven true that the managers of universities are expected in organizational commitment, the leaders should pay attention to Islamic value approach besides using western contemporary management approach. In the attempt to build lecturers job satisfaction and expected to have an impact on improving lecturer’s performance.

Job performance can be determined by significant influence of age, work experience and marital status on job satisfaction to help and create a high engagement in organization and attachment towards the job.

2.6 MANAGEMENT POLICIES

Policy-based management is an administrative approach that is used to simplify the management of a given endeavor by establishing policies to deal with situations that are likely to occur. Policies are operating rules that can be referred to as a way to maintain order, security, consistency, or otherwise further a goal or
mission. Policy-based management includes policy-based network management, the use of delineated policies to control access to and priorities for the use of resources. Policy-based management is often used in systems management. An information management policy is a set of rules for a type of content. Information management policies enable organizations to control and track things like how long content is retained or what actions users can take with that content. Information management policies can help organizations comply with legal or governmental regulations, or they can simply enforce internal business processes. Each individual rule within an information management policy is a policy feature.

Allen M. (2003) found that inadequate data to relate the route to certification to the retention rate. Allen found the data to be inconclusive for the relationship between the accreditation status of the teacher preparation program and the retention rate.

Susan H. Marston (2004) notices that experienced professors have higher job satisfaction and dedication towards their job. The job satisfactions of experienced professors are due to management policies and authority given to them.

Ronald J. Burke (2006) have conducted that Women reporting more organizational practices supportive of women, with higher levels of job and career satisfaction, and indicated fewer psychosomatic symptoms and less emotional exhaustion. The support and encouragement to women offering women challenging and visible work assignments, providing training and development opportunities and supporting cultural values accepting of woman.
Dabke, S and Nancy Daraiseh et.al (2008) identified that research on tradeswomen is limited and largely restricted to identifying measures that can attract and retain women in construction trades. The research on women in construction trades is limited. Health and safety issues for trade women and to measures attract and retain women in construction trades.

Steven G. Rogelberg et.al (2010) remarks that organizational science should consider employee satisfaction with meetings as a contemporary, important, and discrete facet of job satisfaction. Overall, study was susceptible to common-method bias given that the predictor and criterion variables were assessed simultaneously on a common instrument.

Najmal Malik (2011) defined that university teachers will have possessed more job satisfaction than college teachers and women teachers will have more job satisfaction as compared to men teachers. The colleges within the academic institutions indicate of high job satisfaction attitude of women teachers in comparison to men teachers.

Azman Ismail et.al (2011) reported that interactional justice does act as a partial mediating variable in the relationship between performances based pays and job satisfaction in the studied organizations. The positive outcomes may help to maintain and sustain organizational strategy and goals.

Chh -lun hung (2012) has studied that the job satisfaction of teachers is directly related to the quality of the teaching provided in the classroom. Moreover teacher’s satisfaction in school managers is important not only as an indicator of
management efficiency, but also for the school to function as an effective environment in which to make management decisions. Many public schools in Taiwan have limited resources; it is extremely difficult for any school to maximize its effectiveness to achieve its goal.

Muhammad Jamal Shah et.al (2012) have investigated that in public sectors the teachers participate in decision making process and this makes them courageous and they will work hard. The periodical salary increments, allowances and other compensations makes the teachers more satisfied and they work efficiently.

Management policies pointed out that experienced professors have higher job satisfaction and dedication towards their job and make management decisions and this makes them courageous and they will work hard. These positive outcomes may help to maintain and sustain organizational strategy and goals.

2.7 WORK LOAD

Workload is elusive; a commonly accepted definition is the hypothetical relationship between a group and individual human operator and task demands. The assessment of operator workload has a vital impact on the design of new human-machine systems. By evaluating operator workload during the design of a new system, workload bottlenecks and overload can be identified. As the human operator is a central part of a human-machine system, the correction of these problems is necessary for the operation of safe and efficient systems.
An operating budget may include estimates of the expected workload for a specific activity. Workloads can vary in many different situations, but the average workload is average. Workload can also refer to the total energy output of a system, particularly of a person or animal performing a strenuous task over time. Another aspect to workload is the mathematical predictive models used in human factors analysis; generally to support the design and assessment of safety-critical systems.

Diebold and kiliam (2000) defend that the use of unit root tests on series to be modeled can greatly help in deciding which model to use, thus confirming the previous statement about the need for verifying whether the series is stationary or not. Furthermore, the authors produce evidence about which of the alternatives offers the best predictive capacity; always differentiate a series, never differentiate a series or test for the existence of a unit root before modeling.

Ellickson and Logsdon (2001) revealed that adequate equipment, required resources, training opportunities and an equitable workload all affect teacher job satisfaction. A majority of researcher’s measure job satisfaction on the basis of employees or workers: attitude to the job, relations with co-worker, supervision, company policy and support, promotion and pay.

Castillo and cano (2004) deducted that faculty member were most satisfied with the content (achievement, recognition, work itself) of their job and least satisfied with the context (company policy, supervision, salary, job security) in which their job was performed.
Thulasi Kumar C.R, (2005) points and that contemporary problem-solving experience to the classroom leads to contribute their expertise to various government and non-government organizations. It leads to benefits students leaning by new knowledge.

Akpofure et.al (2006) found that in general, education was not satisfied with their job. The respondent indicated that they are satisfied with their work load but highly dissatisfied with their salary. On top of that the results also showed that there was a significant negative relationship between age, education level and academic rank with job satisfaction.

Chen and Yang (2006) low job satisfaction and dissatisfaction act as barriers to the full utilization of abilities and goal achievement. Satisfaction gained by the faculty from the work and working environment promotes teaching and research quality.

Chimanikar.P et.al (2007) found that most of the academic staff in tertiary institutions in Zimbabwe is not satisfied with their job. This was due to high volume of work load, inadequate salaries, allowances and loans to facilitate purchase of house and cars.

Rebecca J. Collie (2012) studied that stress is related to workload and sense of teaching efficacy were directly related to sense of job satisfaction. The experienced teachers have reduced stress and greater teaching efficacy and job satisfaction. The social and emotional well-being of teachers and students is another important factor in job satisfaction and teaching efficacy.
The teaching efficiency denotes that stress is related to work load and sense of teaching efficiency were directly related to sense of job satisfaction. Job satisfaction enhances employee desires for empowerment, additional research issues and questions to be addressed.

2.8 REWARD AND RECOGNITION

Like a child being given a chocolate cupcake and a big hug after cleaning her room, rewards and recognition can be powerful tools for employee motivation and performance improvement. To achieve desired goals, reward systems should be closely aligned to organizational strategies. In fact, 78% of employees indicated that it was very or extremely important to be recognized by their managers when they do good work. People are motivated to higher levels of job performance by positive recognition from their managers and peers. Non-monetary recognition can be very motivating, helping to build feelings of confidence and satisfaction.

Douglas Songh, Frank Fujita et.al (2004) describes that women and non-married administrators were paid less and gender and marital status explain satisfaction with pay controlled for salary level. The availability of career opportunities and anticipation of future advancement within an organization may offset lower pay, particularly in chain corporations.

Ogenyi Omar et.al (2005) denotes that the analysis of variance reveals that female employees are more satisfied with their pay when compared with their male counterparts. The gender and position are related to employee satisfaction with pay but not the age.
Mourad Mansour (2008) has undertaken the determinants of job satisfaction among Saudi women employees in the governmental and private sectors and the relationship between personal characteristics and the level of job satisfaction. It appears, the respondents are barely satisfied with the promotion and compensation systems in their companies.

Wanda R. Tillman et.al (2008) have attributed that the teacher length of service, salary and supervision will be positively correlated with job satisfaction. Teachers are an essential part of the educational mix. Identifying the key factors that create job satisfaction is important to teacher retention in order to understand the reasons teachers are leaving profession. The job satisfactions of teachers are based on the salary, promotion and length of service.

Amy Hagoplan et.al (2009) reported that Uganda health workers are dissatisfied with their jobs especially about their compensation and working conditions. Further, the workers in strong health system are more motivated and satisfied leading to workforce stability and better patient care.

Corinne Boyles and Aiko Shibata (2009) has found that rather than the amount of daily paid work time, both the gap between actual and desired work time and the intrinsic utility derived from paid work as an activity appear to be the key time-related variables affecting Japanese women’s job satisfaction. Further it was also found that Employers in Japan appear to have the option of reconciling workers to paid work hours different from those desired by engineering jobs to have more intrinsic interest, although this approach will not solve the problem of stress generated by the time-squeeze.
Feliciano Villar and Montserrat Celdran (2010) The experience of teaching in a university for older people in Spain denotes that the teachers describe their experience as extremely positive and rewarding and often contrasted the active, interested and grateful older students with the relatively. Further, the teacher is not a knowledge dispenser, but a flexible actor who tries to relate relevant topics in the course syllabus to the interests and life experience of older students.

Sharma and JeevanJyoti (2010) the dissatisfaction among workers are undesirable and dangerous in any profession and it is very dangerous in teaching profession. Security, recognition, experience and independence are the main factors to maintain satisfaction of university teachers. Thus, the teachers’ satisfaction declines in middle years by age-wise, experience-wise and occupational wise.

KhalidLatif (2011) asserted that public sector teachers are more satisfied with their job than private sector teachers due to the benefits and other advantages provided to them. There is no definite rule for private sector teachers so the organization follows the cost cutting salary and they give extra work load to teachers and the promotional opportunities are also less.

KavitaBhatnagar and KalpanaSrivastava (2011) have undertaken the study on the opportunity of self-development was the biggest satisfier followed by work, opportunity for promotion and job security. Fixed criteria based and transparent policy should be developed to improve their job satisfaction. Job satisfactions of medical teachers pave the way for effective delivery of health care.
Barry Bozeman and Monica Gaughan (2011) pointed out that the university faculties are satisfied if their pay reflects their market value and if they have the respect of their co-workers. However the job satisfaction of university faculties based upon the relationship among actual pay and colleagues esteem.

Jiang Na et.al (2011) has studied that, lecturers with more than 10 years of service feel more satisfied in the aspects of supervision, income and opportunities for promotion than lecturers with less than 10 years experience. At present Permanent lecturers express higher satisfaction in terms of income and opportunities for promotion than non permanent lecturers.

Brian N. Rutherford et.al (2012) An examination of female Chinese sales suggested that this research examined the relationships among emotional exhaustion, perceived organizational support, job satisfaction, organizational commitment, job performance, and turnover intentions among Chinese female salespeople. The status of the both Chinese and foreign retailers formulate better incentive and control strategies for their workforce based on realistic views of the motivations of Chinese women.

James Chowhan et.al (2012) denotes that lower pay and benefits satisfaction for immigrant cohorts, with the exception of the pre-1965 cohort, compared to Canadian-born workers. The variables focusing on perceptions, aspirations or beliefs, and an exploration of other possible factors may have more explanatory power for the immigrant population.
Muhammad Ali Shaikh et.al (2012) identified that The study found that among bank employees, different factors of JDI, work, coworkers, supervision, Pay and promotion are significant and have strong impact on overall job satisfaction level. Thus in his opinion, Pay and promotion are significant and have strong impact on overall job satisfaction level.

Shawn M. Carraher (2012) suggests that the employees both equity and expectancy considerations were able to explain differences in turnover rates while for entrepreneurs expectancy theory considerations were more powerful than equity theory explanations. Employers should pay more attention to employee benefits if desiring to retain qualified employees.

Sadegh Rast and Azadeh Tourani (2012) denote that impacts on job satisfaction are supervision, relationship with co-workers, present pay, nature of work, and opportunities for promotion. The result shows that there was no significant difference between male and female employees satisfaction.

Vanessa Gash et.al (2012) denotes that workers freely choose their optimal working hours on the basis of their innate preferences and the hourly wage rate, outcome reflects preference. Thus, the decreases in working hours bring about positive and significant improvement on well-being for women.

Reward has an ambiguous impact on job satisfaction. Increased wages from performance pay have a positive effect on job satisfaction. Work performance related pay can increase the competitive atmosphere of work place. The employees not only earn increased pay based on monitoring performance but also promotions and job security.
2.9 STRESS AND ITS MANAGEMENT

Stress management refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning. Stress produces numerous symptoms which vary according to persons, situations, and severity. These can include physical health decline as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Many practical stress management techniques are available, some for use by health practitioners and others for self-help, which may help an individual to reduce stress, provide positive feelings of being in control of one's life and promote general well-being. The effectiveness of the different stress management techniques can be difficult to assess, as few of them have received significant attention from researchers. There are several models of stress management, each with distinctive explanations of mechanisms for controlling stress.

Siegall and Gardner (2000), analyzed the impact of organization role stress on the job performance in call centre’s. Even though, the there are so many studies related to job stress in various industries, there is no exclusive study on job stress in various industries, there is no exclusive study on job stress among the dimensions.

Fisher (2000) Suggested that job satisfaction is an attitude and that attitudes are either emotions or judgments “in other words, affect is considered to be an emotion or feeling, where as judgment comes from the cognitive realm”
Aziz (2003) investigated the prevalence of organization role stress among Indian information technology employees. Much more research is necessary to provide a better understanding of which mechanisms actually operate and are effective in practice for the employees in the organization.

Cock bur and haydn (2004) report that job satisfaction is gained from the nature of day-to-day classroom activities such as working with children, seeing students make progress, working with supportive colleagues and overall school climate.

Douglas Songh (2004) points out that women and non-married administrators were paid less and gender and marital status explain satisfaction with pay controlled for salary level. Further, it was also found the availability of career opportunities and anticipation of future advancement within an organization may offset lower pay, particularly in chain corporations.

Lackritz (2004) found that female faculty members had significantly higher mean scores on emotional exhaustion than males, while male faculty had higher mean scores on depersonalization. Other studies also found that gender was an important predictor of a lower depersonalization and of extrinsic satisfaction in lower personal accomplishment.

Sari (2004) looked at head teachers, albeit in turkey, and he actually compared head teacher job satisfaction of regular rank and file teachers interestingly the head teachers as a group felt less personal connection to and success in their
jobs, but head teaches and rank file teaches had equivalent levels of job satisfaction and burnout.

**Bull (2005)** noted that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and in turn a contributor to school effectiveness and recognized that job satisfaction itself correlated with positive reactions involving interaction with students, interaction with colleagues, professional challenges, professional autonomy, working conditions, salary and opportunity for advancement.

**Liu and ramsay (2008)** viewed that stress from poor work conditions had the strongest influence on teachers job satisfaction and noted that inadequate time for planning and preparation and heavy teaching work load reduced satisfaction from teaching.

**Kathi Miner-Rubino et.al (2009)** asserted that more negative well-being was associated with having more women working at the level above when women worked in a perceived negative climate whereas more positive well-being was associated with having more women working at the level above when women worked in a perceived positive climate. Hence, a woman’s sensitivity to gender inequities and perceptions of the workplace climate are the important factors.

**Tomoyuki kawada et.al (2010)**, focused on the relationship between job satisfaction and three subs – scales of a brief job stress questionnaire related to work load. Worsening of job satisfaction was related to poor job control and lack of support strategies to alleviate job stress is therefore urgently needed.
Robert M. Klassen and Ming Ming Chiu (2010) have investigated that teachers are facing two kinds of stress, one is workload stress and another one is classroom stress. Teacher with greater workload stress had greater classroom management efficacy and teachers who had greater classroom stress had lower self efficacy and lower job satisfaction.

Rebecca J. Collie et al (2012) says that teachers experience stress in relation to student’s behaviour and discipline was negatively related to teaching efficiency. For this relationship it is likely that teachers who experience student behavior stress donor perceive themselves as successfully managing behavior stress do not perceive themselves as successfully managing behavior, engaging students, (or) using effective instructional strategies. After all, student behavioral issuers often occur when tasks are too hard, too easy, (or) not interesting, and this relates to the teacher’s abilities in managing classroom, engaging the students, and applying effective strategies.

Kavitha.P (2012) has studied that the important stressor among the male and female faculties is inadequate role authority and role overload respectively. The faculty members do more clerical works apart from teaching and this affects their performance and also leads to a stressful life. The status, the faculties are doing more multiple works and it leads to higher job stress and also affects the quality of education.

Fares Jaber and Marwan Al-Zoubi (2012) field study using a sample of university lecturers pointed out that there were significant correlation exists between burnout and mental health. Overall, the good work atmosphere reduces the
likeability of psychological and behavioral disorders and reflects in work output in quantity and quality.

The teachers experience stress in relation to student’s behavior and discipline was negatively related to teaching efficiency. Teachers are facing too kind of stress, one is workload stress and another one is classroom stress. Lecturers pointed out that, particularly at stress lead to burnout and mental health if lower pay in chain corporations.

2.10 EDUCATIONAL CLIMATE

Education is an essential element of the global response to climate change. It helps young people understand and address the impact of global warming, encourages changes in their attitudes and behavior and helps them adapt to climate change-related trends. Education climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. UNESCO responds to climate change through education within the framework of the UN Decade of Education for Sustainable Development (DESD). Climate change is occurring, is very likely caused by human activities, and poses significant risks for a broad range of human and natural systems. The Climate and Culture Leader will play a critical role in improving student performance in a
low performing school by ensuring the school creates and maintains a positive learning environment and a culture of high expectations. In addition, the Climate & Culture Leader will work with school staff to effectively engage families in academically focused activities as well as the work required to build a strong school culture and climate.

Hamid Reza Alavi et.al (2003) denotes that there is no significant difference between the degree of job satisfaction and its five dimensions, in the different levels of each of the modifying variables. Job satisfaction has a relationship with the general satisfaction that people get from life.

Michael B. Pierson (2008) pointed out that the principal’s job satisfaction is correlated with the demographic factors like age, degree, and experience and school size. However at present, the principal of specialty schools have higher job satisfaction.

Jonathan H. Westover et.al (2009) stresses those cross-national differences in job satisfactions and its determinants over time (1989-2005), which, in turn, impact long-term worker productivity and performance. Overall, long-term and enduring improvement requires a strengthening and spreading of core organizational values and beliefs that increase overall worker satisfaction to help create a high engagement and achievement organizational culture.

Liaquat Hussain et.al (2011) has undertaken the study that there was strong relationship between the job satisfaction and teaching behavior. The correlation between the job satisfaction and teaching behavior was high and it is rejected that
there is no significant relationship between the job satisfaction and teaching behavior.

Amarjit Gill et al. (2012) argues that employees who exhibit job satisfaction and work experience behaviors are more likely to heighten their desires to be empowered, regardless of cultural context. The study clearly shows that job satisfaction enhances employee desire for empowerment, additional research issues and questions must be addressed.

The educational climate with regard to job satisfaction relate to age, degree, experience and school size. The students can do anything in order to get through the examination. Even the surroundings f the schools have an impact on the learning process.

2.11 WORK ENVIRONMENT

Aside from the job scope itself, one factor that significantly influences how employees feel about work is the environment. By work environment, I mean everything that forms part of employees’ involvement with the work itself, such as the relationship with co-workers and supervisors, organizational culture, room for personal development, etc.

A positive work environment makes employees feel good about coming to work, and this provides the motivation to sustain them throughout the day. When you’re looking for a new job, then I would say that assessing the work environment is a crucial step you shouldn’t skip.
Kusku (2003) measured the job satisfaction of academics in a university in Turkey by using the seven factors general job satisfaction, management satisfaction, other group satisfaction, colleagues, job satisfaction, work environment and salary satisfaction.

GraceDavis (2004) have asserted that pay did not represent the lowest correlation with job satisfaction and also employees reported work to have the highest correlation with job satisfaction. Thus, it creates opportunities of interactions and enhances mutual interests in improvement of workplace among academic and industrial professionals.

Lise M. Saari et.al (2004) in Employee attitudes and job satisfaction denotes that organizational practice in the area of employee attitudes and job satisfaction are described, along with suggestions for evaluating the implemented practices. Greater is the relationship between employee attitudes and business.

Osborn (2004) suggests that high rate of burn out and attrition may be due to the fact that behavioral health provides are inundated with numerous demand on their time, talents and resources. Although work environment as it relates to variety of occupational setting, little research has been concluded in behavioral health settings, and more specifically, rural behavioral health settings.

Santhapparaj.A.s and alam.S (2005) examined the relationship between pay, promotion, fringe benefit, working condition, support of research, supporting teaching and gender with job satisfaction among the academic staff in private
universities in Malaysia. The result showed that pay, promotion, working condition and support of research positively related to job satisfaction.

**Denton. Z (2005)** found that environment also plays an important role in the employee’s decision of either staying with or leaving the organization.

**SitiZawiah Md. DawalZahariTaha (2006)** denotes that job and environmental factors were significantly related to job satisfaction. They highlighted the significant influence of age, work experience and marital status on job satisfaction. The strength of the correlation between job factors and job satisfaction is influenced by age, work experience and marital status.

**Bharath M. et.al (2009)** the case of hospitality and merchandising undergraduate majors pointed out that the main challenge of both hospitality and merchandising industries is to attract and retain qualified and motivated employees. He also noticed that this generation of employees is fun-loving and seeks enjoyment from work so the company could promote a fun filled atmosphere.

**Emily Pakivathy Paul and SeokKhengPhua (2011)** pointed out that increasing the lecturer turnover rates and fewer qualified recruits choosing a career in academia threaten the integrity of the territory education in Singapore. Thus in his opinion the territory institution must give immediate attention to both the intrinsic and extrinsic factors to retain the lecturers.

**Mohamed H.E. Khalifa (2011)** have involved that there is a positive relationship between perceptions of internal equity and external equity and job satisfaction. The perception of internal equity is more important than perception of
external equity in predicting job satisfaction. However in present, the perception of internal equity has positive relationship with job satisfaction.

**Afia Hanif and Sarwat Sultan (2011)** reported that there is a unique personality trait for each and every employee. The changes of behavior of employee is based upon the working situations, job strategies etc. it appears, if the employee has a good working situation and if they are satisfied with their jobs there will not be a change of personality and the employees will work efficiently.

**Sadegh Rast and Azadeh Tourani (2012)** denote that impacts on job satisfaction are supervision, relationship with co-workers, present pay, nature of work, and opportunities for promotion. The result shows that there was no significant difference between male and female employees satisfaction.

Work environment denotes to good working situation and if they are satisfied with their jobs there will not be a change of personality and the employees will work efficiently. The main challenge of both hospitality and merchandising industries is to attract and retain qualified and motivated employees.

Thus, the review of the related literature reveals the fact that job satisfaction is one of the most attractive areas of researchers. Similarly, attitudinal researches have also attracted a number of researchers. Research finding of both India and abroad have explicited the relationship between job satisfaction and variables like age, sex, experience, marital status, occupational climate, interest in work and other relevant personal and organizational factors.
In a way, the review of literature has helped to a greater extend to formulate hypothesis necessary for conducting this study. Further literature review has also highlighted the recent trends of the research conducted in field of education. Above all it has been noticed that no study was conducted on study of job satisfaction among women lecturers in colleges with special reference to self-financing college in Chennai city.

2.12 RESEARCH GAP

The researcher identified none of the study acknowledged student teacher relationship, job commitment, job performance, management policies, rewards and recognition, workload, stress and its management, educational climate and work environment factors leading to job satisfaction of college teachers. Therefore, this research attempted to identify the predominant factors directly linked with job satisfaction of women college teachers in self – financing colleges.