CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION

“The research for reference material is time consuming, but fruitful phase. A familiarity with the literature of any problem helps the students to discover what is already known, what others have attempted to find out and what methods remain to be unsolved” Best (1978).

A short review of Correlates of job satisfaction among teachers in Aided and Self-Financed
Institutions is conducted in this chapter. Here, the researcher reviewed the researches already done in India and abroad, related to the different variables of the study. The entire number of reviewing items came to be 137, which consisted of scholarly books, empirical research and articles, scholarly reviewed journals and other pertinent writings on job satisfaction & job satisfaction theories and research designs.

The purpose of the study is to know the Job Satisfaction among the Aided and Self Financed college teachers in colleges affiliated to C.C.S University, Meerut.

It is known that research into job satisfaction started in the field of industry and business administration, with a special emphasis being laid on the working classes. Later on, this research moved into the field of education, with more concentration being placed on the teaching sector. While the majority of previous job satisfaction studies have focused on industrial and organizational settings, there is much less literature on job satisfaction levels of academic faculty members. A count of the number of articles indexed within the research databases, ERIC and Psyche INFO during the period of 1970–1992 on the topic of job satisfaction found that only 13.7% of all satisfaction articles were focused on faculty job satisfaction. When searched the Psyche INFO database till 2000 for studies, 540 records were obtained by using the names of in combination with job satisfaction and Eighty-two articles and 53 doctoral dissertations met these criteria. A similar count would understand in the database of science, direct in the year 2009 only 368 articles were focused on job satisfaction and in the year 2010 there were 65 articles focused on faculty job satisfaction. Here, the researcher mainly reviewed studies of last ten years.

2.1.0 CLASSIFICATION OF RESEARCHES

Review of the related literature has been done from various research articles published in
educational journals, published books, unpublished dissertations and theses and also from the websites related to educational researches. The focus has been given only to those studies which are closely related and give some evidences in favor or against the relationships of all the variables of the present study. This has been organized and presented below under following main headings related to variables correlated with Job Satisfaction in India and Abroad.

2.1.1 Foreign Studies

2.1.2 Indian Studies

The center of attention has been prearranged primarily of last ten years studies. These, Foreign and Indian studies are further classified in following heads:

<table>
<thead>
<tr>
<th>Studies related to the college / university level</th>
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<tr>
<td>Studies related to Aided and Self Financed comparison</td>
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<tr>
<td>Studies at School level</td>
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</table>

2.1.1 FOREIGN STUDIES

Many researchers from abroad have tried to investigate the job satisfaction of teacher’s whether they are related to schools or colleges. Following foreign studies have been found which are related to this issue of job satisfaction and associated variables.

2.1.1.1 STUDIES RELATED TO JOB SATISFACTION CONDUCTED AT COLLEGE/UNIVERSITY LEVEL

*Lewis (2012)* study was to examine the job satisfaction of adjuncts in the curriculum area of business at four-year universities and to determine the roles that individual job facets played in creating overall job satisfaction. He found that the "job fit" of adjuncts needed to be considered
as suitability for employment as an adjunct could be a better predictor of satisfaction than reasons for being an adjunct.

The study of *Maharjan (2012)* concluded that there is a positive association between work motivation and job satisfaction of teachers. He examined the association between work motivation and job satisfaction of teachers of Nepal university constituent, affiliated and plus two campuses/colleges.

On the influence of rank, tenure, and years of experience on job satisfaction of academic staff in a Kenyan University *Rutto (2012)* found statistically significant difference in pay and opportunities for promotion among academic ranks. Non-tenured academic faculty was more satisfied with pay than tenured staff. *Saner and Eyupoglu (2012)* concluded in their study that gender differences do exist in relation to the job satisfaction of university teachers in Turkey.

*Nyanga et al (2012)* investigated job satisfaction among employees of higher education institutions in Masvingo Province of Zimbabwe. The study found that few employees were satisfied with their jobs. Of these, more female than male and younger than older employees reported that they were satisfied with their jobs. In addition, job satisfaction decreased with a rise in academic qualifications.

A case on job dissatisfaction of University teachers studied by *Mir (2012)* and revealed some critical causal factors of teachers’ job dissatisfaction; they were management, lobbying, department politics, leg pulling, and poor working conditions.

A survey, designed to assess job satisfaction of non government college teachers in Bangladesh reported through *Pronay (2011)*. The findings indicated that teachers were not satisfied with
their job. Factors considered for promotion was fully dissatisfied of teachers. Working place, training and outcomes of training were the only satisfied parameters for teachers. On payment issues, teachers were very dissatisfied. Chung et al (2010) also found that management support, salary and promotion opportunities were significant in determining the job satisfaction. Equity of justice maintained in promotion and pay from the institute are serious issues. It usually interfered with managerial decision making which in turn hampered the discipline and order. It was required to replace some old policies in case of promotion, equity of justice maintained in promotion and pay determination system.

Saba (2011) found out that males, having master degree, more experienced and above the age of 40 in Bahawalpur government colleges of Pakistan, were more satisfied with the work itself, pay, working conditions, job security and coworkers and less satisfied with the promotion opportunities. The newly hired young teachers usually showed a sense of dissatisfaction with promotional criteria.

The level of job satisfaction among lecturers in the field of teaching Chinese as a foreign language in two public universities in Harbin city, China examined with Amzat et al (2011). The result of the study indicated that lecturers with PhD degrees, more than 10 years of experience and with permanent jobs felt more satisfied than their counterparts in the aspects of supervision, income and opportunities for promotion. There was no significant difference between male and female lecturers with respect to job satisfaction. Also Mangi et al (2011) showed that overall job satisfaction among the non-PhD faculty members of universities were very low.

Manzoor et al (2011) examined the relationship between job stress and job satisfaction among the faculty members of universities in Lahore. The results concluded that employees highly
satisfied with their jobs (13.5%) or who were highly stressed in their jobs were few (2.5%); most of the employees were, however averagely satisfied for each variable used in questionnaire to assess the level of job stress and job satisfaction.

The results of Toker (2011) investigated the levels of job satisfaction among academicians in the universities of Turkey and to examine the effects of demographics on levels of satisfaction among them. The study indicated that professors reported a higher level of job satisfaction as compared to instructors and research assistants. Among the demographic variables age, length of service were significantly related to job satisfaction. Marital status and gender were not significantly related to job satisfaction.

A study on job satisfaction of university and college men and women teachers in Pakistan conducted by Najma (2011) and found that teachers working in university were more satisfied with their job as compared to college teachers. It was also found that women teachers were more satisfied with their job as compared to men, whether they belonged to a college or a university.

Du, Lai, Lo (2010) investigated job satisfaction among university professors and the relationship between job satisfaction of university professors and the organizational characteristics of the university. The overall job satisfaction levels were close to average, while salary and benefits received the lowest level of satisfaction. The organizational characteristics of universities, such as school type, school level, academic field, organizational climate, evaluation orientation, and school management, all had significant effects on the overall job satisfaction of university professors. The organizational climate and school level affect all six dimensions of job satisfaction among university professors.

Concluded with the facts that faculty members were on the whole satisfied with their then
conditions, except the factors like- training facilities, some physical facilities and distribution of courses, *Ali and Akhter (2009)* Further, had been found that there was no significant difference between male and female faculty members regarding job satisfaction.

*Ali (2009)* investigated the job satisfaction characteristics of higher education faculty of 5 different races, at a national level. The results of this study indicated some similarities and differences in job satisfaction characteristics of faculty by race. The analysis indicated that when achievement, recognition and responsibility are measured in terms of publications, funded research and a number of committees served, Asian/Pacific Islander faculty members performed better than other races in this study. These factors significantly contribute to faculty intrinsic job satisfaction. It also appeared from the analysis that the majority of faculty of all races was deriving satisfaction from extrinsic factors measured in terms of institutional policies, work climate and benefits.

The Greek academics were moderately satisfied with their job; no statistically significant effects of the demographic factors (such as age, gender, working experience and marital status) were found in the study of *Platsidou, and Diamantopoulou (2009)*. They assessed most of the problems under inquiry as very severe to quite severe. Their job satisfaction was significantly (negatively) related to specific problem assessments (e.g., dependency of universities in the State and political parties). Finally, the more satisfied faculty members were assessed as less serious for the higher education problems compared to their less satisfied peers.

*Seifert et al Paul (2008)* applied Kalleberg's framework to better understand the effects of diverse demographic faculty characteristics on dimensions of job satisfaction. Researchers found that women were consistently less satisfied than their male colleagues and that the effect of being
female varied by discipline on levels of job satisfaction. It was also found race/ethnicity had mixed effects on dimensions of job satisfaction, but their effects tended to be constant across disciplines.

The findings of their study Tella et al (2007) revealed that a correlation existed between perceived motivation, job satisfaction, and commitment, although the correlation between motivation and commitment was negative. No difference was observed in the perceived motivation of professional and non-professional library personnel. Moreover, findings also indicated differences existed in the job satisfaction of library personnel in academic and research libraries, and that no relationships existed in the organizational commitment of library personnel based on their years of experience.

_Chung-Lim Ho and Wing-Tung Au (2006)_ studied ‘Teaching Satisfaction Scale’ to measure Job Satisfaction of Teachers in China. As hypothesized, teaching satisfaction as measured by the TSS correlated positively with self-esteem but negatively with psychological distress and teaching stress. The TSS scores had good incremental validity for psychological distress and teaching stress beyond earlier Job Satisfaction Scales.

_Okpara et al (2005)_ found female faculty was more satisfied with their work and coworkers, whereas, their male colleagues were more satisfied with their pay, promotion, supervision, and overall job satisfaction.

In Uganda Ssesanga and Garrett (2005) found that age, rank, and tenure significantly predict academic job satisfaction, no evidence is adduced to support a gender influence on job satisfaction.
Santhapparaj and Alam (2005) identified that Job Satisfaction among Academic Staff in Private Universities, indicated that pay, promotion, working conditions and support of research have a positive and significant effect on job satisfaction. On the other hand fringe benefits and support of teaching have a negative effect. Also Balkin and Mejia (2002) found more female satisfaction.

Siddique et al (2002) revealed that the majority of the respondents were not fully satisfied with the existing pay scales, security of service, chances of promotion, fringe benefits and social status in Faisalabad city colleges.

Female academics were more satisfied with their pay when compared to their male colleagues showed in the study of Oshagbemi (2000). When rank was examined in relation to pay, senior lecturers were most satisfied, followed by professors, lecturers and readers in that order. The differences in satisfaction levels with rank and gender were statistically significant. However, there were no statistical differences with respect to age variations relating to satisfaction with pay. He (1997) found that rank has a direct, positive and significant effect on the job satisfaction of university teachers.

Eventually, the findings of the studies are summarized in the following table in which factors associated with job satisfaction are shown having significant or non significant relationship:

Table 2.1.1.1 Studies of Job Satisfaction with Other Variables Conducted At College/ University Level

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Significant Relationship</th>
<th>Non significant Relationship</th>
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</thead>
<tbody>
<tr>
<td>Age</td>
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<td>Gender</td>
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<tr>
<td>Educational Qualification</td>
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<td>Years of Experience</td>
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<td>Marital Status</td>
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<td>Work Motivation</td>
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<td>Rank</td>
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<td>Tenure</td>
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<td>Work Itself</td>
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<td>Working Conditions</td>
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<td>Salary</td>
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<td>Promotional Opportunities</td>
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<td>Management Support</td>
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<td>Department Politics</td>
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<td>Job Security</td>
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<td>Job Stress</td>
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<td>Working Place</td>
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<td>Training</td>
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<td>Coworkers</td>
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<td>Supervision</td>
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<td>Institutional Policies</td>
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<tr>
<td>Race</td>
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<td>Social Status</td>
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<tr>
<td>Fringe Benefits</td>
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</table>

It can bring to a close that in the studies related to job satisfaction conducted at college/university level, the undecided factors related to the job satisfaction are mainly from under demographic variables.

2.1.1.2 STUDIES ON COMPARISON BETWEEN AIDED AND SELF FINANCED INSTITUTIONS

A study to examine the relationship between demographic characteristics and job satisfaction among the academic staff of public and private sector universities in Pakistan, attempted by Ghafoor (2012). It was found that the academic staffs of private sector universities were comparatively more satisfied with overall job satisfaction than that of public sector universities.

Khalid et al (2012) investigated the relationship between various facets of job satisfaction among university academicians in Punjab Province. The results of this study indicated that a pay
A comparative study of public and private college teachers of Faisalabad, Pakistan conducted through *Latif et al (2011)*. The results showed Public College teachers were more satisfied with the six components (educational qualifications, the nature of work, pay, job security, promotional opportunities and family-work life balance) of job satisfaction. To increase the satisfaction level of teachers of private colleges a proper attention should be paid on salary, benefits and promotional opportunities.

*Malik and Naeem (2011)* focused on exploring the relationship between organizational justice (and dimensions) and job satisfaction in public and private institutes of higher education in Pakistan.

A comparative study of Job satisfaction in higher education, on non-tenure, tenure-track and tenured faculty in a changing employment structure was conducted by *Burbrink (2011)*. On the academic hierarchy, non-tenured faculty is at the bottom. There was concern that this lower status, where non-tenured faculty experience less job security, receive lower wages than tenure-track and tenured faculty, and lack of political governance that may cause non-tenured faculty to be less satisfied with their jobs, which in turn could lead to lower teaching quality.

*Rahman and Parveen (2008)* studied disparity between job satisfaction of public and private university teachers through different dimensions and density of satisfaction levels. The result reveals that teachers’ age and job experience did not have any significant influence on job
satisfaction, though gender disparities were profound among their responses. In response to overall job satisfaction Public university teachers were more satisfied than the Private university teachers. Private university teachers felt that their payment was not fair, as related to their workload had lower satisfaction to campus area and facilities and showed highest satisfaction in the field of relationship with coworkers.

A study to determine the relative difference in job satisfaction levels between public and private university academicians purposed by Bas and Arslan (2002). The empirical analysis indicated that public and private university academicians differed significantly with respect to the levels of satisfaction that they derived from many aspects of their jobs. The sources of these differences were identified, and the general conclusion was, that private university academicians’ job satisfaction was higher in many respects than that of academicians working at public universities.

It can wrap up that studies on the comparison between aided and self financed institutions are few. Most of them were conducted in last two / three years, because the problem is started from last decade and recognized in recent years.

2.1.1.3 STUDIES RELATED TO JOB SATISFACTION CONDUCTED AT SCHOOL LEVEL

Ismail (2012) interviewed on teachers’ perceptions of principal leadership styles and how they impacted teacher job satisfaction, the results showed principals with positive and collaborative styles create a positive environment in schools. The researcher concentrated the research on how teachers perceived their principal's leadership style, and the specific principal leadership behaviors that enhanced teachers' job satisfaction. Teachers generally expected principals to know about all aspects of their school, which gave teachers autonomy and freedom to make good
decisions in classrooms. Teachers wanted a strong leader who could make clear and consistent decisions; they also wanted a person with high moral character and someone whose integrity and intellect they respected.

In their study *Hossain et al (2012)* explored the degree to which infant-toddler childcare teachers were involved in their tasks. Results indicated that there was a high level of care giving involvement and job satisfaction among the teachers. However, most teachers were dissatisfied with their current income levels, showed a moderate level of burnout, and yet did not express their intention to quit their present job.

*Price (2012)* studied about principal–teacher relationships and found that principals’ relationships with their teachers affected principal’s and teacher’s satisfaction, cohesion, and commitment levels. Among principals, these positive work relationships improve job satisfaction, cohesion perceptions, and commitment levels.

To investigate the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction *Mahmood et al (2011)* conducted a study. The findings were drawn after the descriptive and inferential analysis that generally teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions. Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teachers’ job satisfaction.

*Meagher (2011)* investigated the relationships of teacher professional development, teacher job satisfaction, and teacher working conditions and revealed a statistically significant association between teacher professional development and teacher working conditions. Also, the results of a second test of correlation revealed that the association between teacher professional development
and teacher job satisfaction was not significant.

The satisfaction level of secondary school teachers in Pakistan was investigated by Ahmad and Malik (2011). It was concluded that the teachers were not satisfied with their salaries, grades and promotion procedure, but they felt satisfied with the job security and were satisfied that they had adopted a noble profession.

Suryanarayana and Luciana (2011) concluded that the teaching competency variable was related to the teacher's job satisfaction. Further, the results of the study revealed that the teaching competency in terms of all demographic variables like sex, locality, qualification, experience, type of management and type of institution do differ significantly, whereas the job satisfaction in terms of all demographic variables like sex, locality, qualification, marital status, experience, type of management and type of institution categories also do differ significantly. In view of these reasons more attention is required to pursue the causes of disparity among the teachers of primary and secondary schools in terms of their teaching competency and job satisfaction so as to enhance the quality of primary and secondary education.

Jessen (2010) investigated the sources of job satisfaction among practitioners and managers employed in the Norwegian public social services and the professionals’ perception of social rewards in particular. Declared result said that receiving public approval and co-worker support were positively associated with job satisfaction within all work positions, while superior support and client recognition were found to be significantly rewarding aspects to the practitioners only. The final discussion addresses the challenges for an organizational climate that sustain the worth and contribution of social professionals.

Secondary school teachers in Tawau, Sabah were generally satisfied with their job; there was a
significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers, revealed by Abdullah et al (2009). The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts. However, there is no significant relationship between the places of origin of teachers with job satisfaction.

Claudia (2009) investigated the relationship between personal determinants of gender, education, academic qualification and position held at school and the level of job satisfaction among teachers in Government aided primary schools in Butaleja District, Eastern Uganda. The study found a significant relationship between the personal determinants and level of job satisfaction.

Levac (2009) summarized principal–agent (P-A) theory and applied it to the teaching profession, arguing that it provided a strong framework for analyzing institutional arrangements governing the work of teachers. In many developing countries, such as India, teacher contracts failed to provide sanctions for poor performance or rewards for effective teaching. In such contexts, job satisfaction for teacher performance was an essential component of reforms to raise the quality of education.

No gender differences existed in all the dimensions of job satisfaction as well as the overall job satisfaction of teachers indicated by Mabekaje (2009).

Suryanarayana and Himabindu (2009) concluded that the teaching competency variable was related to the teacher's job satisfaction. The results of the study revealed that the teaching competency and job satisfaction in terms of all demographic variables do differ significantly.
A comparative analysis of job satisfaction levels of public and private school teachers had done by Sonmez and Eryaman (2008). They found that private school teachers earned more money than public school teachers. In terms of salary, job satisfaction levels of teachers who work at private educational institutions were higher than teachers who worked in public schools. But in terms of job security, public school teachers’ job satisfaction level was higher than private school teachers.

Tasnim (2006) conducted a study to analyze the job satisfaction among the female teachers of government ran primary schools in Bangladesh. The empirical study had found some factors which affected job satisfaction of both male and female teachers. The factors were salary, academic qualification, career prospects, supervision, management, working environment, culture, etc. Few perceptions of job satisfaction and the factors that affected it were same for the male and female teachers. But there were many perceptions as well as factors in which the male and female teachers were in two opposite poles. It was found that both the male and female teachers were dissatisfied, but the female section was more dissatisfied than those of the male teachers.

Mary (2005) examined the factors affecting teacher retention in government secondary schools in Eastern Uganda. The findings of the study revealed that there was a positive relationship between teacher remuneration and teacher retention. There was a very strong positive relationship between teacher conditions of the working environment and teacher retention. There was a strong positive relationship between general school management and teacher retention. The research concluded that remuneration, conditions of working environment and general school management had a positive relationship with retention.
**Butt et al (2005)** studied ‘Secondary Teacher Workload and Job Satisfaction’ and analyzed the issues of teacher workload and job satisfaction. The relationship between teacher workload, job satisfaction and work-life balance was explored within the context of the future modernization of the entire school workforce.

Job satisfaction and motivation among teachers in Cyprus – a small developing country in the Eastern Mediterranean was examined by **Zembylas et al (2004)**. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession.

**Newton et al (2003)** article reported the result of research designed to assess whether specified attributes of the principal ship influenced the decision making of men and women, as prospective job applicants, differently. The results indicated that both men and women were likely to make their job choice decisions based on salary.

**Rosenblatt (2011)** in his study, measurement of teacher values and their relationship with teacher attitude and job satisfaction, found that there was no difference in the attitudes of teachers due to difference in age, but male and female teachers differed in their attitudes towards teaching. The study also found a significant positive relationship between scores on attitude and scores on job satisfaction.

‘The Influence of Leadership Style on Teacher Job Satisfaction was studied by **Ronit (2001)**. The most salient finding was that teachers’ occupation perceptions strongly affected their satisfaction. Principals’ transformational leadership affected teachers’ satisfaction both directly and indirectly through their occupation perceptions. Implications of the study were discussed in relation to supervisors and principals, as well as to policy makers at the government level.
Ololube (2006) assessed the differences and the relationship between the level of public school teachers’ job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. The survey results revealed that teacher related sources of job satisfaction seemed to have a greater impact on teaching performance, as teachers were also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

Table 2.1.1.3 Studies of Job Satisfaction with Other Variables Conducted at School Level

<table>
<thead>
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<tbody>
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<td>Gender</td>
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<td>Educational Qualification</td>
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<td>Years of Experience</td>
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<td>Marital Status</td>
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<td>Material Rewards</td>
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<td>Rank/Grades</td>
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<td>Holidays</td>
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<td>Coworkers</td>
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<td>Supervision</td>
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<td>Type of institute</td>
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It can say that studies of job satisfaction with other variables conducted at school level had a lot of related variables but numerous others cannot touch. It is a favorite topic of researchers from very old times.

2.1.2 INDIAN STUDIES

Many researchers from India have tried to investigate the job satisfaction of teacher’s whether they are related to schools or colleges. Following foreign studies have been found which are related to this issue of job satisfaction and associated variables.

2.1.2.1 STUDIES RELATED TO JOB SATISFACTION CONDUCTED AT COLLEGE/UNIVERSITY LEVEL

*Bhat and Puju (2012)* conducted a research study to the occupational efficacy and job satisfaction of educational administrators in higher education. The results confirm that effective and ineffective educational administrators differ significantly on Job Satisfaction. The effective educational administrators were found to be more satisfied with their job than ineffective educational administrators in higher education.

In Haryana on job satisfaction of self finance scheme lectures in aided and unaided institutions studied by *Bhatia (2012)*. The study found that low pay scale and no job security factors carried same perception between both types of teachers, while there was a significant difference in the perception of the said teachers regarding work load, leave facility and working hours. Low salary, and job insecurity were the most dissatisfying factors.
Celia (2012) studied the impact of work related demographic factors on job satisfaction of the teaching staff in self financing engineering colleges. The analysis of variance proved that, the workload and working hours, salary and methods of salary, working conditions, and job security showed a difference in levels of satisfaction. The chi square test proved that there was a significant relationship between the works related to demographic factors and the level of job satisfaction of the teaching staff. As per the experience and qualification the teaching staff was to be designated and given a proper pay scale which could result in higher productivity.

To find out the relationship between the three variables, i.e. self esteem, job satisfaction and organizational commitment of faculty members of educational colleges in Mysore aimed by Cherabin et al (2012). The findings of the study indicated insignificant difference between job satisfaction and organizational commitment. Test statistics revealed that teacher’s self esteem, job satisfaction and organizational commitment were mutually related. Based on the results of this study, self esteem was found to be negatively related to job satisfaction and organizational commitment. These findings were important since previous research has not tested these variables together.

Mandip et al (2012) designed the study to examine the relationship between faculty members’ emotional intelligence and their job satisfaction among the professional institutes of the Central Indian City, Indore M.P. The findings of the study showed that there was no significant relationship between faculty member’s emotional intelligence and their job satisfaction.

Srivastava and Chabra (2012) assessed the job satisfaction level of teacher educators and to find out if the expressed level of job satisfaction was influenced by their gender or educational qualification like NET and PhD. The study concluded that teacher educators of Self-financing
colleges were satisfied with their job; gender was not influencing the level of job satisfaction significantly and qualification had a significant effect.

A research on satisfaction in management institutes of Nashik district affiliated to university of Pune done by *Shetty and Gujarathi (2012)*. Results indicated that in a fast changing economy, faculty members thrived for professional growth and development, not just salary, to secure better positions in future.

*Azmi and Sharma (2012)* examined the relationship between job related dimensions and job satisfaction of the teaching staff of B-schools in India. The findings of the study indicated that there was a positive relationship between pay satisfaction, satisfaction with supervision, satisfaction with work-schedule flexibility and teachers’ job satisfaction. Promotion opportunities were not found to be an influential factor leading to teacher’s job satisfaction. In most Indian management institutes promotion was normally granted after a certain period of service and was not linked directly to performance as it was in the corporate sector.

Job satisfaction of teacher educators in relation to their attitude towards teaching was elaborated by *Chaudhari (2012)*. The findings of the study suggested that the job satisfaction of teacher educators was positively, but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positive but not significantly related to their attitude towards teaching.

*Singh (2012)* studied on the job-Satisfaction of teacher-educator working with self-finance teacher educational institution. The findings stated that (1) there was no significant difference between the elementary teacher educators in relation to area and age, but there was a significant difference in relation to gender in self finance educational institution with regards to job
satisfaction in their teaching profession. (2) There was no significant difference between the Secondary Teacher Educators in relation to an area, gender and age in self finance educational institution with regards to job satisfaction in their teaching profession.

Emotional intelligence at work had a great influence on the level of job satisfaction and in turn on work performance concluded by Jawahar and Samanvitha (2012). This study aimed at determining and establishing a relationship between strategic emotional intelligence and job satisfaction among faculty members at arts and science institutions in Tamil Nadu, India.

Katoch (2012) studied on job satisfaction of government college teachers in Jammu and his research showed that female college teachers were more satisfied with their job than male teachers and income per annum was an important factor impacting the level of job satisfaction.

Nagar (2012) developed the study as job satisfaction among teachers during times of burnout. The results of the study had implications for the management of educational institutions as employee burnout may have important consequences for the organization. Constant stress can result in decreased employee involvement with the job, decreased organizational commitment, and lower levels of job satisfaction. It may even result in increased levels of turnover and absenteeism. The cost of turnover to organizations could be high. Due to high work stress, the turnover of teachers was another important outcome of stress.

The study to analyze the job satisfaction level of teachers of professional colleges towards their profession in general with special reference to teachers teaching in the urban and rural areas of Punjab was aimed by Pabla (2012). The study revealed that teachers (both male and female) working in the professional colleges located in the rural areas were less satisfied with their jobs than those teachers who were working in the professional colleges located in the urban areas.
The main reasons for the above differences in the above cases could be intrinsic and extrinsic factors such as salary, benefits, prestige, opportunities for professional advancement, level of personal / professional challenge, level of professional autonomy/decision making authority, general working conditions, interactions with colleagues and interact with students.

*Bhatnagar et al (2011)* preliminarily studied about measure and develop job satisfaction scale for medical teachers. There was statistically significant difference in job satisfaction level across different age groups showing a U-shaped pattern and fresh entrants versus reemployed faculty, former showing lower satisfaction. Opportunity for self-development was biggest satisfier, followed by work, opportunity for promotion, and job security. Factors contributing to job dissatisfaction were poor utilization of skills, poor promotional prospects, inadequate pay and allowances, work conditions, and work atmosphere.

*Jain (2011)* concerned with mapping job satisfaction and its effects of competency of teaching faculties amongst the self financing college (Core) in India. Faculties are satisfied towards workplace condition, not satisfied towards salary.

A study was organized in Associated Management Consultants (P) Ltd., *Andhra Pradesh (2011)*. The views of teachers working in Private engineering colleges with reference to the factors of job satisfaction and job dissatisfaction were explored. These results indicated that a large number of teachers in the sample were having low job satisfaction. The study also reveals that level of satisfaction is different for teachers of lower educational qualification and the teachers of high educational qualification, as well as teachers of a few years of experience and teachers of more years of experience.

*Deshwal (2011)* investigated the levels of job satisfaction among engineering faculty members
in the engineering colleges of technical universities in Uttar Pradesh. The job satisfaction levels of the engineering faculty members were found to be moderately high.

Kayalvizhi and Chokkanathan (2011) done a study on south Indian lecturers employed in self-financing arts colleges. The study results clearly indicate that the lecturers employed in arts colleges situated in Salem are highly dissatisfied with their jobs. The study suggests ways to improve the level of job satisfaction of the lecturers employed in self-financing colleges of Tamil Nadu. The factors influencing the job satisfaction of lecturers are intrinsic to the job and motivated to them were recognition; the work itself, the possibility of growth. The extrinsic factor that acted as a major dissatisfying factor was poor compensation and benefits offered by the institution.

Munshi (2010) investigated predictors of management teachers’ job satisfaction, including those that are personal and those that are job related. The data were collected by teachers working in different MBA colleges of Gujarat. All the institutes are approved by AICTE, New Delhi. The detailed findings of this research said that the dimensions and degree of job satisfaction of management teachers of Gujarat is not uniform. However, after introspecting several of parameters and dimensions, it becomes clear that no single dimension or factor can please human being totally. Moreover, job satisfaction is a state of mind.

Abbas et al. (2010) tried to investigate the job satisfaction factors like financial, working conditions, supervision, geographic location, advancement opportunities, organizational prestige and gender for faculty members of 32 professional colleges in Delhi National Capital Region. The results of this empirical study show that there is a significant relationship between four factors while gender has no role to play vis-à-vis job satisfaction. Positive satisfaction levels with
jobs were found among faculties and they would remain in their present jobs only if they have advancement opportunities closely followed by organizational prestige and financial factors.

The level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh studied by Sood and Anand (2010). Results showed that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh are moderate. Significant differences were found in professional commitment of B. Ed. Teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have a similar level of commitment towards their profession. The paper discusses certain suggestions for enhancing the professional commitment level of B. Ed. Teacher educators.

Yaduvanshi et al (2010) concluded from their study that the pranayama practice among teachers was significantly improved from the 12 week training of pranayama to mental stress and job satisfaction of teachers from Banaras Hindu University.

Job Satisfaction of University Employees and overall Job Satisfaction of Yashwantrao Chavan Maharashtra Open University (YCMOU); studied by Chaugule (2009) and analyzed that Nonacademic staff (65.78%) was more satisfied than those of the academic staff (62.42). And in Nonacademic Staff, Class II employees (68.78%) were more satisfied than those of other classes. (The class I was 68.64%, Class III was 63.98% and Class IV was 67.27%).

Jyoti and Sharma (2009) aimed at identifying intrinsic and extrinsic factors affecting the job satisfaction of a teacher, in order of importance and accordingly suggest strategic action for creating and maintaining their job satisfaction.
Yenagi (2009) researched on work values and job satisfaction. The principal component analysis showed that surroundings, security, associates, economic returns and way of life of women teachers had a direct effect on their job satisfaction. While altruism and management influenced on job satisfaction through surroundings, security, associates, economic returns and way of life intellectual stimulation, achievement, prestige, variety, supervisory relationships, creativity, aesthetics and independence also had an indirect effect on job satisfaction of women teachers.

The engineering colleges have to look forward to an improved sense job satisfaction among the teaching faculty to extract the best out of them. Hence Celia and Nadarajan (2008) has tried to find out the relationship between job satisfaction and the attitude of teaching staff in self financing engineering colleges, and the study has revealed the fact that all the dimensions of job satisfaction have a positive association with the attitude of the teaching staff towards teaching..

The relationship of stressors at work, family domains, and the work family interface on the job satisfaction of male and female members of dual career teacher couples compared by Singh et al (2007). The results indicated that stressors related to work-role and work-family conflict negatively relate to job satisfaction of both the genders. Family role stresses positively relate to the female member’s job satisfaction, but have no relationship to that of their male partner’s. The results also indicate that female members face more stress than the male members. Both genders with high work family conflict and work-role stress have lower levels of job satisfaction than those facing lower family conflict and work-role stress. Females facing high family roles stress experience higher job satisfaction than those facing low family role stress.

Gautam et al (2006) study was conducted to measure the level of job satisfaction of the faculty members of the Faculty of Veterinary Sciences and Animal Husbandry, Sher-e-Kashmir
University of Agricultural Sciences and Technology of Jammu and to explore the variation in the job satisfaction level. The overall job satisfaction of the faculty members is moderate. The younger faculty members are more satisfied as compared to those with a longer service period, although the relationship is not linear.

*Khanale and Vaingankar (2006)* attempted to analyze ‘job satisfaction’ of teachers working in self financing institutions of rural parts of India, Maharashtra, by making use of structural equation modeling. Work was useful to institutions to retain their teachers and increase their involvement in the institution. It also helped to determine the quality of education.

Job satisfaction among the women teachers of self finance engineering colleges in Chennai aimed at studying by *Leelavathy (2005)*. The study has found the determinants of job satisfaction indicated that among different variables, satisfaction variables were positively related to teacher student relationship, job involvement and role change while, salary, discipline and work environment were negatively related to job satisfaction among women teachers.

*Sugumar and Raja (2005)* investigated which worker characteristics and organization features determine or relate to job satisfaction and reported that self financing arts and science colleges fail to retain the experienced faculty.

Ultimately, the findings of the studies are summarized in the following table in which factors associated with job satisfaction are shown having significant or non significant relationship:

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Significant Relationship</th>
<th>Non significant Relationship</th>
</tr>
</thead>
</table>

*Table 2.1.2.1 Studies of Job Satisfaction with Other Variables Conducted At College/University Level*
| Age | ✓ |
| Gender | ✓ |
| Educational Qualification | ✓ |
| Years of Experience | ✓ |
| Marital Status | ✓ |
| Work Itself | ✓ |
| Working Conditions | ✓ |
| Work Load | ✓ |
| Work Recognition | ✓ |
| Salary | ✓ |
| Promotional Opportunities | ✓ |
| Job Security | ✓ |
| Job Stress | ✓ |
| Job Involvement | ✓ |
| Working Place | ✓ |
| Working Hours | ✓ |
| Work Environment | ✓ |
| Work Schedule | ✓ |
| Training | ✓ |
| Coworkers | ✓ |
| Teacher Student Relation | ✓ |
| Supervision | ✓ |
| Institutional Policies | ✓ |
| Leave Facility | ✓ |
| Social Status | ✓ |
| Fringe Benefits | ✓ |
| Self Esteem | ✓ |
| Achievement | ✓ |
| Advancement | ✓ |
| Aesthetics | ✓ |
| Creativity | ✓ |
| Discipline | ✓ |
| Organizational Commitment | ✓ |
| Emotional Intelligence | ✓ |
| Professional Growth | ✓ |
| Over All Job satisfaction | ✓ |

It can bring to a close that in the studies related to job satisfaction conducted at college/university level, the insignificant factors related to the job satisfaction are mainly from under organizational variables.

2.1.2.2 STUDIES ON COMPARISON TO AIDED AND SELF FINANCED
INSTITUTIONS

*Kumar (2012)* study was undertaken with the specific purpose of comparing the leadership styles of the principals in relation to the job satisfaction and organizational climate in government/aided and self-financed education colleges. Most of them cannot afford to frequently change their job due to personal reasons.

A few issues related to professional women Lecturers and discovered their potential and satisfaction to excel in the formal work organization studied by *Hebbali (2010)*. In these fields the entry of women was a major breakthrough in India. It gave women to redefine her roles; much needed to boost their confidence and self esteem and it generated self worth. It means that, the professional women of unaided Pre-University colleges have higher teaching attitude followed by aided and government Pre-University college professional women.

Job satisfaction described as a challenging area of research in education by *Kainth and Kaur (2010)*. The researchers found teacher as one of the most important factors contributed to the national development. Job satisfaction of male college teachers was higher as compared to their female counterpart, Furthermore; the study reveals that rural college teachers are more satisfied as compared to urban college teachers. Self financed teachers are more satisfied than government aided teachers. It was encouraging to note that some teachers in spite of having low professional awareness were satisfied with their jobs.

The biggest challenges and threats described in Indian education in present era by *Saxena et al (2011)*. This paper is a great asset in finding the shortcomings of our education system which is responsible for the degrading of our education system in India. This paper also indicated that teachers were not satisfied with their job.
On the government, non government college teachers in relation to job satisfaction and job stress studied by *Kaur and Kumar (2008)*. They concluded that government college teachers had more satisfaction and non government college teachers were more stressed than government teachers.

*Kapur and Mehta (2004)* examined the political economy of Indian higher (tertiary) education and found that the privatization has resulted from a breakdown of the state system and an exit of Indian elites from public institutions, to both private sector institutions within the country as well as abroad. Private philanthropy in higher education, which was supportive of public institutions in the past, also increasingly withdrew its support. Consequently the ideological and institutional underpinnings of this form of privatization remain exceedingly weak.

The entry of private educational institutions in India was a major breakthrough; it broke the monopoly of aided institutions. Also, because of the globalization this transitional era gave the reasons to redefine the role of teachers in higher education. The researchers have discovered opportunities of research in this field: to find, analyze and try to give solutions to face the threats and challenges in today’s Indian higher education. The review acknowledged that most of the comparative studies had been conducted in lower and middle fields of education. The higher field has remained untouched. It is noticed that the role of the private sector has increased significantly over the last decade; public sector has historically dominated the higher education landscape. So that most researches in education field had done in recent years were on self financed institutions.

### 2.1.2.3 STUDIES RELATED TO JOB SATISFACTION CONDUCTED AT SCHOOL LEVEL

*Ahmed (2012)* made an attempt to investigate the level of job satisfaction among secondary
school teachers, Aurangabad in relation to their emotional intelligence. The result reveals a very strange picture that there is a negative and a moderate relationship between job satisfaction and emotional intelligence.

Arumugasamy (2012) investigated the intrinsic factors science teachers of government, higher secondary schools perceive important for motivating them to teach and how their perceptions are affected by their gender, marital status, grade level taught, teaching experiences and geographical location of the workplace. The female teachers regarded enjoyment and satisfaction factors as more important factors affecting motivation to teach science than the male teachers. The teachers teaching only at one level (lower or upper secondary) perceived enjoyment variables as more important than those teachers who teach at both lower and upper secondary levels. The teachers’ perceptions of importance the intrinsic variables were not affected by marital status, nationality, grade levels taught and geographical location of their workplace.

The job satisfaction of secondary school teachers in Namakkal district and observed the influence of gender, locality, type of school and marital status on their level of job satisfaction investigated by Dhevakrishnan et al (2012). The findings of the study revealed significant gender difference in job satisfaction with female teachers exhibiting better job satisfaction as compared to their male, significant difference in the job satisfaction with respects to their locality and their type of school. Results also indicated marital status to have a significant bearing on the job satisfaction of the teachers with married teachers experiencing higher level of job satisfaction.

Mehta’s (2012) study had been conducted to understand whether the perception of job satisfaction among teachers is affected by the type of organization (private vs. government) and
the gender (male vs. female). The government school teachers appeared to be more satisfied than the private school teachers. There was no significant difference in the mean scores on various dimensions of job satisfaction for male and female teachers. The teachers in the private schools differed significantly in their levels of job satisfaction on all dimensions of job satisfaction. There was a significant difference between the mean scores of job satisfaction on various dimensions of job satisfaction except in the case of management and social relation factors. In the case of management and social relation factor there was no significant difference in the mean scores of government male and government female teachers. The total job satisfaction also depicted a significant difference. The males scored higher mean scores than the female teachers.

Of literature undertaken on Leadership behavior of educational administrators, Nadeem and Mudasir (2012) focused on this critical review. However, there has been no study examining the effect of leadership on administrators’ occupational efficacy, effect of perceived leadership style on work motivation, satisfaction and organizational commitment. So, attempts should be made to make up the deficiencies and fill up the existing gap in research in the areas related to Leadership behavior of educational administrators.

Rani and Choudhary (2012) conducted a comparative study of male and female school teachers in their job satisfaction. The results may be attributed to the fact that females are better mental health level as compared to male school teachers because they are living more active life in the form of home activities as well as outside the home activities which helps them keeping her on top form as compared to the male counterparts.

Teacher’s job satisfaction measured in accordance with the subject taught by Selvam (2012). The study revealed that job satisfaction differentiates male and female school teachers and there is a
positive correlation between job satisfaction and stress coping skills. Based on this, some practical suggestions offered will be helpful to improve job satisfaction and stress coping skills among school teachers. They are gender, age, and education qualification, type of school, teaching experience, subjects and locality of the school.

_Sindhi (2012)_ studies about the plight of non government teachers in India. The data of the study clearly indicate that teachers were less satisfied with advancement, compensation, supervision, human-relation, and working conditions. Adequate payment will motivate teachers to put maximum efforts and enjoy their work." Poor salary is one major factor to the lack of talent flow in the education sector.

_Holeyannavar and Itagi (2012)_ made an ex-post-facto study on stress, satisfaction and emotional competence of 105 primary school teachers conducted in Dharwad. The study concluded that increase in the emotional competence reduced the stress levels and satisfaction of the primary teachers significantly.

There is a significant difference between male and female teachers in regard to job satisfaction found by _Jagadeesh and More (2012)_). It means that male teachers have higher job satisfaction compared to female teachers in Murarji residential schools. And also indicate that male teachers have higher attitude towards teaching profession as compared to female teachers in Murarji residential schools. This study also showed that there was a significant relationship between teaching profession and job satisfaction of Murarji residential school teachers.

_Bandhana (2011)_ revealed that there were no significant differences in values among male Kendriya Vidyalaya teachers with high job satisfaction and low job satisfaction. Furthermore, it was again revealed that there were no significant differences in values among female Kendriya
Vidyalaya Teachers with high job satisfaction and low job satisfaction.

Job satisfaction in the public sector and private sector was surveyed by Kumari and Pandey (2011). Results showed that jobholders vary regarding the extent of ambivalence experienced with respect to their attitude toward their job. The current findings also open up opportunities for further research regarding the consequences of job ambivalence.

Singh and Rawat (2010) studied the factors affecting the job satisfaction of private school teachers in Haryana. Current study says teachers’ chosen the profession by their own will; they consider teaching as a respectful profession. Most of the teachers are satisfied with the behavior of their principal and other colleagues. The majority of teachers is deprived of basic facilities. Teachers are satisfied with the present trend of 6 days working in a week.

A study to compare the job satisfaction among Physical Education teachers working in different types of schools such as government, private and public schools in the state of Haryana were made to attempt by Singh et al (2009). The results of the study showed that significant differences in job satisfaction existed among the three categories of the teachers. It was found that government school physical education teachers differed significantly from their counterparts in public schools, whereas this difference was not found to be significant between government and private school teachers and also between private and public school physical education teachers.

Joe Mathew (2008) examined the correlation between head teachers’ leadership practices and teachers’ job satisfaction in the Kannur Educational District, Kerala, India. The study findings were (a) gender, age, educational qualifications, and years of experience of teachers were associated with satisfaction, (b) young teachers looked up to the head teacher for leadership more
than their older colleagues, and (c) teachers wanted independence, recognition, creativity, moral values, variety, flexibility, and better working conditions in their job.

Teachers who experienced satisfaction with the profession of teaching were more likely to remain. This finding was identified by Perrachione et al (2008). He described that no relationship was found between satisfaction with the job of teaching, suggesting that retention was determined by teacher satisfaction with the profession and not with work-related duties.

A recent study revealed by Ramachandran et al (2005) that some teachers chose the career on the rebound when they could not pursue their preferred career choice. A few teachers made a conscious choice because of the inherent “nobility” of the profession or inspiration from parents or a teacher. However, there is a significant difference between men and women job satisfaction. Women seemed to have picked the profession for different reasons, namely: respectability, security and less work, “can also manage my home and house”.

### Table 2.1.2.3 Studies Related to Job Satisfaction Conducted at School Level

<table>
<thead>
<tr>
<th>Factors of Job Satisfaction</th>
<th>Significant Relationship</th>
<th>Non significant Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Gender</td>
<td>_</td>
<td>✓</td>
</tr>
<tr>
<td>Educational Qualification</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Marital Status</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Material Rewards</td>
<td>_</td>
<td>✓</td>
</tr>
<tr>
<td>Grade level Taught</td>
<td>_</td>
<td>✓</td>
</tr>
<tr>
<td>Holidays</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Work Hours</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Work Itself</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Working Conditions</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Salary</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Management</td>
<td>_</td>
<td>✓</td>
</tr>
<tr>
<td>Work Place</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>Locality</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Co-workers</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Supervision</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Advancement</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Compensation</td>
<td>✓</td>
<td>_</td>
</tr>
<tr>
<td>Social Relation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Type of institute</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Type of Course</td>
<td>_</td>
<td></td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Overall Job Satisfaction</td>
<td>✓</td>
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</tr>
</tbody>
</table>

There are many issues in educational front. It is the responsibility of the researchers to come and fill the gaps. In the dawned of this millennium, educational systems face new challenges as they move into an era of privatization and globalization, teacher empowerment, and the importance of the work team. Therefore, there is a need to explore job satisfaction and related variables in both types of institutions and researcher made an effort in this direction as “Correlates of Job Satisfaction among Teachers in Aided and Self-Financed Institutions”

2.2.0 CONCLUSION:

Review of the literature shows that numerous variables have been investigated in their relationship to job satisfaction. These variables include demographic data (e.g. Age, gender), intrinsic features of the job (e.g. Recognition, advancement, and responsibility), and extrinsic variables (e.g. Salary, supervision, and working conditions). Job satisfaction is a multi-dimensional phenomenon where it is not easy to assign one factor as the sole determinant of satisfaction with the job.

In the past, of higher education or before privatization, job satisfaction was measured by contemporary, traditional and common factors. Most of the researches on job satisfaction are related to primary and secondary school teachers. The studies of college teacher’s job satisfaction level were not many. Hence, lacking in certain areas more researches are needed for
the same. In general, there is a consensus among the researchers in this field regarding the factors that account for the academics' job satisfaction. However, the empirical data concerning the impact of demographic, institutional and personal factors on their job satisfaction are very confusing. The related findings vary as to which of the factors affect the level of job satisfaction of academicians. The fact that the number of the studies on the comparison between government aided and self financed institutions is limited makes it harder to draw solid conclusions. Therefore, this study is being performed by the researcher.

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