CHAPTER II

REVIEW OF RELATED LITERATURE
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2.01 Introduction

An intensive review of existing literature, publications, research works and deliberations on the subject is a prerequisite in any research endeavour. The review of related literature not only furnish actual facts previously determined to the researchers, which constitute the basis of further study in the field study, but will also give very valuable hints about desirable procedures, the details of method to be employed. The related literature forms the foundation upon which all works can be built. One cannot develop an insight into until and unless one has learnt what others have done in a particular area of his own interest. The review of related literature helps the researcher to define the limit of his field. The review of related literature also gives suggestion on good ways to classify data, to discuss and to interpret findings and finally report the conclusions properly. Hence here an attempt has been made to present a brief review of some studies which are found to have association with the present problem.

The review of related literature is classified into two broad categories, namely-

A. Abroad Studies

B. Indian studies

2.02 Abroad Studies

Different scholars from western countries and other countries of the world have conducted variety of studies related to the present problem. An attempt has
been made to mention some of such studies in this chapter “Review of related literature”.

Lock (1970) reported significant relationship between job satisfaction and job performance.

Lawler (1971) reported the importance of money in relation to job satisfaction. The majority of strikes e.g. appear to be about money.

Probe G.B. (1971) conducted his study on “An investigation of the relationship between job satisfaction and selected characteristics” to find out the relationship between job satisfaction and selected personal characteristics of the school teachers. From his study he reported as there was significant relationship between job satisfaction and sex, age, education, teaching levels, school size, length of teaching experience and some other demographic variables.

Lee (1974) found that age, sex and work experience do not affect the attitude towards pupil and the job.

Ronan (1974) reported negative relationship between mental health and job satisfaction.

Gruneberg, Startup and Tapsfield (1974) found that the geographical location of a university was an important factor in the job satisfaction of the university staff.

Kesselman and Wanous (1974) have reported that job satisfaction and job efficiency are positively related.

Bernard and Kulandaivel (1976) observed that public or the government school teachers have less job satisfaction than the private school teachers.
Chen (1977) in a study in the republic of China has reported that private school teachers have better job satisfaction than the public or government school teachers.

McChusky, H. Y., Strayer, F.J. (1980) conducted a study on “Reaction of teachers to the teaching situation: A survey of job satisfaction”. The main objectives of the study were: 1) To find out the relationship of job satisfaction with age, 2) To find out the relationship of job satisfaction with sex, 3) To find out the relationship of job satisfaction with the experience of the teachers. The major findings were: 1) Teachers of less experienced (4-12 years experienced) were less satisfied in their work than those of greater teaching experience, 2) There was no significant difference between married and single teachers in job satisfaction.

Goodman, V.B. (1980) conducted a study with the title “Urban Teachers Stress, a literature review”. Major objectives of this study were. 1. To find out the level of stress of the teachers in urban areas. 2. To measure the job satisfaction level of the teachers. 3. To make a comparison in rural and urban teachers regarding stress. The major findings of the study were- 1. Urban teachers were found more stressed. 2. Job satisfaction level is very high. 3. The rural areas teachers showed high level of satisfaction in their jobs compared to the urban teachers.

Haberman, M. (1982) carried out a study in Wisconsin University, Milwauk ee on teacher’s burnout with the objectives 1) To study the burnout level of the teachers in rural areas, 2) To study the burnout level in urban areas, 3) To make a comparison between rural teachers and urban teachers regarding their burn out level. The major findings of the study were – 1) Rural teachers feel greater
stress from time demands and the condition of work, 2) Urban teachers attributed
greater stress to the students discipline and behaviour problem, 3) Job stress is
comparatively high in rural areas.

Barcinas, J.D.T. (1991) carried out his study on job satisfaction and
academic achievement with the following objectives- 1) To make a comparative
study of the job satisfactions of the teachers in rural areas and urban areas of U.K.,
2) To find out the relationship between job satisfaction of the teachers and their
socio-economic status, 3) To find out the difference between the rural academic
performance and the urban academic performance. The major findings were- 1)
Urban areas teachers are happier than the rural teachers, 2) There exist significant
relationship between the job satisfaction of the teachers and their socio economic
status 3) The academic performance is more satisfactory in urban areas than the
rural areas.

Pucel, David, J., and others (1992) conducted a study on “Comparison of
factors related to job satisfaction and experienced technical college teachers”
with the objective to determine the factors associated with attrition and
satisfaction among two years post-secondary technical college teachers. Sample of
this study is usable data about needs related to job satisfaction and professional
development activities and descriptive demographic data were gathered from 292
experienced teachers and 250 beginning teachers. The major findings of the study
reported as the experienced and beginning teachers who stayed in technical
education differed significantly on 8 to 11 job needs. Significant difference was
found between the ratings of experienced and beginning teachers on six reasons
for leaving technical education.
Roltan, D., Annie, J.B. (1992) carried out their study "Job satisfaction amongst the post secondary faculties of Jordan" with the following objectives- 1) To find out the degree of job satisfaction of the post-secondary faculties of Jordan, 2) To make a comparative study between the male faculties and the female faculty members, 3) To make a comparatives study between the more experienced faculty (more than 10 years) members and the less experienced faculty members (less than 10 years), 4) To make a comparative study between the married faculty members and the unmarried faculty members. The sample of the study was 1000 post secondary faculty members of Jordan selected randomly and the tools used for the study were- 1. Minnesota Satisfaction Scale (MSQ) and 2. Self prepared questionnaire. Major findings of the study were- 1) Results showed that there exists moderate degree of job satisfaction amongst the post secondary faculty members of Jordan, 2) Female faculty members were more satisfied than the male faculty members, 3) Faculties having less than 10 years experienced were more satisfied than the teachers having more than 10 years experience, 4) Female less experienced faculty members were more satisfied than the male less experienced faculties, 5) Unmarried faculties are more happier in their job field than the married faculties.

Torres Belinda, M., Kapes, Jerome, T. (1992) conducted their study "The relationship between work value and job satisfaction for community college leadership trainees: A replication and cross validation" to explore the work values and job satisfaction of minority professionals in community colleges and technical institute who aspire to advance in leadership positions. The sample of the study was 59 Black and Hispanic educators from community colleges and technical institute.
technical institute across Texas who participated in the leadership development programme at Texas A & M University. The Tools used for the study were 1) Demographic Information Sheet, 2) Value Scale (VS). 3) Minnesota Satisfaction Questionnaire (MSQ). The major findings of the study were- 1) The participants valued advancement, altruism authority, creativity and personal development, 2) The participants were satisfied with the activity and social service aspects of their work more than the norm group which they were compared.

Pastore, Dorna, L. (1994) conducted a study on “Job satisfaction and female college coaches” to examine job satisfaction among male and female college coaches of women’s teams and reported as both the male and female coaches of the women’s teams had similar perception toward their job.

Oshagbemi, Titus (1996) conducted a study “Job satisfaction on UK Academics” to find out the job satisfaction with respect to interaction with their colleagues and working conditions. The sample of the study was the teachers working in 23 universities in England, Scotland and Northern Ireland. Major finding of the study were- 1) The teachers were satisfied in their job, 2) They were satisfied with teaching, research and interaction with colleagues, 3) Moderately satisfied with physical working condition, departmental heads’ behaviour, 4) Dissatisfied with pay, promotion etc.

Azia, N (1996) carried out a study “Academic achievement of rural secondary schools of Tanzania” with a sample of 100 rural and urban schools of Tanzania. The main objectives of the study were- 1) To find out the academic performance of the rural secondary schools of Tanzania, 2) To make a comparative study between the rural and the urban schools in relation to the
academic achievement. The major findings of the study were- 1) There exist significant difference between the academic achievement of rural secondary schools and urban secondary schools, 2) The academic achievement in the urban schools is higher than the rural schools.

Robertson, Lona, J., Bean, John, P. (1997) conducted the study “Job satisfaction for woman faculty members in a predominantly female discipline” with the objectives- 1) To find out the factors associated with global job satisfaction for women faculty member in family and consumer science programs at land-grant institutions, 2) The extent to which these factors explain the global job satisfaction for these woman faculty, 3) The effect of covariates of age, rank, and tenure on the global job satisfaction of the women faculty in these departments. The sample of the study was- 1) The faculties at land grant institutions were randomly selected and using mailed survey sent to 202 women faculty resulting 138 completed surveys collected data, 2) Respondents indicated high to very high levels of satisfaction with autonomy, work, and relationships with students, opportunities to participate in academic decision making, role-clarity peer-relationships, work-load and benefits. The major findings of the study were- 1) Low levels of satisfaction were reported regarding opportunities for mentoring by senior colleagues, the balance between work and other activities, and equity of policy. 2) Respondents also reported low levels of satisfaction with working condition, pay, recognition and general resources.

Nichoff, Robert, L. (1997) conducted a study on “Job satisfaction, organizational commitment and individual organizational mission values congruence: investigating the relationship”. The main objective of the study was
to find out the correlation between job satisfaction and organizational commitment and mission value congruence. Sample of the study was 500 employees of at a catholic, Jesuit University. The major findings of the study were- 1) The job satisfaction score was significantly related to the demographic factors related to job function, seniority and promotion, 2) Organizational commitment was associated with those variables that tend to increase attachment i.e. age religious affiliation and length of employment, 3) Female employees had higher level of mission value congruence.

Funderburg Dinnah, L., Kapes, Jerome, T. (1997) in their study “Work values and job satisfaction of Arkansas Business Educators in secondary schools system and community technical colleges” the following objectives were set- 1) To examine the work values of Arkansas Business Educators in secondary school system and community technical colleges, 2) To find out the level of job satisfaction of the business educators, 3) To find out the difference between the job satisfaction of the secondary school teachers and business educators on community technical colleges. Sample: 926 secondary and community/technical college business educators. Tools used for the study were i) Value scale, ii) Minnesota Satisfaction Scale (MSQ). Findings were- 1. Results showed that no significant difference between the job satisfaction of the secondary school teachers and business educators of community technical college was found, 2) No gender difference between the sub samples of the community technical colleges regarding work value or job satisfaction, 3) Among secondary level teachers male valued achievement, advancement, authors, autonomy, cultural identity, physical power prestige and risk more than female did.
Paula G.M. (1998), Newyork conducted a study on, "Teachers' job satisfaction in urban areas of Newyork". The main objectives were- 1) Factors that affect the satisfaction of the teachers in their profession, 2) To find out the relationship between the job satisfaction of the teachers and the experience, sex, age of the teachers. Sample: 500 teachers of Newyork city. Findings: 1) Students behaviour, discipline, demand of the time affects teachers’ job satisfaction. 2. Experience of the teacher, teacher’s sex, age has significant relation with teachers’ job satisfaction.

Antonio James Soto, Valdez James, R (1998) conducted a study “An exploration of the job satisfaction of American part time college faculty” with the objective to examine factors associated with job satisfaction among part time faculties at different types of institution of higher education. Sample of the study was 974 institution and 31,354 faculties. The major finding of this study was reported as part time faculties were less satisfied than full time faculties in terms of autonomy and students, but were equally satisfied with demands and rewards of the Authority.

Part time faculties were less satisfied than full time faculties in respect of the job security

Quala, D., Henry, J.R. (1999) conducted a study on “Teachers’ job satisfaction reflects in the results of the post secondary schools in America” with the following objectives: 1) To find out the degree of job satisfaction of the teachers of post secondary schools in America, 2) To find out the difference between the male and the female teachers’ satisfaction, 3) To examine the results of the post secondary schools, 4) To find out the relationship between the
teachers' job satisfaction and academic performance of the schools. Sample of the study was 100 post secondary schools of America. The major finding of the study were- 1) There exist very high degree of job satisfaction amongst the teachers of post secondary schools of America, 2) The female teachers were found happier in their work field than the male teachers, 3) There exist good academic performance in the post secondary schools of America, 4) There exist a significant relation between the teachers' job satisfaction and academic performance of the schools.

Black, P.S. (2001), (American School Board) conducted a study on "When teachers feel good about their work, student achievement rises". The main objective of the study was to find out the relationship between the teachers' job satisfactions and the academic performance of the students. Findings were: 1) Results shows that there is a significant relationship between these two, teachers satisfaction in their field of work and students achievement, 2) When the teachers are satisfied with their work they can give their best to their profession and then the students also give better academic performance.

Hannum, E. (2003), Comparative education review, China, Title "Keeping teachers happy; job satisfaction among the primary school teachers in rural north west China". The main objectives were 1) To find out the factors that keep teachers happy in their work, 2) To make a comparison of job satisfaction level of the rural school teachers and urban school teachers. Sample: 600 primary school teachers in North West China. Findings: 1) Salary, physical facilities relation with the authority experience of the teachers' age, sex, rapport with the students and co-workers generally cause teachers satisfaction, 2) There is no significant
difference between the job satisfaction of the teachers in rural areas and urban areas.

McDobile, T.T. (2003) "Job satisfaction among secondary school teachers of Switzerland". The Main objectives of this study were-1) To find out the level of job satisfaction of the secondary school teachers of Switzerland, 2) To find out the cause behind the dissatisfaction of the teachers, 3) To make a comparison between the job satisfaction of the teachers in rural areas and urban areas. Sample: 400 teachers of Switzerland secondary schools. Findings were-1) There exist average satisfaction level of the teachers in their job) 2) Management type, workload relationship with the students and co-workers, physical facility, curriculum are the major cause of dissatisfaction among the teachers in their job field, 3) Urban teachers are happier than the rural teachers.

Yong, L.H. (2004), Taiwan, he conducted a study with 500 teachers of Taiwan on "An assessment of science teacher's perception of secondary schools in relation to the teaching profession in Taiwan". The main objectives of the study were- 1) To trace the satisfaction and dissatisfaction level of the science teachers in Taiwan. 2) To make a comparative study of the rural and urban teachers. 3) To make a comparative study of the male teachers and the female teachers. Findings: 1) Rural female teachers are more satisfied than the rural male teachers, 2) In rural urban comparison urban male teachers are found more satisfied than the rural male teachers, 3) Rural teachers found to be more satisfied than the urban teachers.

Zembylas, M., Papanastasiou, Elena (2004) studied "Job satisfaction among School Teachers in Cyprus". The research report examines job satisfaction
and motivation among teachers in Cyprus, a small developing country in the Eastern Mediterranean. The findings showed that, unlike other countries the Cypriot teachers chose this career because of the salary, the work hours, and the holydays associated with this profession. The study analyzed how these motives influence the level of satisfaction held by the Cypriot teachers.

Lau, P.S.Y. (2005) and others conducted the study on "Do demographic characteristics make a difference to burnout among Hong Kong secondary school teachers", School Indicator Research. The main objective of the study was to find out the cause of burnout of among the secondary school teachers of Hong Kong. The study reports that Demographic characteristics make difference to burnout among Hong Kong Secondary School Teachers.

Adnan (2006) studied on "Job satisfaction and Employees' performance". It was a Pakistani study. This study proved that satisfied workers have a positive attitude towards his work. Significant relationship was found between the job satisfaction of the employees and the employees' performance. The finding showed a significant difference between male and female employees in respect to their job satisfaction.

Rehman, H. (2007), "Job satisfaction of Elementary School Head Teachers in Punjab" (Ph. D thesis, National University of Modern Languages, Islamabad.) found that female, maximum experienced and urban school head teachers are more satisfied.

George, E., Denial Low and Gerhard, B. (2008) in their work "Job Satisfaction among Urban Secondary School Teachers in Namibia," found that
significant level of satisfaction pertaining to intrinsic factors of work and the female teachers were found more satisfied than their male counterparts.

Muhammad, M.A., Jamilha, F.M. (2009) "Level of Job Satisfaction and intent to leave among Malaysian nurses". The main objective of this study was to examine the level of job satisfaction and intent to leave among Malaysian nurses and the main finding was that the Malaysian nurses were moderately satisfied.

Hulusi Dogan (2009) studied on "A comparative study for Employees Job satisfaction in Aydin Municipality and Nazilli Municipality". It was conducted at Turkey. The job factors considered for the study were- management style of the supervisor, level of role clearness, health facilities, autonomy, participation in decision, job involvement, training and education facility etc. The finding of the study showed that job satisfaction level of the employees in Nazilli Municipality is higher than the Job satisfaction level of those working in Aydin Municipality.

2.03 Indian studies

Ramakrishnaiah, D. (1980) (Sri Venkateswara Uni) conducted a study on "A study of job satisfaction, attitude towards teaching and job involvement of college teachers". Objectives: 1) To estimate the level of job satisfaction of college teachers. 2) To find out the relationship between personal and demographic variables and job satisfaction of teachers. 3) To find out the relationship between attitude towards teaching and job satisfaction. 4) To find out the relationship between job involvement and job satisfaction. Sample: The sample for the study was 400 teachers equally distributed between the govt. and private, male and female and two levels senior and junior. Tools used: 1) Job satisfaction inventory. 2) Attitude inventory. 3) Involvement inventory. 4) Socio-
economic status scale. 5) Personal data sheet. Findings: 1) College teachers in
general satisfied with their job. 2) Private college teachers were more satisfied. 3)
Female teachers were found more satisfied than male. 4) No significant difference
found between junior and senior college teachers. 5) The level of job involvement
of teachers did not have any significant effect upon the level of their job
satisfaction.

Gupta, S.P. (1980) conducted a study on “A study of job satisfaction at
three levels of teaching” with the following objectives- 1) To measure the job
satisfaction of primary, secondary and college teachers, 2) To find out the
relationship between selected psychological variable and job satisfaction exhibited
by primary school teachers and college teachers, 3) To compare the job
satisfaction of married teachers with that of unmarried teachers, 4) To compare
job satisfaction of teachers of different age groups, 5) To compare the job
satisfaction of teachers of different experience groups. The sample consists of 765
male teachers of primary schools secondary schools and colleges of Meerut
division, selected on the basis of stratified random sampling. The tools that were
used for the study were- i) Teachers job satisfaction scale, ii) Attitude towards
teaching career scale, iii) Meenakshi personality inventory and iv) Personal data
and information form. The major findings of the study were- 1) Marital status, age
and teaching experience were not associated to the job satisfaction of primary
school teachers, 2) Unmarried college teachers were more satisfied than married
college teachers, 3) Teaching experience was not associated significantly with the
job satisfaction of the college teachers, 4) Secondary school teachers and the
college teachers were almost equally satisfied with this job.
Chopra R.K. (1982) Agra University, conducted a study on “A study of the organizational climate of schools in relation to job satisfaction of teachers and students academic achievements”. Objectives: 1) To study the overall job satisfaction of the teachers working in schools having different organizational climate. 2) To identify the areas of job satisfaction on which the teacher of schools having different organizational climate. 3) To study the students achievements adjusted for intelligence and socio-economic status in schools having different organizational climate. 4) To study the relationship between teachers job satisfaction and academic achievement of the students. Sample: 1) 272 teachers. 2) 620 students. 3) 18 schools. Findings: 1) Among six climates, the open climate schools showed highest overall teachers job satisfaction. 2) There was no significant relationship between teacher job satisfaction and students academic achievement. 3) Out of the fifteen areas of job satisfaction of the teachers, only in two areas namely supervisor and identification with the institution, there were significant difference among different climate. 4) The teachers in the open climate schools had significantly higher job satisfaction in the area supervisor than those in closed climate schools at 0.05 level.

Kakkar, Ved (1983), Bhopal University, conducted a study on “A study of job satisfaction in relation to attitudes, job values and vocational interests of woman”. Objectives: 1) To investigate the impact of vocational attitude, interests and work values on the job satisfaction of woman employees. 2) To determine the interrelationship between work attitude, vocational interests, work values, age, socio-economic status, marital status and job satisfaction. 3) To find out the interrelationship between job satisfaction and occupational aspirations of women.
employees. 4) To find out the difference among women of four vocations regarding job satisfaction. Sample: 800 women employees drawn from various establishments of Bhopal. Tools used: 1) Work attitude scale. 2) Job satisfaction scale. 3) Occupational aspiration scale. 4) Kuppuswamy’s SES scale. 5) Personal data blank. Findings: 1) Women employees of four vocations differ significantly in their job satisfaction. 2) Job satisfaction and occupational level of the employees were positively related. 3) Employees of different occupation were influenced differently by the different variables of vocational attitudes in their job satisfaction. 4) Job satisfaction of the employees was affected both by the type of job held by the employees as well as by the components of work value. 5) Positive relationship was found between job satisfaction and age, educational level, vocational attitude, work values.

Rajput, A.S. (1984), Punjab University, conducted a study on “Study of academic achievement of students in mathematics in relation to their intelligence, achievement motivation and socio-economic status.” Objectives: 1) To construct and standardize a test in mathematics for class V. 2) To study the impact of intelligence at various levels on the achievement of the students in Mathematics. 3) To analyze the effect of different levels of achievement motivation on students academic achievement. 4) To find out the effect of socio-economic status on the students’ academic achievement. 5) To study the interactional effects of variable of intelligence, achievement motivation and SES on academic achievement. Sample: 1) To develop the achievement test 1000 students from different central schools were drawn. 2) Secondly 435 students were selected. Tools used: 1) Raven’s standard progressive matrices for intelligence. 2) Achievement
motivation test by Aronzon. 3) SES scale by Kuppuswami. Findings: 1) Intelligence affected the academic achievement of the students’ significantly at all three levels high, average and low. 2) In neutral classroom condition the achievement of students in mathematics was not affected by their achievement motivation. 3) Socio-economic status of the students affected the achievement of the students. 4) The double and triple interaction effects between the variables of intelligence achievement motivation and socio-economic status were not significant.

Pandey, J. (1985) conducted a study on “Quality of schools of some of the district of UP and its comparison with the urban schools”. Objective: 1) To find out the quality of the schools through academic performance of the students. 2) To find out the job satisfaction of the teachers. 3) To find out the teacher student relation. 4) To find out the educational environment of the schools. Sample: 100 secondary schools of UP. Findings: 1) The quality of the schools in urban areas have significant different with that of the rural areas. 2) Job satisfaction of the teachers is high in urban areas. 3) Academic performance is found higher in urban areas than the rural areas.

Kulsum, U (1985) conducted study on “The influence of school and teacher variables on the job satisfaction and job involvement of secondary school teacher in the city of Bangalore”. Objectives: This correlated study had the age, sex, marital status, teaching experience, medium of instruction, job performance attitude toward teaching teacher effectiveness, leadership behaviour of head master, school organization at climate, type of school management, no of school teachers’ school strength and school areas independent variables and teachers’ job
satisfaction and job involvement as dependent variables. Findings: Regarding the
relationship between job satisfaction, job involvement and organizational climate
the study revealed that job satisfaction is higher in familiar climate type school
than the autonomous types. Job involvement is also highest in autonomous type
than the others.

Dixit, M.K. (1985) Kanpur University, conducted a study on “A
comparative study of intelligence and academic achievement of adolescent boys
and girls studying in classes IX and X”. Objectives: 1) The main of objective of
the study was to make a comparison between the academic achievement and
intelligence of the students. Sample: 800 students studying in class IX and X (400
boys and 400 girls). Tools used: 1) Jatola’s group general mental ability test. 2)
Marks of the annual examination for academic achievement. Findings: 1) Among
class X students there was no difference in the academic achievement of
intellectually superior and intellectually very superior boys and girls. 2) At all
other intellectual levels the academic achievement of the girls was superior to that
of the boys. 3) Among class IX students there was no significant difference in the
academic achievement of the intellectually very superior and intellectually
superior boys and girls. 4) At all the other level of intelligence academic
achievement of the girls was superior to that of the boys. 5) In case of boys high
correlation is found between academic achievement and intelligence which was
average in case of girls.

Dixit, Meera (1986) conducted a study on “A comparative study of job
satisfaction among primary teachers and secondary school teachers” with the
following objectives 1) To measure job satisfaction between primary and
secondary school teachers, 2) To observe the effect of sex, teaching experience and medium of instruction on the level of satisfaction with their profession. The sample for the study consisted of 300 primary and 300 secondary school teachers working in Lucknow. The data regarding job satisfaction were collected with the help of a Likert type scale developed by the investigator. The major findings of the study were- 1) In Hindi medium schools, primary school teachers were more satisfied than secondary school teachers, 2) In English medium schools the level of job satisfaction between primary and secondary school teachers was same, 3) Female teachers were more satisfied than male teachers both at primary and secondary level 4) At the primary level the group senior most in age was most satisfied and the middle age group was least satisfied, 5) Among the secondary school teachers those with greater length of service were more satisfied.

Mehrotra, S. (1986) Kanpur University, conducted a study on “A study of the relationship between intelligence, socio-economic status, anxiety, personality adjustment and academic achievement.” Objectives: The main objectives of the study was to study the relationship between intelligence, socio-economic status of the family, personality adjustment, anxiety and academic achievement of high school students. Sample: 535 class X students (260 boys 275 girls). Tools used: 1) Jatola’s group general intelligence test. 2) SES scale by Kuppurswamy. 3) General anxiety scale by Sarason. 4) Adjustment inventory by Saxena. Findings - 1) Both for the boys and girls there was an inverse relationship between level of anxiety and academic achievement. 2) Both for the boys and girls there was on positive relationship between socio-economic status of the family of the students and academic achievement. 3) There was positive relationship between intelligence
and academic achievement. 4) There was a positive relationship between level of adjustment and academic achievement. 5) In general the girls had a comparatively higher level of anxiety than boys.

Misra, M.A. (1986) Kanpur University, conducted a study on “A critical study of the influence of socio-economic status on academic achievement of higher secondary students in rural and urban areas of Kanpur”. Objectives: The main objective of the study was to study the influence of socio-economic status on academic achievement of rural and urban high school students. Sample: The sample consisted of 1000 (500 boys 500 girls) students from different secondary schools of Kanpur. Tools used: 1) Samohik Mansik Parikshan by Tandon. 2) SES scale by Singh & Saxena. 3) Marks in the high school examination for academic achievement. Findings: 1) There was a positive relationship between socio-economic status and academic achievement of the students. 2) There was a positive relationship between the intelligence test score and academic performance of the students. 3) Academic achievement of the urban students was higher than the rural students. 4) The academic performance of girls was superior to the boys. 5) Intelligence positively affected academic performance of the students.

Das, S (1986) (MSU) conducted a study on “Peer influence and educational aspirations of secondary school students, a study in relation to their academic achievement. Objectives: 1) To study the effects of area of institution and their of interaction on peer influence of students. 2) To study the effects of intelligence and socio-economic status and their interaction on peer influence. 3) To establish the regression equation for academic achievement in relation to
intelligence, socio-economic status, peer influence and educational aspiration. Sample: 1) 820 students selected from 20 schools of Assam. 2) Sample students are from class 'X'. Tools used: 1) Bora's group verbal exam of general intelligence. 2) Socio-economic status rating scale by Rao. 3) Educational aspiration scale by Mathur. 4) Examination scores of HSLC results. Findings: 1) Peer influence was stronger among the rural students than the urban. 2) Peer influence was stronger in boys than the girl students. 3) Educational aspiration was higher in urban schools. 4) High intelligence group have higher educational aspirations. 5) High economic status group had higher educational aspiration. 6) Intelligence was the most powerful prediction for academic achievement.

Tripathi, P. (1987) conducted a study on "A comparative study of the correlates of academic attainment of pupils of junior high school. Objectives: 1) To make a comparative study of the average scores of the students (belonging to rural and urban institutions managed by various agencies) in these selected correlates intelligence, socio-economic status and educational facilities. 2) To make a comparative study of the academic attainment of students in four main subjects- Hindi, S.St., Science and Maths. 3) To determine the degree of relationship between the scores of achievement test in the main subjects and main correlates selected. Sample: The sample of the study consisted of 1200 students (900 boys and 300 girls) of class VIII selected from junior high schools of rural as well as urban areas of three districts of Eastern UP. Tools used: 1) A group test of intelligence by Tandon. 2) Four achievement tests. 3) A check list. 4) Questionnaire of SES. 5) Questionnaire on educational facilities. Findings-1) The average level of scores in all the selected correlates and academic attainment were
found to be low. 2) Girls were of high SES background. 3) Boys have better scores in the educational facility questionnaire. 4) Boys have also shown superiority in academic attainment. 5) Urban students had done better in intelligence scores. 6) Private school boys showed better results in intelligence than the govt. school boys. 7) Urban areas school students appeared to be having better educational facilities than the rural areas.

Narang, R.H. (1987) conducted a study on “A comparative study of the socio-economic and home factors affecting the academic achievement of boys and girls in urban and rural areas.” Objectives - 1) To study the effect of socio-economic status on the academic achievement of boys and girls in city, town and village areas. 2) To study the relationship between the number of siblings and academic achievement. 3) To study the effect of the relationship with the principal and teachers on academic achievement. 4) To study the relationship between home work and academic achievement of the students. Sample: A sample of 1705 grade IV to VI pupils (891 boys and 814 girls) from Bombay city, the township of Thane and village would than were drawn for the study. Tools used: 1) SES scale 2) Exposure to mass media scale 3) Questionnaire 4) Interview schedule. Findings: 1) Socio-economic status did not affect academic performance in both the areas. 2) The number of siblings seemed to affect performance. Most high achievers had only one sibling. 3) Regularity in doing home work helped achievement while coping it from others hindered performance. 4) The relationship with the principal did not affect achievement but relationship with teachers affects it. 5) Participation in co-curricular activities was related to high
achievements. 6) Low achievement was related to being frequently scolded by the parents.

Kapoor, R. (1987) Avadh University, conducted a study on “Study of factors responsible for high and low achievement of junior high school level”. Objectives: The main objectives of the study were to find out the factors related to high and low academic achievement at the junior high school level. Sample: 1396 class VIII students from different recognized and aided junior high schools of Lucknow (696 boys and 700 girls). Tools used: 1) Raven’s progressive matrices test. 2) SES scales by Kurskrestha. 3) Adjustment inventory by Mittal. 4) Marks in the junior high school exam. Findings: 1) Among both the boys and girls the high achievers tended to show as higher level of intelligence as compared to the average had low achievers. 2) A majority of high achievers belonged to higher SES group. 3) The high achievers had better home health, social, emotional and school adjustment. 4) Among boys and girls, the high achievers has better study habits.

Sekar, G. and Ranganathan, S. (1988) conducted a study on “Job satisfaction of graduate teachers in Coimbatore”. Objectives: 1. To study the problem of job satisfaction of graduate teachers and its relationship with sociological factors. Sample: 75 teachers from 12 randomly selected schools of Coimbatore (Tamil Nadu) (aided school teachers 22, govt. school teachers 30 corporation schools 23). Tools used: Self prepared questionnaire was used to collect data. Findings: 1) Salary, nature of work, personnel policies, personal achievement in the profession, relationship with the superiors, subordinates and colleagues job security, recognition and appreciation and working condition were
identified as factors for job satisfaction. 2) Out of 75, 12 were highly satisfied 27 were satisfied, 29 were less satisfied and the remaining 7 were least satisfied. 3) The relationship between the type of school and the level of job satisfaction was found to be significant. 4) The association between job satisfaction and sociological factors like sex, age, community, family size and experience was not found to be significant.

Singh, T. (1988) conducted a study on “A study of teaching efficiency in relation to job satisfaction and socio-economic status of secondary school teachers” (Avadh Uni). Objectives: 1) To study the relationship between teaching efficiency of secondary school teachers in relation to their job satisfaction and socio-economic status, and also to study the relationship between teaching efficiency and socio-economic status. 2) To compare teaching efficiency of rural-urban areas, male-female teachers and experience and unexpired teachers. Sample: Sample of the study consisted of 300 secondary school teachers (200 male and 100 female). Tools used: 1) Socio-economic status scale by Kulshrestha. 2) Self developed teaching efficiency scale and job satisfaction scale. Findings: 1) Positive relationship existed between teaching efficiency and job satisfaction of the teachers. 2) Positive relationship existed between job satisfaction and socio-economic status of the secondary schools. 3) Significant difference is found between the male and female teachers teaching efficiency. 4) There exists no significant difference between urban and rural teachers in teaching efficiency.

Reddy, B.P. (1989) (S.V. University) conducted a study on “Job satisfaction of primary school teachers”. Objectives- 1) To assess the level of job satisfaction, attitude towards teaching and job involvement of primary school
teachers. 2) To find out different job factors which contribute to the satisfaction/dissatisfaction of teachers. 3) To examine the relationship between job satisfaction and attitude towards teaching, job involvement, sex, marital status, qualifications, size of families, experience. 4) To find out what percentage of teachers are satisfied with their job. 5) To set up multiple regression equation to predict job satisfaction, attitude towards teaching and job involvement. Sample: The sample of the study comprised 300 primary school teachers selected by the multi stage stratified random sampling procedure. Tools used: 1) Job satisfaction scale. 2) A scale to measure attitude towards teaching 3) Job involvement scale. 4) Cattel's 16 personality factors questionnaire (Form C). 5) Personal data sheet. Findings: 1) Considering over all job satisfaction the teachers were satisfied with their job. 2) Considering over all job satisfaction women teachers were more satisfied than men teachers. 3) There was a significant difference between the level of job satisfaction of the teachers classified as high, middle and low on the basis of their attitude towards teaching. 4) Qualified teachers were more satisfied with their jobs, 5) young teachers were more satisfied with their job than middle aged and aged teachers. 6) There was as significant difference between the level of attitude of the teachers as high middle and low on the basis of their job involvement. 6.96% of the variance in job satisfaction was accounted for by different job factors.

Reddy, Subramanyam M. (1990) (Sri Venkateswara University) conducted a study on “An investigation into the job satisfaction of university teachers in relation to some variable”. Objectives-1) To probe into the job satisfaction of university teachers in relation to variables like attitude towards
teaching, job involvement, type of university, sex, cadre, faculty, age, marital status, caste, type of family, size of family nearness of work place to native place, general status of health, life satisfaction and family satisfaction. 2) To analyze the attitude of the teachers towards teaching and their job involvement in relation to the variables. Sample: The sample of the study was 210 university teachers selected by the stratified random sampling procedure. Tools used: 1) Scale to measure attitude towards teaching. 2) Job satisfaction scale. 3) Job involvement scale. 4) Personal data sheet. Findings: 1) The mean overall job satisfaction score of the teachers was 307.26, indicating that the teachers were satisfied with their job. 2) Similar result was obtained for job satisfaction as measured by the eight of the 10 factors. 3) The teachers have a favourable attitude towards their profession. 4) 38% teachers liked teaching very much while 62% liked it. 5) For all the variables F values were not significant either for overall attitude or for any of the attitude factors. 6) The teachers exhibited a high level of psychological involvement in their job. 7) The F values were significant for overall J.S. and five factors.

Saxena, Nirmal (1990) (Agra University) conducted a study on “A study of some correlates of job satisfaction in the teaching profession”. Objectives: 1) To determine the relationship between attitude and job satisfaction. 2) To find out as to what extent aptitude for teaching profession yields job satisfaction. 3) To find out the relationship between socio-economic status of the teachers and their job satisfaction. 4) To suggest some remedial measures to minimize job dissatisfaction. Sample: With the help of purposive random sampling procedure 600 teachers from different levels were selected for the study as sample teachers.
Tools used: 1) Job satisfaction test of Kumar and Mutha. 2) Socio-economic scale by B. Kupuswamy. 3) Teachers attitude inventory by SP Ahluwalia. 4) TAT Battery of RP Singh. Findings: 1) Positive correlation was found between aptitude and job satisfaction. 2) Positive but not significant correlation was found between attitude and job satisfaction. 3) Job satisfaction was negatively correlated to socio-economic status.

**Saxena, P.L. (1990)** (Rani Durgavati Vishwavidyalaya) conducted a study on “A study of the elements which affects the job satisfaction of lecturers working in higher secondary schools of Madhya Pradesh”. Objectives: 1) To examine the elements which affect the job satisfaction of lecturers of higher secondary schools of Madhya Pradesh. Sample: 1) The sample consisted of 600 male and 300 female teachers chosen through random sampling procedure. 2) From 12 division of MP 118 schools were selected. Tools used: 1) General information proforma. 2) Job satisfaction questionnaire. 3) Interview schedule. Findings: 1) There was no significant difference between male and female and between science and arts lecturers on job satisfaction of social, individual, vocational, moral and economic elements. 2) However a significant difference existed between non government rural and urban school lecturers having more than 10 years and less than 10 years teaching experience with regard to the above mentioned elements.

**Naik, G.C. (1990)** conducted a study on “Job satisfaction of teaching assistant of MS University of Baroda”. Objectives: 1) To find out the job satisfaction of teaching assistants. 2) To find out the relationship between job satisfaction and sex, age, experience of teaching and marital status. 3) To find out the intensions of teaching assistants in joining the job. Tools used: 1) Information
Findings: 1) Most of the teaching assistants were satisfied with their job responsibility and the social conditions within the department. 2) They did not differ in their level of job satisfaction in terms of sex, age-groups, experience and marital status.

Mahapatra T, (1991) Utkal University, conducted a study on "Problems of secondary school teachers: A comparative study of government and private school teachers". Objectives: 1) To study the structure and pattern of secondary schools of Cuttack town (govt. and private schools separately) including the total teachers strength. 2) To trace out the teachers image and interaction and also their relation with the school curriculum and curricular activities. 3) To study their different roles in relation to social change and modernization. 4) To critically analyze their alienation in society, their job satisfaction, aspiration and causes of frustration. Sample: A purposive random sample of 400 teachers (200 males and 200 female) drawn from 12 schools was so chosen that 100 teachers each were from govt. and another 100 each from privately managed schools. Tools: 1) Questionnaire 2) Observation schedule 3) Structured interviews. Findings: 1) Teachers, both male and female, came from all classes of society, but the majority of them was from lower and lower middle class income groups. 2) The private school teachers were found more qualified than the govt. school teachers. 3) The number of secondary schools in Cuttack town was not adequate to feed the no. of students demanding schooling in urban areas. 4) A majority of teachers did not bother about cordial relationship with their colleges and to keep contact with the guardians.
Agarwal, Meenakshi (1991) (Agra University) conducted a study on “Job satisfaction of teachers in relation to some demographic variables and values”. Objectives: 1) To study the job satisfaction of teachers in relation to their achieved characteristics. 2) To study the job satisfaction of teachers in relation to their ascribed characteristics. 3) To study the values of teachers having high job satisfaction and poor satisfaction. Sample: 338 female and 265 male primary and secondary school teachers were selected as sample for the study. Tools used: 1) Job satisfaction test by Gupta and Srivastava 2) Teacher’s personal blank (by the investigator), 3) Value test by Bhargava. Findings: 1) Urban and Hindi speaking teachers were found to be more satisfied. 2) Male teachers have greater job satisfaction than the female teachers. 3) Trained post-graduate teachers, single family teachers and more experienced govt. school teachers were found more satisfied. 4) Economic and political values were significantly related to job satisfaction.

Nongrum, Medalin (1992) (NEHU) conducted a study on “A study of job satisfaction of secondary school teachers in Shillong and leadership characteristics of the heads/principals.” Objectives: 1) To assures the job satisfaction of secondary school teachers in Shillong and to find out the relationship of job satisfaction to factors like- gender differences, level of education religious affiliation and work experience. 2) To study the leadership characteristics of principals or the needs of schools as perceived by teachers. 3) To investigate if there is any association between job satisfaction of the teachers and their perception of leadership characteristics of heads/principals of school. Sample: Population 49 schools. Sample 20 schools. Teachers working in all the
sample schools are the sample teachers. Chi-square test was used. Tools used: A job satisfaction scale developed by the investigator. A rating scale was also used to assess the leadership characteristics of heads of school. Findings- 1) The type of management appeared to be associated with teachers job satisfaction. The government school teachers showing significantly more satisfied. 2) No significant difference was found in job satisfaction between male and female teachers, between teachers from different religious backgrounds and between teachers with different lengths of experience. 3) Educational qualifications appeared to be positively associated with job satisfaction. 4) Teachers tended to be more satisfied if they perceived the heads of schools as being concerned with achievement of group goals and objectives.

Benugopal, S. (1992) “A comparative study of the rural and urban secondary schools teachers of Karnataka”. Objectives: 1) To find out the problems faced by the teachers in both the types of schools. 2) To find out the job satisfaction of the teachers in rural and urban secondary schools. 3) To find out the relationship between job satisfaction and academic achievement of the teachers. Sample: The researcher took 1000 secondary schools teachers of Karnataka where 500 were from rural areas and 500 from the urban areas. Tools used: 1) Scale by Pandey (PJSS) 2) Self prepared questionnaire 3) Data gathering schedule by the researcher. Findings: 1) The rural school teachers face more problems than the urban school teachers. 2) The job satisfaction in rural school teachers is higher than the urban school teachers. 3) A significant relation is found between job satisfaction of the teachers and the academic achievement of the students.
Rawat, S. (1992) (Rohilkhand University) conducted a study on "A study of the expectations and realities of job, job satisfaction and values: pattern of secondary school teachers in relation to their sex". Objectives: 1. To find out the job realities, job expectations, job satisfaction and value pattern of fresh teachers in relation to sex, localities, type of organization and level of teaching. 2. To determine the difference between job expectation and job reality in relation to the above variables. 3. To measure the effect of above variables on job realities, job satisfaction and value pattern of fresh teachers have high and low job expectations. Sample: The sample comprised 569 fresh teachers of secondary schools of Bareilly, Muradabad and Rampur district and was selected by the multi stage random sampling technique. Tools used: 1. Personal data schedule. 2. Teacher job expectation scale (Shah and Rawat). 3. Teacher job realities scale by Shah and Rawat. 4. Job satisfaction scale of Uniyal. 5. Eight value scale of Shah. The major findings of the study were 1. In most of the dimensions of job expectations, female teachers were found to be more expectant than their male and other grade counterparts. 2. The job satisfaction scores of female and government school teachers were significantly higher than their male and aided school teachers' counterparts. 3. Job expectation job realities and job satisfaction showed strong positive relationship with humanistic creative knowledge, social and aesthetic values and negative relationship with political and economic values.

Ray, Sipra (1992) (Utkal University) conducted a study on "A comparative study of teachers' attitude towards pupils and their job satisfaction" Objectives: 1) To study the extent and direction of correlation between job satisfaction and attitude towards pupils, teaching experience and mental health. 2) To compare
male and female teachers with regard to their attitude towards pupils, their mental health and professional satisfaction. Tools used: 1) Mental health scale, job satisfaction scale, teachers’ attitude towards children scale developed by the investigator. 2) Minnesota teacher attitude inventory. Findings: 1) The mental health of teachers bore a significant and positive correlation with their job satisfaction and attitude towards pupils. 2) Teachers teaching experience, mental health, job satisfaction and their attitude towards pupils were positively and significantly correlated with their age. 3) Professionally satisfied teachers had a favourable attitude towards pupils. 4) Women teachers on an average, cherished a favourable attitude towards pupils, have better mental health and have more job satisfaction compared to men.

P.K. Malhotra (1993) conducted a study on “A comparative study of secondary schools in rural and urban areas of Punjab with special reference to the academic achievement”. Objective- 1) To make a comparative study between the academic achievement of the rural secondary schools and urban secondary schools. 2) To find out the academic achievement of different secondary schools of Punjab. 3) To find out the relationship between the academic achievement of the schools and the type of management of the schools. Sample: The sample for the study was 40 secondary schools of Punjab selected with the help of random sampling method. Findings: 1) The academic achievement of different secondary schools of Punjab were found satisfactory. 2) The academic achievement in urban schools was found to be better than the rural schools. 3) There exist a significant relationship between the academic achievement of the schools and management
type of the schools. The government schools show better academic performance than that of the privately managed schools.

Abraham, A. (1994) conducted a study on “Job satisfaction and teachers effectiveness”. Objectives: The objective of the study was to explore the nature of relationship between level of job satisfaction, teacher effectiveness and length of service tenure among college teachers. Sample: The sample of the study comprised lecturer from all the departments of the faculties of Arts, Science and Commerce of St. John’s College, Agra. Tools used: Tools used for collection of Data included 1) Teachers job satisfaction scale developed by Mudgil, Muhar and Bhatia. 2) Teacher effectiveness scale by Kumar and Mutha. Findings: 1) It was found that teachers who had a high and medium level of job satisfaction were more effective teachers that those with low level job satisfaction. 2) There was significant difference between the teacher effectiveness scores of teachers in the three grades taken for the study. 3) There was significant difference between the job satisfactions of teachers in three grades taken for the study.

Thakur, L.N. (1994) conducted a study on “Job satisfaction among the teachers of primary schools a comparative study on rural and urban areas of Gujarat.” Objective: 1) To find out the job satisfaction level of the primary teachers in Gujarat. 2) To find to the significant difference between the rural and urban teachers in respect of job satisfaction. 3) To find out the significant difference between govt. school teachers and private school teachers. 4) To find out the relationship between the job satisfaction of the teachers and academic achievement of the students. Sample: The sample of the study was 400 primary school teachers of Gujarat out of which 200 were from rural and 200 from urban
areas. Findings: 1) The rural primary teachers are happier in their job than the urban teacher. 2) Significant difference exists between job satisfaction of the govt. and private school teachers. Govt. school teachers are found more satisfied than the private school teachers. 3) A significant relationship was found between job satisfaction and the academic achievement of the students.

Gupta, Sushil Prakash (1995) made an enquiry on “Co-relational study of the teachers’ job satisfaction and their teaching effectiveness”. The main objective of the study was to determine if there exist any significant relationship between job satisfaction of secondary school teachers and their teaching effectiveness. The sample of the study compared 60 teachers from five randomly selected secondary schools of Gaziabad district of UP. The tools used for collection of data included -1) The teachers’ job satisfaction scale by Gupta and Srivastava, 2) Teachers effectiveness test by Gupta and Sarma. The major findings of the study were- 1) The co-efficient of correlation between overall dimensions of job satisfaction of teachers were significantly related with the teachers’ effectiveness. 2) There exist no significant relationship between job satisfaction of the teachers and the aspects – salary and other benefits, community aspect, supervision, family life, policies and practices and growth and practices.

Das, L. and Panda, B.B. (1995) “Job satisfaction of college and higher secondary teachers”. The main objectives were: 1) To find out if there is any significant difference among teachers working in colleges and higher secondary schools in respect of their job satisfaction. 2) To find out if there is any significant difference between man and women, college and higher secondary school teachers in respect of their job satisfaction. 3) To find out the significant difference
between more experienced college and higher secondary teachers in respect of their job satisfaction. Sample: 100 male and female teachers of Kamrup district of Assam were selected for the study out of which 54 were college teachers and 46 were higher secondary school teachers. Tools used: Job satisfaction scale of Amar Singh and T.R. Sarma was used as a tool for collection of data. Findings: 1) There was no significant difference between the college teachers and higher secondary school teachers in respect of job satisfaction. 2) Experienced college teachers did not have better job satisfaction than the in experienced college teachers. 3) There was no significant difference between the male and female college as well as higher secondary school teachers in respect of job satisfaction scale.

**Das, Anar Bala (1996)** conducted her study on "Impact of secondary teacher education on teacher effectiveness and teacher job satisfaction". Objectives: 1) To evaluate the impact of teacher education programme on a) teacher effectiveness b) teacher job satisfaction. 2) To give some concrete suggestion for quantitative improvement of teacher education. 3) To evaluate the impact of teacher effectivees and teachers' job satisfaction in relation to sex, length of service, educational qualification. 4) To find out the extent of correlation between a) teacher effectiveness and teachers' job satisfaction b) length of service and teacher job satisfaction. c) Length of service and teacher effectiveness. Sample: 240 teachers are categorized on the basis of sex, qualification, experience and training. 30 teachers in each category were selected for the study. Tools used: 1) Teacher effectiveness scale, Kumar & Mutha. 2) Job satisfaction questionnaire by Dr. P Kumar and DN Mutha. Findings: 1) The impact of secondary teacher education on teacher effectiveness is found to be in appreciable.
There is no true difference among eight categories. 2) No significant difference between male and female teachers are found regarding effectiveness. 3) Significant difference between graduate and post graduates is found. 4) No significant interaction effect is found between a) training and sex b) training and qualification. 5) There exists no significant relationship between experience and teacher effectiveness. 6) There exist no significant relationship between marital status and job satisfaction. 7) Trained teachers were found less satisfied. 8) Female teachers are found more satisfied than their male counterparts. 9) Significant difference is found between graduate teachers and post graduate teachers on job satisfaction. 10) Married teachers were found more satisfied than the unmarried teachers. 11) No significant relationship was found between job satisfaction and teacher effectiveness.

Panda, Bibhuti Bhushan (1996) conducted his study on “A comparative study of the attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa”. Objectives: 1) To investigate in to the attitude towards teaching profession and the degree of job satisfaction of college teachers of Assam and Orissa. 2) To find out if there is any significant difference in the attitude towards teaching of a) Male and female college teachers of Assam and Orissa. b) Urban and rural college teachers of Assam and Orissa. c) Govt. and aided college teachers d) Teachers having up to 10 years experience and more than 10 years. 3) To find out if there is any significant difference in the degree of job satisfaction of a) Male and female teachers b) Urban and rural college teachers c) Govt. and aided college teachers d) More experienced and less experienced teachers. 4) To find out the nature of relationship between attitude towards
teaching profession and job satisfaction of college teachers of Assam and Orissa. Sample: 400 college teachers were selected for the study 200 each from Assam and Orissa from 62 general colleges. Tools used: 1) Attitude towards teaching scale by RS Uhrbrock. 2) Job satisfaction scale by the investigator. Findings: 1) A majority of college teachers of Assam and Orissa have favourable attitude towards teaching. 2) There is no significant difference in the attitude towards teaching profession of college teachers of Assam and Orissa. 3) Significant difference is found in Assam between the male and female teachers regarding attitude towards teaching. 4) 68% teachers of Assam and 60.5% teachers of Orissa are satisfied in their job. 5) The job satisfaction scores of college teachers of both the states as a whole and its various categories have shown moderate satisfaction in their job. 6) There exists no significant difference in the degree of job satisfaction of college teachers of Assam & Orissa. 7) There exists no significant difference between job satisfaction of urban and rural college teacher, male and female teachers of Assam. 8) Significant difference is found in job satisfaction of rural and urban teachers of Orissa and no significant relationship found between male and female teachers of Orissa.

Panda BN, Pradhan, Nityananda and Senapaty, H.K. (1996) worked on “Job satisfaction of secondary school teachers in relation to their Mental Health, Age, sex and management of school”. Objectives: 1) To study the effect of mental health on job satisfaction of secondary school teachers. 2) To study the effect of age on job satisfaction of secondary school teachers. 3) To study the interactive effect of sex on mental health of secondary school teachers. 4) To study the effect of management of school on job satisfaction of secondary school teachers.
Sample: The sample of the study consists of 102 teachers. Tools used- The tools used for data collection were- 1) Job satisfaction scale by Annand and RCI, 2) Mental health scale by Anand. Findings: 1) There exist no significant difference between senior in age and junior in age in their job satisfaction. 2) There exists no significant difference between male and female teachers in their job satisfaction. 3) There exists no significant difference between government and privately managed secondary school teachers in their job satisfaction.

Ausekar, Pralibha (1996) conducted a study on “A study of job satisfaction among the teachers working in government and private secondary schools”. Objectives- 1) To find out the factors contributing to job satisfaction of the teachers. 2) To find out the relative importance of each of the sixteen factors. Sample: The sample of the study comprised 40 teachers from different schools including 20 from govt. schools and 20 from pvt. schools. Tools used: Tools used for the data collection was “job satisfaction scale” of Sareshwara Rao. Findings: That teachers were satisfied with factors, like promotion, recognition, independence salary, job security, work itself, job status and educational policy.

Barua, D.P. (1997) conducted a study on “A study of role conflict and its correlation with job satisfaction of secondary school women teachers: A comparative study in Dibrugarh district”. Objectives: 1) To ascertain the family background of urban and rural secondary school women teachers. 2) To determine the extent of role conflict of women teachers in their family and school setting. 3) To assess the job satisfaction of rural and urban secondary school women teachers. 4) To identify the extent of role conflict and causes of conflict of rural and urban secondary school women teachers. Sample: The study was
conducted on a sample of 200 women teachers (100 rural 100 urban) from 23 secondary schools and was selected through simple random techniques. Tools used: The tools that used to collect data included 1) Role conflict scale by Ashok Kumar Pandey. 2) Job satisfaction scale of Amar Singh and J.R. Sarma. 3) Socio-economic status scale of Bharadwaj and Gupta. Findings: The result indicated that- 1) There was significant difference of job satisfaction between women teachers to high socio-economic status. 2) Significant difference of job satisfaction was found between trained and untrained women teachers. 3) No significant difference of job satisfaction was found between aged and young women teachers. 4) Women teachers belonging to high caste group and low caste group did not show any significant difference of job satisfaction.

Hazarika, Mukut (1998), Dibrugarh University “Scholastic achievement of the students of secondary schools under different types of management”. Objectives: 1) To compare the scholastic achievement (academic achievement) of the pupils appearing in the HSLC examination from the schools under the different types of management. 2) To compare the scholastic achievement of the pupils belonging to different socio-economic status studying in the schools under different types of management. 3) To assess the study habit, parental encouragement attitude of the teachers, organizational climate, physical facility and its impact on scholastic achievement of the students studying under different type of management. Sample: Population is 150 secondary schools of Dibrugarh district out of which 13 private schools, 2 govt. schools 99 provincialized schools and 36 Ad-hoc schools. Sample is 23 schools out of which 2 govt. schools 6 private schools and 10 provincialized schools and 5 ad-hoc schools were selected.
1228 students were taken as sample students. Tools used: 1) Study habit inventory by B.V. Patel. 2) Parental encouragement scale by Sekhar. 3) Socio-economic status scale by Kuppuswami. 4) Teachers attitude inventory by Ahluwalia. 5) SOCDQ by Motilal Sarma. Findings: 1) There were quantitative differences in the scholastic achievement among the students of private, government, provincialized and Ad-hoc schools. 2) There were also qualitative differences in scholastic achievement among the students of the schools under the four different types of management. It can be ranked for the above two as private school, government school provincialized school and Ad-hoc school. 3) It was found that caste had played a significant role in the scholastic achievement of the students. 4) Educational background of the parents of the students of the schools under the different types of management had played a significant role in academic achievement of the students. 5) Significant positive correlation was found between the parental encouragement received by the students and this scholastic achievement. 6) There exist a significant positive correlation between study habit of the students and their scholastic achievement.

Findings: 1) 77.6% govt. 25.33% private school teachers were positively motivated. 2) 26.64 rural and 47% urban teachers were found satisfied with their job. 3) 67.33% trained and 20% untrained teachers were found satisfied with their job. 4) Teachers who were motivated were also found highly satisfied in their jobs.

**Bhattacharjee, R., Sumana, P. (1999)** conducted a study on “A study of job satisfaction of secondary school teachers of Cachar district of Assam”.

Objectives: The objectives of the study were to study the job satisfaction among the various categories of secondary school teachers. Sample: 248 secondary school teachers of Cachar district. Stratified random sampling is used. Tools used: B.C. Muthay’s job satisfaction scale was used. Findings: 1) There was no significant difference between male and female teachers with regard to their job satisfaction scores. However, the mean value indicates that female teachers are more satisfied. 2) Unmarried teachers are found more satisfied than the married teachers. 3) Lower experienced group teachers have more satisfaction than the higher experienced group.

**Bhattacharyya, N (1999)** conducted a study on “A comparative study in academic achievement of pupils in HSLC from different schools in Guwahati and to locate some causes related to their achievement.” Objectives - 1) To assess the academic achievement of the pupils in HSLC. 2) To make a comparative study of the academic achievement of the pupils of private schools and govt. schools. 3) To find out the causes related to academic achievement of the pupils. Findings- 1) The rate of qualitative achievement is highest in the private schools. 2) Teacher pupil ratio in class X of the govt. schools is lesser than the private schools. 3) All
the schools undertake same kind of co-curricular activities. 4) Regular unit tests and class tests are held in the private schools.

**Bari's (1999)** conducted a study on "*Rural development through education system*" offers a fifty years review of the Indian education system". In this study he observed that "though the urban center have become highly advanced, the rural grass root level still lags behind, and for power to reach the people they must become technologically self sufficient. Now the time for education to assist in rural development is in the big way". He suggested that this could be done by a) the integration of development with education b) to stimulate the intellect through physical activities c) to broader the horizon of experience of the students.

**Choudhury, M. (2002)** conducted a study on "*Job satisfaction amongst the teachers of college under Gauhati University*". Objectives: 1) To determine the degree of job satisfaction among the college teachers. 2) To find out the relationship between job satisfaction and work experience of the teachers. 3) To compare the job satisfaction of the colleges of urban areas and the rural areas. 4) To find out the relationship between job satisfaction of the teachers and marital status as well as sex difference. Sample: 14 colleges under Gauhati University having 7 from rural areas and 7 from the urban areas were selected as Sample College for the study. Secondly 692 teachers working in different sample colleges under Gauhati University were selected out of these 416 colleges are from urban areas and 276 were from rural areas. Tools used: The tools and for the data collection are 1) Job satisfaction scale of Y. Mudgil, I.S. Muhar and P. Bhatia. 2) A questionnaire prepared by the investigator for collection of primary data. Findings: 1) The teachers of general colleges working in rural and urban areas of
Assam have moderate job satisfaction. 2) There exist significant difference between the male teachers and the female teachers in respect of their job satisfaction. 3) The teachers working in rural and urban areas have same degree of job satisfaction. 4) More experienced teachers have low degree of job satisfaction than the average and less experienced teachers. 5) Married and unmarried teachers have same degree of satisfaction in their work field. 6) There exists no significant difference in the degree of job satisfaction of teachers of rural and urban areas.

Das, John (2005) "A study on job satisfaction of B. Ed College teachers of Nalbari and Kamrup district" was a dissertation submitted for M. Ed degree. The major objectives of the study were- 1) To investigate the degree of job satisfaction of the B. Ed college teachers of Nalbari and Kamrup districts of Assam, 2) To find out the significance difference between the male and the female teachers of Nalbari and Kamrup district. 3) To find out the significance difference between the rural and the urban B.Ed college teachers of Nalbari and Kamrup district. The major findings of the study were 1) The B.Ed college teachers of Nalbari and Kamrup district are found to be satisfied in their jobs. 2) No significance difference was found between the rural and urban B.Ed college teachers and between the male and female B.Ed college teachers.

Das, Bhabani P. (2005) conducted a study on "A trend analysis of academic progress among students in high school leaving certificate (HSLC) examination under SEBA in Guwahati from 2000-2004" (M.Ed. dissertation). Objectives- 1) To study the trend of the results of students of greater Guwahati in HSLC Exam of SEBA during last 5 years (2000-2004). 2) To analysis academic achievement of students in the last five years HSLC exam with respect to a)
School management (Govt., Pvt., Provincialized) b) Types of school (co-education, single sex) c) Male female d) Medium of instruction (Eng, Assamese, Hindi, Bengali). Sample: 20 schools from the three categories. Tools used: Self prepared proforma. Findings: 1) The academic trend may be regarded as better. 2) During the study period the trend of academic progress of 20 schools was satisfactory. 3) Academic achievement of co-educational schools with English as medium shows the best academic progress. 4) Govt. and private secondary schools are better in academic progress than the aided schools.

Devi, P. (2007), Gauhati University "Academic achievements of high school students a comparative study of private and government schools in Barpeta district". Objectives- 1) To find out the academic achievement of the students. 2) To make a comparative study of academic achievement on the basis of sex (girl/boys). 3) To find out the academic achievement of the schools, that is govt. and private schools. 4) To find out the academic achievement of schools on the basis of medium of instruction (Assamese vs English). 5) To find out the causes related to academic achievement. Sample: 1) 7 schools. 2) 7 principals. 3) 240 students. Tools used: 1) Proforma for collection of Annual exam’s result. 2) Questionnaire for students. 3) Interview. 4) Observation. Findings: 1) Private schools show better result than the govt. schools. 2) Average pass percentage of boys is higher than the girls. 3) Private school girls’ academic achievement is better than the private boys. 4) Achievement of girls from govt. schools is worse than that of the boys of government schools. 5) Assamese medium boys show better result than the Assamese medium girls. 6) Equal achievement level is found
in both boys and girls of English medium. 7) Exam system is better in English medium school.


Objectives- 1) To make an assessment of the academic achievement of the students in H.S. final exam of science and arts during the year 2003-2007. 2) To find out the factors which have their influence on the academic achievement of the student, 3) To suggest some remedial measures to improve the academic achievement of the students. Sample: 1) The sample of the study covers 10 higher secondary schools of greater Guwahati. 2) 53 teachers from both the streams. 3) 228 students from both the streams. 4) 10 principals. Tools used: 1) Interview schedule for principals, teachers and students. Findings- 1) The average academic achievement of the students of Art steam was better than the Science stream. 2) The course content of the science stream is very long. 3) The infrastructural and other facilities like teaching materials, equipments etc. needed for the students of science stream are not adequate in the schools. 4) Most of the teachers of science stream are highly educated but they are not trained. 5) Most of the teachers of arts stream, try hard to make the concept clear to the students about the subject but most of the teachers of science stream only help the students to understand the topic.

Deka, Rabin (2009) "A study on job satisfaction among the secondary school teachers" (M.Ed. Dissertation). The major objective of the study was to find out the cause of the dissatisfaction of the teachers and to know the attitude of
the teachers towards the authority. The major finding of this study were- most of the teachers are dissatisfied with their salary, male teachers are found more satisfied,

Goswami, Namita (2010) submitted a dissertation for M.Phil. on “A study on job satisfaction of degree college teachers under Gauhati University of greater Guwahati” The main objectives of the study were- 1) To measure job satisfaction among the teachers of degree colleges of greater Guwahati. 2) To make a comparative study of the job satisfaction of college teachers on the basis of sex- male and female. 3) To make a comparative study of the job satisfaction of the college teachers on the basis of stream- arts and science. The major findings of the study were- 1) Most of the teachers were satisfied with the qualitative aspects of their principal; however a large section of the teachers were not satisfied with the competence and functions of the administration of the institution. 2) Significance difference was found between the male and the female college teachers in respect of their job satisfaction.

2.04 Summary of the Trends in Review

In the proceeding review of research, it has been seen that research on Job Satisfaction and Academic Achievement has done worldwide by different researchers but the results or the findings are not consistent. But some generalization can be made on the basis of these reviews, for example “most of the teachers working in schools, colleges and in any other institution are found to be satisfied in respect of their jobs but significance difference was found in respect of the variables like- location of the institutions, management pattern of the institutions, sex (male -female) etc.” Significance difference was also found
between rural and urban; government and private institutions in respect of the academic achievement of the students.


In the Indian studies it is found that most of the researchers worked on job satisfaction of the teachers and academic achievement of the students. But Ramakrishnaiah, D. (1980) is the only researcher who reported high job satisfaction among the private college teachers.

From the review of research, it has been seen that most of the studies on job satisfaction were based on the Teachers' Job Satisfaction Scale (TJSS). survey method was the most commonly used method of those studies.

From the review of related research studies it is clear that no significant study has been conducted to study the rural urban disparity of job satisfaction and academic achievement of the students in Assamese medium secondary schools of Assam. Therefore, it seems quite appropriate on the part of the investigator to inquire into this problem.