CHAPTER II

REVIEW OF RELATED LITERATURE

Once a topic has been selected the investigator is naturally eager for action. However, it is a mistake to move down into Planning and Carrying out a study before making a thorough survey of what is already known in the field of interest. The topic must be related to relevant knowledge in the field. It is important for an educator engaged in the research to know how to locate, organise and use the literature in related field.

Review of the related literature, besides allowing the researcher to acquaint himself with the current knowledge in the field or area in which he/she is going to conduct his research, serve some other important purposes also which are discussed below:

1. The review of related literature enables the researcher to define the limit of his field. It help the researcher to delimit and define the problem.

2. The review of related literature bring the researcher up to date on the work which other have done and thus to state the objective clearly and concisely.

3. By reviewing the related literature the researcher can avoid unfruitful and useless problem area.

4. Through the review of related literature the researcher can avoid the unintentional replication of well-established finding. It is of no use to
replicate a good study.

5. By review of related literature researcher can select the area in which positive finding are very likely to result and his endeavour would be likely to add to the knowledge in a meaningful way.

6. Review of related literature gives the researcher an understanding of the research methodology which refer to the way the study is to be conducted. It help the researcher to know about the tool's and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into statistical methods through which validity of results is to be established.

7. Final and important specific reason for reviewing of related literature is to know about the recommendations of previous research listed in their studies for further research.

Therefore, the investigator also studied the available literature to the problem, which can be divided into three parts: (1) Review of work motivation, (2) Review of Job-satisfaction, and (3) Review of Sports facilities. Brief review of which is presented below:

2-1 Work-Motivation

Arora (1976) conducted the study, "difference between effective and ineffective teachers". The objectives of the study was to find out the characteristic differentiating effective teachers and ineffective teachers. Other objectives was to study: (i) Their
Educational background; (ii) Their professional background; (iii) Job Motivation; (iv) Present work and work load; (v) Job satisfaction (vi) Their attitude.

The finding of the study were: (a) Age and tenure of service were non-differentiating characteristic; (b) A greater number of ineffective teachers passed examination during service; (c) The Educational qualification, division obtained and continuity of study in one phase did not differentiate; (d) For job motivation the stage at which the decision to join the profession was taken into the consideration, which influenced the choice of profession and the decision to join the profession were the differentiating characters; (e) Differentially characteristic of job satisfaction were general satisfaction as well as degree of satisfaction with work and causes of dissatisfaction. Regarding the view on improvement in school and making teacher's work attractive there was little difference (f) Group of effective and ineffective teachers differed on the attitude of teaching, teacher-pupil relationship, discipline and punishment, teaching aids, home work and curriculum etc.

Bhargava (1979) conducted investigation on topic, “A comparative study of job-motivation of various professional groups”. The aim of the study was to compare the job motivation of various professional groups. He concluded that: (i) The various group hardly differ from each other on contents as well as context factors. The result obtained through un-specified ranking showed similar trend; (ii) The police personal preferred achievement, growth, status, co-workers, supervision and social interaction with subordinate; (iii) The teacher aspired for achievement, growth, social status and security;
(iv) The advocate endorsed achievement and social status; (v) Doctors opted for a achievement, social status and work itself; (vi) Achievement, social status were equally motivating to all the groups under study; (vii) Slight difference on individual factors were attributed to work role variables.

Singhaulakh (1979) undertook study, "Students motivations to work." The aim of study was to devise a separate test to measure students motivation to school work. The objective of the study were: (i) To identify the factors which influence students motivations; (ii) To study the motivation level of students with regard to their work; (iii) To study the motivational level of students studying in government and non government schools and (iv) to make a comparative study on the motivational level of boys and girls, rural and urban students of 9th and 10th classes.

Finding of the study were: (a) There was no significant difference between rural and urban schools with regard to motivations among students; (b) There was no significant difference among students of ix and x classes with regard to motivations; (iii) Motivations was found to have significant relationship with better performance and achievement.

Brustad (1988) studied the effect of parental pressure upon perception of competence and motivation for young Basketball players. Brustad measured player's self-esteem, intrinsic motivation, perceived competence, win loss record, parental pressure and anxiety. The results showed that high intrinsic motivation for the game was associated with low parental pressure on the athletes.
Singer (1989) investigated the effect of coach feedback and expectations on self-perception of adolescent female athletes. The players were divided into two groups those whom the coach expected higher performance level versus those expected to demonstrate lower level of performance. Type of feedback from coach to athlete were then monitored by group and related to player's perception of confidence, competence and self-esteem. Result of the study found the high-expectation group received more overall feedback, more specific and evaluative feedback and less perceptive or directive feedback than the low expectation group.

Whitehead and James Robert (1989) investigated motivational outcomes consequent to participation in physical fitness testing procedures. Seventh and eight grade school students, (N=165) were administered the intrinsic motivation inventory before and after participating in the fitness test where they received bogus, positive, negative or non-verbal feedback (control). MANOVA and casual Modelling procedures revealed that positive feedback increased intrinsic motivation while negative feedback decreased it. Analyses showed that change in intrinsic motivation were mediated by changes in perceived competence. In the second experiment seventh and eight grades (N=370) participated in either presidents challenge or the fitness gram fitness test. Because of their different evaluative procedures and inventive scheme, it was hypothesised that these tests would have different effects on intrinsic motivation. MANOVA and ANOVA revealed no significant difference between fitness test group on intensive motivation or physical self worth. However, there was a clear gender effect on
the perceived competence aspect of intrinsic motivation and self worth. These results partially support the case for applying the tenets of cognitive evaluation theory and efficacy motivation theory of fitness testing situation in order to avoid threats to intrinsic motivation.

Bhardwaj (1990) conducted a study on the effect of motivation to work and job satisfaction on teacher's effectiveness of secondary school teachers. He concluded that teacher's motivation to work and job satisfaction together do not seem to have any significant effect on teacher's effectiveness.

Thill and Morinanda (1990) explored the theory of cognitive evaluation in the study of African handball players. The purpose of the study was to examine the influence of reward and feedback upon motivation. They found that when positive feedback was paid with a monetary reward, no decrease in intrinsic motivation for handball players resulted, when negative feedback was used alone or with a reward, however a significant decrease in intrinsic motivation was in evidence. In a second experiment, the effect of choice and feedback or motivation were examined across time. Handball players were put in choice versus no-choice and positive versus negative feedback conditions for team exercises. Immediate increase in motivation were shown to occur in the positive feedback conditions. However, the effect of feedback was mediated by choice. After three weeks, an increase in intrinsic type of motivation for the task was primarily found in those groups who had experienced positive feedback and choice in task relation. These studies suggested that factors which affect either the perceived locus
of causality or one's behaviour of feeling of competence reflected positively on participation and enjoyment in sports. They also showed that intrinsic motivation required more than efficacy feed back. It also required for self-determination.

Whitehead and Carbin (1991) took seventh and eighth grade school children as subject (N-105) who volunteered for an experiment that was ostensibly to collect data on new youth fitness test (The Illions agility to run). After two Untimed practice run, a specially adopted version of intrinsic motivation inventory (m) was administered as a preset of intrinsic motivation. Two weeks latter when subjects ran again, they were apparently electrical timed. In reality the subject were given bogus feed back. Subject in a positive feed back condition, their scores were above the eighth percentile while those in negative feed back condition were told, their score were below the twentieth percentiles. This is a control condition received no feed back. The (m) was again administrated to the subject after their run. Multivariate and subsequent univariate test were significant for all four sub-scale dependent variables (perceived interest, enjoyment, competence, effort and pressure tension). Positive feed back enhanced all aspect of intrinsic motivations, whereas negative feed back decrease them.

Butt and David (1992) conducted research on Motivational variables among tennis players. The 46 participants were taken for study: (i) an elite group of players of Devis cup calibre (current or ex-Devis cup players); (ii) a university competitive tennis teams; and (iii) a group of recreational players. The psychometric properties of scales and their inter-correlation were reported. Multiple range tests yielded significantly
different level of ambition, competence, competition and control between the groups, with the elite group scoring most highly on all variables.

Losier and Valler (1994) conducted a study of self-determined motivation and sportsmanship orientation. The purpose of study was to examine the relationship between self-determined motivation and sportsmanship orientation by using a longitudinal design. The Sample was male adolescent elite hockey players (N=77), (Mean age = 15.8) completed a questionnaire assessing both constructs after 2 weeks into the hockey season (T1) and at the end of the regular season (T2), 5 month later. The results from co-relation suggested that, over time self-determination motivation and sportsmanship orientation have a positive bi-directional relation in which self determined motivation has greater influence on sportsmanship. These results give further impetus to the need to consider motivation in future studies on sportsmanship.

Brieve, Valler and Fortier (1995) investigated the relationship between competitive and recreational sports. Structure, gender and athletes sports motivations. Subject completed the sports motivation scale, a valid and reliable measure of sports motivations which assesses three type of intrinsic motivation. Results revealed that competitive athletes demonstrated less intrinsic motivations then experience stimulation. Gender difference also emerged. Female athlete were more intrinsically motivated to accomplish task and exhibited more identified regulation than male athletes. Results were discussed in the light of cognitive evaluations theory and future research avenues were offered.
Stephens (1996) conducted a study on moral atmosphere and judgement about aggression in girls soccer and their relationship among moral and motivational variables. The study utilized both moral and motivational constructs to investigate aggression in young soccer participants (N=212) from two different age groups. Leagues, under 14, stepwise multiple regression analysis revealed that players who described themselves as more likely to aggress against an opponent also were more likely to (a) identify a larger number of teammates who would agree in a similar situation, (b) perceive their coach as paying greater importance on eye-oriented goals, and (c) choose situations and featuring pre-conventional rather than conventional moral motives or more tempting for aggressive action. These results suggest that young athletes' aggressive behavior is related to their team's "moral atmosphere," including team norms, players' perceptions of these team norms, and coach characteristics, and players' moral motives for behaviors.

Ryan (1997) conducted two prospective studies. He tested the hypothesis that intrinsic motives for physical activities facilitate long-term adherence. In study-I, participants in two physical activity classes (N=40) were compared with their motives for participating using the motivation for physical activity measure (MPAM) (Frederick and Ryan 1993). Participation motive were also used to predict adherence. Results showed that Tae-Kwon-Do participants were higher in enjoyment and competence motives and lower in body-related motives than those in aerobics. They also showed better adherence. In study-2, subjects (M=155) rated their initial motive on a revised motivation for physical activity measure (MPAM-R). They also rated workout length
challenge and enjoyment after each exercise session. Result revealed that adherence was associated with motives focused on fitness or appearance. Post work out settings of enjoyment also predicted adherence.

Biddle Ntoumams (1998) conducted a study to find out the relationship between competitive anxiety, achievement goal and motivational climate. The purpose of the study was to examine the relationship of achievement goal orientation and perceived motivational climate to perception & intensity and direction of competitive state anxiety. The sample was (N = 146) male (N = 84), female (N = 62) university athletes. Their age ranged from eighteen to twenty six year. On present study structural equation modelling was used to test there skills. The results showed that participation and performance climate were associated with ego orientation, where as perception of a mastery climate were linked to task orientation. Further more no significant links were found between task orientation and direction of cognitive and somatic anxiety. No significant direct links were between motivational climate and competitive anxiety.

Study relating to relationship between female adolescent's achievement goal orientation, perceptions of Motivational climate, brief about success and sources of satisfaction in basket ball were examined by Darren Treasure and Roberts (1998). The study examined this concomitants of mastery and performance oriented perceptions of this Climate and then assessed the contribution of both types of variables in predicting (N-274) female adolescent athletes beliefs about the causes of successes and sources of satisfactions following a week long residential basketball Camp. Participant perceiving
a mastery oriented climate had a stronger belief that success follows from one's own efforts and desired satisfaction from mastery experiences. Participants perceiving a mastery oriented climate desired satisfaction from outperforming others and attributed success to ability and effort. Moderated hierarchical regression analysis revealed separate main effects as well as significant interaction effect between goal orientation and perceptions of the motivational climate in predicting the participant responses. The result of the study further support to the argument that mastery oriented contexts should be stressed. The finding also suggested that goal orientation and interaction of their two dimension of motivation must be taken into account when examining young sports experience. These adolescent females may continues with the special experience. On the other hand, the basket ball players who perceived a performance oriented climate state that they desired their satisfaction from normative success namely, being better than others. If an individual's effective responses to an achievement activity is desired from out performing others, it would be expected that this will lead to motivational difficulties if he/she is unable to achieve this goal.

The interaction between perception of the motivational climate, goal and perceived ability was investigated by Maria Newton, Duda (1998). Junior female volleyball players (N-385) from 45 teams participating in a competition completed a survey assessing perceived motivational climate and beliefs about the causes of success. Motivational climate was the strongest preicator of enjoyment/interest and pressure/tension while goal orientation was the strongest predictor of effort/importance. Both ego
orientation and perceptions of an ego involving motivational climate were related to ability centred beliefs about success. Effort focussed belief were predicted by the interaction of task orientation and perception for task involving motivational climate.

2-2 Job-Satisfaction

Mc.Clusky and Strayer (1940) conducted investigation on job-satisfaction of teachers and found that teachers with less teaching experience in hand are less satisfied in comparison to the more experienced teachers and vice-versa.

Centres (1948) conducted study on motivational occupation aspects of working teachers. The results of his study indicates a positive relations between vocational level and job satisfaction.

Fried Lander (1964) stated that job satisfaction and dissatisfaction are not a bipolar continuum, satisfier and dissatisfiers are not at the opposite ends of the continuum. He further stated that the way in which a person evaluates work in general should be selected to his attitude toward his job.

Same type of investigation was conducted by Lacy (1969) on "investigation of relationships between the satisfaction of teachers in middle school situation and related teacher characteristics." The result of her study shows that teacher's job satisfaction is not affected by sex, marital status, number of dependents and community in which he lives and teachers.

Bishop (1970) conducted almost same type of investigation on teachers of different age group and found that younger teachers with less age group revealed lower
level of overall satisfaction than did the older teachers. He concluded that level of satisfaction increases with age.

Locke [1970(a)] through his investigation found that job satisfaction and dissatisfaction are properly conceived as outcomes of action. The effect of performance on satisfaction is viewed as a function of a degree to which performance entail or leads to the attainment of the individual's dominant job values. He further argues that performance is direct result of the individual's specific task or work goals. In another study Locke [1970(b)] said that being satisfied with one's past performance it generate the desire to respect or maintain one's preview performance level. His finding showed a significant relationship between Job-satisfaction and performance.

Marill-II (1970) conducted a study concerning the job-satisfaction of elementary teachers and principals and found that female teachers were more satisfied by their Job than their male counterparts. He established a moderate relationship to high Job satisfaction for advanced age, experienced and upper socio-economic background.

Anand (1971) in his research on school teachers and their job-satisfaction and he concluded that as far as satisfaction in job concerned, teacher's working in the girls schools do not constitute their separate entities. Further no significant difference between male and female teachers was formed as for as satisfaction in the job is concerned. It shows groups of teachers based on sex did not differ in their Job satisfaction.

Hafen (1971) studied job satisfaction among health educators. He found that
following variables were significantly related to job satisfaction: (i) Salary (ii) academic Rank (iii) economic status (iv) Professional designation (v) length of service in present job (vi) sex (vii) geographic condition (viii) length of time in the field of education (ix) Type of institution.

Hammer (1971) in his investigation on job-satisfaction of special class teachers in Iowa and found that there was no significant difference in job satisfaction between teachers compared by number of years of teaching, position held, sex, marital status and differential salary.

Price (1971) conducted investigation on "organisational stress and job satisfaction of public high school teachers." He concluded that low experienced, young and male teachers were less satisfied with their teaching situations; conflict stress is inversely related to job-satisfaction.

Probe (1971) conducted research on relationship between job - satisfaction and personal factors using chi - square method for analysis. He found significant relationship between job satisfaction and (i) sex (ii) age (iii) teaching level (iv) school size (v) teachers experience (vi) length of employment in present system and (vii) future plan.

Singhal (1973) measured job satisfaction of worker's and found that highest contribution to job satisfaction was made by work adjustment and least by personal adjustment.

Anjaneyulu (1974) conducted investigation on job satisfaction of secondary school teachers and its impact on the education of pupils with special reference to state of
Andhra Pradesh. She analysed the causes of satisfaction and dissatisfaction. Her finding were (i) poor economic condition (ii) rigidity rules (iii) serving conditions causing dissatisfaction among teachers working in government schools where as (i) politician's interference (ii) lack of equipment (iii) poor working conditions and (iv) job-insecurity were the main causes of dissatisfaction among teachers working in Private schools.

Dolke (1974) through his research found that job satisfaction of Indian workers was more related to job factors. As regard the association between the personal characteristics of the workers and job satisfaction is concerned, most of the studies reveals that younger workers were more satisfied than older workers. However, the opposite tendency was also noticed in some studies.

Lavingia (1974) studied job satisfaction among school teachers. The main aim of the study was to measure the degree of job satisfaction among the teachers. The sample constitutes 1600 teachers from primary and secondary schools of the state of Gujrat. The finding were like that:

(1) Female teachers were more satisfied then their male counterparts.
(2) Job efficiency was positively correlated with Job satisfaction.
(3) Young teachers in the age group of 20 - 24 years were more satisfied then the older teachers in both the differences. Since the sample of study was limited to one city and for the teachers alone, so generalization cannot be made.

Dwivedi and Pestonjee (1975) found that the teacher educators in different age groups may differ slightly in their job satisfaction. (i) Teacher educators between 40-49
years of age are the least satisfied. (ii) When they attain the age of 50 years or more, they become more satisfied.

Study conducted by Martin (1975) on the relationships among Job-satisfaction, attitude toward students and residence for public school teachers and administrators reveals that (i) administrators in general had high level of job-satisfaction then did teachers in general (ii) no significant difference in job satisfaction existed between teachers and administrators residing out side their districts for employment and (iii) correlations between job satisfaction and attitude towards students among teachers and administrators were not significant.

Quitugu (1975) yielded high significant relationship between teachers satisfaction and each of the following variables; age, residency status, location, experience, level of teaching and number of previous positions in teaching.

Ritter (1975) while determining the sources of job-satisfaction of male and female inter-scholastic head coaches found that (i) Age (ii) Marital status (iii) coaching experience (iv) achievement record and (v) high qualification made relatively little difference with respect to sex.

Talbot (1975) found that certain situational variables may considerably vary the job satisfaction of individual employee. He observe that tenure, status, age, grade level were significantly associated with job satisfaction.

Washington (1975) conducted research on job-satisfaction of black Public school administrators. He concluded that the older educators were more satisfied with their jobs
a compared to the younger ones.

Bernard and Kulandaivel (1976) in their study on high school teachers concluded that: (i) The women teachers were more satisfied than the male teachers (ii) Teachers of aided schools appeared to be more satisfied than the teachers from municipal and Government schools (iii) class obtained in the degree examination had nothing to do with the job-satisfaction of teachers (iv) Teachers coming form very high economic background rank last in the job-satisfaction and (v) teachers with less number of dependents were most-satisfied than the teachers with more number of dependents.

Paramji (1977) conducted a study of the relationship between general higher education, job aspiration, job satisfaction non-professional job holders. The sample consist of 646 clerks. He stated that job-satisfaction bear a inverse relation with qualification. He also observed that teaching experience does not influence the satisfaction of worker.

Rao (1977) Studied the contribution of job-satisfaction of teachers to academic standard of school. He found that job-satisfaction is not related to achievement index to the school. This result shows that job-satisfaction does not have any direct bearing on the performance of the pupils.

Dixit (1978) designed a study aimed at probing the effect of variables of sex and marital status on the level of job-satisfaction among primary school teachers. The sample consist of 250 male and female teachers of different institution of Lucknow (UP). She concluded that among male and female teachers, female teachers are more satisfied than
their male counterparts and marital status has no effect on job-satisfaction of the teachers.

Reddy and Reddy (1978) in their study Job-satisfaction of teachers working under different management found that teachers employed under private management were the most satisfied while those in Government schools were the least satisfied.

Sharma and Sharma (1978) investigated the relationship among measures of job-involvement, job-satisfaction and general anxiety. The finding were: (i) Job-involvement and job-satisfaction are positively related (ii) Job involvement is negatively related to general anxiety and (iii) Job-satisfaction and anxiety are negatively related.

Gupta (1980) conducted a study on job-satisfaction at three levels of teaching. The study was designed to achieve the following objectives:

i) To measure the job-satisfaction of primary school teachers, secondary school teachers and college teachers.

ii) To compare the Job-satisfaction of married teachers with that of unmarried teachers.

iii) To find out the relationship between related psychological variables and job-satisfaction exhibited by primary school teachers, secondary school teachers and college teachers.

iv) To compare the Job-satisfaction of teachers of different age groups.

v) To compare the Job-satisfaction of teachers of different experience group.

vi) To compare the overall Job-satisfaction of primary school teachers, secondary school teachers and college teachers.
He found that:

i) Need of achievement, affliction and education were positively related while needs of autonomy, dominance and aggression were negatively related to the job-satisfaction of primary school teachers. Needs of exhibitions, succorance, abasement and nurturance were not related significantly with the job-satisfaction of primary and secondary school teachers.

ii) Attitude toward teaching as a career and personality maturity were positively related to job-satisfaction of primary and secondary school teachers.

iii) Marital status, age and teaching experience were not associated to job satisfaction of primary and secondary school teachers.

iv) Primary school teachers were significantly less satisfied than secondary school and college teachers.

v) Secondary school teachers and college teachers were almost equally satisfied with their job.

Goyal (1980) conducted a study of the relationship among attitude, job-satisfaction, adjustment and professional interest of teacher-educators in India. The main objective of study were:

(1) To measure the attitude, job-satisfaction, adjustment and professional interest of teacher-educators of different category based on sex, age, qualification and experience.

(2) To find difference in attitude, job-satisfaction, adjustment and professional
interest among groups of teacher-educators based in sex, age, qualification and experience.

(3) To find out the relationship among attitude, job-satisfaction, adjustment and professional interest of teacher-educators of different category and age.

(4) To predict the job satisfaction of teacher-educators by treating their attitude, adjustment and professional interest as independent variables.

He found that:

(1) A large majority of teacher-educators were favourably inclined toward their profession and were satisfied with their job. However, they were not well adjusted and had low professional interest.

(2) The attitude and job satisfaction of different groups did not differ significantly.

(3) Attitude, job satisfaction and occupational adjustment among teacher-educators were associated with one another, whereas social and emotional adjustment and professional interest were not related with other variables.

(4) Job-satisfaction could be predicted by attitude and occupational adjustment but not by any other variables.

Reddy and Reddy (1980) conducted research on topic “are teachers satisfied with their job”? They found that women teachers are more satisfied with their job than their male counterpart.

Kumari (1982) studied the job satisfaction and economic status of married and unmarried women teachers. She concluded that job-satisfaction is related to the marital
and socio-economic status of women teachers. Unmarried women teachers were found to be more satisfied with their jobs at high and average socio-economic status while married women teachers were found dissatisfied. Job-satisfaction is not related to the marital status of women teachers at low socio-economic status. However, when married and unmarried women teachers were compared irrespective of socio-economic status on the job-satisfaction scores, it was found that unmarried teachers were more satisfied than married teachers.

Nayak (1982) conducted a study on adjustment and job-satisfaction of married and unmarried teachers. He found that the teachers' job-satisfaction is not affected by marital status.

Gakhar (1984) conducted investigation on job-satisfaction among primary, middle and secondary school teachers. The sample of study comprised of 200 teachers taken from 12 schools from the city of Abohar, Punjab. A complex factorial design of analysis of variance incorporating three level i.e. primary, middle and secondary schools and two types of institutions i.e. Government and Private and two type of sexes i.e. male and female in 3x2x2 pattern was employed to find out the significant difference between these groups in the criterion variable of job-satisfaction. He concluded that significant difference exist in job-satisfaction of teachers belonging to different types and levels of educational institutions. Sex was not found to be accounting for any differences.

Shukla (1984) investigated job satisfaction in relation to leadership style and noted that linear positive correlation between leadership and job satisfaction. He further
noted that initially structure style of leadership seems to be positively related to teachers 
job-satisfaction and consideration style of leadership is more conducive to the teachers 
job-satisfaction.

Wezerner (1984) investigated and compared the level of job-satisfaction of 
physical education teachers and the level of job satisfaction of teachers of other discipline 
in the urban and rural high school in Jordan. He found that:

(1) There were no significant difference in overall job-satisfaction between teachers 
of physical education and teachers of other disciplines.
(2) There was a statistical significant difference between physical education teachers 
in urban and rural schools in terms of overall job-satisfaction. Teachers in rural 
schools were more satisfied than those in urban schools and
(3) The difference in overall job-satisfaction between physical education teachers 
and teachers of other disciplines in urban schools were less than those in job-
satisfaction of teachers in rural schools.

Abdul Shamad (1986) conducted a study entitled “study of organisational climate 
of government high schools of Chandigarh and its effect on job satisfaction of teachers”. 
The main objectives of study were:

(i) To identify the climate of schools as well as the degree of job satisfaction of 
teachers.
(ii) To determine whether a significant relationship existed between organisational 
climate and job satisfaction of teachers.
He found that:

i) **Teachers** in more open climate schools enjoyed more job-satisfaction than less open climate schools.

ii) Teachers in more open climate schools enjoyed more job-satisfaction with respect to 'Principal' than teachers in less open climate schools.

iii) Female teachers expressed greater openness of climate than male counterparts.

Anand (1986) conducted study on attitude of teachers toward pupil and their job satisfaction. The main finding of the study were as follows.

1. The attitude of teachers towards students bear a significant and positive relation with their job-satisfaction.

2. Pupil-teacher and practising teacher do not differ significantly in their mean score of attitude towards children irrespective of their sex or discipline of gradation. However, pupil-teacher of different training colleges do show significant difference in their mean attitude score.

3. It is also found that a greater percentage of women teachers cherish favourable attitude as compared to men teachers.

Chopra (1986) investigated the relationship between institutional climate and teachers job-satisfaction. She found that school with different type climate differed in respect of overall job-satisfaction of the teachers. She observed that teacher’s overall job-satisfaction is significantly higher in open climate schools than in parental and closed climate schools. Further, teachers job-satisfaction in respect of two areas 'supervision'
and ‘identification with institution’, is also higher in open climate schools in comparison to other climate type schools.

Gupta and Sudha (1986) conducted the research to determine the level of job satisfaction and aptitude of teachers in teaching, a teachers job-satisfaction. An analysis of data revealed that the primary school teachers were less satisfied with their job because of the economic insecurity. Though male teachers were more satisfied with their job for professional growth dimension, the female teachers were not satisfied with their jobs for its status value and for interpersonal co-operation factors. The aptitude in teaching was found to affect the job-satisfaction of teachers only in two aspects namely economic sufficiency and status values. The teachers with less aptitude were more dissatisfied with their job for economic reason whereas the teachers with high aptitude were more dissatisfied with their job for its low status value.

Sunderanjan and Williams (1988) conducted the research “is there any significant-difference in job satisfaction of the teachers with regards to their sex, the educational status and type of school i.e. Government or private in which they work”? The finding of the study did not show any significant difference.

Dhulia (1989) found that school climate was positively and significantly related with teacher’s job satisfaction and students institutional perception in terms of administrating style.

Mahashabde (1990) conducted a study of relationship between effectiveness of Principals of poly techniques in Maharashtra states and institutional climate, teachers
morale and job satisfaction and students academic achievement. He observed that there was no significant relationship between leadership style, job-satisfaction of teachers, organisational climate and students academic achievement.

Taj (1992) investigated the attitude of secondary school heads towards the profession, job-satisfaction and interpersonal social adequacy. He found that these components are significant predictors of the administrative behaviour of secondary school heads.

Gupta (1995) found through his research that the coefficient of correlation between overall dimensions of job satisfaction of teachers were significantly related with teacher's effectiveness while these dimensions viz. Salary and other benefits, community, aspects of supervision, family life, policies and practice and growth were found to be non-significant.

Ausekar (1996) found that Government school teachers were found to be more satisfied with factors like promotion, recognition, independence, salary, job security, work itself, job status and educational policies. Whereas private school teachers were more satisfied with factors like responsibility, achievement, working conditions and personal life.

Rutebuka (1996) conducted study on job-satisfaction among teachers in Seventh-Day Adventist schools and its relationship to commitment and selected work conditions and found that the Seventh-Day Adventist church in north America has evidenced concerns over young people loosing their commitment to the church, to SDA schools and
even to Christianity. The purpose of his study was to determine the degrees of teachers’ job-satisfaction and its relationship to commitment and related work conditions.

The population for his study included 261 elementary and secondary school teachers employed by the lake union conference of SDA in 116 schools. A survey research method was used to determine the degree of teacher's Job-satisfaction and its relationship to commitment and selected work conditions. The instrument was adopted from an earlier study on catholic schools and was pilot tested to adjust it to the Adventist system. Statistical procedure used to analyse the data included pearson(r) product movement correlation, analysis of variance and multiple regression analysis. It was found that:

i) Teachers in the lake union conference of SDA are generally satisfied with their work. They chose to work for the SDA church because of their commitment to church;

ii) Commitment to the teaching profession was to be highly related to job-satisfaction among male teachers, whereas commitment to church organisation was highly related to job-satisfaction among female teachers.

iii) Professional significance was more highly related to teachers job-satisfaction than any other work condition factors, especially among female teachers. Male teachers considered adult social interaction more important for their Job satisfaction.

Thakar (1996) conducted the study, Do the Government and non-Government
secondary school principals differ in their job satisfaction. He found that there was no significant difference on the level of job-satisfaction between the female and male principals working in the non-government secondary schools. Also there was no significant difference between the principals working in the government and non-government secondary schools.

Koustelios and Kousteliou (1998) Examined the relationship among scores on job satisfaction. The conflict and role ambiguity among 100 teachers (60 in primary schools and 40 in secondary schools; aged 28-59 years) in Greece. The finding were: (i) overall teachers were satisfied with their work and work supervision. They were dissatisfied with their salary and with their promotional opportunities. (ii) Role ambiguity and role conflict compared with those of other groups in US were generally lower.

Shann (1998) conducted research on the professional satisfaction of teachers in urban middle schools. Two questions were addressed: (i) How congruent are teacher's perception of the importance of various aspects of their job and their reported satisfaction with those components, and (ii) Do teachers in more effective schools as compared to less effective schools differ in their rating of importance and satisfaction with various aspects of their job? He found that: (i) Teacher-pupil relationship ranked highest overall in terms of importance and satisfaction. Teacher-parents relationship commanded respondents highest concern; (ii) Teachers in lower achieving schools were more dissatisfied with teacher-teacher relationship and their schools curriculum than those in the higher achieving schools and they reported a great discrepancy in students
satisfaction by promoting teachers involvement in decision making and simultaneously focusing on education reforms.

Wadud, Nasreen and Shome (1998) conducted research on the relationship between Job-satisfaction and some other demographic variables. The sample consisted of 100 female workers from two Garment factories in Dhaka, Bangladesh. A standard sized questionnaire and interview schedule were administered to all 100 subject. Data was analysed in terms of chi square test. The result showed that older subject have more expectation and better adjustment to their work situation as compared to younger subjects.

Mueller; Finley; Iverson and Price (U.Iowa, Iowa city, I.A.) (1999) conducted study on the effect of the school racial composition of teachers and the school social composition of students on job satisfaction, school commitment and career. Commitment of 838 teachers in 405 schools in a large urban school system. The authors rely on argument form relational demography theory, racial prejudice literature and status characteristics theory, which identify variables that mediate this observed relationship between racial composition, satisfaction and commitment. Consistent with non-symmetry argument, racial composition effects are found for white but for black teachers. The most support is found for the relation demography and recalled prejudice claims that white teachers "mismatched" to context where their race is not dominant, experience greater role conflict, less autonomy, inadequate resources and reduced co-worker support. These work conditions then reduce their job-satisfaction and school
commitment. Commitment to one's teaching career is not affected by school racial composition, however.

2-3 Sports Facilities

The related study in the field of sports facilities have been discussed as follows:

Prakash and Singh (1955) carried out a survey of physical education facilities, programme, equipment and qualified personal in boy's high schools of Hoshiarpur and Una tehsil. They found that out of forty one schools, majority of schools were even without average facilities. Eighteen schools had sub standard facilities and four schools had no facilities at all.

Sharma (1956) conducted survey of high or higher secondary schools of Delhi State in connection with qualified personal, programme, facilities and equipment. He found that eighty three percent schools of Delhi suffered badly for want of playground. He also highlighted that majority of the schools are having below average sports facilities and with substandard equipments.

Kirpal (1959) observed that physical education activities were an integral part of the school and college programmes. He further reported that these activities were not popular enough due to the lack of duly trained teachers and some organisational lapses. He gave some suggestions to the government for popularising and raising the standard of these activities.

Nath (1961) investigated the organisation of sports in high and higher secondary schools of Jullundur Division and found that twenty six percent schools had no
playgrounds at all and maximum schools are not having physical and coaching facilities.

Singh (1962) conducted a critical survey of physical education in boys High/higher secondary schools of Himachal Pradesh. He employed questionnaire, personal visits and interview as the principle methods to conduct his study. After a critical examination of the data he brought to light the facts that in the majority of schools, the area of play fields per pupil ratio was woefully too small. None of the schools in Himachal Pradesh had a Gymnasium or swimming pool. Forty eight percent of the schools had no equipments even for indigenous sports activities. Lack of facilities and equipment, lack of interest in games and above all lack of adequate coaching in athletic and sports were some of the reasons for poor performance in different tournaments.

Problems and difficulties coming in the way of promotion of games, sports, health and physical education were discussed during, "All India Sports Congress," 1964. During this session, through discussions, this congress recommended many valuable suggestions for promotions of sports, health and physical education in the country as a whole. Certain recommendation were made for the primary schools, high/higher secondary schools, colleges, universities and national level sports organisations for carrying out the sports/health programmes in an organised manner.

Bhullar (1965) conducted research on "evaluation of the existing programme of physical education in Government High/Higher secondary schools in Chandigarh." She found that schools have enough play grounds but none of the playgrounds was properly maintained. She further held that there was a great disparity in the matter of equipment
and pupil teacher ratio. She had suggested in her finding that there was necessity of providing the schools with indoor gymnasium to carry on the physical education classes throughout the year, even in inclement weather.

Waryam Singh (1965) conducted survey on physical education activities in boys higher secondary schools in Himachal Pradesh and found that nine per cent schools were without play fields and the playing equipment was sufficient for only four teams in majority of schools. The physical education teachers and authorities have shown very little interest in physical education activities.

Sidhu (1966) surveyed the sports activities in the rural areas of Bhatinda District. His assessment was that the facilities of play fields and playing equipments were not satisfactory. He observed that whatever, equipments was available was sub-standard in specification.

Sethi (1967) conducted study to assess the programme of physical education in Government High/Higher secondary schools in Kangra. He highlighted in his finding that there was a great disparity in the matter of facilities, pupil teacher ratio, equipment available and contents of programme from one school to another. Physical Education programme offered in the schools were not adequate to meet the needs of the students. The playground facilities were poor.

In the report of working group on physical education during state education conference (Himachal Pradesh) 1967-68. The members of the working group believed that if physical education was made an examination subject for all students at the
middle/high/higher secondary levels, the students, parents, teachers and head of schools will give also recognition to health and physical education and standard of physical fitness, facilities of equipment and qualified personal will improve automatically. The sub-committee also was of the firm opinion that Principles enunciated by Kothari Commission for the implementation of physical education programme should be kept in mind by the head of institutions.

During the Punjab State Education Conference (1970), group No. 5 concerning sports, physical education and youth welfare activities recommended to the state government that sports and physical education should be introduced as an examination subject. This group further purposed that activities like Music and Painting should be arranged for physically handicapped children. The members were of the view that there should be physical education teachers in all schools at the rate of one teacher for every 250 students.

Planning is badly needed in the field of physical education and sports. Proper planning of facilities save undue expenditure of money and energy of teachers and students. Gans (1972) conducted an investigation on "sequential steps in planning facilities for health, physical education, recreation and athletics." He focused his study on to develop and describe specific sequential steps for planning and constructing facilities for health, physical education, recreation and athletics and found that these steps would result in more efficient expenditure of time, money and efforts. He also has given some recommendations for the efficient planning to develop health, physical education,
recreation and athletics facilities.

Khatri (1974) did a survey of the facilities for physical education activities and sports for the students of higher secondary schools of Delhi state. She found that higher secondary schools of Delhi state whether Private/Government/Public, boys or girls which showed more participation in inter-school and inter-zone competition were ahead of other in the matter of sports facilities like better and sufficient number of grounds, better facilities, equipments, coaching and camping. She also found that private residential higher secondary schools of Delhi state with the less number of students studying in them had prepared better sportsman. She further added that higher secondary schools private/government/public, boys or girls schools, had spent good proportion of their school funds for encouragement of activities and prepared outstanding players.

Mehta (1974) probed into the views of heads of high and higher secondary schools of Patiala District and observe that the number of physical education teachers were not sufficient to pull on the work load of compulsory physical education syllabus in most of the schools. She also found that 55 percent schools did not have sufficient play-equipment. She further observed that amount collected from the students and spent for sports and physical education activities was very meagre. She had recommended that the amount of sports fund should be increased and additional facilities in term of staff and equipment should be provided in the schools.

Portela (1974) conducted a study on evaluation of physical education programmes in public secondary schools in Puerto Rico. For the evaluation of physical education
programme, five basic areas were chosen. These areas were organisation, nature of offspring, physical facilities, direction of learning and the outcome. It was found that lack of facilities, equipment and other educational material obstruct an effective teaching learning process. He also found that with the help of adequate indoor facilities and well balanced physical education programme can prove to be an effective step in teaching learning process.

Shori (1974) conducted a survey on attitude of students towards introduction of compulsory physical education in the schools. He found that school students liked the introduction of physical education activities but disliked to it due to non-availability of sufficient playgrounds, equipment and coaching facilities.

Singh (1976) conducted on investigation on the evaluation of sports facilities in the college of Punjab State. He found that more physical education teachers were required in the colleges. He further added that there was also a shortage of playground and equipment in the colleges. He concluded that condition of physical facilities and coaching in the colleges of Punjab State are very poor and deplorable.

Gill (1978) conducted a survey of physical education conditions in Chandigarh area and found that lack of funds and playgrounds, insufficient provision of physical education periods in school time table, lack of sports material and equipment, lack of assistance given by coaches of various departments and disproportionate number of physical education teachers are the main reasons for the slow speed or rather no development in sports in Chandigarh area.
Stratton (1978) conducted an investigation to survey the physical education teacher’s professional preparation, available facilities and activities included in adapted physical educational programme in the AAA secondary schools of the state Tennessee. His investigation focused on the professional preparation of physical education teachers, available facilities, and activities included in their present programme and found that facilities in the schools were not appropriate. According to the results of his investigation he make several recommendation which are as under:

i) Appropriate facilities should be available to better accommodate the various adapted physical education programme.

ii) Additional personnel should be provided to adjust the teacher-pupil ratio.

iii) The physical education teachers should attend workshops and clinics related to their subjects.

Harjinder (1979) conducted research on the development of physical education programme in high/higher secondary schools of Bhatinda District since 1966-78. He concluded that playgrounds, equipment, physical education teachers and coaches of different activities, financial and other environmental conditions were not satisfactory due to which physical education and sports programme could not be developed so much as desired.

Sukhjinder Singh (1981) conducted a study on "Recreational facilities in schools in Punjab, with special reference to Patiala District." He found that almost all the educational institutions have got some recreational playgrounds and courts for the
students and fifty per cent schools do impart recreation to their students and have specific accommodation. Thirty per cent schools do not have any recreational activities at all, while recreational activities imparted are games, folk dancing, painting, drama, music, band, debate and speech. Forty per cent schools have no trained and qualified teachers. Five percent schools have attained national/state honours in recreational games and sports competitions.

Dharam Singh (1982) conducted a survey of physical education programmes, coaching and physical facilities offered at high/higher secondary schools in Patiala District. The facilities and incentives offered to the athletes/players by the authorities were found to be ridiculous. He concluded that the school authorities are little interested in physical education activities and they do not want to exert their influence for such programmes, rather they discourage it.

Miller (1983) conducted an investigation to bring refinement and for updating the standard recommended by Spora and Kenny in 1959-60, regarding space used for athletics, physical education and recreation in United States. In the replication of earlier study, Miller suggested the enrolment ratio of the students according to the space and facilities available. Due to the results of his investigation he was able to establish the standard for amount and types of facilities needed for athletics, physical education and recreation.

Singh, Charanjit (1987) highlighted planning and need of different playing facilities in his paper, "sports infrastructure in rural and urban areas." He specified about
the need of minimum physical facilities required at National, State, District and of Taluka level.

Nagargoje (1991) undertook an investigation to study the Physical education facilities available in junior colleges of twin cities, Hyderabad and Secunderabad in Andhra Pradesh. He concluded that the physical education facilities in terms of playgrounds, equipment, trained Physical education teachers and teacher-pupil ratio in the Junior colleges of twin cities were not adequate. Lack of facilities in the colleges were responsible for the moderate performance in the athletics and games.

Sharma (1993) conducted a study to investigate the physical education facilities in the Universities and affiliated colleges of H.P. He concluded that playgrounds/courts facilities for most of the games were not at all existing in many institutions. Playground/court, track and field and indoor Gymnasium facilities if available were not up to the mark. He also added that most of the institutions were having physical facilities for small area games like Volleyball, Kabaddi, Kho-Kho, Basket Ball etc.