REVIEW OF RELATED STUDIES
CHAPTER-II

REVIEW OF RELATED STUDIES

The term related literature is defined as the studies about the subject-field in which the researcher is going to study. It is necessary for the researcher to know what results are found or how much studies is done in the field of the subject. The researcher expands his ideas after going through the previous works done in the particular field. He becomes familiar about the background of the specified subject. After the studies the researcher selects the side or field of his research and distinct postulates are formulated and the new results are found. Therefore it is must for the researcher to study about the related literature.

Under this category all the studies would be classified into following three parts:

2.1 The Studies done abroad.

2.2 The Studies done in India and

2.3 The Studies regarding teaching profession

2.1 The studies done abroad

A brief review of the studies carried out abroad is given below:

**Hoppock (1935)** found that degree of satisfaction with their jobs indicated relationships between job satisfaction and emotional adjustment, religion, status, interest, age, fatigue, size of community and other factors.

**Meelsky and Strayer (1940)** concluded that teacher of between 4 and 12 years of experience were less happy in their work than those of
lesser or greater teaching experience. He observed no significant difference between married and single teacher.

**Kuhlen (1963)** found that satisfaction in teaching was positively and significantly related to need of dominance and was negatively and significantly related to need of achievement, need of autonomy for male teachers. But none of the 15 needs of EPPS was found to be related significantly with job satisfaction for female teachers.

**Lacy (1969)** got that the community in which teacher lives, school administration, salary, teaching load and amount of teaching experience affected the job satisfaction of teachers. She also observed that teacher job satisfaction was not affected by sex, marital status, number of dependents, size of community in which he lives and teaches.

**Mosier (1970)** concluded that it is possible to discriminate between characteristics of satisfied and dissatisfied middle school teachers on cartoon personality characteristics. He also noted that satisfied middle school teachers were more business like and organized than dissatisfied middle school teachers.

**Young (1969)** found that recognition was more important as a satisfier to single teachers than to married teachers, achievement was more important to junior high school teachers than senior high school teachers, and advancement provided more satisfaction to teachers under 25 than to those teachers in the 25 to 40 category. Working conditions were more dissatisfying to females than males and salary was a more significant factor of dissatisfaction to males than females.

**Marrif.H (1970)** studied the factors that influence job satisfaction of elementary teachers and principals. He indicated that female teachers were much more satisfied than male teachers. He found moderate relationship to high job satisfaction for advanced age, more training, and upper socio-
economic background. No relationship was found between teachers or principals from rural and suburban area indicating that ecology was not a significant factor concerning job satisfaction.

**Bishop- II (1970)** found that younger teachers displayed a significantly lower level of overall satisfaction than did older teachers. He noted that the level of satisfaction increases as age increases.

**Edmondson (1970)** estimated that job attitudes of faculty members of community colleges revealed that male instructors of at least 45 years of age or older, with most of their work experience outside the formal educational jobs seemed to be more satisfied in community college teaching. He also observed that faculty employed in college transfer instruction appeared to be more satisfied than their peers in technical and vocational instructional areas.

**Mann (1971)** concluded that school conditions like low workload, high normative expectations, few teachers disrespectful of students, a flexible principal with whom there is low tension and high teacher influence were found to contribute higher satisfaction for all teachers.

**Mantia (1970)** concluded that there was no difference in the level of job satisfaction between teachers in innovative schools and teachers in non-innovative schools. Experience was found to be related significantly with the job satisfaction but sex did not have a significant relationship with job satisfaction of teachers.

**Hefen (1971)** found that following to be significantly correlated to the job satisfaction of college health educators: salary, academic rank, reasons for entering the field of health education, concentration, length of time of present position, sex, geographic location, membership in professional organizations, population size of the community, student body size, amount of time devoted to research, amount of time devoted to
consultation, length of time in the field of education, and type of institution.

Probe (1971) revealed significant relationship between job satisfaction and sex, age, education, teaching level, school size, length of teaching experience, length of employment in present system, further plan, and some other demographic variables.

Hammer (1971) found that there were no significant differences in job satisfaction between subgroups of special class teachers when compared by level of preparation, number of year in current position, number of years of teaching experience, number of different positions held, marital status and differential salary.

Price (1971) studied that the association ship of the sources of organizational stress in the school with the job satisfaction of teachers, concluded that low experienced young and male teachers were less satisfied with their teaching situations. He found that structural stress had no significant effect on teacher job satisfaction whereas conflict stress had significant effect i.e. as conflict stress increases, the job satisfaction decreases.

Sparkman (1971) got that local cosmopolitan orientation related to job satisfaction in desegregated teaching assignments perceived no relationship between orientation of Negro teachers and their job satisfaction.

Talbot (1975) studied that certain situational variables may have a considerable effect upon the development of employee job satisfaction. He also noted that tenure status, ages of respondent, grade level taught by the respondent, were significantly associated with their job satisfaction and the size of school enrolment was not associated with Teachers job satisfaction.

Morgan (1975) found the job satisfactions and dissatisfactions of physical education and athletic personnel. He observed significant
differences in job satisfaction of the following groups: Male and female, masters and specialist doctorate, tenure and non-tenure.

**Pound (1975)** got that job satisfaction of teachers in year round educational programmes as compared to teacher in the traditional 9-3 calendar. He resolved no significant relationship between type of school calendar and job satisfaction of teachers.

**Wiggins (1975)** found that teaching level degree earned and certification status had no statistically significant relationship to reported job satisfaction. He also noted that resource teachers reported a higher level of job satisfaction than did teachers in self-contained situations.

**Olson (1975)** found that employee and job characteristics like total number of years of teaching business education, number of years of experience as an office education teacher coordinator, age, number of years of teaching in present school and salary etc. were significantly related to the job satisfaction.

**Schackmuth (1975)** studied that individual's level of work satisfaction was largely dependent upon the extent to which he possesses a professional self-concept. He also concluded that the environmental variables comprising the organizational context of the elementary school are of moderate significance in predicting work satisfaction.

**Hallum. Jr. (1975)** speculated that no relationship exists between salary and job satisfaction scores. He also observed that female, elementary and teachers in St. Lou's county do not have high level of job satisfaction than do male, secondary, and teachers in rural Missouri.

**Meclain (1975)** found the school district size whether small or large has no direct effect upon the job satisfaction of the black school superintendents.
O'Such (1975) got that no significant differences between general and special educators on the selected environmental job related factors by MSQ or interview.

Quitugu (1975) studied the high significant relationship between teacher satisfaction and each of the following variables, age, residency status, location of teacher training, years taught in Guam, years of experience outside of Guam, level of teaching assignment and number of previous positions in teaching. He also concluded that the variables of sex, number of dependents, and years of college were also significantly related to teacher satisfaction.

Martin, Sr. (1975) estimated that (i) administrators, in general had, higher levels of job satisfaction than did teachers, in general, (ii) No significant differences in job satisfaction existed between teachers and administrators residing inside their school districts and teachers and administrators residing outside their districts of employment and (iii) Correlation's between job satisfaction and attitude toward students among teachers and administrators were not significant.

Wyman (1975) found significant correlation ship between five-climate dimension viz. spirit, intimacy, aloofness, thrust and consideration and area of job satisfaction. The multiple regressions for OCDQ with total job satisfaction were 68.

Gaventa (1975) found a significant relationship between collegial climate (the influence of peers) and job satisfaction with a sample correlation of 7030.

Himelstein (1975) got that in case of public school Teachers age, years of experience and sex of respondents indicated differences with younger, less experienced and male teachers. He also observed that both in public and day schools teachers who were more committed to education as
vocation were more satisfied.

Richards (1975) found a statistically significant difference between members of the low and the high role conflict groups relative to their teaching satisfaction with a higher degree of satisfaction for low role conflict group.

Washington (1975) got that the degree of job satisfaction was highest in college academic departments when the faculty perceives that its chairperson's leadership style was high in initiating structure and high in consideration. He also speculated that the degree of faculty job satisfaction was higher when faculties were allowed to select their chairperson's.

Romero (1975) found that (i) there was no significant relationship between centralization and job satisfaction, and between formalization and job satisfaction, (ii) there was significant relationship between stratification (index of salary and status differentiation) and job satisfaction and (iii) there was significant negative relationship between complexity (index of district enrollment) and job satisfaction.

Weber (1975) studied that the teachers who had been transferred but had not been reassigned were most satisfied followed by teachers who had been reassigned but had not been transferred, teachers who has been neither transferred nor reassigned, and those who had been transferred and reassigned.

Ross (1975) estimated that the effects of participation of teachers in an one-week workshop on the teaching of reading courses have a change in degree of job satisfaction with respect to the thirteen intrinsic scales of MSQ (Ability utilization, achievement, activity, authority, coworkers, creativity, independence, moral values recognition, responsibility, social service, social status and variety). He concluded that all of thirteen intrinsic scales yielded statistically significant mean gains for the experimental group.
Ritter Jr. (1975) found that age, marital status, coaching experience, high school classification and career won lost record made relatively little difference with respect to how male and female coaches responded to each job factors. He also noted that there was no significant difference between two sexes for over all satisfaction.

Monthe (1976) found that (i) there was no difference in level of job satisfaction and dissatisfaction between men and women (ii) the five to nine years of employment and early thirteen age group indicated the lowest level of job satisfaction and (ii) the low rating of salary by the respondents indicates the seriousness of the low salary level in west Virginia Extension service.

Findlay (1976) got the relationships between job satisfactions and the salary level, marital status, and years in present position were positive and significant for Colorado business teachers.

Basewell (1976) studied that teachers, who were thirty years old or older, with three or more years teaching experience, who have been reared in rural communities, who owned their homes, who were married were significantly more satisfied than who were under thirty years old, less than three years experience, were reared in cities, rented their houses, and were unmarried.

Shaw (1976) speculated that the variables of climate and leadership were correlated substantially with job satisfaction, 56 and 72 respectively.

Bembry (1976) studied that demographic variables of age, number of years of teaching in the present district, salary, total number of years of experience had a significant difference in job satisfaction. He found that older business teachers, experienced teachers, and the group getting highest salaries were more satisfied.
Hinkley (1976) found that the female adult educators were less intrinsically satisfied than male adult educators. He also observed no significant difference in the ideal expectations scores of women and men. It was also concluded that women as well as men were seeking the gratification of the higher level needs in their work.

Johnson (1976) found that statistical differences in the level of general job satisfaction between the two groups (.001 levels). Teachers in schools with differentiated staff structure reported higher job satisfaction than their colleagues working in self contained classrooms.

Hershberger (1976) found that the older, higher ranking, tenured, more experienced professors in the smaller older college were more satisfied and less dissatisfied than their younger, lower ranking, untenured, less experienced counterparts in the larger, newer colleges.

Sylvester (1976) estimated no significant difference in overall job satisfaction between the teachers of two differently organized types of school i.e. between teachers of traditionally organized schools and teacher of IGE multiunit schools. He also speculated that black teachers demonstrated consistently higher level of job satisfaction than white teachers for both the type of schools.

Espy (1976) got that no significant relationship between Teachers job satisfaction and their principal’s leadership style. He also concluded that teachers with female principals appear to be more satisfied with their jobs than teachers with male principals.

Cortis (1976) studied that (i) Scores of job satisfaction differed significantly by sex, age and amount of education. Women were found to be more satisfied than men. Amount of education was found inversely related and age was found positively related with job satisfaction (ii) Scores of job satisfaction differed significantly at the 0.01 level in respect to school
location and size, at the 0.05 level in respect to school level. Job satisfaction was found to increase as the distance of the school site increased from the urban milieu. Satisfaction was found inversely related to school level. The student counselor’s ratio variable failed to reach a significant level.

**Huntington - III (1976)** studied that the sex, age, years of teaching experience, years of teaching experience in space schools, and highest degree hold were found to had no significant relationship with the amount of job satisfaction of teachers.

**Mifflin (1976)** demonstrated that (i) there was a significant difference in job satisfaction of elementary and secondary principals (ii) elementary principals of rural schools with small enrollments ware more satisfied in their job than elementary principals of school having large enrollments or located in other types of community and (iii) Secondary principals of urban inner-city schools were more satisfied their jobs than secondary principals in other types of community.

**Pusateri (1976)** found that four scales of personal orientation inventory, viz synergy, existentiality (weighted negatively), self-actualization value and aggression (Weighted negatively) contributed meaningfully to the predictions of job satisfaction of teachers. The relationship of the combined analysis of these four scales with the job satisfaction scores was significant at the 0.001 level of probability.

**Henderson (1976)** found that (i) there was a positive relationship between participation in school decision making and job satisfaction, and (ii) Teachers feelings about the principal’s professional competency, interest in teachers and their workers, his ability to communicate, and his skill in human relations did a positive influence upon the morale and job satisfaction of elementary school teachers.

**Murphy (1976)** estimated that three personality characteristics viz,
urgency, high ego strength and low superego strength affected teacher job satisfaction significantly. He also observed that satisfaction with teaching load was affected by emotional maturity (the highly matured were more satisfied).

**Putt (1976)** studied that (i) the personal variables of age and professional aspirations were related to level of job satisfaction and (ii) the institutional variables of perceived degree of participation in policy formation, academic rank, and number of class hours per week and academic year salary were significantly related to the level of job satisfaction.

**Smith (1977)** got that no significant difference in mean general satisfaction scores of principals in any category of school size, location, or location by size, location, or location by size interaction. He also found twelve personal demographic variables as the predictors of job satisfaction with marital making the greatest contribution.

**Atteberry (1977)** found that no significant relationships between job satisfaction and emotional stability, size of student population, chronological age, sex, principal ethnicity, length of administrative experiences and grade levels in schools.

**Hodge (1977)** detected that (i) Negro professors at white institutions had a higher level of job satisfactions than white professors at Negro institutions, (ii) the level of job satisfaction increases for Negro professors as higher academic degrees were obtained, but decreases for white professors, (iii) the level of job satisfaction increases as years of employment at institutions increase for Negro as well as white professors, and (iv) the level of job satisfaction increases as well as white professors.

**Behrman (1977)** found that perceived interpersonal relations with students, peers, and administrators were all significantly correlated with job
satisfaction. He also found that teachers who perceived that they got along better with their students were more satisfied with their jobs.

**Perry (1977)** concluded that only a relatively small amount of the variation in job satisfaction could be explained in terms of difference associated with sex, age, tenure, status, highest educational degree attained, years in full time appointment had been held in the current department, present academic rank and years of administrative experience.

**Rosenthal (1977)** studied that leadership role perception held by the adult education administrators were unrelated to their level of job satisfaction.

**Hafford (1977)** estimated that (i) older, more experienced and married teachers showed a greater degree of satisfaction than younger, less experienced, and single teachers (ii) teachers with secondary source of income showed greater satisfaction with compensation and advancement and (iii) there was no observed effect of race.

**Keffer (1977)** found that (i) females were found somewhat more satisfied than males (ii) moderate shaped curvilinear relationships were found between job satisfaction and the demographic variables of age and length or tenure, and (iii) moderated linear relationships were found between income and performance ratings and the measure of job satisfaction.

**Simmons (1978)** concluded that job satisfaction of elementary community school principals was not significantly related to principal’s assignment, sex, residence, and years in present position, student population, SES or community organization and hour per week devoted to community

**Hadauway (1979)** found that (i) sex and non-teaching work
experience did not significantly differentiate any of the 20 job satisfaction scales and (ii) age significantly differentiated the authority and compensation scales.

**Glimer (1966)** got that working conditions were more important for female workers than male workers, especially for married ones.

**Rudd and Wiseman (1962)** found that inadequate equipment and supplies as well as lack of other facilities have often been a source of low morale and dissatisfaction. They also found that physical working conditions must be pleasant for the teachers along with the tools, material, and equipment which they require.

**Stangnex, Flabee and Wood (1952)** found that job satisfaction was related to better employee-employer relationship.

**California Institute of Technology (1953-54)** conducted a series of surveys of employee opinion and concluded that employees expressed a great desire for information from management.

**Sommers (1969)** observed that most of the teachers felt that there was a lack of communication between teachers and administrators.

**Butler (1961)** found that degree of satisfaction was related to feeling of freedom or lack of it, that was allowed by the management, in the classroom.

**Smith (1977)** found that schools, which are under direct control of the principals, were more satisfying than schools under district management.

**Englhardt (1973)** found that satisfaction had a direct relation to principal’s consideration to the teaching staff.

**Bloland and Selby (1980)** got that the important factor in teacher
career change is dissatisfaction with principals, which may stem in part,
from the principal's role often unintentional in reducing or eliminating
teacher opportunity for creativity in the classroom.

Lipham (1982) found that the staff perceptions at principal's
leadership were significantly and positively related to job satisfaction.

Daly (1981) found that Teachers job satisfaction may also be
influenced by the perceived ability of the principal to provide rewards for
high quality teaching performance.

Morkey (1981) found that Teachers principal relationships and intra-
faculty relationships have great affect on Teachers job satisfaction.

Holder (1985) observed as positive association between the level of
teacher job satisfaction and the principal's perceived level of aloofness.

Vanjeist (1951) got that persons who were rated high in inter
personal desirability by their fellow employees were most satisfied with
their jobs.

Devis (1941) found that 50 percent of Teachers problems were
emanating only from teacher colleague relationship.

Hanesen and Stanley (1969) found interpersonal relations with
students as one of the principal motivating factors for teaching.

Smith (1978) found that teacher cited working with children most
often as a source of satisfaction with their jobs.

Blum and Naylor (1968) estimated that security contributes to job
satisfaction. But continued that 'Security' is social as well as economic.
Hence it is believed that social security and economic security are essential
to be happy & enjoy any job.
Blum and Naylor (1968) studied that in the most of the studies financial incentives were found to be the most effective determinants of job satisfaction.

Counts (1978) concluded a study on public school teachers and found that inadequate salaries and the narrow salary range between beginning teachers and retiring teachers were among the principal reasons for leaving the teaching profession.

Butler (1961) found that no difference in the level of satisfaction among different salaried groups.

Trier (1954) observed that occupational status was the most significant factor in erecting differences in job satisfaction.

Porter (1962) estimated that higher levels of employment offer more ego satisfaction more status pay, and self-direction.

Chu. C (1964) studied that Teachers prestige in the image of respect in the eyes of the people or the position of authority in the minds of their fellow men.

Belesco and Alutto (1972) found that women teachers tended to be more satisfied with their job than men teachers.

Hulin and Smith (1964) found that women workers in 3 of the 4 plants surveyed were less satisfied than their men counter parts.

Holen and Gemmill (1976) got that women teaching professional experienced less perceived participation in decision making less over all job satisfaction and more job related tension than their men counter parts.

Gobel (1977) concluded that men teachers were more satisfied with their job than women teachers.
Weaver and Cohen (1977) found that no significant difference between men and women workers with regard to their job satisfaction.

Stouffer (1949) concluded that a worker is likely to be satisfied as long as magnitude of the rewards he or she gets equals or exceeds the rewards comparable other and will be dissatisfied upon discovering that magnitude of his or her rewards are lower than that of those of others.

Locke and Whiting (1974) found that Company or organization was viewed as causing the highest percentage of both satisfying and dissatisfying events, with emphasis on promotions and recognition.

Bizmen (1976) got that the satisfaction of given need can be evaluated according to some internal stimuli, its level will be determined more by the absolute than by the relative magnitude of the reward and vice versa when internal stimuli do not exist.

Johnson (1967) found that recognition enhanced satisfaction.

Merril (1969) found that meager recognition led to dissatisfaction among teachers.

Robinson (1960) concluded that teachers were more interested in public recognition than in recognition from other professionals. Thus recognition is one of the most significant factors that influence satisfaction of teachers.

Carrell and Elpert (1974) found that there was a significant relationship between job satisfaction and educational level of individual teachers and it is considered as the significant determinant of job satisfaction.

Weinex (1981) found that the teachers with bachelor degree were more satisfied with their work than those who had master degrees.
Roberts (1977) got that teachers ranked good wages as one of the most important job motivation factors.

Holdway (1979) estimated that age was the important factor, which played significant role in the determination of job satisfaction.

Richard and Dewhirst (1979) concluded that age demonstrated a significant positive relationship with extrinsic satisfaction and that there was no such relationship between age and intrinsic satisfaction.

Herzberg (1952) found that in general job satisfaction was high among young workers, low among middle aged employees and it would increase again after the middle age.

Altimus and Tersine (1973) found that younger workers were significantly lower in satisfaction with work itself esteem, self-actualization and total work situation.

Smith (1982) got that teachers over 55 years of age and those under 25 years of age were the most satisfied.

Salch and Otis (1964) estimated that job satisfaction increased up to eased up to 60 years of age and then declined in the terminal period of 60-65 years among managers in different companies.

Lavingia (1974) found that young teachers were more satisfied in both groups of primary and secondary teachers.

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

Herzberg (1957) pointed out that for people at higher occupational
and or educational levels intrinsic aspects of the job go up in importance while security drops off considerably.

**Crites (1961)** analyzed three relatively new measures of work motives and values and denitrified the following five orthogonal factors: material security as job freedom, personal status as social service, social approach system, and structure.

**Hackman and Lowler (1971)** found that when jobs are high on the four care dimensions, (variety autonomy, task identity feed back), employees who are desirous of higher order need satisfaction containing feedings of accomplishment, personal growth tend to be treated by supervisors as doing high quality work.

**Schmidt (1976)** got that the importance of motivational factors like achievement, recognition, advancement, responsibility and work etc. for job satisfaction.

**Sergiovanni (1975)** concluded that over the long hour external standards and impersonal control mechanisms and unduly programmed teacher activity and behavior reduce the amount of discretion at the teaching level and also lower the amount of influence which teachers and students have over Classroom activity.

**Davis (1981)** estimated that the primary sources of satisfaction of teachers were in aspects of working with students' intellectual stimulation, autonomy, holidays, and job security.

**Daly (1981)** indicated that it is affected primarily by adjective feedback or individual perception as to the prevailing performance level of the school.

**Karigus (1981)** indicated that the Kenyan educators identified job security, sense of building the nation, chance to continue leaning over of
jobs, love for children, extracurricular activities and communication with teachers parents and pupils as the most satisfying job factors in their current positions and also as the factors which cause them to retain their position.

**Kuhn (1982)** found that satisfied teacher centered around intrinsic aspects or work, predominantly helping students.

**Hayeslip (1983)** found that satisfaction was a result of an achievement on the job interpersonal relation and recognition and satisfaction was likely to result in feelings of increased job commitment.

**Birmingham (1985)** found that teachers were most satisfied with intrinsic reinforces such as social service, creativity, variety, and ability utilization.

**Robert (1977)** estimated that teachers ranked challenging work, good interpersonal relations, achievement of objectives, good wages and fair and competent supervision as the most important job motivation factors.

**Hoober (1977)** found that authority and decision-making were rated as being the most satisfying variables and compensation was rated as being the most dissatisfying variables of the study.

**Chen (1977)** got that the strongest sources of satisfaction for Chinese school teachers were: moral value, social service and co works. Prevalent sources of dissatisfaction were advancement, company policies and practices supervision technical compensation, and supervision human relations. The subject taught by the teachers was also a source of job satisfaction.

**Clarke (1977)** found that internal factors were more satisfying than external factors for most satisfied and most dissatisfied teachers. External factors were more dissatisfying than internal factors for both groups.
American Vocational Association (1948) reported that more equipment in the home economies department brought more satisfaction to home economic teachers.

National Educational Association (1957) studied that acquisition of teaching materials and suitable classroom situations were related to job satisfaction.

Stangner, Flabee and Wood (1952) found that job satisfaction was related to better employee-employer relationship.

Bidwell (1959) estimated that the behavior of administrators conformed to Teachers expectations of the former's role, satisfaction was high, and non-conformity produced high dissatisfaction.

Suehr (1962) found that communication was one of the most vital areas in the whole morale process. It was most conspicuous by its obscene and consequently intended to be a major source of dissatisfaction.

Merill (1969) got that both the elementary teachers and principals were equally dissatisfied with company practices and policies as well as with authority.

Forture (1969) found that security for old age was one of the five factors significantly related to job satisfaction.

Wills (1982) found that in manufacturing organizations both male and female groups describe job security to be the source of highest satisfaction.

Spector (1956) found that the impact of promotional opportunities on job satisfaction in a laboratory situation and concluded that meager chances of promotion were causing dissatisfaction.

Herzberg (1959) suggested that job enrichment or vertical
enlargements of the job are conducive to psychological growth of the worker.

**Shaver (1977)** observed that the biggest contribution among journalism graduates to job dissatisfaction was low salary.

**Schmidt (1976)** concluded that salary was highly dissatisfying to the administrator when it was not effectively present.

**Roger (1953)** found that the major dissatisfaction were inadequate salary and factors related to the disproportionate number of women in the teaching staff.

**Brown (1973)** studied that an incentive is an objective goal which is capable of satisfying what we are aware of subjectively as need drive or desire. So monetary incentive or financial need or drive is one of the most and primary motives of work.

**Eckert, Stecklein and Sagan (1959)** found that low salaries were quoted as one of the three most common reasons for job satisfaction.

**Atteberry (1977)** estimated that no significant relationship between sex and job satisfaction of elementary school principals.

**Smith and Plant (1982)** found that either no significant sex differences in job satisfaction exist or that it found the differences are not psychologically meaningful.

**Sommers (1969)** got that the principal is the most important determinant of teacher morale.

**Holder (1985)** estimated a positive association was found to exist between the level of teacher job satisfaction and the principals perceived level of aloofness.
**Hulin (1977)** found that age is also one of the most important variables in exercising its influence on job satisfaction.

**Hull and Kolstad (1942)** concluded that job satisfaction was relatively high at the start dropped slowly to the fifth or eighth year then raised again with more time on the job. The highest morale was reached after the twentieth year.

**Siegel (1969)** studied that job experience is related to satisfaction in a rather interesting fashion. As one might expect new employees tend to be relatively well satisfied with their jobs.

**Hodge (1977)** estimated that the level of job satisfaction increased for professors as years of employment at the institutions increased in number.

**Lewis (1977)** found the motivating factors commonly associated with meaningful work experiences appeared to provide an intrinsic source of job satisfaction.

**Loher (1985)** concluded that satisfaction influences how individuals describe their jobs. Satisfied individuals may see their jobs as more complex than dissatisfied individuals.

**Fuller and Miskel (1972)** found that about 89 percent of the teachers participating in their study were satisfied or very satisfied with their jobs.

**Stapleton Craft Frankiez (1979)** found a positive relationship between teacher job dissatisfaction and teacher brinkmanship, which they defined as teacher behavior that attempts to challenge the authority structure of the school while attempting to avoid its negative sanctions.

**Maslach (1978)** got that emotional exhaustion caused by job stress.

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

**Dodge (1983)** studied that proclamation factors accounted for 33 percent of the variance in job satisfaction while the personal variables accounted for 2 percent of the variance.

**Gowin (1975)** found that school invasiveness increased with principals and teachers education, researchers experience and the proportion of teachers who are male.

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

**Roger (1953)** found that a large majority of male elementary teachers were very much satisfied with classroom teaching, especially in the area of teacher pupil relationships.

**Lindgren and Patton (1958)** studied that attitudes of high school teachers were less favorable toward children and toward current education theory and practice than were the attitudes of the teachers in the lower grades.

**Parelius (1982)** studied that the majority of the respondents were displeased with a large number of poorly prepared and unmotivated students.

**Hansen and Stanley (1969)** found interpersonal relations with students as one of the principal motive powers for teachers.

**Scherf (1974)** found that the desire for existence needs increased as the satisfaction with them decreased.

**Friedlander (1966)** got that the work can be a very important source of satisfaction for socially derived needs and in consequence a means
towards the realization of satisfaction in life in general.

Super (1939) found that lack of congruence between job requirements and the individuals abilities was the primary reason for dissatisfaction.

Brayfield (1957) concluded that suitability of work was very important for job satisfaction and general mental health of the individual.

Siegel (1969) found that employees who either insufficiently challenged by their work who were engaged in activities that were too demarcating relative to their intellectual were often dissatisfied with their jobs.

Weinroth (1977) found that age, teaching experience and age of children in the home affect the motivational needs, job satisfaction and career aspirations of married women teachers.

Weaver (1974) found that there was a strong positive relationship between job satisfaction and satisfaction with income.

Greene (1973) studied that merit pay eased satisfaction and increased the correlation between job satisfaction and pay.

Nixon and Gue (1975) studied women administrators and women teachers, and found that administrators were satisfied with their professional role than teachers.

Morse (1953) studied white collar workers and indicated that the more the dependents one had the less the satisfaction he had with the job.

Wanon and Lawler (1970) reviewed nine different kinds of job satisfaction, some of which have also been discussed by Evans (1969). They make a distinction between overall job satisfaction and satisfaction with particular fact of ones job facet satisfaction (JFS).
Campbell and Fiske (1959), Wanon and Lawler (1970) concluded that probably there are several types of feelings that people have and which can be called satisfaction or which influence their feelings of satisfaction about their jobs.

Fine and Dickman (1962) found that regardless of occupational level, the job content factors were judged more important in terms of both job satisfaction and performance.

Brayfield, Wells and Strate (1956) found that job plays a more significant role in the lives of man than it does for women.

Vroom (1964) got that any study of job satisfaction should include both sets of variables Viz., work role and personality variables.

Meconaughy and Palmer (1969) found that personality traits of federal field executives in south California were significantly related to their job satisfaction.

Heckert (1977) found that personal ideology influences behavior and job satisfaction more than do the perceived press of peer group or organization.

Gellmon (1939) found that there was a positive relationship between personality factors and job satisfaction.

Hulin (1977) estimated the relationships among personality measures and job satisfaction had shown no trends, which were of sufficient generality to be summarized.

Hyghes (1972) found that there was no significant difference between the mean job satisfaction scores.

Lusk (1980) studied that the relationship between personality factors and teacher effectiveness on a group of prospective teachers.
Peck (1936) got that women were more critical of their jobs and were less adjusted with work than were men.

Hoppock (1955) concluded that satisfied teachers showed fewer indications of emotional maladjustment than the dissatisfied teachers.

Kates (1950) studied that the relationship between job dissatisfaction and the Rorschach's maladjustment. The results showed that there was a significant relationship between the two measured variables.

Ivancevich (1974) studied that the effects of shorter week on employees and found that there was a significant relation in anxiety and stress of the workers. Thus the anxiety of an individual certainly influences job satisfaction.

Foà (1957) studied that the workers expectation in relation to satisfaction with supervisor among sailors and found that those with authoritarian expectations were more likely to be satisfied with whatever behavior was adopted by their officers than were sailors with less authoritarian expectations.


Cook Leeds and Callis (1956) concluded that attitude of teachers towards children and school work can be measured with high reliability and that they are significantly correlated.

Kearney and Rochio (1955) found the significant difference between the attitudes of elementary school teachers of self-contained classrooms and teachers of special subjects.

Lindgreen and pattan (1958) concluded that the attitudes of high school teachers are less favorable toward children and toward current
educational theory and practice than are the attitudes of teachers in lower grades.

Masstin (1985) found the significant differences between the attitudes of teachers and principals concerning various aspects of mainstreaming practices.

2.2 The studies in India

Anjaneyulu (1968) studied that the job satisfaction of secondary school teachers indicated that the factors, which contributed to dissatisfaction, were lack of academic freedom and heavy workload.

Marr and Mathur (1973) observed that the largest number of teacher educators was satisfied with the fact that they found their work interesting.

Ahmed (1984) found that the most important predictors for Teachers feelings of job satisfaction were the amount of pay offered by the job the degree of help received from superiors, and the amount of say teachers had in decision making.

Ramakrishnaih (1998) got the nature of the work done is very important element of job satisfaction.

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

Gangappa (1969) found that the multiplicity of tasks and duties makes one loose interest in his job and subjects him to all kinds of worries and maladjustment's.
Rohila (1966) found that if the physical environment in which the work is to be done is unhealthy it may contribute to a sense of uneasiness and that work done in poor physical conditions over a long period of time may result in dissatisfaction with the job.

Reddy and Reddy (1978) observed that the teachers employed under private management's were the most satisfied while those in the government management's were the least satisfied.

Chopra (1986) found that the teachers working in schools with open climate are likely to show higher overall job satisfaction than their counterparts in closed climate schools.

Kalanidhi (1973) concluded that the women workers in industry treated security as the most important job factor.

Anjaneyulu (1968) found that inadequate salary was one of the most common causes for dissatisfaction among school teachers.

Mayadeb (1972) studied that the salary was not the main factor which men working in different positions as engineer's medical representatives and clerks wanted from their jobs.

Ramakrishnaiah (1980) got that no difference in the level of satisfaction in different salaried groups.

Reddy and Reddy (1978) found that women teachers were more satisfied than men teachers.

Surbida (1984) found that there was no significant relationship between principal's sex and their ratings of their overall job satisfaction.

Ahuja (1976) studied that dissatisfaction increases when one has to work under an incapable inefficient and indifferent head or boss.
Dwivedi and Pestonjee (1975) concluded that age was the important factor, which played a significant role in the determination of job satisfaction.

Sinha and Sharma (1962) found the significant relationship between age and job satisfaction.

Al-Khaldi (1983) got that teachers over 55 years of age and under 25 were the most satisfied.

Pestonjee and Singh (1973) concluded that there were no significant relationships between age and job satisfaction of workers.

Nerraga and Pestonjee (1975) found that job satisfaction increased with increasing experience for a period of 10 years and after that it started going down.

Rao (1970) found that there was no association between job satisfaction and experience.

Ramakrishnaih (1980) estimated that year of experience possessed by teachers had no role to play in the determination of job satisfaction.

Shah (1982) observed dissatisfaction of teachers is due to lack of different kinds of physical facilities poor buildings and poor teaching material.

Srivastava and Sobha (1986) found lack of physical facilities as a factor of dissatisfaction among primary teachers.

Padmanabhaiah (1986) concluded that lack of physical facilities as one of the factors for Teachers dissatisfaction.

Srivastava (1986) found that Teachers educators working in affiliated colleges of Avadh University were dissatisfied because library
reading room, staff room facilities were not adequate enough to promote sound educational climate.

**Abdual (1986)** found teachers in more open climate schools were more satisfied with respect to facilities provided in the school than the teachers in less open climate schools.

**Garg (1983)** concluded that cause of dissatisfaction of teachers were absence of appreciation for good work, over load of work, load of work of clerical nature, partiality of administrators, lack of freedom in work and low salary.

**Ara and Nasreen (1986)** found that initiating structure and consideration styles of principal’s leadership behavior were found to be significantly related to Teachers job satisfaction.

**Srivastava and Sobha (1986)** studied that inadequate salary problems in getting arrears of salary and exploitation by officers are factors for dissatisfaction of primary teachers.

**Padmanabhaiah (1986)** studied that teachers were dissatisfied with the factors like government policy matter and management policies.

**Dwivedi (1974)** got friends, Co-workers, members of the family and neighbors exercise influence on the individual and affects his job satisfaction.

**Ramakrishnaiah (1980)** found that the 93 percent of the college teachers who were highly satisfied in their job expressed that they have cordial relationships with their colleagues.

**Anand (1971)** concluded that job satisfaction of teachers was positively related to students liking for teachers and teachers liking for students.
Reddy and Rajshekhar (1991) found that permanent and temporary job holders differ in their job satisfaction.

Rao (1970) found that there was a significant relationship between job satisfaction and educational level of individual teachers and it is considered as the significant determinant of job satisfaction.

Sinha and Sharma (1962) concluded that there was no relationship between level of education and job satisfaction among employees of various accusations.

Paramaji (1978) found that employees with higher educational levels were less satisfied with their salary than those with lower educational levels.

Pestonjee (1971) studied that those who were working under financial incentives had better job satisfaction than those who were under no such incentives.

Ganguli (1964) studied prediction that for the present and in the foreseeable future, money will remain as an important incentive for Indian workers.

Dwivedi and Pestonjee (1975) concluded a study on socio personal correlates of job satisfaction of blue-collar workers who were working under financial incentives scheme and found that high-income group were found to be satisfied with their job.

Peruma1 (1969) observed that the scales of pay of teachers are lower than other categories of employees who possess similar or even low qualifications experience and responsibilities.

Porwal (1980) found that job satisfaction did not vary with different scales of pay.

Shingwekar (1966) found that in the present times educational
reconstruction could be brought about only when we raise the position and status of teachers.

Anjaneyulu (1968) found that postgraduate teachers expressed dissatisfaction in the job as they found their jobs lacking in social status.

Padmanabhaiah (1984) found that male and female teachers were not significantly different in job satisfaction.

Porwal (1986) found that sex produces difference in the level of job satisfaction.

Dixit (1986) found that senior most in age was most satisfied and middle age group was least satisfied.

Srivastava and Sobha (1986) found that young teachers were significantly higher in job satisfaction and professionally honest than old teachers.

Kakkar and Kulsum (1985) found that age and sex had a significant relationship with job satisfaction.

Gupta (1980) found that age was not associated with job satisfaction.

Singh (1985) found that age was positively correlated with job satisfaction of doctors and engineers but not in the case of teachers.

Salleh (1988) found no association between job satisfaction and experience.

Goyal (1980) found that professional interest among teacher educators increased with teaching experience.

Sukhwal (1977) found that experience played a greater role in the development of favorable attitude towards teaching profession.
Gary (1983) found that both teaching attitude and job satisfaction of teachers were denitrified independently of their teaching experience.

Porwal (1980) Found government school teachers were more satisfied than private school teachers.

Choudhary (1989) found no significant difference between public and private sector job satisfaction.

Kulsum (1985) found that teachers working in corporation school had highest job satisfaction.

Reddy and Babu (1995) found that teachers working in residential school were more satisfied than their counterparts belonging to non-residential schools.

Nayak (1982) found that teaching attitude has a significant positive relationship with the job satisfaction of female teachers.

Kulsum (1985) found that Teachers attitude towards teaching profession and Teachers effectiveness turned out to be the common predictors of both job satisfaction and job involvement.

Som (1984) studied that Teachers personality pattern and their attitude towards teaching and related areas observed that female teachers tended to be higher than males in their attitude towards teaching profession and pupils.

Singh (1974) studied that measurement of Teachers values and their relationship with Teachers attitudes and job satisfaction and found that professional attitude of teachers was favorable and their attitude towards child centered practices and educational process was more favorable than their attitude towards teaching profession and class room teaching.

Jaleel and Pillay (1979) found age and experience have positive
relationship with their attitude towards teaching profession.

Saram (1975) concluded that attitude towards teaching profession was not positively related to teaching profession.

Gupta (1980) estimated that attitude towards teaching as a career is positively related to job satisfaction of primary teachers.

Goyal (1985) found that a large majority of teacher educators were either satisfied or very satisfied in the job. He found no difference in the job satisfaction of men and woman teacher educators, the effects of teaching experience was not found on job satisfaction.

Thakkr (1977) found that the job satisfaction was positively and significantly correlated with rapport of student's teachers.

Sarcar (1985) studied that difference in job satisfaction was significantly different in different organizational climates.

Kaur (1986) studied that job satisfaction of home science teachers and its relationship with personal professional and organizational characteristics. He found that out of the eight organizational characteristics namely hindrance, esprit, thrust, consideration initiating structure and total leadership behavior appeared as correlates of job satisfaction.

Joshi (1980) found that the number of higher secondary schools with closed climate was maximum schools with familiar climate ranked second controlled climate were minimum.

Indiresan (1974) found that organizational characteristics viz esprit, authority, hindrance, administration and fairness were found to be significant variables which are predictors of job satisfaction.

Tripathi (1983) found that female trainees on their personality score were high abstract thinking consciousness, tender mindedness,
imaginativeness, radicalism and somewhat less frustrated.

Malik (1984) found that some personality factors were significantly correlated with intelligence, emotional stability and tender mindedness, suspiciousness, self-sufficiency, placidity and relatedness. Teaching success positively correlated with dimensions of formality, goal direction, satisfaction, democracy, diversity, and clique ness. Teaching success was negatively correlated with dimensions of friction difficulty, apathy and disorganization.

Wangoo (1984) found that personality adjustment, democratic leadership, a high degree of intelligence and emotional control were the main characteristics that went with teacher effectiveness.

Sathyagiri (1985) observed that teacher competency was related with intelligence, emotional stability consciousness, tender mindedness, trusted nature, placid nature, self-sufficiency and relaxedness.

Gupta (1980) found that needs of achievement affiliation and endurance were positively related with needs of autonomy, dominance and aggression were negatively related to the job satisfaction of primary teachers.

Kakkar (1983) studied the four categories of women employees: Teaching, clerical mechanical, and medical, women employees of the four vacations differed significantly in their job satisfaction. Women employees of the four vacations were found to have different patterns of interests and they also differed in their attitudes towards work. Job satisfaction was affected both by the type of the job and component of the work values, positive relationships were found between job satisfaction and age, educational level, income, vocational attitude and work values.

Padmanabhaiah (1986) found that neuroticism of teachers could
significantly influence their level of job satisfaction.

**Singh (1985)** found that high scores on extroversion affected the job satisfaction of teachers, engineer's advocates and doctors negatively. Self esteem related positively with job satisfaction. On neuroticism negative correlates of job satisfaction among all the professionals was found.

**Rama (1981)** studied that most of home science colleges have open organizational climate and they have moderate level of value commitment and continuance of commitment to teaching was significantly associated with organizational climate.

**Rao (1981)** found that with regard to work values job satisfaction was related to job involvement and it is significantly related to work identification and organizational identification. External locus control of the teachers was significantly related to job satisfaction work identification and organizational identification.

**Pandey (1981)** found significant negative relationship between organizational climate and social adjustment in secondary school teachers.

**Lochana (1918)** estimated that significant relationship between organizational climate of the schools and the moral of the teachers.

**Varshney (1979)** found that reaction to frustration namely obstacle dominance, extra aggression, introversion, introspective impeditive, extra punitive and super ego tended to differentiate significantly among the school climate.

**Shah (1981)** found that each institution possessed a specific school climate, which had no influence on the Teachers personality. All male and female teachers had more or less of similar personality with slight difference among the urban population. In different school climate the differences in adjustment were significant.
Pestonjee, Akhtar and Siddiqui (1971) found that there was tendency among the lower levels of employees to resist change like introduction of electronic data processing system in their work.

The Education Commission (1966) emphasized, "Intrinsic and continuous efforts are necessary to raise the economic, social and professional status of teachers and to attract talented young persons into the profession".

Askar (1981) observed that society's perception of teaching is below the Teachers expectations.

Ray (1982) concluded that the higher the level of the occupation, the higher the moral of the worker and the achievement needs was an important mediator of the relationship between job level and job satisfaction. Therefore, the level of employment is one of the factors that contribute to job satisfaction.

Arora (1986) found that the dissatisfied teachers possess a higher level of anxiety than the satisfied teachers.

Anjaneyulu (1974) studied that poor economic and social status were causes for dissatisfaction among teachers in secondary schools. Rigid rules, orthodox service condition, frequent transfers and lack of parental cooperation were the causes of dissatisfaction of teachers working in government institutions. In local body schools interference of the politicians in the day-to-day functioning of schools, lack of proper accommodation and equipment's and in private school jobs security and favoritism were the cause of dissatisfaction of teachers.

Mehdi and Sinha (1971) found that the relationship between neuroticisms and job satisfaction among high school teachers was negative (V=-0.28) i.e. as the score of neuroticism increases dissatisfaction also
increases in the same way and vice versa.

Anand (1972) observed that (i) Women teachers were more satisfied than men teachers (ii) age was found to be significantly related to job satisfaction of school teachers in a positive way and (iii) academic career of teachers was not satisfaction.

Lavingia (1977) found that (i) primary teachers were more satisfied than secondary teachers (ii) female teachers were more satisfied than male teachers (iii) unmarried teachers were more satisfied than married teachers (iv) young teachers in the age group of twenty to twenty four years, were more satisfied in both the groups of primary and secondary teachers (v) academic qualifications did not seem to had any relationship with job satisfaction and (vi) job efficiency was positively related with job satisfaction.

Bernard and Kulaivel (1976) concluded that (i) the women teachers were more satisfied than the men teachers (ii) the teachers of aided schools appeared to be more satisfied than the teachers from municipal and govt. schools (iii) class obtained in the degree examination had nothing to do with the job satisfaction of teachers (iv) teachers coming from 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.

Balasubramaniam and Naryanan (1977) studied that the relationship between personality dimensions of extraversion- introversion and neuroticism and job satisfaction found that, in general an individual’s emotional stability seems to contribute to job satisfaction and extroversion seems to be unrelated to job satisfaction of college teachers.

Anand (1977) found that 30 percent of teacher's job satisfaction was determined by their possession of a degree of extraversion whereas, sex
accounted for only 9 percent, years of experience and age were found to play no role in determination of the job satisfaction of school teachers, whereas neuroticism was negatively related to it.

Bhattacharya (1978) observed that teachers who were highly satisfied in their job had little aggression while teachers poorly satisfied in their job were persons with marked anger and aggression in their character.

Sathyads (1979) found that teachers who were dissatisfied were more neurotic than the satisfied teachers. He also observed that satisfied teachers were the most extroverted. Thus he concluded that extrovert teachers were more satisfied with their job than introvert teachers.

Choudhary (2003) studied job satisfaction of college teachers, objectives of the study were to determine the degree of correlation and to find the significant differences among college teachers on job satisfaction with respect to sex marital status, location and experience.

Hypothesis were the statistical null hypotheses are considered accordingly for testing the significant difference in the mean scores of male and female teachers (H01); teachers working in rural and urban areas (H02); married and unmarried teachers (H03); more and average experience teachers (H04); more and less experience teachers (H05); average and less experience teachers (H06); rural and urban male teacher (H07); rural and urban female teachers (H08); rural and urban married teachers (H09); rural and urban unmarried teachers (H10); rural and urban experienced teachers (H11); rural urban average experience teachers (H12); and rural and urban less experience teachers (H13);

Tools used are standardized teachers job satisfaction scale of 75 items (likert type) prepared by Y. Mudgil, I.S.Mahar and P.Bhatia was used for collection of primary data. Conclusion was that teachers working in different colleges of Assam have same degree of job satisfaction with
respect to marital status, location and experiences except sex (male and female). There are no relationship in job satisfaction among male, female experienced, locations, married and unmarried teachers working in different colleges of Assam. It appears that several studies have been carried out in regard to job satisfaction. A brief overview of the studies on job satisfaction regarding teaching has been given below.

2.3 Studies regarding teaching profession

Hoppock (1955) reported that satisfied teachers enjoyed better human relationship with associates and supervisors.

Kline (1949) concluded that many male teachers might at times worry over the fact that the profession is not always considered especially manly.

Evans (1953) made an attempt to study attitude towards teaching as a factor in teaching competence by comparing the scale scores with supervisors rating in five training schools in England. She found no significant correlation between attitude scores and teaching efficiency.

Clarke and Burke (1955) stated that those who became teachers had lower needs or desires for prestige, income and professional recognition than the general average.

Bidwell and Charles (1956) noted that teacher's satisfaction in his job was very important because effective teaching requires a feeling of satisfaction and positive identification with the school.

Butler (1961) pointed out that satisfied teachers praised administrator where as dissatisfied teachers expressed a lack of confidence in them.

Rudd and Wiseman (1962) concluded that poor human relation among the staff was one of the important factors leading to dissatisfaction in teachers.
Redefer (1964) found that freedom to express them and take part in decision-making were more important than salary adjustment.

Kapoor and Rao (1969) noted the positive relations between these two factors i.e. the teachers who had any additional educational degree did not differ from those who had only minimum required degree for the job, in the case of job satisfaction. More qualifications and skills might be, helpful to the incumbent in getting satisfied with the work itself.

Lavingia (1974) found that female teachers were more satisfied than male teachers; young teachers in the age group of twenty-four years were more satisfied, unmarried teachers were also more satisfied. Job efficiency was positively correlated with job satisfaction.

Bhatt (1987) pointed out that female teacher felt more satisfied than male teachers. Quite possible reason are financial needs were less. He also found that there was no significant difference between Job satisfaction and age among young, middle aged and old teachers.

The present review reveals that effective variables on job satisfaction were gender, age, working experience, marital status, job efficiency, pay scale, associates, colleagues, autonomy, succorance, endurance, need of achievement, working conditions, advancement, perceptions, open climate, supervisory relationships, work livelihood, safety and security, performance, turnover, absences, occupational level, organization size etc. The job satisfaction and dissatisfaction open many doors for further investigations want to take up.

The present study therefore said to be an extension of the previous researches and research processes on the area with special focus on job satisfaction among Central School Teachers of Eastern U.P. The method and procedure adopted for this study has been dealt in chapter III.