CHAPTER-II

REVIEW OF RELATED LITERATURE
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Review of related literature is a summary of the writings of recognized authorities and of previous research, which provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. It provides a base, a background for research project, and makes the researcher aware of the status of the problem. It gives justification and direction to the proposed work and helps in preventing pit falls. The importance of studying the literature is reflecting from the following statement of Bery, “The review of related literature is a must for scientific approach in all areas of scientific research. One cannot develop an insight into the problem to be investigated unless and until one has learnt what others have done in a particular area of his own interest. Thus the related literature forms the foundation upon which all work can be built”. (Page 41, Bery 1967)

The area of job satisfaction is vast and now a days there is too much stress laid upon job satisfaction. Many researchers in India and abroad have studied the job satisfaction of teachers and the factors, which affect it. Some of the important studies available to the investigator and which have some relevance to the problem are being discussed in the following paragraphs.

2.1 STUDIES DONE IN INDIA

Atwal (1959), made a study of frustration in secondary school teachers and established that main cause of frustration were: socio-economic status, over work over crowding, sycophancy, lack of resources for higher studies, lacking opportunities in
decision making, insecurity of tenure, difficult student behaviour. More than 69% teacher belonged to high-frustrated category.

Tiwari (1962), studied on fifty teachers of Lucknow and found that majority of teachers were satisfied, with female and English medium school teachers being more satisfied than their counterparts.

Pestonjee (1967) studied the employees' morale and job satisfaction in relation to organizational structures. He reported high level of job satisfaction and higher degree of morale under democratic supervision as compared to other techniques of supervision.

Mantia (1970) studied the relationship among the school innovativeness, organizational climate and job satisfaction of teachers. The tools he used for data collection were - (a) The Organizational Climate Description Questionnaire and (b) The Bray Field Rothe's Job Satisfaction Index. He used a sample of eleven innovative and eleven non-innovative high schools. It was found that the group of teachers in non-innovative high schools with closed organizational climate was the most satisfied group. He predicted most satisfied group of teachers in innovative schools with open organizational climates were the second most satisfied group. There was a significant difference between the job satisfaction of teachers working in innovative and non-innovative schools. Berg (1970) in his study also concluded that job satisfaction increases the performance on the job.

Aaron (1972), Bhogle (1970), Yee (1968), Neidh (1967), Teigland (1966) and Kalanidhi (1965) found that the teachers well satisfied to their profession and having favourable attitude towards their job were found to be more successful in teaching.

Jayalakshmi (1974) studied the relationship of 10 background variables, 8 general attitude variables, 22 personality variables, 6 organizational dimensions variables and 2 supervisory style variables to job satisfaction among teachers of technological institutions. The sample of the study included 208 teachers and the tools used were Job Satisfaction Inventory, Lodhal and Kejners Job Involvement
Inventory, Gordon Personal Profile and Gordon Personal Inventory. The conclusions drawn were that two of the background namely ‘research involvement’ and ‘research output’, two of general attitude variables related to the performance of career plan and time were identified as significant discriminator of highly satisfied and highly dissatisfied. Regarding the variables related to perceived characteristics of leadership behaviour both the dimensions namely initiating structure and consideration were found to be significant variables in predicting job satisfaction. All the five dimensions related to perceived characteristics of the organizational atmosphere namely authority, hindrance, administration and fairness work found to be significant variables.

Lavingia (1974) measured the degree of job satisfaction among school teachers and the impact of it on the stability of teachers. The sample for the study constituted 1600 teachers of primary and secondary schools. The tool used for data collection was a rating scale. It was found that the primary school teachers were more satisfied than secondary school teachers. Female teachers were more satisfied than male teachers. Job efficiency was positively correlated with job satisfaction. Young teachers in the group of primary and secondary teachers and unmarried teachers were found to be more satisfied.

Singh (1974) conducted a study on the relationship between teachers values, attitude and job satisfaction. The sample for the study consisted of 517 secondary school teachers of Delhi for standardization of Teachers Value Inventory (TVI). Out of these 517 teachers, 512 teachers were selected on the basis of random sampling. The method used were split half reliability and concurrent validity. In addition to these TVI, Ahluwalia’s Teacher Attitude Inventory, modified version of the Roth’s staff satisfaction survey, and personal data sheet were administered to collect the data. He concluded that the teachers scored the highest on social and theoretical values and lowest on economic and political values. Teachers were found to be moderately satisfied with all factors of job satisfaction except with the economic benefits, physical facilities and administration. He also concluded that female and unmarried
teachers were more satisfied with all the factors than the male and married teachers. The study also revealed that the teachers belonging to Private schools were more satisfied whereas those belonging to Govt.-aided schools were least satisfied.

Martin (1975), in his study on the topic “A study of the Relationship among job satisfaction, Attitude towards students and Residence of Public School teachers and Administrators”, noted that administrators in general had higher level of job satisfaction than the teachers in general. A significant difference was found in the levels of job satisfaction between the teachers and administrators residing in their school districts and also between the teachers and administrators residing outside their district of employment. Correlations between job satisfaction and attitude toward students among teachers and administrators were not significant.

Bembray (1976) in his studies entitled “Comparative Attitudinal Analysis of selected Business Studies teachers in Private secondary schools concerning their job satisfaction” observed that demographic variables of age, experience of teaching, salary had a significant relationship with job satisfaction. He found that older teachers and the group of teachers getting higher salary were more satisfied.

No significant relationship was perceived by Espy (1976) between teacher’s job satisfaction and their principal’s leadership style. He also concluded that teachers with female principal appear to be more satisfied with their jobs than teachers with male principal.

Studies of community college instructors’ job satisfaction have been conducted since the early 1900’s, using a variety of theoretical constructs and measuring widely different dimensions of satisfaction. One group of studies has looked at the effects of personality variables and personal characteristics on job satisfaction, while another group has investigated working conditions and specific work activities as causes of teacher burnout and job dissatisfaction. In his review of five national and regional studies of job satisfaction, Friedlauder (1978) concludes that measures of general job satisfaction are more accurate predictors of faculty members’ desire to remain at their
job than measures of attitudes toward working conditions. Rating of global or general facets of working conditions such as relations with colleagues, students, and administrators (Friedlander, 1978) have also been used to assess overall satisfaction. Studies that use such measures show that community college faculties are generally quite satisfied with their career and plan to teach at a community college for some time to come.

Kolte (1978) identified the factors that are responsible for both the teacher's satisfaction and dissatisfaction. The sample for his study was selected from 6 panchayat samities. From each panchayat samiti, three primary schools were randomly selected. For data collection Job Satisfaction Questionnaire and one good incident and one bad incident of their job was used. He concluded that achievement was responsible for the feelings of satisfaction incidents. Thirty good incidents revealed recognition as a factor for the feeling of satisfaction from the job. Work itself was found to be responsible for satisfaction in 6 of the good work incidents. Unfair policy of administration emerged as a dissatisfier in thirty-five of the dissatisfaction incidents. Working conditions and salary were found to be responsible for dissatisfaction.

Arora (1978) conducted an investigation to find out the characteristics of effective and ineffective teachers and found that effective teachers were mostly satisfied with their job whereas, ineffective teachers were dissatisfied or were indifferent.

Anand (1979) measured the teachers' job satisfaction in relation to working situation, work role variables, teaching subject, age, pre-service teachers training and personality variables. He used a job satisfaction scale and 16 Personality Questionnaire for data collection. He worked on a sample of 999 teachers. The findings of the study showed that fifty percent of the teachers were dissatisfied and postgraduate teachers were more satisfied than graduate teachers. No linear relationship between age and job satisfaction was found. The trainee teachers were
more satisfied than the trained teachers. No significant relationship was found between teachers’ job satisfaction and their working situation.

Kumar and Bohra (1979) found that the workers who had perceived the existing organizational climate as democratic were having high job satisfaction than the workers who had perceived the organizational climate as autocratic.

Goyal (1980) studied the relationship among attitudes, job satisfaction, adjustment and professional interest of teacher educators in India. The tools used for data collection were Attitude Scale, Indirason’s job satisfaction Inventory and Bell’s Adjustment Inventory. The result revealed that a large majority of the teacher educators were favourably inclined towards their profession and were satisfied with the job. The attitude and job satisfaction of different groups did not differ significantly. Emotional stability among the teacher educators increased with age. Professional interests increased with teaching experience. Job satisfaction, attitude and occupational adjustment were associated with one another while social and emotional adjustment and professional interests were not related with other variables. Job satisfaction could be predicted by attitudes and occupational adjustment but not by other variables.

Porwal (1980) investigated the personality traits of 100 satisfied and 100 dissatisfied teachers and impact of variables like sex, marital status, age, length of service, salary, location of working place, management type and extent of employment on their job satisfaction. The tools used were Job Satisfaction Questionnaire and 16 p. f. questionnaires. The result revealed that personality characteristics of satisfied teachers were reversed, detached, critical, cool, emotionally mature, stable, face reality, humble, mild accommodating, shy, restrained, diffident, cautious, adoptable, practical, careful and unfrustrated. The personality traits of dissatisfied were hearted, easy going, emotionally less stable, independent, stubborn, socially bold, spontaneous, self opinionated, imaginative, careless and frustrated. There was significant difference between sex and job satisfaction. The female
unmarried teachers were found to be more satisfied than the married teachers of both sexes. A negative relationship existed between the length of service and level of job satisfaction. The teachers of Government schools were more satisfied than those in privately managed schools.

Gupta (1980) investigated the job satisfaction of primary school teachers, secondary school teachers and college teachers and found out the relationship between selected psychological variables and job satisfaction exhibited by teachers of primary schools, secondary schools and colleges. The sample for the study constituted 765 teachers of the three categories. The investigator used a teacher’s job satisfaction scale, attitude towards teaching career scale, Manaksin Personality Inventory, Personality maturity test and personal data information form. Findings of the study showed that need for achievement, affiliation and endurance were positively related while need of autonomy, dominance and aggression were negatively related to the job satisfaction of primary and secondary school teachers. Attitude towards teaching as career and personality maturity were positively related to the job satisfaction of all the three categories of teachers. Marital status, age, teacher’s experiences were not associated to the job satisfaction of primary and secondary school teachers, while unmarried college teachers were more satisfied than married college teachers. Primary school teachers were significantly less satisfied than secondary school and college teachers. Secondary school teachers and college teachers were almost equally satisfied with their jobs.

Poswal (1980) conducted a study to identify the personality characteristics of satisfied and dissatisfied teachers. He reported that satisfied teachers were found to be reserved, critical, humble, wild, accommodating and adaptable.

Porwell (1980) found that there was no significant relationship between job satisfaction and scales of pay in well-employed or under-employed conditions. Job satisfaction amongst Govt. schools teachers was significantly higher than those working in private schools.
Anand (1980) in one of the study found that job satisfaction was negatively associated with neuroticism, religious, economic and political values.

Edwin and Neely (1980) revealed through their study results that teachers working in grade sixth in the field of special education, vocational education and elementary education were the more satisfied educators. As the class-size and total student load increased, teachers work-satisfaction decreased.

Srivastava (1981) conducted a study on private and public school teachers in relation to their job satisfaction. He found that the difference between the teachers of two types of schools in terms of job satisfaction was statistically significant. Private school teachers were more interested in teaching profession than public school teachers.

Srivastava (1986) worked out the job satisfaction and professional honesty of primary school teachers with a random sample of 987 teachers. She reported that (i) the primary school teachers of the area under study (Awadh region) had high job satisfaction and professional honesty, with female teachers, unmarried teachers, urban teachers and non agricultural family background teachers being comparatively higher in job satisfaction and professional honesty as compared to their counterparts, (ii) inadequate salary, lack of physical facilities, problems in getting arrears and exploitation by the officer were among the major factors of job dissatisfaction among primary school teachers.

Chopra (1982) conducted a study on job satisfaction of teachers and student’s achievement in relation to the six organizational climates of the schools. His prime objective was to study the overall job satisfaction of teachers working in schools having different organizational climate. He also studied the relationship between the teacher’s job satisfaction and student’s achievement. For sampling purpose he had chosen all the forty-two Govt. Boys Secondary and Senior Secondary schools located in the urban area of Delhi and then selected three schools from each of the six organizational climate groups. In this way the sample for the study included 272
teachers and 620 students of 18 randomly selected schools. The tool used for the collection of data were Sharma’s School Organizational Climate Description Questionnaire, Wali’s Teachers Job Satisfaction Inventory, Jalota and Kapoor’s Socio-Economic Status Scale, Reven’s Standard Progressive Matrices and achievement proforma. ANOVA, ANCOVA, Newman Kaul’s test and Partial Correlation Coefficient were used for the analysis of data. The major findings of the study were that among the six climates the teacher of the open climate schools showed highest level of job satisfaction. He also concluded that there is no significant relationship between teacher’s satisfaction and student’s achievement.

Bradley (1983) conveyed in one study that teaching, as a career choice was a popular one in the early 1970’s particularly for female. As school students perspective teacher’s perception of teaching were also idealistic.

Garg (1983) concluded that the degree of teacher’s sense of professional responsibility was less in some secondary schools. It was found more in some other schools. Further it was found higher among the teachers of urban schools.

Joshi (1983) found in one of the study that since the different management created different types of climate for job satisfaction in their institution, so the attitude of teachers differed significantly under different type of management.

Garg (1984) in his study entitled “personality and job satisfaction of Librarians of University of Delhi and Rajasthan” said that the important reason for studying job satisfaction rests on the strong relationship between satisfaction and withdrawal behaviour. A critical and extensive review of literature on job satisfaction and performance reveals that there exists positive relationship between job satisfaction and productivity. Analysis of job satisfaction within an organization does provide an important diagnostic assessment of the health of that organization.

Dixit (1986) concluded on the basis of one study that Hindi medium primary schools teachers were more satisfied than the secondary school teachers. While in English medium schools the level of job satisfaction among the two was same.
Female teachers were found to be more satisfied than the male teachers. It was also found that more qualified and highly experienced teachers were highly satisfied.

Bhatt (1986) in his study entitled “Personality determinants of job satisfaction of college teachers in the Saurashtra Region of Gujarat State” revealed that satisfaction of teachers plays a vital role in every society. Job satisfaction is derived from and increased by many inter-related factors. Although these factors can never be completely isolated from one another, for analyzing they can be used for statistical techniques, and may be separated enough to give an indication of their relative importance to job satisfaction. Job satisfaction plays an important role in the job behaviour of an individual.

Joseph and Pajak (1986) studied the impact of teachers work on their personal lives. Results showed that work demanded on teacher seems to affect their personal lives. Excessive work load, relationship with colleagues, low salaries, unrealistic expectations by community members were among the most stressful aspect of teaching.

Gupta (1986) assumed that the teacher, who is satisfied with his work, is a better teacher. He also pointed out that high academic and professional qualification of the teachers no doubt can raise the standard of education as well of nation but dissatisfied teacher in spite of having a sound academic career and professional training will do much harm than benefit because he will never work whole heartedly nor will try to contribute anything substantially to education. Thus Gupta indicated a positive relationship between job satisfaction and teacher effectiveness.

Kaur (1986) found in a study that age, intelligence, socio-economic status, were the correlates of job satisfaction. Next experience, salary and qualification too are the correlates of job satisfaction. The remaining organizational characteristics namely intimacy is a good predictor of job satisfaction.

Quraishi (1986) surveyed the determination of job-involvement among teachers. The major conclusions drawn from the study revealed that both individual and
institutional factors determined job involvement of college teachers, job involvement was found to be positively correlated with job satisfaction. 

Venputten (1986) conducted a study on school communication system, work motivation and job satisfaction of the teacher. The tools for data collection used were Downs’ and Hazens’ Communication Satisfaction Questionnaire and Motivation Questionnaire. The sample for the study was 200 teachers of secondary schools. The result revealed that there exists a significant relationship between communication satisfaction and job satisfaction. The demographic factors of teachers’ age, grade level taught and years of teaching experience correlated with job satisfaction. There was no significant difference among total communication satisfaction, job satisfaction and work motivation.

Gupta (1987) investigated into the administrative effectiveness of principals of Delhi Senior Secondary Schools and found that there was a positive correlation between the job satisfaction of teachers and the effectiveness of school principals.

Shankar, V. (1987), conducted a study entitled “A study of teacher’s responsibility and its relationship with school climate and job satisfaction of teachers of the secondary school level in Moradabad district”. The main findings of the study were- (i) Urban teachers belonging to different climate groups are more responsible than their rural counterparts and (ii) Teachers’ responsibility towards their profession was not related with alienation and production emphasis of organizational climate.

Irving (1987) studied the selected variables relating to job satisfaction among professors in large and small universities. She utilized Pardue Teachers’ Opinionnaire, which measured total job satisfaction of 120 professors. She found that the size of the university, perception of the university services, rapport with the immediate supervisor and rapport with the colleagues showed no significant difference between the job satisfaction of professors who are employed at large universities and small universities. Other variables such as perception of university facilities, salaries, and
professors' workload were found to be significant between professors who are employed at large universities and small universities.

The study of Sundrajan and Williams (1988) revealed that there exists a significant relationship between spirit and job satisfaction, control and job satisfaction, production emphasis and job satisfaction, humanized thrust and job satisfaction. But no significant relationship was found between disengagement and job satisfaction, alienation and job satisfaction, intimacy and job satisfaction, psychophysical hindrance and job satisfaction.

Raisani (1988) studied the relationship of organizational climate, teachers' and schools' selected demographic characteristics to job satisfaction of the teachers as perceived by Michigan Public Secondary School Teachers. The sample for the study constituted 340 teachers. Tools used for data collection were Organizational Climate Description Questionnaire-Revised Scale (OCDQ-RS) and Teacher Job Satisfaction Questionnaire (TJSQ). The findings of the study indicated that organizational climate is related more strongly to job satisfaction than demographic characteristics as perceived by teachers. The more engaged, intimate, supportive, less frustrated and directive organizational climate was perceived to be, by the teachers, the more satisfied were the teaches in that school. It was found that teachers were less satisfied with pay and advancement. The findings also suggested that female, younger, more educated and less experienced teachers were more satisfied with certain aspects of their job than their male, older, less educated and more experienced counterparts.

Ainsworth (1988) conducted a research to determine the extent to which teachers' personal needs were satisfied in their work places. The conclusions drawn were (a) Teachers aspired to satisfy security, social, esteem, autonomy and self actualization needs in the school setting (b) Generally as the age and years of experience increases the need for autonomy also increases but need of self actualization decreases (c) The esteem needs of male teachers were significantly greater than that of their female counterparts (d) Financial security and security in the
work place did not appear to be major issues for a majority of teachers and (e) 
Teaching in a small school seemed to decrease the chance that a teachers' need for 
self actualization might be satisfied.

Sagar and Devender (1989) in a study found that organizational climate was 
positively related to job satisfaction and negatively related to job anxiety.

Elder (1989) attempted to determine which school site factors, student related 
factors and teachers' personal characteristics are related to the job satisfaction and 
dissatisfaction of urban school teachers. Areas of job satisfaction were identified. 
Greater satisfaction than dissatisfaction was indicated in sub areas like 'supervision', 
'colleagues', 'responsibility', 'the work itself', 'security' and 'parents'; greater 
dissatisfaction than satisfaction was reported in sub areas 'working condition', 'pay 
advancement' and 'recognition'. Year round calendar was the school site factor that 
related most to job satisfaction. Socio-economic status and transiency rate were 
student factors that related most to job dissatisfaction. Gender, marital status, years of 
teaching experience, and number of years at current school were teachers personal 
characteristics that related to the job satisfaction.

Mohan and Sarin (1989) studied job satisfaction in relation to personality, self-
esteeem and adjustment of teaching and non-teaching engineers. They concluded that 
their job satisfaction was influenced by pay, neuroticism, self-esteem and total 
adjustment. It was also asserted that job satisfaction had some basic relation with 
psychological traits in addition to contents of job.

Johnson (1990) conducted a study on the title "School Effectiveness & 
Principals’ Effectiveness and Job Satisfaction: A comparison of three school levels". 
Data were collected through a questionnaire administered on 112 elementary school 
principals, 84 junior high school principals, 133 senior high school principals and 
follow up interviews with 10 principals of each level. At all the three levels, 
Principals reported moderate job satisfaction. However, satisfaction with district 
administration, workload and remuneration varied with school level. Principals
reported that staff related concerns were more important for their satisfaction, but several other aspects influenced general job satisfaction.

Quaglia et al. (1991) investigated into the relationship of teacher satisfaction to perceptions of school organization, teacher empowerment, work conditions and community status. The result of the survey done on 477 teachers in 20 main communities reveal that teachers satisfied with their jobs had more positive attitude towards their students. They feel more positively towards teacher efficacy and believed themselves to be more empowered and felt more often that they are community-supported teachers than did dissatisfied teachers. Satisfied and dissatisfied teachers did not differ in their assessment of their working conditions.

Janal (1991) made a comparative study of job satisfaction among the teachers working in Government and Private schools. Fifty teachers from each category were selected. In the study it was found that Government school teachers were found highly satisfied as compared to the private school teachers. Male and female teachers differed significantly on job satisfaction.

Siddiqui (1994) studied the level of job satisfaction among 110 senior secondary school teachers. The results indicated that there is no difference in the level of job satisfaction among the teachers. Teaching experience was not found to be related with the job satisfaction while age and marital status was found to be a correlates of job satisfaction.

Neil (1994) conducted a study on the relationship between the strength of the school organization culture and the job satisfaction of middle school teachers. The result of the study revealed that the strength of the organizational culture in middle level schools was moderately strong and their teachers were satisfied with their job.

Asha and Satpal (1994) surveyed job satisfaction and burnout as correlates of teaching competency. The results showed that teachers who were more competent were rated higher by pupils and more satisfied with jobs than the less competent group.
Yueh Yun (1994) reported after investigation that the teacher’s perceptions of empowerment were significantly related to their perceptions of job satisfaction. All teachers had a moderate level of empowerment, job satisfaction and commitment to the organization.

Beegam (1994) found in their study on an analytical study of factors related to job satisfaction among college teachers, that (i) the job satisfaction of college teachers was found related to certain socio demographic variables such as faculty, local, region, caste and community, education of spouse and mode of conveyance, (ii) job satisfaction of the college teachers was found related to certain personality variables like self esteem and materialism-spiritualism orientation.

Das (1995) studied the difference between job satisfaction of teachers and their temperamental traits. The result showed that there was significant difference between the job satisfaction of teachers and teaching traits. It was also found that highly satisfied teachers were more impulsive than the highly unsatisfied teachers.

Reddy, A. Venketarami and Babu, V. Rama Mohan (1995) analyzed the level of job satisfaction of men and women teachers working in two types of schools - residential and non-residential. The sample for the study consisted of 400 teachers, equally distributed between two types of institutions and two sexes. A job satisfaction scale measured the job satisfaction of the teachers. It was found that the teachers working in residential schools had a higher level of job satisfaction than those working in non-residential schools. Women teachers were more satisfied than their male counterparts. Interaction effects were not significant.

Jahad (1995) examined teachers perceived satisfaction and organizational citizenship behaviour across four leadership styles of principals. Teachers reported a significant difference in the nine sub scales of the job satisfaction questionnaire. Teachers were most satisfied with their administration and supervision. Demographic variables such as age and previous employment in education did not significantly affect overall job satisfaction. Teachers with style 1 (high task / low relationship) and
style 3 (low task / high relationship) were significantly more satisfied with their administration than those with style 2 (low task / low relationship) and style 4 (high task / high relationship) teachers. This study also suggested that within a particular school, teacher’s satisfaction and organizational citizenship behaviour are positively related. This logically implies that a teacher who is satisfied with his or her job is also a good citizen of the school.

Singh, Jaspal (1996) investigated academic productivity and satisfaction and also identified means for improving both. He used data of a survey conducted in 1994 from 172 teachers in universities and colleges across northwest India. Productivity was evaluated according to the amount of publication while satisfaction was measured on the basis of a wide range of job, administrative and work culture factors. High productivity correlated with seniority, availability of foreign travel colleague interaction, the sciences (as opposed to the arts and humanities) and institutions in Punjab. Productivity was also linked to satisfaction, with low levels of latter occurs in all phases of the teaching occupation. It is concluded in terms of Emile Durkheim’s analysis of labour society, that the lack of an organized division of labour in Indian universities has hampered productivity, satisfaction and the academic work culture in general.

Ausekar (1996) studied on job satisfaction among teachers working in Government and Private secondary schools. The results revealed that only 13 percent of the school teachers were greatly satisfied with all sixteen personality factors. Private school teachers and the Government school teachers were found to be more satisfied with factors like recognition, independence, salary, job security, work itself, job status and educational policies. Whereas, the teachers in private schools were more satisfied with factors like responsibility, achievement, working conditions and personal life.
Aggrawal (1997) studied job satisfaction of teachers in relation to some demographic variables and values. The investigator concluded that caste, place of work and mother tongue were significantly related to job satisfaction.

Gupta (1997) studied the relationship between job satisfaction and personal values among 32 college teachers. Results revealed that teachers high on academic and social values experienced greater job satisfaction. Religious, aesthetic, domestic, and physical values were not significantly related with job satisfaction.

Yadav and Halyal (1998) explored the nature of relation between the big five factors of personality and job satisfaction of male college teachers. Results indicated that emotional stability and urgency had a significant positive correlation with job satisfaction. Job satisfaction was positively but not significantly correlated with intellect and agreeableness, and it had a nonsignificant negative relationship with conscientiousness.

Shann, Mary H. (1998) assessed teachers’ job satisfaction and the importance they assigned to various aspects of their job. For this purpose he interviewed and received filled questionnaire from 92 teachers in 4 urban middle schools. Teacher-pupil relationship ranked highest in terms of importance and satisfaction. Parent-teacher relationship commanded respondents’ highest concern. Teachers in the 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 greater discrepancy in student achievement.

Mary (1998) investigated into the professional commitment and satisfaction among teachers in urban middle schools. The work was conducted on a sample of over 2000 teachers. The findings of the study showed that there were seven predictors of job satisfaction, which was found to be statistically significant. These were interaction with students, professional challenges, professional autonomy, working conditions, salary and opportunities for advancement.
Aggrawal (1999) in his study on job satisfaction of primary and secondary school teachers concluded that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers were found to be more satisfied than others. Age and marital status, however, had no relation with job satisfaction.

Kulsum (1999) studied through factorial analysis the job satisfaction and job involvement of secondary school teachers in Bangalore city. The study revealed that headmasters with higher initiating structure made their work more qualitative and effective. It was also revealed that teaching process, teaching experience and school size put together have accounted for 80% of the common factor variance. They may be considered for the promotion of school effectiveness.

Mishra (1999) examined the degree of job satisfaction among teachers of constituent and affiliated college’s of Magadh University. Findings revealed that teachers working in constituent colleges maintained and managed directly by the University experienced more job satisfaction compared to the teachers of the colleges managed and governed by private bodies.

Beegam and Dharmangadan (2000) explored sex difference in relation to job satisfaction of college teachers. Results indicated that there is a significant difference between male and female teachers. With regards to job satisfaction female teachers were more satisfied than the male teachers.

Bazmi (2001) conducted a study on teacher’s attitude and their job satisfaction on the teachers working in schools for the blind. The result revealed that there is a high positive correlation between job satisfaction and their teaching attitude.

Fatmi and Mishra (2001) studied on job satisfaction and locus of control among constituent college and minority college teachers and found significant positive relationship between job satisfaction and locus of control. Moreover, constituent college teachers were more internally oriented than their counterpart from minority college.
Natarajan (2001) studied on school organizational climate and job satisfaction of higher secondary school teachers of Tirupattur of Tamil Nadu and found six types of educational climate, open climate have more teachers than any other types of climate. He also found the sex difference in favour of female teachers.

Bhuyan and Choudhary (2002) studied correlation of job satisfaction among college teachers and they found that (i) there was no association between job satisfaction and sex of teachers, (ii) there was no association between job satisfaction and marital status of the college teachers, (iii) there was no association between job satisfaction and the location of the institution.

Chattopadhya and Bhattacharya (2002) assessed the effect of personality patterns and mode of personal adjustment on job satisfaction and effectiveness of married female high school teachers. They found that subjects who were satisfied with their jobs reported higher job effectiveness and better social and emotional adjustment compared to those who were dissatisfied.

Shafeeq (2003) investigated the difference between low and high salaried group teachers teaching visually impaired in relation to their adjustment and job satisfaction. Results showed that salary does not make any effect on adjustment of visually impaired teachers and low salaried teachers are more satisfied in their job satisfaction in comparison to high salaried teachers.

Alka and Asthana (2004) studied on teachers job satisfaction and found that: (i) job satisfaction does not differ with teachers teaching levels, (ii) freshers were found more satisfied than middle age group teachers, (iii) the male teachers were more satisfied than female teachers.

2.2 STUDIES DONE IN ABROAD

The review of the literature related to the field under investigation, revealed that since the monograph of Hoppock on job satisfaction in 1935, a lot of studies have
been done in foreign countries. It was observed that major portion of such studies have gone in share of industrial concern, a few on teaching and teachers are also available, some of them are as follows.

**Hoppock (1935)** studied on rural and urban teachers of northeastern United States. He compared 100 most and 100 least satisfied teachers and disclosed that satisfied teachers showed fewer indication of emotional maladjustment, were more religious, enjoyed better human relationship with superiors.

**Wany (1946)** studied the relationship between job satisfaction and effectiveness in the performance of the job in teaching profession and concluded that the teachers having satisfaction towards their profession were found more effective.

**Harrel** study in 1961 revealed that age has little relationship to job satisfaction for all professional employees; but it is important in some job situation. In some groups job satisfaction is higher with increasing age; in other groups job satisfaction is lower; and in others there is no difference.

While studying needs, perceived needs' satisfaction opportunities and satisfaction with occupation of 203 teachers, **Kuhlen (1963)** concluded that achievement and need discrepancies were consistently related to occupational satisfaction.

**Boris (1964)** conducted a study on need satisfaction and job satisfaction and found that money security i.e. salary was the proponent need among lower socio-economic groups but it decreased to the least amount among the managerial, official and professional groups.

While analyzing the factors that affect job satisfaction of public high school business teachers, **Lacy (1969)** has given idea that, the community in which teacher lives, school administration, salary, teaching load and amount of teaching experience affect the job satisfaction of teachers. She also observed that teachers job satisfaction is not affected by sex, marital status, number of dependents, size of community in
which he lives. She found that fringe benefits are important to teacher’s job satisfaction.

In a correlational study between job satisfaction and vocational preferences of teachers of educable mentally retarded children, 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 situation.

Seybolt (1975), Mekky (1974), Wanous (1974), Kesselman et.al (1974) and Lock (1970) found that job satisfaction of workers including teachers was positively and significantly correlated with job performance.

Behrman, Henary (1976) used teacher-student relation as a predictor of secondary school teacher’s job satisfaction in his study and demonstrated that perceived interpersonal relations with students, peers and administrators are significantly correlated with job satisfaction. Finger (1984) explored the relationship between the perceived leadership behaviour of the quasi administrators and teachers job satisfaction in New York City school system. The result seems to suggest that the teachers who perceive quasi administrators as being high in both initiating structure and consideration will have greater degree of job satisfaction than with those teachers who perceive their quasi administrators as having any other leadership style.

Baker (1979) tried to find out the relationship between the leadership styles of principals and job satisfaction of selected Mississippi teachers and that which styles of leadership Mississippi teachers perceived their principals as most often using. The findings of the study showed that there exists no significant relationship between the leadership styles of principals and teachers job satisfaction. It was also revealed that Mississippi teachers perceived their principals most frequently using high production low people style of leadership.
Reid (1979) tried to relate job security, role involvement and job satisfaction of teachers. He established that a strong positive relationship was found between teacher’s feelings of job satisfaction and job security.

Sautham (1980) investigated the relationship among work values, communication climate and job satisfaction for personal at Ohio University. He found that climate and employees work values are significant factors in relation to their job satisfaction and turn over sate.

Wezermes (1984) compared the level of job satisfaction of physical education teachers and the teachers of other disciplines in urban and rural high schools in Jordan. For data collection an opinionnaire was used. The samples for the study were twenty-eight full time teachers. The result revealed that there was no significant difference in the level of job satisfaction between physical education teachers and teachers of other discipline in Jordan. There was statistically significant difference between physical education teachers in urban and rural schools in terms of over all job satisfaction. Teachers of rural schools were more satisfied than those in urban areas. The overall job satisfaction of teachers was not influenced by level of teacher education, experience, age or sex of teacher.

Finger (1984) explored the relationship between the perceived leadership behaviour of the quasi administrator and teachers job satisfaction from New York City school system. The result seem to suggest that the teachers who perceive quasi administrators as being high in both initiating structure and consideration will have greater degree of job satisfaction than with those teachers who perceive their quasi administrators as having any other leadership style.

Kirttdum (1984) examined the job satisfaction of two groups of elementary school teachers. One group was urban and other was from rural areas in Nakhan Sawan Province, Uthaithani Province, Chainal Province and Pichit Province in Thailand. The sample for the study was 295 teachers. A Job Satisfaction Questionnaire was developed by the investigator to collect the data. The findings of
the study indicated that: (a) The overall satisfaction of rural and urban elementary school teachers was not different (b) Elementary school teachers who had backgrounds matching their school location tended to be more satisfied with their jobs than teachers whose backgrounds differed from their school location, and (c) There were no differences in the overall satisfaction of elementary school teachers in relation to sex, age, experience and school size.

Reese (1985) tried to find out the relationship between urban secondary school physical education teachers' job satisfaction and job stress. Data used were obtained from 229 secondary school physical education teachers teaching in 85 urban schools in North Florida and South Georgia. The results of the showed that: (1) There is a negative relationship between urban secondary school physical education teacher’s job satisfaction and job stress. (2) Secondary school size above 1500 has an adverse effect on job satisfaction and job stress of secondary school physical education teachers, and (3) Male secondary physical education teachers tend to have a higher level of job stress that do their female counterparts.

Dansie (1986) studied the relationship among teacher's job satisfaction, teacher's autonomy and teacher's contact with the immediate supervisor. The data were collected through two tools namely Job Satisfaction Scale (Johnson, 1955), and an instrument developed by the investigator. The findings of the study indicated that there was a positive significant correlation between teacher’s job satisfaction and teacher’s autonomy. There was a significant positive correlation between teacher’s job satisfaction and contact with the principal. There was no significant relationship between teacher’s job satisfaction and demographic variables of school size i.e. school grade level, teacher experience or teacher educational level.

Beavers (1987) investigated the job satisfaction of vocational agriculture teachers in relation to certain selected variables in North Carolina. He used a sample of 320 teachers randomly selected from the population of 375 vocational agriculture teachers. Each teacher in the study was sent a questionnaire containing three parts.
Part I consisted of Minnesota Satisfaction Questionnaire (MSQ), Part II was used to determine teacher’s perceptions of 18 independent factors and Part III was used to collect the demographic data. The findings of the study showed that teachers were most satisfied with their professional acceptance by other vocational agriculture teachers in the state and were satisfied with their school faculties. Teachers were least satisfied with financial support for local salary supplement, student’s academic ability, having to perform noninstructional duties, and financial support for salary. A little practical relationship was found to exist between job satisfaction and years of teaching experience.

Strutt (1988) investigated the relationship between teacher absenteeism, job satisfaction and combination of job characteristics of 387 public school teachers. Results indicated that job satisfaction was having negative relationship to absenteeism.

Pedersen (1988) attempted to find out the factors, which are responsible for job satisfaction and job dissatisfaction of teachers. A sample of forty teachers were randomly selected and interviewed. They were told to relate forty sequences of job satisfaction/dissatisfaction. The findings of this study indicated that the predominant job satisfaction factors for teachers are achievement and recognition. The predominant dissatisfaction factors are unfairness, a lack of sense of achievement and administration.

Salleh (1988) conducted a survey using a questionnaire on 338 college trained teachers, who had five or more years of teaching experience at Selangor, Malaysia, to explore the job satisfaction of those teachers. The results of the survey showed that: The majority of teaches agreed with the statements “I enjoy teaching my students”; “I am satisfied with my students’ academic progress”; “The school recognizes my hard work”; “there are opportunities to update knowledge through seminars/short courses”; “teachers could easily get study leave to pursue a degree program”. Seventy five percent of the teachers indicated a general satisfaction with their jobs. Areas in which
teachers indicated concern were workload, salary, promotion, class-size, teaching aids, administration and the work itself.

Carleo (1989) investigated the job satisfaction of the full time college faculty of Los Angeles. He took a sample of 439 faculty members selected randomly from 30 disciplines in the 9 district colleges of Los Angeles. He used a questionnaire for data collection. The results of the study showed that faculty were satisfied with the number of required teaching and office hours. They liked helping students but were dissatisfied with their academic ability. They were satisfied with academic freedom, opportunities to be creative, the sense of achievement and the amount of challenges in their work. While 83% were satisfied with their colleagues, only 55% were satisfied with their administrators. Less than 30% were satisfied with the physical condition of the work environment and the resources to get the job done. Over 75% were dissatisfied with their influence on college and district policy making. Over 77% say that they would continue in Los Angeles Community College District until they retired and over 25% said they would retire within five years.

Chewapun (1989) investigated the job satisfaction among physical education instructors at Teachers’ College in Thailand by using the job satisfaction and dissatisfaction scale. From the findings he concluded that physical education instructors were satisfied with their jobs. The major sources of satisfaction were ranked as- interpersonal relations, the work itself, achievement, recognition, responsibility, working condition, growth policy, administration, supervision and salary. Region, age, level of education, work position, teaching experiences and salary level did contribute significantly to job satisfaction.

Chung (1989) conducted a study to find out the factors associated with overall job satisfaction among community college faculty in South Eastern United States. He randomly selected three hundred ninety nine full time and four hundred fifty part time faculty who were employed in six institutions of Florida, Maryland and North Carolina districts of South Eastern United States. The independent variables of the
study were 5 personal factors: age, sex, years of experience at present institution, area of major responsibility and employment status (full time or part time); and 11 job related factors: work itself, work role clarity, faculty work-load, pay and benefits, recognition, work conditions, co-workers, administrators, participation in the decision making, promotion and opportunities for growth, and student achievement. The conclusions drawn were: (1) In general the community college faculty members have a moderate degree of job satisfaction. (2) Full time faculty has a higher level of overall job satisfaction than do part time faculty. (3) Age and years at present institutions tend to affect overall job satisfaction, while sex and area of major responsibility do not. (4) The faculty derives their job satisfaction from the work they do and the success they help the student to achieve. (5) The faculty derives their job satisfaction from the pay and benefits and the recognition they receive and from the administrator, they deal with and (6) Their personal factors influence their perceptions of job related factors.

Mitchell (1989) studied the relationship among teacher's job satisfaction, teacher's rapport with the principal, principal's leadership style, and school enrolment size in the public secondary schools in state Tennessee. The results of the study indicated that: (1) Teacher job satisfaction was highest in large schools; (2) High consideration leadership styles were related to the development of high levels of teacher job satisfaction and teacher rapport with the principal; (3) High consideration and high initiating structure leadership styles were related to the highest levels of teacher rapport with the Principal.

Bellingsley et al., (1992) investigated the job satisfaction of teachers and variables related to it in Virginia. He selected a sample of 463 special education teachers and 493 general education teachers through simple random sampling technique. They tried to identify variables that influence teacher's job satisfaction and commitment and also tried to determine the extent to which these variables influence teacher's intent to stay in teaching. The findings of the study indicated that work-
related variables like leadership support; role conflict, role ambiguity and stress are better predictors of commitment and job satisfaction than are demographic variables. These findings are similar to general and special educators.

**Benz and Flower** (1992) concluded that efficacy among experienced teachers was more than the less experienced ones. While pre-service students also scored higher on efficacy scale.

**Clifford** (1994) examined the factors of job satisfaction and dissatisfaction of public school teachers using the long form of Minnesota Satisfaction Questionnaire. The collected data were analyzed through the statistical technique of ANOVA. The findings of study showed that there exists no difference between male and female teachers' level of job satisfaction.

**Derlin** (1994) conducted a study on the job satisfaction of principals and teachers to assess whether teachers and principals in urban and suburban settings viewed job satisfaction differently. He selected a sample of 5496 teachers and 333 principals from metropolitan area of Milwaubee in West Indies. A questionnaire was used for data collection. The major findings of the study showed that job satisfaction is determined by both role and context. The findings imply specific action for enhancing satisfaction of educators based on role and contextual variables.

**Hill, Tim** (1994) investigated into the satisfaction of heads of primary schools in one local education authority taking into consideration to their jobs and their career aspirations. He selected a sample of 287 headmasters of primary schools through random sampling technique. The result of the study revealed that heads derive most of their job satisfaction from interpersonal relationship especially with the children and from their autonomy. Dissatisfaction mainly resulted from the amount of paper work, from the feeling of work overload and from the status, which they felt was accorded to their job. Many of the heads expected to be still in the same post in five years time than wish to be, revealing a problem of maintaining job satisfaction in times of career stagnation.
Kloep et al. (1994) conducted a study to investigate teacher's working conditions and their influence on their job satisfaction in Albania. He selected a sample of 20 primary school teachers, 20 secondary school teachers and 20 vocational school teachers through random sampling technique. A questionnaire was used to collect data from them. The result revealed that self-reported job satisfaction and engagement in effective classroom practices is relatively high in Albanian teachers, while economic and physical conditions are bad. Stepwise regression analysis reveals that the items measuring professional autonomy account for a considerable part of the variance in job satisfaction, while items measuring social support and professional autonomy mainly predict work efficiency.

Pam, Boris, Robert and Pullin (1994) made a comparative study of changes in administrative control and teacher's satisfaction in England and USSR. Results conveyed that 2/3rd of teachers in the sample were highly satisfied. 65% of both English and Soviet teachers acknowledged the feeling of stress in their job, 56% of teachers in USSR said they would enter teaching again as compared to only 36% in England.

Kasuwan, Jareed (1994) conducted a research on job satisfaction in Bangkok. The purpose of this work was to investigate the relationship of leadership styles of Taiwanese Junior College President and teachers job satisfaction. The major findings of the study were that the leadership style did not differ with age, tenure, school size or school status. Teacher satisfaction with teaching, school environment, administration and supervision, differed with gender.

Stephen (1996) conducted a study on the “Effects of the Leadership Styles of Taiwanese Junior College Presidents on Job satisfaction”. The study examined the difference in teachers perceptions of president’s leadership style and teachers job satisfaction, the degree of agreement between teachers’ perception and president’s self perceptions. Data for this study were obtained from 20 presidents and 282 teachers. It was revealed that leadership style did not differ with president’s age, job
tenure, school size or school status. Satisfaction with teaching and promotion differ with gender. Satisfaction with school environment differed with supervision/administration and age. There was no difference between educational level and any of the satisfaction measures.

Smith (1996) studied on participatory decision-making and absenteeism in Florida middle school-teachers and found that the types of decisions were most involved in making schools improvement oriented, such as identifying and solving school wise problem priorities. The middle school teachers were least involved in taking decisions included determining faculty teachers assignment, interviewing and developing extra curricular assignment for teaching. There was a significant relationship between the middle school teacher's level of involvement in decision-making and their degree of job satisfaction. Those middle school teachers who were most involved in the decision-making process were most satisfied with their jobs.

Rutebuka (1996) conducted a survey to study the degree of teachers' job satisfaction and its relationship to commitment and selected work conditions on two hundred and sixty one elementary and secondary school teachers employed by the Lake Union Conference of Seventh Day. It was found that teachers were generally satisfied with their work because of their commitment to the church.

Black and Scoll (1998) studied the factors affecting the employment of teachers returning to U.K after teaching in abroad. The analysis of teachers' responses revealed that the teachers' perceptions were similar regardless of gender, age and years of experience, both in U.K and abroad. It was found that any experience of teaching abroad was at best seen as irrelevant, and at worst a negative factor when applied for the teaching post.

Tang (1999) studied on sex differences in satisfaction with pay and coworkers. 110 faculty and staff of a public university were studied. No significant difference was found between staff and faculty. Males tended to have higher satisfaction with...
pay than females; whereas females tended to have higher satisfaction with co-workers.

Brotherson and et al. (2001) reported that teachers indicated that their supervisors (principals or other administrators) relied on them for knowledge about recommended practices in early childhood programs. Teachers supervised by principals versus teachers supervised by other administrators reported some disparity regarding their supervisor’s support; knowledge of the program; and advocacy for flexible schedules, home visit and contacts with families and non-educational agencies.

Blood and et al. (2002) studied on job satisfaction of speech-language pathologists working in public schools. They found the majority of speech-language pathologists were generally satisfied (42.2%) or highly satisfied (34.1%) with their jobs. Regression analysis revealed that the age of Ss (older were more satisfied), current job year sat (speech-language pathologists with greater numbers of years were more satisfied). There were no differences among rural, suburban and urban speech-language in their overall job satisfaction.

Azar and Henden (2003) studied the determinants of job satisfaction on the sample of 2222 elementary education teacher of major towns and villages in Turkey. Job Satisfaction of the subjects was examined in terms of gender, age, seniority, settlement place, and college. Results showed that the subjects weren’t satisfied with payment but were satisfied in terms of interpersonal factors, individual factors and control.

Marvin and et al. (2003), investigated on a sample of 176 teachers employed in pre kindergarden programs, regarding their perceptions of the administrative support and challenges associated with their programs. Both early childhood and early childhood special education teachers participated. Overall finding suggest that most administrators of early childhood programs advocate for quality programs and support teacher’s unique budgetary requests and work hour schedules.
Mak, et al. (2004), studied in Hong Kong on childcare workers for children with developmental disabilities and reported that the special childcare worker (SCCW) is one of the key professionals responsible for intervention programs for these children. This study explores the level of job satisfaction of SCCWs with a view to identify factors and issues relevant for policy-makers. Contrary to common belief, 105 respondents surveyed were satisfied with their work, although not to a great extent. The main sources of job satisfaction were the progress made by the children and the appreciation shown by the parents; job dissatisfaction stemmed from insufficient support and training.