Review of Related Literature
The survey of the related literature is an important step in conducting educational research. Any piece of research requires an adequate familiarity with the work, which has been done in that area. It is through the accumulated research of the past, that the researcher can contemplate a good research design, locate the gaps and find the trends in research in a particular field. The information about the design, samples and research tools employed by other investigators help the future investigators to formulate their design with more care. The review of the related literature helps in expanding upon the context and background of the study, avoid repetition of research and provide an empirical base for the formulation of hypothesis. After reviewing of the related literature new thoughts will come out and the investigator will see things in a different perspectives. Only then will the investigator reflect upon ideas and observations with insight and understanding.

The review summarizes and analyses previous research and shows how the present study is related to this research. Knowledge of related literature enables the investigator to define the frontiers of his field. It helps the research to delimit and define the problem. The knowledge of related literature brings the researcher or up-to-data on the work which others have done and thus to state the objectives clearly and concisely. A brief resume of related studies found in journals, magazines, abstracts and reports provides evidence that a researcher is familiar with what is already known and also with what is unknown and unproved. An analysis of the previous research eliminates risk of duplication of what has been done. It is of no use to replicate a study when the stability and validity of its results have been clearly established.

The result of related literature, places the researcher in a better position to interpret the significance of his own results.
The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research which they have listed in their studies. In this chapter, an attempt has been made to present a brief review of the researches carried on personality profiles, morale, job satisfaction and attitudes. While reviewing previous studies it has been found that considerable amount of research has been carried out in the area of teacher education in India but personality profiles, morale, job satisfaction and attitudes as variables have been studied in very few studies. The studies under review have been classified and are presented as under:

The investigator in the present study has divided the related literature review into four parts as:

I. Personality profiles
II. Morale
III. Job satisfaction
IV. Attitudes

PART I: PERSONALITY PROFILES


The present study was undertaken to study and compare the personality adjustment and job satisfaction of rural and urban secondary school teachers. The data was collected by using Bells Adjustment Inventory and Amar Singh and T.R Sharma’s job satisfaction scale. It was found that there is no significant mean difference between rural and urban secondary school teachers while comparing on various dimension of personality adjustment and job satisfaction.
Ratheeswari, K. (2013) A Study on Personality Traits of Teachers Working in Colleges of Education in Relation to their Value Pattern

The purpose of the study was to know the Personality Traits of Teachers Working in Colleges of Education in Relation to their Value Pattern. The personality traits scale was constructed and standardized by Muthya in 1973. The findings of the study reveal that the personality traits of female teachers are better than the male teachers, urban college teachers personality traits are better than the rural college teachers and value pattern show that the teachers working in colleges of education has given first preference for political value followed by religious, social, aesthetic, economic, and theoretical value respectively.


The present study was conducted on Personality Characteristics of Higher Secondary teachers. Cattle’s High School Personality Questionnaire (14 HSPQ) was administered to collect data from the sample subject. The results of the study reveals that Male teachers were found warm hearted, emotionally stable, enthusiastic, conscientious, adventurous, restrained, guilt prone, self sufficient than the female teachers. But on the other hand, Female Teachers were found more intelligent, excitable, competitive, and tender minded than the male teachers. On factor Q1 & Q4 no significant difference was found between male female teachers of higher secondary schools. It is further revealed that Rural teachers were found to be warm hearted, emotionally stable, excitable, adventurous, tender minded, self sufficient than the urban teachers of higher secondary schools. On the other hand, urban teachers were found higher on factors B,F,J,Q1,Q3 & Q4 which mean that urban teachers were more intelligent, enthusiastic, internally restrain, insecure, controlled & tense than rural teachers of higher secondary schools. No significant difference was found on factor E & G.
Arif, M. I. (2012) **Personality and Teaching: An Investigation into Prospective Teachers’ Personality**

The purpose of this study was to measure and compare the big five personality traits of prospective teachers at teacher education institutes of Punjab, Pakistan. To fulfill the purpose of the study, a sample was collected by the Big Five Inventory (BFI) originally developed by Oliver P. John, (1999) with little modification was distributed among the selected prospective teachers. This inventory comprised of twenty five statements about Big Five Personality Traits (five statements about each personality trait). Big Five Personality Traits are Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. It was found that the ratio of four personality traits (Extraversion, Agreeableness, Conscientiousness, and Neuroticism) was nearly same, but the ratio of Openness personality trait is greater which means that the openness personality trait of prospective teachers is more as compared to remaining four big personality traits. It was also found that there was a significant difference between male and female prospective teachers on their big five personality traits. Female prospective teachers got greater score on their big five personality trait instrument as compared to male prospective teachers.

Bhat, R.K (2012) **A study of Personality Factors, Values and Job Satisfaction of Employees working in different Professions**

The investigator worked on personality factors, values and job satisfaction of employees working in different professions. The four professional groups (doctors, teachers, lawyers and agriculture assistants). Catell’s 16 personality factor questionnaire, N.Y. Reddy’s Indian adaptation value scale and Amar Singh and T.R. Sharma’s Job Satisfaction scale have been administered. The results show that Doctors in comparison to teachers have been found out going, more intelligent, emotionally stable, humble, sober, conscientious, sensitive, socially aware, trusting, self assured, resourceful. The teachers on the other hand have been found reserved, less intelligent, affected by feelings, assertive enthusiastic,
expedient, venturesome, tough minded, trusting, forthright, apprehensive, experimenting and group oriented. Doctors in comparison to lawyers have been found outgoing, less intelligent, emotionally stable, humble, venturesome, tough minded, suspicious, self assured, conservative, self sufficient, socially precise and relaxed, where as lawyers have been found reserved, more intelligent, emotionally less stable, assertive, expedient, timid, tender minded, trusting, apprehensive experimenting liberal. Teachers in comparison to lawyers have been found reserved, less intelligent, emotionally stable, venturesome, tough minded where as the lawyers have been found out going, more intelligent affected by feelings, sober, expedient, timid, sensitive, trusting, shrewd, apprehensive, experimenting, undisciplined and restless. Teachers have higher political value, lawyers have higher social value and doctors have higher theoretical value. Doctors have higher scores on job satisfaction than teachers and lawyers have higher scores on job satisfaction than doctors.

Khatal, M. N. (2012) A Study of Relationship between Personality Traits & Effective Communication of Teachers from the Professional courses

To categorize teachers from Education, Engineering, Law and Medicine professional courses, according to their effectiveness in communication and measure can also be differentiated on the basis of their 16 P. F. score profile and to compare the personality traits of effective teacher communicators of the four professional courses. Interview, Questionnaire - LEQ, The 16 personality factor Questionnaire was used as a tool. The major findings of the study show that no significant difference in the mean scores of male and female teacher, communicators in their effectiveness was observed. There is significant difference between the mean score of effective and non effective teacher communicators of Education faculty, Law faculty, Medicine faculty, and the effective teacher communicators of Engineering & Law. There is no significant difference between the mean score of effective teacher communicators of Education and effective teacher communicators of Medicine. There is no
significant difference between the mean score of effective and non-effective teacher communicator of the four selected professions on factor A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3, Q4. From the analysis of the above data it can be concluded that the personality traits of both effective and non-effective teacher communicator do not differ from profession to profession.


An attempt has been made to assess and compare the personality characteristics of Trained/Un-trained and Rural/Urban Trained Teachers. The data was collected by administrating R. B. Catlell (1973), PF (Form A). The results of the study highlighted that trained teachers are reserved, more intelligent, suspicious while as un-trained teachers are outgoing, less intelligent, trusting. The trained teachers are relaxed, composed, not frustrated and have low drive. They are relaxed about the things on the other hand the untrained teachers are tense, have high drive, they are unable to remain inactive, they are restless and impatient. Rural trained teachers are more suspicious than urban trained teachers who are trusting.

**B. Rashid (2011) Personality Factors associated with Effective Teaching at Secondary level as seen through Catell’s 16 PF**

The study was carried out to investigate the Effective Teaching in relation to personality characteristics of secondary schools of Srinagar district. A sample was selected by using Cattel’s 16 PF. Effective teachers were found warm hearted, emotionally stable, sober and self sufficient while as ineffective teachers at secondary level were emotionally less stable, expedient, tough minded and affected by feelings.
Jan A. (2010) Personality Characteristics of Teachers with Special Reference to Gender-A Study on Kashmir University Teachers

The study examined to find out and compare the personality characteristics of male and female Kashmir university teachers. The Cattel’s 16PF Questionnaires were employed to collect the data. The results reveals that male teachers of Kashmir university departments are significantly different than female teachers on factors E, I and Q2 which means that female teachers of the university are humble and trusting besides male teachers are assertive and suspicious.


The study was conducted to investigate leadership behaviour of heads of secondary school with type of school, medium of instruction (Kannad and English), location (Rural and Urban), gender (Male and Female), educational qualification (Graduate and Post Graduate) and academic achievement of 9th standard students in mathematics. The investigator used Leadership Behavior Description Opionniare developed by H. A. Fleishman, Amar Sings Job Satisfaction Scale, to collect the data. The study reveals that the aided school heads have better leadership behavior than the government school heads and it was also found that the unaided school heads leadership behavior is better than the government school heads leadership behavior. Aided school academic achievement of 9th standard is better than the government school and unaided school academic achievement is better than the government schools.

Bashir, Z. (2010) A Comparative Study of Motivation among Male and Female Teachers in Relation to their Personality Needs and Adjustment

The study explored the motivation level of male and female teachers belonging to rural and urban areas at secondary and senior secondary level. To find out the
motivational level of male and female teachers of secondary and senior secondary level in relation to their personality characteristics. The data collected for the study with the help of tools as Work Motivation Scale by (K.G. Aggarval, 1988), Meenakshi Personality Inventory and Adjustment Scale developed by the investigator. The major findings of the study revealed that teacher’s adjustment is positively affected by level of motivation with the work. Those having higher level of motivation to work have higher level of adjustment. Male and female, rural and urban secondary school teachers do not differ significantly in the level of motivation and adjustment. Out of ten personality needs of male senior secondary school teachers six personalities needs namely, need achievement, need autonomy, need a basement, need nurturance and need aggression were significantly related with their motivation level and adjustment. Out of ten personality needs of female senior secondary school teachers two personalities needs namely, affiliation and need aggression were significantly related with the motivation level and adjustment. Adjustment and personality needs are significantly positive correlated with motivation level of male female senior secondary school teachers.

Fauziah B. O. (2009) A Study on Personality that Influences Teaching Effectiveness

This study attempts to examine the relationship between personality and teaching effectiveness. Personality traits are measured by five dimensions: extrovert, agreeableness, conscientiousness, neuroticism and openness. Big five inventory developed by Oliver P. John (1999) was used as a tool. The finding shows that there are significant relationship between extrovert, agreeableness and conscientiousness with teaching effectiveness, while the neuroticism and openness have no significant relationship. Even there are relationship between personality and teaching effectiveness, but the other results show that personality only has a small effect on teaching effectiveness which means that there are several other factors that influence the teaching effectiveness.

The study assessed to find out and compare the Personality Characteristics of Private and Government Secondary School Teachers. A sample was selected with Cattel’s 16 PF. The major findings of the study revealed that teachers working in government schools have been found to be humble, happy and expedient. It has been found that both the groups of teachers (government and private) were found to be bold, trusting, placid and forthright. Teachers working in privately managed institutions were found to be tough minded, group-dependent and imaginative as compared to teachers working in government schools which were found to be tender minded and practical.


The study was conducted to determine the leadership behavior of public school principals as perceived by public school teachers in relation to teacher job satisfaction in Northern Cyprus. The investigation used Leadership Behaviour Description Questionnaire (LBDQ), Mohrman Cooke Mohrman Job Satisfaction Scale (MCMJSS) to collect the data. Significant positive relationship was found between school principals perceived consideration behavior and teachers expressed job satisfaction. However, no significant relationship was found between school principals perceived initiation of structure behavior and expressed teacher’s job satisfaction levels.

The purpose of the study was to explore the effect of teachers personality, teachers attitude towards profession and teachers teaching effectiveness on achievement in social science; the effect of higher and minimum qualification teachers personality, teachers attitude towards profession and teachers teaching effectiveness on achievement in social science, to study the effect of lower experienced teachers personality, teachers attitude towards profession and teachers teaching effectiveness on achievement in social science. The findings of the study reveal that the teachers with introversion personality type will influence higher on the academic achievement of students in social science than the teachers with extroversion personality type. The teachers with favourable attitudes towards profession will influence more on the academic achievement of students in social science than the teachers with un-favourable attitudes towards profession. The teachers with effective teaching will influence higher on the academic achievement of students in social science than the teachers with effective teaching.

Kharlukhi, Basansy (2005) A study of Self-Concept on Relation to Some Selected Personality Variables among Teacher Trainees in Meghalaya

The aim of the study was to find out the self-concept, the personality of teacher-trainees in relation to sex, community and locale; to study the relationship of self-concept with personality. Self Concept Questionnaire by R.K. Saraswat which included Physical Dimension, Social Dimension, Temperamental Dimension, Educational Dimension, Moral Dimension and Intellectual Dimension. The result of the study reveal that there was a significant difference
between the means of male and female teacher trainees in self-concept in education dimension; about half of the teacher trainees are assertive and competitive; most of the teacher trainees are neither shy nor socially out going; the teacher trainees of different types and levels of training institutes have a positive and satisfactory self-concept.


The study was conducted to compare the personality characteristics of effective and ineffective teachers. Headmaster’s comment check list and Cattel’s 16PF Questionnaire form (A) was used for the investigation. The major findings of the study show that effective teachers are out going and joyful have venturesome attitude and have high level of intelligence. Emotional stability and consciousness go side by side with effectiveness. Reserved nature and emotional instability go with ineffective teachers; the teachers who are in disciplined and have conflict are ineffective as compared to the teachers who are controlled. Effective teachers are more relaxed and tender minded than the ineffective teachers. Ineffective teachers are conservative and always remain tense.


The investigator compared the three groups of teachers working at elementary, secondary and higher levels on sixteen dimensions of personality factors in order to find out the involvement of personality characteristics which flow and shape the teaching behavior of a teacher and the resulting impact on the pupil. Cattell’s 16PF Questionnaire was administered .The major findings of the study reveal that the teachers working at elementary level tend to be low in frustration and tolerance of unsatisfactory conditions. They are changeable and plastic and are easily emotional and annoyed, while the teachers working at higher level tend to be emotionally mature stable and realistic about life and possess ego strength. Also elementary teachers as compared to teachers working at higher
levels are masculine, independent and sometimes unmoved, while teachers working at higher level are tender minded, daydreaming and sometimes demanding of attention and help. Elementary teachers were found also more conservative in religion and politics and tend to be interested in intellectual thoughts, while teachers working at higher level are interested in intellectual matters and tend to be well informed and more inclined to experiment or support, while elementary teachers prefer to work and make decisions with other people. Elementary teachers as compared to secondary level teachers are active, talkative, frank while secondary level teachers tend to be restrained, sober and dependable. Teachers working at secondary level in comparison to teachers working at higher level are good-natured, emotionally expressive and ready to cooperate, while higher level teachers are skeptical, stiff and aloof. Also secondary school teachers in comparison to teachers working at higher level tend to be sober and dependable persons, while higher level teachers tend to be cheerful, active, frank and expressive, also teachers working at higher level are free of jealousies, while teachers working at secondary level tend to be mistrusting, doubtful and unconcerned about the people.


The objectives of the study was to study the gender differences in teaching profession perception, teaching aptitude and personality factors of secondary grade teachers; to study the group differences in teaching profession perception, teaching aptitude and personality factors of secondary grade teachers. The tools used were Teaching Profession Perception Scale, Teaching Aptitude Scale and Cattell's 16 PF Questionnaire. The result of the study shows that there is no significant difference between assistants S.G. (Global) and Headmasters-S.G. (Global) in Teaching Profession Perception and all the areas of Teaching Aptitude except Interest and Scholarly Taste (TST) and Fair-mindedness and Impartiality (FMI). The Headmaster (SG) is more scholarly, fair minded and
impartial than Assistants (SG). This indicates that the Headmasters have
dedication to their school work. There is no significant difference between the
men and women secondary grade teachers (global) in all the personality factors
except F, G and Q4 in which they differ significantly. There is no significant
difference between the assistants - S.G. and Headmasters- S.G. (Global) in all
the personality factors except A (Reserved) and I (Tough Minded) in which they
differ significantly.

Singh, H. (2003) A Comparative Study of Stress among Male and
Female Teachers in Relation to their Personality Needs
and Adjustment

The purpose of the study was to assess and compare the stress of male and
female teachers belonging to rural and urban areas at secondary school level and
degree level; to compare highly and poorly adjusted male teachers with their
counterpart highly and poorly adjusted female teachers, on their stress, it also
compared the stress of male teachers with high and low scores on personality
needs with their counterpart female teachers; to find out the relationship between
personality needs and stress of male and female teachers at secondary school
level and degree level; to find out the relationship between adjustment and stress
of male and female teachers at secondary school level and college level; to find
out how far each personality need, when combined with adjustment predict the
stress among male and female teachers. Meenakshi Personality Inventory and
Inventories to measure stress and adjustment developed by researcher were used
for collection of data. The major findings of the study was that male and female
teachers have equal degree of stress. Secondary school male teachers are more
stressed than their counterpart female teacher. Male and female teachers of
Degree College show same degree of stress. Highly adjusted male and female
teachers show equal degree of stress. Poorly adjusted male and female teachers
show equal degree of stress. Male and female teachers with high scores on
personality needs have equal degree of stress. Male and female teachers with
low scores on personality needs have equal degree of stress. Male teachers
teaching in urban secondary schools and degree colleges have higher degree of stress than their counterpart rural male teachers. Female teachers teaching in urban and rural secondary schools and degree colleges show same degree of stress. Out of ten personality needs of male teachers, six personalities needs namely, need achievement, need autonomy, need a basement, need nurturance, and need aggression were significant between rural and urban teachers.


This study examines how the personality of tutors affects their teaching effectiveness at a distance learning institution in Hong Kong by Using the Chinese Personality Assessment Inventory (CPAI). The results are compared to those reported by Chan (2001) in a similar study using the Myers-Briggs Type Indicator (MBTI). The results indicate that certain scales on the Chinese Tradition factor of the CPAI are significantly related to tutors teaching performance, and that the MBTI could not subsume all the CPAI scales.

**Athanasios D.K. (2001) Personal Characteristics and Job Satisfaction of Greek Teachers**

The purpose of the study was to examine the level of job satisfaction experienced by a sample of Greek teachers and to examine the relationship between personal characteristics and specific aspects of Job Satisfaction tool. The results of the present study suggest that teachers were satisfied with the job itself and supervision, whereas they were dissatisfied with pay and promotional opportunities. The result shows that certain personal characteristics (e.g. gender, age, etc) were significant predictors of different aspects of job satisfaction. Variables other than the personal characteristics, such as organizational variables, should be included in future research in order to explain better the teachers’ job satisfaction.

The purpose of this study was to examine the relationship between personality types, as measured by the Myers-Briggs Type Indicator (MBTI) Form G, and teaching effectiveness, as measured by the Classroom Observation Keyed for Effectiveness Research (COKER) of selected beginning industrial and Health Occupations Education Teachers. Overall, the data indicate that only 41% of the respondents were effective teachers. As a group, beginning industrial and health occupations education teachers scored below the mean on the 18 COKER competency statements. Eight of the 18 teaching effectiveness competency statements had significant and positive relationships with the sensing-intuition temperament type. The sensing-intuition temperament type was the best predictor of teaching effectiveness when compared with extraversion-introversion, thinking-feeling, and judgment-perception temperament types.

Srinivasan, V. (1992) Personality Traits of Primary School Teachers and their Attitude towards Teaching

The study intends to explore the personality traits of primary school teachers in relation to their attitude towards teaching and other personal variables such as sex, community, experience and the type of management in which they are working. The tools used were, the Personal Information Schedule, The Teachers Attitude Scale standardized by the investigator, The Multivariable Personality Inventory of B.C. Muthaya. The finding of the study reveals that age, sex, teaching experience, and community did not significantly affect the attitude of the teachers towards teaching. Government school teachers differed significantly from aided school teachers with regard to their attitude towards teaching. Women teachers differed significantly from men teachers with respect to lack of empathy, neuroticism and introversion. Significant differences were noticeable in the case of teachers belonging to forward and backward communities, the
forwarded community and the scheduled community; the backward community and the scheduled community, in respect of the pessimism personality trait and teachers having long periods of service and shorter periods of service differed significantly in respect to their self-confidence & dogmatism.

**Raina, V. K. (1990) Personality characteristics of Graduate Student-Teachers: Does specialization make a difference?**

It attempts to assess the personality factors of graduate students, and to see if there are any differences in the personality factors of student-teachers belonging to different teaching fields, science, arts and commerce. The researcher used Cattle’s Sixteen Personality Factor Questionnaire (16PF) to collect data. The results of the study shows that student-teachers, by and large, differed considerably on the 16 PF test, the factor pattern for the science student-teachers suggested a picture of marked creativity. The arts student-teachers were found to be warm-hearted, ready to cooperate and prepared to go along with the current, they enjoyed social recognition, the commerce student-teachers were affected by feelings, were humble, suspicious, adventurous, responsive, genial and carefree.

**Choudhary, N. R. (1990) Personality of Teacher and Classroom Discipline**

The study attempts to assess effective personality factors of teachers for maintaining classroom discipline, the correlation between personality factors of teachers and classroom discipline, and to compare the two groups of teachers, effective and non-effective for maintaining classroom discipline. A 10-point rating scale and The Teacher’s Personality Rating Scale were used as tools. The teachers who scored high on the basis of the assessment on the teacher’s personality Rating scale were found effective in maintaining classroom discipline, whereas the low scores were found ineffective. A significant correlation was found between the personality factors of teachers and classroom discipline.

It is an attempt to study the standard of in-service teachers by evaluating the relationship between the teaching effectiveness, the teaching aptitude and the personality of the teachers, and to find the extent of reliability of the statements made in all quarters that there is a dearth of qualified teachers and that even after 40 years of independence, there is no change in the criteria for admission to B.Ed. colleges thereby resulting in poor output. The tools used were Cattell’s 16 Personality Factor Questionnaire (Hindi version of S.D. Kapoor), The Teaching Aptitude Test (TAT) of Haiprakash and Shrivastava and the Teacher Effectiveness Scale of Pramod Kumar and Mutha. The major findings of the study reveals that out of the 16 personality factors, only six factors were found to be positively correlated with teaching effectiveness of which intelligence was the most important. The total personality of a teacher was found to be affecting his teaching. There was a significant difference in the male and female teachers as regards the factors E, F, H, and M.

PART II: MORALE

Kumar, Amruth G. (2013) Influence of Institutional Climate Perception On Teacher Morale of Teacher Educators

The purpose of the study is to know the Teacher Morale of teacher educators. For measuring the Teacher Morale, Teacher Morale Rating Scale for Teacher Educators was used. Institutional Climate Inventory for Teacher Educators was used to measure the Institutional Climate Perception of teacher educators. From the analysis it was found that relation between Teacher Morale and Institutional Climate Perceptions of Teacher Educators is positive. There is significant difference in the variable ‘Teacher Morale’ among the teacher educators working in four types of B.Ed colleges and this difference is mainly due to the influence of their ‘Academic Profile’.
Muhammad Rouf, (2013) Relationship between Morale and Job Satisfaction of Subject Specialist Teaching in Higher Secondary Schools of Khyber Pakhtunkhwa Province of Pakistan

This study aimed to find out the relationship between morale and job satisfaction of subject specialists serving in Higher Secondary Schools of Khyber Pakhtunkhwa Province of Pakistan. Data was collected through two questionnaires Purdue Teacher Opinionaire (PTO) by Bentley and Rempel Morale Scale, and Job Satisfaction Scale (SJS) by Bas and Ardic. Results of the study show that both the dimensions i.e. morale and job satisfaction of subject specialists are positively correlated. However, the strength of relationship (correlation) is slightly higher in case of rural and male subject specialists as compared to urban and female subject specialists respectively. In case of married subject specialists the relationship is much stronger than un-married subject specialists.


This paper examines the morale of beginning secondary science teachers who attended one of three types of teacher preparation programs: 1) traditional undergraduate, 2) post-baccalaureate certification, or 3) alternative route to certification. The investigator used The Purdue Teacher Opinionaire (PTO) for collection of data. Findings indicated that teachers trained via alternative route to certification were significantly less satisfied with their salary compared to those trained at traditional undergraduate programs. The socioeconomic status of the district in which the beginning teacher was employed was related to total morale and four of the ten morale factors measured on the PTO. As the socioeconomic rank of the employing district increased, so did morale.

The study was carried out to compare Morale of Private and Government higher secondary teachers of Srinagar district. The sample for the study was collected with K. Venugopala Rao and D.B.Rao (1999) Teacher Morale Oppionnaire. The findings revealed that government secondary school teachers have better teacher morale than private secondary school teachers on the factors- professional aspiration, school administration, Environmental impact (through family, community and value system).


The study was carried out to investigate the relationship between teacher morale and adjustment of male and female/ rural and urban higher secondary school teachers of Kashmir division. The sample for the study was collected by using Purdue Teacher Morale (PTM) and Bells Adjustment Inventory. The result of the study highlighted that female teachers have higher morale than male higher secondary teachers. There is no significant difference between male and female teachers on adjustment. No significant difference was found between male/female and rural/urban higher secondary teachers on teacher morale and adjustment.

Sharma, P. (2012) Teacher Morale as determinant of Teacher Perception of Supervisory Behavior in Two High Schools and Two Higher Secondary Schools of Tamil Nadu

The study was carried out to investigate the relationship between teacher’s morale and their perception of supervisory behavior. Teacher morale questionnaire consisting of eight items and teacher perception questionnaire was developed in order to measure the supervisory behavior. The study revealed that the teachers in the high and low morale groups who differed significantly on 21
of the 30 items (70%) in their perception of the supervisory behavior. It has been inferred that the morale is one of the determining factors in a teacher’s image of his supervisory behaviour. It has also been found that low morale teachers reported that occasionally their supervisor was willing to make changes, did little things to make the group members happy, acted without consulting the group and tried out his new ideas with the group.


The study examined the relationship between five teacher perceived leadership practices of high school principals and the morale level of the teachers in their schools. Two high schools (grades 10-12) in the upstate of South Carolina participated in the study. Practices inventory to collect information about five teachers perceived leadership practices, and the Perdue Teacher Opinionnaire to collect information about teacher morale levels. The results revealed that the four teacher perceived leadership practices (i.e., challenge the process, enable other to act, encourage the heart, and inspire a shared vision) were related to teacher morale to a significant degree. However, the four teachers perceived leadership practices collectively accounted for only a modest portion of variance in teacher morale levels. None of the four individual leadership practices was a statistically significant predictor of the teacher morale when all other variables were controlled.

Mishra, N.S. and (2011) A study of certain Socio Psychological Variables Relating to Teacher Morale and Teacher Effectiveness at Secondary and College Levels

The study was conducted with the objectives to make a comparative survey of a sample of secondary and college teachers of Trichur district of Kerela relating to variables like morale, teachers effectiveness, teachers adjustment and value; and to explore differences on the above variables relating to sex, length of teaching
experience and level of academic attainment. The tools used in the study were Purdue Teachers Morale Inventory (Indian adaptation), The Bells Adjustment Inventory (Adult Form), Teacher Effectiveness Scale (Gakkhar); The Kulshresta’s Study of Values. The major findings of the study reveals that female teachers possessed better morale than male teachers, level of academic attainment had no bearing on teacher morale, there was a positive and significant correlation and relationship between morale and teacher effectiveness, morale and adjustment; there is negative relationship between morale and economic value of male teachers; there was no relationship between professional experience and adjustment; length of teaching experience has positive and significant relationship with teacher effectiveness.


This research investigated the nature of teacher stress, morale and well-being as understood by staff in Victorian government schools against the background of an existing organisational health measure undertaken annually, the Staff Opinion Survey. The major research question examined constructions of stress, morale and well-being through staff perceptions of their own experiences and the experiences of other staff. Sub-questions examined the degree to which stress and morale were perceived as individual or group phenomena, and contextual elements which affected response to the Staff Opinion Survey. The study took a qualitative methods approach through in-depth case studies of staff in three schools of different types: primary, secondary and P-12, which is a primary and secondary school combined. The research instrument involved semi-structured interviews of 12 to 13 staff in each school, including a range of teaching and non-teaching staff that were eligible to complete the survey. The study revealed considerable variation in organizational health both within and between schools, including differences between primary and secondary staff. The investigation confirmed research indicating job satisfaction for teachers came from interaction with students, and that stress is perceived as a highly subjective, individual
phenomenon based on the experience of negative emotions. It was found that morale was viewed as having both individual and group dimensions with qualitative differences, individual morale being more related to job satisfaction and group morale to social cohesion. High staff morale was underpinned by elements of support, teamwork and communication. The investigation showed that many staff lacked confidence in the Staff Opinion Survey as a form of communication and highlighted the perceived impact of emotional factors on response to the survey.

Socorpo, P.C. (2008) Participatory Decision Making vis-a-vis Teachers Morale and Students Achievement in Public Secondary Schools in Zamboanga City Philippines

This study aimed to find out if Participatory Decision-Making (PDM) is being practiced in public secondary schools in Zamboanga City and if it relates to Teacher’s Morale and Student’s Achievement. It also sought to determine whether significant differences existed in the PDM practices of Public Secondary Schools, Teachers Morale and National Achievement Test Results of the students when data are categorized according to: school size, geographical location and fiscal autonomy. The teacher respondents were selected through the Slovin’s formula while total enumeration was done for school administrators. The survey questionnaires and the Focus Group Discussion Guide served as the instrument for data collection. Findings revealed that participatory decision making is moderately practiced in public secondary schools in Zamboanga City. There was no significant difference in the participatory decision making practices when data were grouped according to school size, geographical location and fiscal autonomy. This means that whether teachers belong to big schools or small school, rural or urban and empowered or non empowered schools, participatory decision making practices are similar. In terms of morale, the teachers in public secondary schools in Zamboanga City have high Morale. It was also found out that there was a significant positive relationship between participatory decision making and teacher’s morale. On the performance of the
Review of Related Literature

students in the National Achievement Test, there was a significant difference in
the student’s achievement in the National Achievement Test when data were
grouped according to school size and geographical location but not according to
fiscal autonomy. Fiscal autonomy did not influence student’s achievement in the
National Achievement Test.

Keith A. (2008) The Relationship of Principal Leadership and
Rowland Teacher Morale

The study examined the relationship of the leadership practices of middle school
principals and the morale of the teachers in these schools. The Leadership
Practice Inventory was used to collect information on teacher morale. Result
indicates that principal leadership and teacher morale were significantly
correlated and that the leadership practices enable others to act had the strongest
positive correlation to teacher morale. These results imply that a principal’s daily
behavior plays a vital role in the environment of the school.

and Teacher Aptitude of Higher Secondary School
Teachers in Orissa

The purpose of the study was to explore the relationship between factors of
teaching aptitude and teacher morale of higher secondary schools in Orissa
district in relation to sex and subject they teach. The tools used for data
collection is Teaching Aptitude Test of Thilagam and Teacher Morale
Opinionnaire (TMO) developed by Anjani Mehta (1977). The result of the study
revealed that there was a significant relationship between morale and teaching
aptitude. Two of the aptitude factors, namely, mental ability and general
information, were significantly correlated with teacher morale. Male and female
teachers, rural and urban teachers do not differ significantly in their teacher
morale. Science higher secondary school teachers have high morale due to better
teaching aptitude factors namely mental ability and general information.

The study explores the organizational climate and teacher morale in college of education in Uttar Pradesh. Three standardized instruments, the OCDQ (Haplin and Croft), the LBDQ (Haplin and winer) and the PTO (Bensley) were used besides a self devised questionnaire on effectiveness of teacher education programme. The major findings of the study reveals that the openness of climate in contrast to closeness of the climate did not lead to high or low effectiveness, there was no significant difference in morale of teacher educators with an urban background and those with rural background. Morale of teacher educators was not significantly related to the number of years of teaching experience of the teacher educators.


The purpose of the study was to explore the nature of morale of the teachers working in the elementary schools of Dharmapuri district in Tamil Nadu; to find out relationship between to morale and the following background variables of teachers working in the elementary schools of Dharmapuri district-sex, age, marital status, community, qualification, experience, location of school, type of school, type of class teaching and distance of school from their residence. Teacher morale oppionnaire developed by Anjhani Mehta (1977) was used for collection of the data. The major findings of the study reveals that male and female teachers, married and unmarried teachers, teachers working in primary and middle schools teachers working in rural and urban areas and those handling single class and multi-class do no differ significantly in their morale. The background variable like qualification, community, age, experience, location of school, etc. did not explain the morale of teachers.
Raman, M. (2001) Morale of Teachers towards Creative Learning and Teaching

The study examines the morale of teachers teaching at various stages towards creative learning and teaching on the basis of age, sex, teaching experiences and academic disciplines. The teacher morale Opinnionaire was used a scale. The result of the study reveals that by and large teachers of pre-higher secondary stage had better morale towards creative learning and teaching. There is no significant difference existed between the morale of the groups of teachers of higher secondary school stage and post higher secondary stage towards creative teaching and learning, formed on the basis of age, sex, teaching experience and academic discipline. Science teachers were found more authoritarian than arts teachers. Science higher secondary school teachers have better morale than arts higher secondary school teachers.

Bhardwaj, B.P. (1999) Institutional Climate of DIET’s in Relation to Morale and Job Satisfaction of Teacher Educators and Academic Achievements of Pupil Teachers

The study examined the institutional climate of the district institutes of education and training (DIET) in Delhi, Haryana & Rajasthan; to find out the morale of educators in these DIETs; to find out the nature and extent of job satisfaction of teacher educators working in these DIETs; to study the relationship between the institutional climate of DIETs and the morale of teacher educators; to study the differences in the morale and job satisfaction of male and female teacher educators. Tools used included School Organizational Climate Description Questionnaire (SOCOQ) by Halpin and Crofts, Teacher Morale Inventory (TMI) developed by Saroj Panday and Brayfield and Job Satisfaction Index by Rathore. The findings of the study shows that the profiles of fourteen DIETs grouped in respect of the six institutional/organizational climates, on the basis of similarity scores, showed that only five climates that is autonomous, familiar, controlled, paternal and closed climate were found in 14 DIETs. There was no single DIET
in the category of open climate. A spirit, intimacy, production emphasis & humanized thrust dimension of organizational climate were positively correlated with the individual characteristic of Teacher Educators Morale. No significant relationship was found between various dimensions of organizational climate and job satisfaction. There was a positive and significant relationship between individual characteristic attribute of teacher educators morale and job satisfaction of male teachers. Teacher educator morale as a whole has positive relationship with job satisfaction for male teacher educators. While community support attribute was not correlated significantly with job satisfaction. There was no significant difference between higher group of job satisfied teacher educators and lower group job satisfied teacher educators on the scores of dimensions of organizational climate. Various dimensions of the organizational climate appear to contribute significantly to academic achievement. Out of the eight dimensions, only three dimensions namely psychophysical hindrance, intimacy and humanized thrust were found to exert a positive influence on academic achievement.

Savadamuthu (1994) Teacher Morale and Student Morale at Secondary Level

The study was conducted to find out the morale of male and female, rural and urban, government and private teachers at secondary school level. Purdue Teacher Opinionnaire Scale was used. The study find out that the level of morale of teachers is high. The morale of women teachers and rural teachers is higher than that of men teachers and urban teachers. The government and private school teachers have same morale there is no relationship between morale of teacher and experience, Qualification and morale, teachers and students.

Mehta, P. (1993) Teacher Morale as a Determinant of Teacher Perception of Supervisory Behavior

The study was conducted to examine the relationship between teacher’s morale and their perceptions of supervisory behavior and examine those behavioral characteristics of supervisors, as perceived by the high morale teacher, which
received the highest and the lowest scores. A five point rating scale was developed to measure the level of teacher morale. A Leadership Behaviour Description Questionnaire was used to know the perception of supervisory behaviours. Major findings of the study reveal the teacher with high and low morale differed significantly in their perception of supervisory behavior. Majority of high teacher morale perceived that their supervisory didn’t foster a pleasant group atmosphere, were not friendly and approachable, and were not willing to make changes, didn’t let the group members know what was expected of them, and were not easily understandable. The low morale teachers held more favorable perception of their supervisor’s behavior than the high morale teachers.

Mehta, P.M. (1993) Teacher Morale as Determinant of Teacher Perception of Supervisory Behavior in two Elementary and Two High Schools of New York City

In this study, the object of the investigator was to explore the relationship between teacher’s morale and their perceptions of supervisory behavior. The investigator developed Teacher Morale Questionnaire and Teacher Perception Questionnaire for collection of data. It was found from his study that the teachers in the high and low morale groups who differed significantly on 18 of the 30 items (60%) in their perception of their supervisory behavior. It thereby inferred that the morale is one of the determining factors in a teacher’s image of his supervisory behavior.

Nautiyal, A.K. (1992) The Efficiency of Teachers Performance as related to their Values, Effectiveness, Morale and Students Perceived Teacher Characteristics

The study examine and measure the correlation of the teachers efficiency of work performance and to find out the morale and values of efficient and in efficient teachers and to explore how far students perceive the teachers characteristics as responsible for the efficiency of his work performance. A teacher who had been giving cent percent result in the board of examination for
the last five years was the criterion of work performance that was adopted. The tools used included a scale of Student Perceived Teacher Characteristics prepared by the research scholar, The Teacher Effectiveness Scale of Kumar and Mutha, The Values Scale of Ahluwalia, The Purdue Moral Inventory, and Teacher Proficiency Scale of Jain and Chauhan. Major findings of the study reveal that there were significant differences between the teachers performing skills and his effectiveness; between the female teachers of government and private colleges; and there were differences of morale between the low performance skill and the high performance skill teachers of government colleges. Effective differences were found in theoretical values between the female teachers of high performing skill and of low performing skill of government colleges. The same condition was found in private colleges while there was no difference between the theoretical values of female teacher’s government and private college. There were effective differences of economic value in government colleges; and these differences were not found in the teachers of private colleges. Social, political and religious values were the same in the male/female teachers of government and private schools.

James Dee Heater (1989) Teacher Morale as a Criterion of the Predictive Validity of the National Assessment of Secondary School Principals Assessment Center

The purpose of the study was to examine the validity of the National Assessment of Secondary School Principals Assessment Center process by measuring the relationship between performances by Nebraska school administrators who have participated in the National Assessment of Secondary School Principals Assessment Center and the morale of the teachers they supervise as measured by the Purdue Teacher Opinionaire (PTO). A slight negative relationship was found between the National Assessment of Secondary School Principals skill dimensions of leadership and the PTO factor of teacher load. Also a slight relationship was noted between the National Assessment of Secondary School
Principals skill dimension of sensitivity, range of interests, and written communication and the PTO factor 6 of curriculum issues. Nine of the National Assessment of Secondary School Principals skill dimensions data were clustered into three groups of administrative skill, interpersonal skills, and communication skills.

PART III: JOB SATISFACTION

Bhim Chandra M. (2014) Job Satisfaction of Secondary School Teachers in Relation to Gender, Educational Level and Residence

The study measures the level of job satisfaction of secondary school teacher of west Bengal, India in relation to their gender, level of education and residence. Job Satisfaction Scale (JSS) as developed by Mondal is used for data collection. A schedule is added to collect demographic variables like gender, residence and level of education. Findings of the result show that teacher’s level of job satisfaction is average. The effect of gender, level of education and residence is insignificant on the level of job Satisfaction.


The main objective of the present investigation was to study and compare the job satisfaction of Higher Secondary teachers in relation to their Seniority (age) and Stream of Education. The data for the present investigation was collected through Ramakrishna Job Satisfaction Inventory (1998). The higher secondary school teachers are more satisfied with regard to their job than Junior Higher secondary school teachers. The science teachers are more satisfied with regard to their job than Social Science Higher Secondary teachers.
Manju C. (2013) Impact of Teachers Job Satisfaction in Academic Achievement of the Students in Assamese Medium Secondary Schools of Kamrup District of Assam, India

The main objectives of the present study was to measure the level of the Teachers Job Satisfaction, the Academic Achievement and the relationship between the Teachers Job Satisfaction and Academic achievement of the Students in Assamese medium secondary schools of Kamrup district. Descriptive method has been adopted for the present study to study the government-private disparity of the teachers’ job satisfaction in Assamese medium secondary schools. Data collection has been facilitated with the help of Dixit Job Satisfaction Scale’ (1993) developed by Dr. Meera Dixit (DJSS) and a ‘Data Gathering Schedule’ prepared by the investigator. The study reveals that the teachers in Assamese medium secondary schools of Kamrup district have a Good Degree of Job Satisfaction. The Mean job satisfaction score of the teachers is found to be 166.45. As per the norms given in the Test Manual it can be categorized as Good Degree of Satisfaction. The study further reveals that the Academic Achievement of the Students in Assamese medium secondary schools of Kamrup district is found to be very high. The Academic Achievement of the students in Assamese medium secondary schools of Kamrup district is very high. From this study it is observed that the Academic Achievement of the students in Assamese medium secondary schools is increasing gradually in every year. In 2003 the Academic Achievement score of the students is 73.77%. In 2004, 2005, 2006 and 2007 the Academic Achievement scores were 78.98%, 82.78%, 84.89% and 86.53% respectively. From the study it is found that the Coefficient of Correlation value is 0.197.

Jarsaniya J. A. (2013) Effect of Residential Area, Gender and Length of Service on the Job Satisfaction of Teachers

The present study aimed to find out mean difference between the primary school teachers socio personal variables and their job satisfaction. A scale adapted and standardized by Parikh and Savlati was used for studying the job satisfaction.
The results indicated there existed significant effect difference between the teachers residential area and gender joint interaction effect and their job satisfaction score. Other Joint interactions affect the residence area, gender and length of service below 12 years and above 12 years and their job satisfaction.


The study was conducted to know the effectiveness and job satisfaction and relationship between Teacher Effectiveness and job satisfaction of teachers of Government, Aided and Non-Aided Secondary Schools. This study concludes that all types of aided schools teachers are endowed with more teacher effectiveness than all types of govt. and non-aided school teachers, besides finding that aided school teachers have better professional and academic knowledge and better relationship with pupils, principals and parents.

Chamundeswari, S. (2013) Job Satisfaction and Performance of School Teachers

The researcher felt the need to investigate the job satisfaction and performance of teachers in different categories of schools following different systems of education. The results of the study indicated that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools.


The study was carried out to investigate the difference between male and female heads, rural and urban heads, the difference between 1-5 and 6+ years age group heads, graduate and post graduate heads in respect of their administrative behavior and job satisfaction; to investigate the relationship between 30-40 and 40-50 years of age group, 42-50 and 51+ years of age group heads in respect of their administrative behavior and job satisfaction; to investigate the relationship
between aided and unaided school heads, urban and rural heads in respect of their administrative behavior and job satisfaction. Administrative Behavior Scale Standardized by Haseen Taj and Job Satisfaction Scale of Amar Singh and T.R. Sharma were used to collect the data. The main findings of the study were male and female headmasters differ significantly respect of their administrative behavior and job satisfaction, but these two groups do not differ significantly respect of their administrative behavior; urban and rural headmasters differ significantly in respect of their administrative behavior; 1-5 and 6+ years experienced heads differ significantly in respect of their job satisfaction but these two groups do not differ significantly in respect of their administrative behavior; post graduate and under graduate heads do not differ significantly in respect of their administrative behavior; headmasters working in government aided and unaided schools differ significantly in respect of their administrative behavior; Headmasters within age group of 30-40 and 51 and above differ significantly in respect of their administrative behaviour and job satisfaction; there is a positive and significant relationship between administrative behavior and job satisfaction of all the heads of secondary school; the secondary school teaching working in rural and urban areas and in government and private management do not differ significantly respect of their administrative behavior and job satisfaction.


The study intended to compare the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables- gender, type of schools, teaching experience and educational qualifications. For the purpose of investigation, Personal Data Sheet prepared by the investigators, Job satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule (EMS) by Srivastava (1988) was used for the collection of data. The findings of
the study revealed that no significant difference was found in the job satisfaction and work motivation of male and female teachers; there were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation; Significant difference was reported in the work motivation of teachers having graduate and post-graduate qualifications.

Sukhadeo P. & Ramakanta M. (2013) Job Satisfaction of Teacher Educators in Relation to Sex, Qualification, Experience and Age at Secondary Level in Bihar

The main objective of the study is to find out level of job satisfaction of teacher educators in relation to sex, educational qualification, teaching experience and age. For achieving objectives of the study, Job Satisfaction Scale standardized by S. P. Anand (1993) is used for collecting data. It is found that that there is significant difference in job satisfaction of teachers educators in relation to sex, qualification, experience and age. The educational authority need to take initiatives for equipping teacher educators for better professional satisfaction.

Gurmit Singh (2012) Job Satisfaction of Teacher Educators in Relation to their Attitude towards Teaching

The study was intended to compare the job satisfaction of teacher educators, male teacher educators, and female teacher educators with their attitude towards teaching. The tools used in the study Job Satisfaction Scale (JSS) by Amar Singh and T.R. Sharma (1999) revised version; Teacher Attitude Inventory by S.P. Ahluwalia (1998) revised version. The value of correlation between job satisfaction and attitude towards teaching was 0.0456, which was not significant. Job satisfaction of teacher educators thus is positively but not significantly related to attitude towards teaching. The value of correlation between job satisfaction and attitude towards teaching was 0.123, which was positive but not significant. Job satisfaction of male teacher educators is positively but not significantly related to attitude towards teaching. The value of correlation between job satisfaction and attitude towards teaching was 0.0034 which was
positive but not significant, thus, relation between job satisfaction and attitude towards teaching of female teacher educators is positive but not significant.

**Jelondar, S.Y. & (2012) Teachers Emotional Intelligence and its Goodarzi, F.L. Relationship with Job Satisfaction**

The study was designed to examine the relationship between teacher’s emotional intelligence and their job satisfaction index at senior secondary schools level. The emotional intelligence scale (EIS) and a version of the job satisfaction based on a selected demographic variable was used. The findings of the study showed that there were significant relationship between teacher’s emotional intelligence and their job satisfaction. The study also revealed that there was a significant difference between teacher’s emotional intelligence and their academic degree levels. Further, significant relationship was found between teachers emotional intelligence and five factors of job satisfaction (nature of the work itself, attitude towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment) but no significant relationship with one factor (salary and benefit) of job satisfaction.

**Fgatabu (2012) Factors Influencing Secondary School Teachers Job Satisfaction in Nakuru North District, Kenya**

The primary purpose of this study is to determine factors influencing job satisfaction of secondary school principals and teachers in Nakuru North district in Nakuru country. The study sought to determine the influence of achievement of organizational goals on secondary school teachers job satisfaction, to establish extent to which promotion prospects influence job satisfaction among secondary school teachers, to establish the extent to which challenging tasks influence job satisfaction among secondary school teachers, to establish how challenging tasks influence job satisfaction among secondary school teachers. The study finally sought to determine the extent to which work environment influence job satisfaction among secondary school teachers in Nakuru North environment. The questionnaire was divided into two parts, A and B. Part A dealt with background information of head teachers and teachers. Part B sought to establish the factors
influencing job satisfaction among secondary school teachers in Nakuru North district. Findings of the study showed that majority of the head teachers (97%) indicated that their teachers were satisfied with the head teacher’s supervisory support. This shows that teachers were satisfied with organization goals achievement. On promotion prospects the researcher found that most of the head teachers were of the opinion that promotion prospects satisfy teachers. On contrary the researcher found that teachers were not satisfied with a number of factors relating to promotion prospects such as advancement opportunities and in-service training. On reward system the researcher found that majority of head teachers (76%) said that teachers were satisfied by recognition from the school administrations. On contrary the data showed that teachers were not satisfied with factors relating to reward system. On challenging tasks majority of teachers on challenging tasks indicated that they were satisfied with general nature of work apart from teaching. On work environment majority of head teachers indicated that teachers were satisfied by the overall school environment apart from unavailability of school facilities and inadequacy of school instructional equipment. On work environment teachers concurred with head teachers responses.


The study aimed at finding and comparing the job-satisfaction of teacher educators of government aided and self financing colleges of Haryana. The study find out whether teacher educators serving in government aided and self financing, male and female teacher educators of colleges of education differ significantly in relation to job satisfaction. Dr. S.K. Saxena Teacher’s Job Satisfaction Scale for college and university teachers was used. The result revealed that there is found to be significant difference between teacher educators serving in government aided and self financing colleges of education in relation to job satisfaction. The teacher educators working in government
aided institutions are more satisfied than teacher educators of self financing colleges. Male teacher educators of government aided colleges are more satisfied than male teacher educators of self financing colleges of education. The females of self financing college of education are more satisfied than female teacher educators of college of education.


The present study was conducted to investigate the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction. Minnesota Satisfaction Questionnaire was used to collect data. Result of the study has shown that generally teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions. Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teachers’ job satisfaction.

Nasir Mahmood (2011) A Comparative Study of Contractual and Regular Teachers’ Professional Attitude towards Job Satisfaction and Job Performance

The main purpose of this study was to determine the relationship among professional attitude of teachers, their job satisfaction and job performance and their comparison between regular and contractual teachers in Pakistan. Two questionnaires Teachers Professional Attitude Scale (TPAS) and Teachers Job Satisfaction Scale (TJSS) were developed by the researcher for collection of data. The findings of the study revealed that professional attitude of teachers had positive relationship with job satisfaction and job performance; job satisfaction of teachers had positive relationship with their job performance. Professional attitude in combination with Job Satisfaction appeared to have more significant positive relationship with job performance. Regular SSTs teachers had better professional attitude, job satisfaction and job performance level than contractual
SSEs teachers; female teachers had relatively better professional attitude, job satisfaction and job performance level than male teachers; and urban teachers had more positive professional attitude, job satisfaction and job performance level than rural teachers.

**Suryanarayanas, N.V.S. (2011) Teaching Competency and Job Satisfaction among Primary and Secondary School Teachers**

The study has been conducted to understand the Teaching competency and job satisfaction among primary and secondary school teachers. Instructing competency by Dr. V.S.R, Pakalapati (1994) and The Task satisfaction by Dr. U. Nageswara Rao (1995) were used for the present study. The findings of the study show that there is no substantial relationship among instructing competency and job satisfaction of college teachers. There is no significant romantic relationship between the dimensions of instructing competency and task satisfaction of college teachers. Teachers deemed beneath sex, locality, qualification, age, marital standing, knowledge and kind of management do not differ drastically in their instructing competency and task satisfaction of college teachers. Teachers of lower and high career satisfaction do not differ considerably in terms of their teaching competency and teacher’s job satisfaction.


The study sought to relate the leadership of the school district superintendents to the job satisfaction, efficacy and career longevity of principals. The Superintendent Understanding of Principal’s Educational Responsibilities (SUPER) survey instrument was used. The results of the analysis showed several statistically significant relationships between superintendent leadership practices and the job satisfaction and efficacy of their principals. Principals who rated their own job satisfaction and efficacy as high also gave their superintendent a
high rating on each of the five leadership practices model. The significant correlation was found between job satisfaction of principals and the leadership practices of their superintendents.

Bindu, C.M. (2007) **Relationship between Job Satisfaction and Stress Coping Skills of Primary School Teachers**

The purpose of the study was to find out the job satisfaction ad stress coping skills between male and female primary school teachers. The tools used in the study were Job Satisfaction Scale By Kumar and Kumar and stress coping inventory by Bindu. The findings of the study show that job satisfaction differentiates male and female primary school teachers and there is a positive correlation between job satisfaction and stress coping skill among primary school teachers.

Rathod, M.B. & Verma, M. (2006) **Study of Job Satisfaction of Teachers in Relation to Role Commitment**

The purpose of the study is to study influence of sex, role commitment and their interaction on job satisfaction of teachers; influence of training, role commitment and their interaction on job satisfaction of teachers; influence of experience, role commitment and their interaction on job satisfaction of teachers; influence of residential background, role commitment and their interaction on job satisfaction of teachers. The tools used were Teachers’ Job Satisfaction Questionnaire by Kumar And Mutha(1982) and Teachers’ Role Commitment Scale by Budhisagar and Verma. The findings of the study show that there was significant influence of sex, experience, role commitment, residential background on job satisfaction of teachers. Female teachers were found to be more satisfied than male teachers. Senior teachers were found to be more satisfied than junior teachers. Urban teachers were found to be more jobs satisfied than rural teachers. There is no significant influence of interaction between training and role commitment, experience and role commitment, residential background and role commitment on job satisfaction of teachers separately.
Review of Related Literature

J. Tasleema (2007) Job Satisfaction & Mental Health of Teacher Educators in District Srinagar

The present study was conducted on job satisfaction & mental health of teacher educators of Srinagar district. All the teacher educators working in various teacher education institutions in district Srinagar were selected as sample for the present study on the basis of purposive sampling. Dr. S.P Anand’s Job Satisfaction Scale and Mental Health Scale prepared by Regional Institute of Education Ajmer. The study revealed that Job satisfied teachers educators are mentally healthy than job dissatisfied teacher educators. Job satisfied teacher educators have been found significantly better than job dissatisfied teacher educators on the basis of different dimensions of mental health like Self concept, Concept of life, Perception of self amongst others, Perception of others, Personal adjustment, Record of achievements, Adjustment in job has an impact on job satisfaction. The investigation also reveals that if a person who is genuinely motivated towards teaching profession feels that he has ambition in life and wants to contribute something to the betterment of humanity which ultimately gives him mental satisfaction.


The main objectives of the study were to compare university teachers on job satisfaction and also compare university arts and science teachers on job satisfaction with respect to age of Kashmir University. All the teachers, arts and science, were included in the study. The head of departments and deans of various faculties were dropped from the study as the investigators had to confirm whether the teachers are satisfied with the head of the departments either and this is the one factor of job satisfaction. The investigators used Ramakrishna Job Satisfaction Inventory (1998) as the tool for the measurement of job satisfaction. The study reached to the conclusion that high age group university teachers and low age group university teachers did not differ in the level of their job satisfaction on composite scores of job satisfaction. However,
so far as job satisfaction on factor wise analysis is concerned low age group university teachers are better satisfied with their heads of departments and co teachers than high age group university teachers and on the other factors, their job satisfaction is almost same. While as arts and science teachers both high age group and low age group have same job satisfaction

Gulzar A. C. (2005) Job Satisfaction among Teachers of Professional Colleges with Special Reference to Length of Service, Locality and Socio- Economic Status

The study was conducted to assess and compare the job satisfaction of teachers of professional Colleges in terms of its 11-factors (Components), on the basis of length of service, the basis of locality, on the basis of socio-economic status. The data was collected by using Job Value Questionnaire by Seema Sanghi (1999) on job satisfaction, Socio-economic Status Scale of Mudhosh and Rafiqui (Revised 2000), Self Developed Information about the length of service and rural urban background. The findings of the study were 50% teachers working in schools were reported to be dissatisfied. A greater percentage of post graduate teachers, both in arts and science group were found to be satisfied than the percentage of graduate reported satisfied. There existed no linear relationship between age of teachers and their scores on job satisfaction.


The study find out the differences between male and female, below 40 and above 40 and more than 12 and less than 12 years of teaching experience in Organizational Commitment, Job Satisfaction and Attitude towards work; and Explore the relationship of organizational commitment with job satisfaction and attitude towards work. The investigator uses Organizational Commitment Questionnaire by Mowday, Steers and Porter, (1979), Job Diagnostic Survey Questionnaire by Hackman and Oldhem, (1973), Attitude Work Scale by J. R. Gordan. The results reveal that the mean score differences indicate that there exist
some differences between male and female, below 48 and above 48 age group teachers and teachers having below 12 and above 12 years of teaching experience. It reflects that male teachers below 40 years age group with below 12 years teaching experience are more committed towards their organization than that of their counterpart. The security satisfaction factor shows that the teachers having above 12 years of experience feel more secured. In case of growth satisfaction, the male above 40 years age group with below 12 year teaching experience are more committed towards their organization than that of their counterpart. The correlation between organizational commitment and job satisfaction is moderate which shows that the teachers who are more committed towards organization are more satisfied with their job. The organizational commitment is moderately related to attitude towards work, i.e.; who are committed towards organization have positive attitude towards work. Job satisfaction and attitude towards work are highly co-related and shows that those who have positive attitude towards work are more satisfied in their job.


The study find out the attitude of women teachers towards teaching profession, the level of job satisfaction, the relationship of attitude of women teachers towards teaching profession with some secondary variable like age, experience, class handled, type of school, type of management, nature of school, nature of job, educational qualification, marital status, location of school, subject specialization, community, job of spouse, family income, size of the family and pay. The tools used in the study Attitude Towards Teaching Profession Scale by V.V. Kitti and C.S. Bannur, Job Satisfaction Scale constructed by investigator. Major Findings of the study reveals that Women teachers have positive attitude towards teaching profession and high level of job satisfaction. Women teachers working in aided and private un-aided schools have better attitude towards teaching profession and high level of job satisfaction than teachers working in
other type of management. Teachers handling primary classes have better attitude towards the profession than teachers handling other classes. Teachers getting less salary have better attitude towards the profession than teachers getting more salary. Women teachers handling 5th to 10th class have higher level of job satisfaction than those handling other classes.


The study was conducted to understand the association in the levels of job satisfaction with respect to sex, marital status, location as well as experience and the factors responsible for job satisfaction of the college teachers. The investigators collected data by using a standardized Teachers Job Satisfaction Scale (Likert type) developed by Y. Mudgil, I.S. Mohar and P. Bhatia. The major findings of the study shows that there was no association between levels of job satisfaction and sex of teachers working in urban and rural colleges, levels of job satisfaction and the localities of the institution, levels of job satisfaction and the experiences of the college teachers. Teachers were not happy with the facilities (classroom, library, laboratory, teaching aids, etc.) available in the institutions for teaching and learning and the existing syllabus and curriculum, the academic environment of the institutions. Teachers were happy with the revised pay scale and promotional aspects in service of UGC but not happy with retirement benefits (pension, gratuity, etc.), financial hardship (irregular payment of salary) at the institutional level and the service rule policy. Teachers were not happy and felt that it was not conducive for professional growth of the teachers (non-availability of reference books, research journals, periodicals, computer and internet facilities, etc.). Teachers had positive attitude towards professional development and strong belief that M. Phil., Ph.D., research work and in-service training like refresher courses, orientation programme, summer course, etc. were highly necessary for professional growth of teachers. Teachers had strong opinion that only meritorious people should be
appointed in the teaching profession through NET or equivalent State Level Selection Board.


The study compared the different leadership styles of principals of Government and Private Schools, job satisfaction of teachers, organizational climate of Government and Private Schools. The study ascertain the relationship between leadership style of Principal with job satisfaction of teachers, leadership style of Principal with organizational climate of the schools. Leadership Behavior Description Questionnaire by Halpin and Winer, Job Satisfaction Scale by Investigator and School Organizational Climate Description Questionnaire by Moti Lal Sharma was used as a tool. The findings of the study show that the Principals of Government and Private schools manifest different leadership styles. The majority of the Government school Principals had low initiation— high consideration (LH) style. While majority of private school Principals have a unique High Initiation- High consideration pattern. On comparing the mean scores of Government and Private school Principals, no significant difference was found between the leadership styles of the Principals in these two types of schools. There is a significant difference between the job satisfaction in Government and Private Schools. There is a significant difference between the organizational climate of Government and Private schools. There is no significant relationship between the Job Satisfaction of Teachers and organizational climate in Government and Private Schools both.

The investigator undertook a study of the degree of job satisfaction of the male and the female principals working in the government and non-government secondary schools, and the degree of job satisfaction of the principals working in the government and non-government secondary schools. Job Satisfaction Scale constructed by the investigator was used for the present study. Some of the major findings of the study reveal that there was no significant difference on the level of satisfaction between the female and male principals working in the non-government secondary schools and no significant difference on the level of satisfaction between the female and male principals working in the government secondary schools.

PART IV: ATTITUDE

Sharma, M. (2014) A Comparative Study of The Teaching Attitude of Pupil Teachers at Secondary Level in Relation to Gender and Academic

The purpose of the study is to investigate the teaching attitude of pupil teachers at secondary level; and find out the difference between male and female pupil teachers of science group, arts group, and commerce group towards teaching. Teacher Attitude Inventory by Dr. S. P. Ahluwalia (1996) for collection of data was used. There is no significant difference between science, arts and commerce, male and female teachers’ attitude towards teaching at secondary level.

Sharma, R. (2013) Teaching Attitude of Higher Secondary School Teachers of Raebareli

In the present study, investigator compared Hindi and English medium teachers of higher secondary schools in Raebareli district of U.P. Teacher attitude Inventory of Dr. S. P. Ahluwalia was used for collection of data. Both Hindi &
English medium teachers have positive attitude towards teaching profession. But Hindi medium teachers have higher attitude towards teaching profession than English medium teachers. Teachers in both medium of instruction accept that student’s personal, moral and cultural development can be done by educating them properly.

Agnes, E. M. (2013) Attitude of Teachers’ In Yenagoa Local Government Area Bayelsa State Nigeria, Towards the Teaching Profession: Counselling Implications

The study examined attitude of teachers towards the teaching profession. Attitude of teachers towards teaching scale was developed, validated and administered to the respondents. Result indicated that teachers have negative attitude towards teaching profession, result also revealed that female teachers have more positive attitude towards teaching profession.

Srijiti, B. & Santosh Kumar, B. (2014) An Investigation into the Attitude of Secondary School Teachers towards Teaching Profession In Purulia District of West Bengal, India

The purpose of the study was to explore the attitudes of secondary school teachers of Purulia district of west Bengal towards teaching profession. It further investigates Male and Female, Rural and Urban, Trained and Untrained, Social Science and General Science Teachers of Secondary Schools of Purulia District of West Bengal, India. A Teacher Attitude Inventory (Likert type) was used for the present investigation. The result of the study shows that attitude of secondary school teachers of Purulia district of west Bengal is neither too favourable nor unfavourable. The attitude of rural teachers are favourable than urban secondary school teachers. There is no significant difference between science and social science teachers on attitude. There is no significant difference between trained and untrained teachers on attitude.
Jasvir Kaur (2012) Attitude of Women Teachers towards Teaching Profession as related to Values, self-actualization, job satisfaction and burnout

The study examines the attitude of women teachers, the relationship between values and attitude of women teachers towards teaching profession. The study ascertain the relationship between Self-Actualization and attitude, job satisfaction and attitude; and burn out and attitude towards teaching profession among women teachers. Scale of Attitude towards Teaching Profession: developed by H.S. Dhanoa (1993), Teacher Values Inventory: developed by Harbhajan L. Singh and S.P. Ahluwalia (1994) and Self Actualization Scale: developed by the investigator (2008). There exists significant positive correlation between Attitude of Women Teachers towards Teaching Profession and Values. There exists significant positive correlation between Attitude of Women Teachers towards Teaching Profession and Self Actualization. There exists significant positive correlation between Attitude of Women Teachers towards Teaching Profession and Job Satisfaction. There exists significant negative correlation between Attitude of Women Teachers towards Teaching Profession and Burn Out. There is a significant cumulative positive effect being exercised by Values, Self Actualization and Job Satisfaction on Attitude of Women Teachers towards Teaching Profession. Burn Out exercises a non significant negative effect on Attitude of Women Teachers towards Teaching Profession. Teaching experience does not make a significant mark on the Attitude of Women Teachers towards Teaching Profession. Attitude of Women Teachers towards Teaching Profession is not under the influence of the disciplines/subjects being taught by these teachers.

Kamran, A. (2012) Relationship between Teachers Attitude and Students Degree Completion (M.Phil-management) in private sector universities of Lahore

This study was conducted to examine the relationship between teachers attitude and students Degree completion (M.Phil-management) in private sector
universities of Lahore. In this study, questionnaires were distributed to the teaching staff and alumni with 15 interviews which later processed through SPSS and AMOS. On the basis of findings, positive and significant relationship has been drawn between teachers attitude and students degree completion. Moreover teaching capacity was also needed to be improved by trains them; regarding applied management in Pakistani context and also persuade for student centered classroom.

M.B. Muraina, A Saidu, A.L Sheu, A.A Sheu (2011) Attitude of Student-Teachers Toward Teaching Practice in Nigerian Colleges of Education

The study examines the attitudes of student-teachers toward teaching practice exercise in Nigerian Colleges of Education. An instrument titled Attitudes towards Teaching Practice Questionnaire (ATTPQ) was designed to elicit information from the respondents. The results of the analysis showed that student-teachers displayed positive attitude towards teaching practice but found that there were some challenges.

Dr. H.V. Belagali (2011) A Study of Teachers Attitude towards Teaching Profession of Secondary Schools in Relation to Gender and Locality

This study assessed the attitude towards teaching profession and its dimensions of gender (male and female), locality (rural/ urban) secondary school teachers. Attitude Scale towards Teaching Profession by Kulsum (2001) was administered. The results show that the female teachers have higher attitude towards teaching profession as compared to male teachers of secondary schools. It also revealed that the urban secondary school teachers have higher attitude towards teaching profession as compared to rural secondary school teachers. The female teachers have higher attitude towards teaching profession dimension that is social and psychological as compared to male teachers of secondary schools. The urban secondary school teachers have higher attitude towards teaching profession as compared to rural secondary school teachers. The urban secondary
school teachers have higher attitude towards teaching profession dimension that is academic as compared to rural secondary school teachers. The urban secondary school teachers have higher attitude towards teaching profession dimension that is social and psychological as compared to rural secondary school teacher.

Hussain, S. et.al; (2011) Attitude of Secondary School Teachers towards Teaching Profession

The main purpose of this study was to examine the attitude of secondary school teachers towards teaching profession. An Attitude Scale towards Teaching Profession (ASTTT) Developed by Hussain (2004) having 66 items and four components was used for collection of data. The results of the study show that the majority of the secondary school teachers does not possess positive attitude towards their profession. It was also found that the female secondary school teachers have more positive attitude towards the profession as compared to the male secondary school teachers. The teachers working in the public sector institutions were found more committed and satisfied as compared to the teachers working in private sector. It uncovered the fact that the majority of teachers working in the rural areas were more committed and satisfied as compared to the teachers working in urban areas.

Nwanekezi, A.U.et.al. (2011) Attitudes of Student-Teachers towards Teaching Practice in the University of Port Harcourt, Nigeria

The study was conducted to examine the attitudes of student teachers towards teaching practice in the University of Port Harcourt, Nigeria. The study sought to ascertain the attitude of student teachers towards teaching practice. The study was conducted in the Faculty of Education, University of Port Harcourt. The instrument for data collection was a 40 item questionnaire developed by the researchers. The instrument was validated and in internal consistency of 0.87 (87%) was calculated using Crontach Alpha techniques. The improving students
attitude towards teaching practice could be adopted the students attitude towards teaching practices, no doubt, will be affected positively.

Sharma, R. (2007) A Study Based on Factor Analysis Result of Certain Psychological Variables in Relation to Science and Arts School Teachers Attitude towards Teaching

The purpose of investigation was to identify and compare the factor structure underlying certain Psychological variables i.e. intelligence, personality and values of science and arts school teacher’s attitude towards teaching. Tools used in the study were The Group Test of General Mental Ability (Tandon, 1971), 16 Personality Factor Questionnaire (Catell and Eber, 1967), Teacher Attitude towards Teaching constructed and standardized by Investigator. The findings of the study show that the variable of intelligence did not share significant loadings with teacher’s attitude towards teaching on any of the favours. Although the number of relevant factors identified for science and arts school sample are comparable but sixteen measures of personality and seven measures of values and with teachers’ attitude towards teaching is different in case of science school teachers and arts school teachers’ sample. Teacher’s attitude towards teaching shared the maximum variance (on relevant factors in factor analysis) with personality followed by values.

Devi, N.S. (2005) Assessment of Attitude towards Teaching

The study assessed the attitude of the B.Ed. Trainees towards teaching profession; and find out the relationship between the attitude towards teaching and performance in the entrance examination of B.Ed. Trainees. Teacher attitude scale by S.P. Ahluwalia was used. The findings of the study reveal that there was a positive and significant relationship between the attitude towards teaching and performance in the B.Ed. entrance examination. There was no significant difference in the attitude of the student teachers with under graduate and post-graduate qualification towards teaching.

The study compared the attitudes of urban and rural teachers and of government and private school teachers towards value-oriented education. A questionnaire of attitude scale was used as a tool. The conclusions of the study show significant difference between rural and urban primary school teachers on attitude. There is no significant difference between government and private primary school teachers.

Ramchandra, A. Babu, S.P. (2003) Attitude of Primary School Teachers towards Value Oriented Education

The purpose of the study shows any significant difference between male teachers and female teacher’s attitude towards value-oriented education. To find out any relationship between urban teachers and rural teachers attitude towards value oriented education. To identify any significant differences with age of teachers towards value oriented education. The Teacher Attitude Questionnaire was used as a tool for collecting data. The result of the studies reveals that no differences are found in between male teachers and female teachers in possessing attitude towards value oriented education. A significant difference is found in between rural teachers and urban teachers in possessing attitude towards value oriented education. The environment of urban teachers may affect them to orient towards value education more positively than rural teachers. No difference is found between below 30 years and between 30-40 years teachers in possessing attitude towards value oriented education. No difference is found among different age groups of teachers in possessing attitude towards value – oriented education.

Chandriah, P. Vastava, G. (2003) Attitude of Science and Arts College Teachers towards Teaching

The study found out attitude of the Science and Art college teachers towards teaching and also examined whether men and women teachers have a favourable or unfavourable attitude towards teaching. A Scale to measure Attitude towards
teaching by S.P. Ahluwalia was used as a tool. It was found out that that teacher’s science subject had a favourable overall attitude towards teaching. They had a favourable attitude towards the profession as measured by factors 1, 4 and 5 also. But in the case of factor 2 & 3 they had a neutral attitude. In the case of arts subject, the teachers had a significantly favourable overall attitude and also as measured by factor 1 and 4 they had a significantly negative attitude as measured by factor 2; with regard to factor 5 they had a neutral attitude.


The study examined the significance difference between Government schools male and female teachers, private schools male and female, Government and Private Schools male and female teachers, Government School Female teachers and Private schools male teachers on attitude. Teacher Attitude Inventory (TAI) by Ahluwalia is used as a tool for the study. The major findings reveal that it has been found that government schools both male and female teachers possess healthy attitudes towards their teaching profession. It has been found that private school teachers do not differ significantly when teacher’s attitude is taken as dependent variable. It has been found that male teachers teaching in Government and private schools do not differ significantly when teacher’s attitude is taken as dependent variable. It has been found that Government and Private schools female teachers do not differ from each other too much extent so far as their attitude is concerned. It has been found that government schools male teachers and private schools female teachers do not differ significantly. It had been found that private schools male teachers and Government female teachers do not differ significantly when teacher’s attitude is taken as dependent variable.

**Surinder, P. (2001) A Study of Attitude of Secondary Level School Teachers towards their In-Service Training Programme**

The study found out the differences between the attitude of male and female school teachers, rural and urban school at secondary level towards in-service
training programme. To study the differences between the attitudes of more teaching experienced and less teaching experienced secondary school teachers towards in-service training programme. Teacher Attitude inventory by Hari N. Hota, as a tool for studying teaching attitude. The conclusion of the study revealed that the male and female secondary level teachers were found to be alike in the attitude towards in-service training programme. The secondary level school teachers serving in rural and urban secondary schools are found to be alike in their attitude towards in-service training programme. The secondary level teachers having 7 or above years of teaching experience and the teacher having below 6 years teaching experience did not found different in their opinions. They were found to be alike in their attitudes towards in-service training programme.

Zrinjka (2000) Teachers Attitude towards Teaching as a Determinant of their Readiness for Additional Professional Special Education

The study examined whether the teachers attitudes towards pupil and teaching influence their interest in taking part in a program of additional professional special education (APSE).Minnesota Teacher Attitude Inventory (MTAI) by cook, W.W. Leeds, C.H., Callis, R. (1951) was used as tool to measure the teacher attitude. The conclusion of the study shows significant difference on attitude towards teaching between two groups of teachers on MTAI questionnaire. The results of group I teachers show that they form more positive relations with their pupils and are more satisfied with their profession, which means that they have more positive attitudes toward teaching than the teachers in group 2.

Sharma, A. (2000) A Study of Teachers Attitude towards Teaching Profession in Relation to their Teaching Aptitudes

The present investigation categorize teachers possessing positive and negative attitudes towards teaching profession; find out the significant differences between private school male teachers and private school female teachers
Review of Related Literature

possessing positive attitude and negative attitude towards teaching profession when teacher aptitude is taken as dependent variable. Attitude scale developed by Dr. S.P. Ahluwalia, 1971, Teaching Aptitude Questionnaire developed by Smt. Shamim Karim and Prof. Ashok Kumar Dixit was used as a tool to measure teaching attitude and teaching aptitude. The major findings of the study show that male and female teachers have the same attitude towards the teaching profession. Govt. school male teachers and female teachers have same attitude. Private school male teachers and govt. school male teachers do not differ significantly when teacher’s aptitude is taken as dependent variable. Private school male teachers and Govt. school female teacher’s area insignificant when teacher’s aptitude is taken as dependent variable.


The study explores male and female teachers possessing positive and negative attitude towards teaching profession on the basis of Quartile deviation; find out the significant difference between Government and Private schools possessing positive and negative attitudes towards teachers when different types of value patterns viz. Political, Economic, Social, Theoretical, Religious, Aesthetic, will be taken one by one as dependent variable. Teacher Attitude Inventory by S.P. Ahluwalia, Teacher Value Inventory by S.P. Ahluwalia was used as a tool for the present study. The results of the study reveal that Male and Female teachers, Government and Private teachers do not differ significantly from each other.


The present investigation study the relationship between adjustment of secondary school teachers and their interest in teaching; adjustment of secondary school teachers and their attitude towards teaching the effect of sex, type of management, material status, age and experience on the adjustment of secondary school teachers. Tools used in the present study to measure the
adjustment, interest and attitude were Teacher Adjustment Inventory by Mangal, Teaching Interest Scale by Kakkar and Teacher Attitude scale. The major findings of the study reveal that there was a significant and positive correlation between adjustment of secondary school teachers and their interest in and attitude towards teaching. Difference in interest in teaching, attitude towards teaching, sex, and type of management, marital status, age and experience of secondary school teachers accounted for significant differences in their adjustment.


An investigator undertook a study to examine the attitude of effective and ineffective teachers towards teaching profession with reference to their age and experience. Teacher Effective Scale by Kumar and Mutha, Attitude towards Teaching Scale by Katti and Bannur was used as a tool. The major findings of the study reveal that there was no significant difference between effective teachers having high or low experience in terms of their attitude towards their profession. High experienced effective teacher’s attitude was positive towards teaching profession than low experienced ineffective teachers. Age of effective teacher was not a differentiating factor in their attitude towards teaching profession. Young ineffective teachers had a negative attitude towards teaching than ineffective old teachers.


The study was conducted on elementary school teachers in order to examine the effect of age, qualification, experience and peace of residence on teacher efficiency and attitude. Teacher Efficiency and Attitude Scale Constructed and standardized by Amulya Khurana and Purnima Mathur was used to measure the attitude of rural elementary school teachers towards teaching. The results of the study reveal that majority of male rural elementary school teachers had high and
average attitude towards teaching and they assumed teaching as a challenging job. Teacher’s attitude towards teaching correlated positively and significantly with involvement dimensions and total teacher efficiency attitude. The rural elementary school teachers had average teacher efficiency attitude and dimension wise were found below average.


The investigator made a study to find out the attitude of teachers towards individual pupil, the intelligence of the pupils, and the influence of teachers attitude and expectations on the achievement of pupils. The teacher attitude and intelligence was evaluated by using An Attitude Scale and An Intelligence Test and Achievement Test. The findings revealed that teacher’s expectations had influence over the pupil’s achievement; Teacher’s attitude had no influence over the pupil’s achievement. The expectation influence of women teachers on boys was less than the expectation influence of man teachers.

**Reddy, P. Vastava, G. (1993) Attitude of Science and Arts College Teachers towards Teaching**

The study found out attitude of the science and art college teachers towards teaching and also examined whether men and women teachers have a favourable or unfavourable attitude towards teaching. A Scale to measure Attitude towards teaching by S.P. Ahluwalia was used as a tool. It was found out that that teacher’s science subject had a favourable overall attitude towards teaching. They had a favourable attitude towards the profession as measured by factors 1, 4 and 5 also. But in the case of factor 2& 3 they had a neutral attitude. In the case of arts subject, the teachers had a significantly favourable overall attitude and also as measured by factor 1 and 4 they had a significantly negative attitude as measured by factor 2; with regard to factor 5 they had a neutral attitude.
Peterson, Richard B. (1993) Teacher Attitudes towards Professionalism, Job Satisfaction and Collective Negotiation; A Cross Cultural Study

The study examined the inter-relationship between the attitudinal variables of Job Satisfaction, Professionalism and collective negotiation within a cross cultural content. The investigator used job Satisfaction Inventory and an Inventory to measure Attitude. The results reveal that there is a positive relationship between attitudes of Washington teachers and most demographic characteristics (age, sex and amount of teaching experience particularly strong). There is highly positive relationship between level of satisfaction with global variable and specific responses to the other two variables (for all combinations of job satisfaction, professionalism and collective negotiations); Significant differences between perception of teacher attitudes held by principals and the attitude of secondary teachers themselves.

Srinivasan, V. (1992) Personality Traits of Primary School Teachers and Their Attitude towards Teaching

To study the measure of attitude and personality of primary school teachers of different categories based on sex, community experience and the type of management of the institution; find out the difference in attitude of primary school teachers towards teaching based on sex, experience community and type of management; to analyze the difference in personality traits of primary school teachers in respect of sex, experience, community and type of management of the institution. The Personal Information Schedule, The Teacher’s Attitude Scale, The Multivariable Personality Inventory was used for collection of data. Major findings of the study show that Age, sex, teaching experience and community did not significantly affect the attitude of the teachers towards teaching. Government school teachers differed significantly from aided school teachers with regard to their attitude towards teaching. Women teachers differed significantly from men teachers with respect to lack of empathy, neuroticism and introversion. Government school teachers differed significantly from aided
school teachers with regard to the empathy and neuroticism traits. While the attitude of male teachers was positively correlated with empathy, ego ideal and neurotic trait of personality, it was negatively correlated with other personality traits. While there was positive attitude of government school teachers and their personality trait such as empathy, ego ideal and neuroticism it was negatively correlated with personality traits.


To study the extent and direction of correlation between job satisfaction and attitude towards pupils, teaching experience, and mental health; to compare male and female teachers with regard to their attitude towards pupils, their mental health and professional satisfaction. The Mental Health Scale, The Job Satisfaction Scale, The Teacher Attitude towards Children Scale, The Minnesota Teacher Attitude Inventory was used as a tool for collection of data. The conclusions of the study show that the mental health of teachers bore a significant and positive correlation with their job satisfaction and attitude towards pupils. Teacher’s teaching experience, mental health, job satisfaction and their attitude towards pupils were positively and significantly correlated with their age. Professionally satisfied teachers had a favourable attitude towards pupils. Women teachers, on an average cherished a favourable attitude towards pupils, had better mental health and were satisfied in their profession as compared to man.

Rama Mohan (1992) Job Satisfaction, Attitude towards Teaching, Job Involvement Efficiency of Teaching and Perception of Organizational Climate of Teachers of Residential and Non-Residential Schools

The main objectives of the study were to know job satisfaction, attitude towards teaching, Job and involvement, efficiency of teaching and perception of organizational climate of teachers of residential and non-residential schools. The tools used in the study was A Job Satisfaction Scale, A Scale to measure
Attitude towards Teaching, A Job Involvement Scale, Graphic Teacher Efficiency Scale, An Organizational Climate Description Questionnaire was used for the present investigation. The study revealed that considering overall job satisfaction, the teachers were neither satisfied nor dissatisfied with their job. Considering overall attitude, the teacher had a favorable attitude towards teaching. The teachers exhibit a significant level of job involvement. This was true for overall job involvement as well as job involvement as measured by different factors. Teachers of residential schools exhibited a significantly higher level of overall job satisfaction compared to teachers of non-residential schools. Teachers working in residential schools had a significantly more favourable attitude and more efficiency compared to those working in non-residential schools. There was no significant difference between the level of efficiency of men and women teachers. With regard to organizational climate, there was a significantly greater intimacy and lesser disengagement, hindrance and aloofness in residential schools as compared to non residential schools. Teachers with less experience exhibited higher job Satisfaction, Attitude towards Teaching and teaching efficiency. Teachers who had moderate to high workload exhibited higher job satisfaction, attitude towards teaching and teaching efficiency. Unmarried teachers were more satisfied and had a better attitude towards teaching and general state of health and life. Teachers who had a better attitude towards teaching exhibit higher Job Involvement, Job Satisfaction and vice versa. The more efficient teachers had a better attitude towards teaching. Teachers working in autonomous and open climate had a better attitude and were more satisfied with their job than those working in closed climates. There was no significant association between the type of school (Residential or non-Residential) and the climate of the school. There was no significant difference between the Job Involvement and Teaching Efficiency of teachers working in different types of climates.

The objectives of the study are to construct and standardize an attitude scale for secondary school teachers (ASSST) of Gujarat state; to study the professional attitudes of teachers in relation to various variables like sex, area, caste, qualification, type of school, marital status, various faculties of education, age and experience. Tools used were Likert type attitude scale was constructed and standardized by investigator. The results of the study shows that Sex, area (Urban/ Rural) and Caste (BC/non-BC) had a main effect on professional attitudes, while qualification had no effect. Area, sex and caste had significant interaction effect at 0.05 level. Area and caste, area and qualification, caste and qualification as well as sex, area and caste; sex, area and qualification had no significant interaction effect on professional attitudes.

Singh, R.S. (1991) Teacher’s Effectiveness as Related to Teachers Attitude towards Teaching Profession

The study examines the scores of attitude towards teaching profession of teachers belonging to rural and urban areas; to determine the degree of relationship between the scores of teacher’s effectiveness and their attitude towards teaching profession for the rural and urban teachers separately. The Teacher’s Effectiveness Rating Scale, The Ahluwalia’s Teacher Attitude inventory was used tools for the study. Major findings of the study reveal that Rural and Urban teachers do not differ significantly in their attitude towards teaching profession.


The study investigate the structure and pattern of the secondary school Cuttack town (government and private schools separately) including total teachers strength; to trace out the teachers image and interaction and also their relation
with the school curriculum and curricular activities; to critically examine their freedom, initiative and creativity in relation to textbooks, syllabus examination and evaluation; to study their different roles in relation to social change and modernization; to critically analyze their alienation in society, their job satisfaction, aspiration and cause of frustration; to assess the importance of the National Policy on Education (1986) in relation to the secondary school teacher. The tools used in the study are Questionnaire and Observation Schedule and Structured Interviews. Findings of the study reveal that Teachers, both male and female come from all classes of society, but the majority of them were from the lower and lower middle class income groups. As compared to the male teachers, most of the female teachers came from families belonging to higher SES. The Private school teachers were found more qualified than the government school teachers. In private schools teachers having higher qualification were found working in a lower cadre. The classroom of both government and private schools are found to be crowded or even over crowded in spite of there being a number of sections in each class. The infrastructural facilities, such as library facilities, laboratories with equipment, hostel facilities, and teacher quarters were found to be better provided in the government schools than in the private schools. The performance of the students in the final HSC examinations was also found to be better in the government school.

Connie Diane, (1991) Teacher Attitudes towards Students: Implications for Job Satisfaction in a Sample of Elementary Teachers from Sub-Urban Schools

Objective of the study examine one aspect of teacher Job satisfaction, teacher attitudes towards students. The Teacher Attitude Scale, The Job Satisfaction Scale were used as tools for investigation. Major Findings of the study reveal that Sub urban elementary teachers in southwestern Ohio with zero to seven years of teaching experience indicated strong support for parental involvement in the classroom setting. Suburban elementary teachers in Southwestern Ohio with zero to seven years of teaching experience and holding only the bachelors degree
indicated the strongest support for parental involvement in the classroom. Suburban elementary teachers in Southwestern Ohio with zero to seven years of teaching experience and holding only the bachelors degree reported the greatest disagreement in respect to the relationship between social promotion and the lowering of educational standards.
An overview

1. So far as the studies conducted in India on Personality Profiles, Morale, Job Satisfaction and Attitudes are concerned, except a few well known foreign tools like Cattel’s High School Personality Questionnaire (14 HSPQ), Big Five Inventory of Oliver, Chinese Personality Assessment Inventory (CPAI), Form (G), Purdue Teacher opinionore (PTO) by Bentley and Rampel, Mohrman and Mohrman Job Satisfaction Scale (MCMJSS), Job Satisfaction Scale of Mondal, Minnesota Satisfaction Questionnaire, Minnesota Teacher Attitude Inventory by Cooke, W.W.Leads etc., continue to be used. It is generally encouraging that researchers have increasingly started employing the tools developed by either themselves or Indian psychologists and educators.

2. A trend that emerges out of the related literature is that maximum researchers carried out are descriptive in nature. The researchers have selected some variables to study their relations with teacher effectiveness and motivation, teacher effectiveness and aptitude. Mostly ‘t’ tests and correlation techniques have been used. The sophisticated technique of factor analysis or co-variance has been rarely used.

3. The review of literature specifies that the studies conducted on personality profiles of science/Arts, rural/urban Higher Secondary School Teachers are More (1988), Zargar (2013), Margay (2011), Nadeem (2013) and found that the arts student-teachers were found to be warm-hearted, ready to cooperate and prepared to go along with the current, they enjoyed social recognition, the commerce student-teachers were affected by feelings, were humble, suspicious, adventurous, responsive, genial and carefree.

4. Muhammad Rouf et.al (2013), Savadamathu, (1994), Jan (2012), Gupta (2006), Verma (2004), Natarajan and Balan (2003) are few studies on morale. The strength of morale and job satisfaction is slightly higher in case of rural and male subject specialists as compared to urban and
female subject specialists respectively. Science higher secondary school teachers have high morale due to better teaching aptitude factors namely mental ability and general information. There are also some studies which show studies on morale of Rural/Urban Teachers and Science/Arts Teachers.

5. Ganai & Ali (2013), Mahmood & Jan (2006), Gulzar (2005), Basnvaraj (2013) and Rathod & Verma (2006) found that the science teachers are more satisfied with regard to their job than Social Science Higher Secondary teachers. Arts and science teachers both high age group and low age group have same job satisfaction. The secondary school teaching working in rural and urban areas and in government and private management do not differ significantly respect of their administrative behavior and job satisfaction.

6. Srijiti & Santosh (2014), Sharma (2014), Sharma (2007), Chandriah (2003), Reddy (2003), Reddy (2004), Ramchandra (2003), Uma &Venkaramaiah (1996), Surinder (2001), Singh (1991) found out that teacher’s science subject had a favourable overall attitude towards teaching. They had a favourable attitude towards the profession. In the case of arts subject; the teachers had a significantly favourable overall attitude. The attitude of rural teachers are favourable than urban secondary school teachers. The difference between rural and urban primary school teachers on attitude is significant.

7. Among the studies reviewed, no study has investigated the effect of all variables namely, Personality Profiles, Morale, Job Satisfaction and Attitude of Science/Arts and Rural/Urban Higher Secondary School Teachers.