CHAPTER - II

REVIEW OF RELATED LITERATURE

- Studies on Success in Teaching/
  Teacher effectiveness
- Studies on Role Conflict of Working Women
- Studies on Job Satisfaction of Teachers
- Studies on Attitude towards Teaching Profession
- Meta Analysis
The major purpose of the present study, as indicated in earlier contexts, is to find out the ability of the predictor variables Viz., Role Conflict, Job Satisfaction and select presage variables to discriminate between Successful and Less Successful secondary school women teachers. The choice of the variables and design of the study were decided on the basis of an extensive survey of research studies in this area. A wide variety of studies which have either direct or indirect bearing on the major theme came to be reviewed. This chapter presents a survey of the major studies reviewed.

The literature examined has been classified under the following headings Viz.,

2.1 Studies on Success in Teaching/Teacher Effectiveness

2.2 Studies on Role Conflict of Working Women

2.3 Studies on Job Satisfaction of Teachers

2.4 Studies on Attitude towards Teaching Profession.

2.5 Meta Analysis

2.1 STUDIES ON SUCCESS IN TEACHING/TEACHER EFFECTIVENESS

The pioneer researches on success in teaching or teacher effectiveness was largely dominated by attempts to identity attributes of teachers such as personality traits, gender, age, knowledge and training which might have a bearing on their effectiveness. Evidence from teacher effectiveness studies indicates that student engagement in learning is to be valued above curriculum plans and materials. Research on teacher effectiveness has yielded better understanding about the impact that teacher ability has on student growth.
After reviewing a considerable amount of researches on teacher effectiveness, it was found that the diverse nature teachers' roles had made it impossible to identify a reliable, objective, universal criterion of teacher effectiveness.

Schuer (1971) found a significant gain in academic achievement level in students who saw their teachers as possessing a high degree of unconditional regard for them.

An attempt was made to study teacher characteristics as perceived by pupils and teachers by Raj (1971). It was found that the students as a group give greater importance to professional qualities and teachers as a whole give greater importance to personal qualities.

Maheswari (1976) found that effective and ineffective teachers used different categories in the classroom behaviour.

Arora (1976) found that effective teachers derive more satisfaction from their work as compared to ineffective and that general satisfaction with the job in terms of working conditions, distance between school and house, time spent on daily travelling, additional non-teaching duties, utilization of free periods, satisfaction with the syllabus and incentives for good work, are the factors differentiating between effective and ineffective teachers.

Grewal's (1976) investigation showed that the main predictors of teacher effectiveness are home, health, social, emotional and total adjustments, dominance, submission and verbal and non-verbal intelligence.

Singh (1976) analysed the personality variables related to teacher effectiveness and it was found that the superior teachers are able to solve family problems quickly and inferior teachers are less sensitive to such problems.
Rajagopalan\textsuperscript{7} (1976) conducted a study on the relationship of certain environmental factors to teaching success in English. It was found that teaching experience is contributing to success in teaching English.

Chandra\textsuperscript{8} (1976) in a study of emotive aspects of work (a perception of college teachers) found that efficiency of teachers increased with opportunities for more social service, more intellectual challenge and more independence. The effective, teachers found teaching job as lacking in economic returns.

Widick\textsuperscript{9} (1977) pointed out that teachers with higher cognitive levels may be more flexible in their method of teaching and manner of handling classroom discipline.

Gupta\textsuperscript{10} (1977) studied the personality characteristics, adjustment level, academic achievement and professional attitudes of successful teachers and found that teaching success is significantly related to a variety of personality factors and successful and less successful teachers are different in personality characteristics, adjustment and attitude towards teaching.

A study of the National Science Foundation\textsuperscript{11} (1980) found that classroom teacher is a very significant factor in student achievement. Inadequate salaries of teachers and teachers' personal feelings are found to be two other significant factors in students' science achievement.

Deo\textsuperscript{12} (1980) studied the personality and adjustment correlates of teaching effectiveness. The study revealed that high group is emotionally more stable, extrovert, dominant and the low group is emotionally more unstable, introvert and submissive but more sociable.

Mann\textsuperscript{13} (1980) in a study on some correlates of success in teaching of secondary school teachers found successful teachers are significantly more expressive, ready to co-operate, attentive, generous in personal relations, bright and alert, fast in learning, efficient in abstract thinking, emotionally
mature, realistic about life and effective in adjustment and that the relationship between attitude of teachers towards teaching profession, classroom teaching, child centred practices, educational process and success in teaching are significant.

Mathew\textsuperscript{14} (1980) conducted a study on teaching competencies of teachers in physics and the competencies identified were general teaching competency, teachers' concern for students, classroom management, etc.

Balachandran\textsuperscript{15} (1981) studied teaching effectiveness and student evaluation of teaching. The factors of teaching effectiveness identified were: subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment of teachers, concern for the students' progress and informal academic help.

Perry\textsuperscript{16} (1981) pointed out that teachers' cognitive complexity may affect the way in which they view the classroom and organize their teaching activities.

Passi and Sharma\textsuperscript{17} (1982) in a study examined the teacher effectiveness of secondary school teachers and found that there is positive relationship between teaching competency and liking of their pupils in their teaching behaviour.

An investigation of the relationship between teacher effectiveness and direct and indirect teaching of intermediate social science teachers in Riyadh by AL-Babtain\textsuperscript{18} (1982) on a sample of 40 intermediate school social science teachers revealed that there is no significant relationship between teacher student interaction and teaching effectiveness.

Nadeem\textsuperscript{19} (1984) found a significant positive relationship between occupational adjustment and teaching success. It was revealed that more successful teachers are satisfactory in occupational adjustment as compared to less successful teachers.
Wangoo (1984) investigated the teacher personality correlates and scholastic competence as related to teacher effectiveness and found that personality adjustment democratic leadership, a high degree of intelligence and emotional content are the main characteristics of teacher effectiveness.

Malik (1984), in a comparative study of personality factors and learning environment of successful and unsuccessful science teachers found that some personality factors significantly related to teaching success are intelligence, emotional stability, personality, learning environment, age and experience.

An investigation was carried out by Singh (1985) as a comparative study of teachers trained through integrated and traditional methods in terms of attitude towards teaching, teaching competence and role performance. The sample consisted of 120 teachers trained in regional colleges of Education at Bhopal and Ajmeer. The study revealed that, while there is no difference in the attitude of the groups under the two modes, there are differences in teaching competence and role performance, the integrated group scored higher than traditional group.

Subbarayan (1985) conducted a study to find the relationship between teacher effectiveness, research and publication and self concept. The findings showed that there is significant relationship between teacher effectiveness and self concept.

Wali (1985) examined the relationship between various demographic correlates, academic background of teachers and teaching effectiveness. Implications for teacher preparation such as inculcating proper values, proper selection and giving due importance to family background have been drawn on the basis of the study of six factors.

Mahapatra (1986) studied the comparative role of intelligence, attitude and vocational interest towards success in teaching. It was found
that intelligence, attitude towards teaching and vocational interests are predictor variables of teaching success.

Veera Raghavan and Arunkumar (1988) compared the effect of different levels of teacher effectiveness on the academic performance of the students using 40 teachers from Public, Missionary, Government and Municipal schools in the city of Bhuvaneswar. It was observed that there exist a significant difference in the academic performance of students taught by high effective teachers and those taught by low effective teachers.

In a study of beginning first year teachers' perceptions of characteristics of effective teaching, Hill (1988) reported the following characteristics of effective teaching: (1) caring and understanding relationship, (2) relates to the kids and works with them at different levels, (3) kind of positive interaction, (4) ability to break things down to kids, and (5) flexible and willing to try new things.

Mato (1988) studied the personality characteristics associated with teacher effectiveness as seen through Cattell's 16 P.F. test and it was revealed that effective teachers have a significant superiority on the 16 PF as compared to ineffective teachers and the factors are outgoing behaviour, intelligence and brightness, emotional stability and higher ego strength, happy-go-lucky and enthusiastic conscientious, persistent and moralistic, venturesome, socially bold, tender-minded and sensitiveness, polished and social awareness, self sufficient, resourcefulness and preferring own decisions and relaxedness.

Sing (1988) studied teaching efficiency in relation to job satisfaction and SES of secondary school teachers and it was found that teaching efficiency of rural and urban, trained and untrained teachers do not differ significantly and teaching efficiency of male and female teachers differ significantly.
Steffens\textsuperscript{30} (1990) investigated the characteristics of teacher efficacy as perceived by teachers on a sample of 70 teachers found the following characteristics: 1) Knowledge of subject matter, 2) A caring and compassionate personality, 3) Enthusiasm, 4) Organization, 5) A sense of humour, 6) Love for children.

In a study of selected elements of effective teaching on a sample of 340 public elementary and high school principals, Hudgins\textsuperscript{31} (1990) found that classroom climate, questioning, set induction, stimulus variation, reinforcement and closure as a set of elements of effective teaching that principals can use with confidence as they observe teachers.

Research consistently shows that teachers have the greater potential to influence children’s education. The major research findings is that student achievement is related to teacher competency in teaching (Kemp & Hall\textsuperscript{32}, 1992). It was also reported that students achieve more when teachers employ systematic teaching procedures, greater academic progress occurs when lessons begin with review, when systematic feedback is being used, check student progress continually by asking question and relate new learning to prior learning. Thus there is no substitute for a highly skilled teacher.

Handerson\textsuperscript{33} (1993) investigated the views of Union County College students by subject areas and demographic characteristics of the effectiveness of teaching methods on a sample of 500 Union Country College students and noticed that teachers’ quick feedback and a structured, organized class are viewed as effective.

In a study of effectiveness, performance and motivation in a team-based environment, Little\textsuperscript{34} (1993) found significant relationship between effectiveness, performance and motivation.

Bose\textsuperscript{35} (1993) studied the correlates of teacher effectiveness of 160 student teachers of biology from the teacher training institutions of Kerala. It
was found that positive and significant correlation exists between teacher effectiveness and each of the predictor variables like intelligence, teaching attitude, self confidence, and previous academic achievement. It was also reported that anxiety is having negative influence on teacher effectiveness.

Skariah\textsuperscript{36} (1994) conducted a study to find out the relationship between success in teaching, attitude towards teaching and creativity and it was found that high success group are more creative than other groups.

Saxena\textsuperscript{37} (1995) studied teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession of 545 secondary school teachers of Garhwal region. It was found that (i) both effective and ineffective teachers are well adjusted, derive satisfaction from their work and have favourable attitude towards teaching professions (ii) effective more experienced, female science teachers have relatively better adjustment when compared to ineffective teachers. (iii) Effective, more experienced teachers have better attitude towards teaching profession when compared to ineffective, less experienced teachers, (iv) less experienced female teachers are more satisfied in their jobs when compared to male more experienced teachers.

Tom\textsuperscript{38} (1996) explored the beliefs and ideas that preservice and inservice teachers hold about themselves as teachers, the students they teach, and the setting in which they teach at the university of wisconsin-white water. The study revealed that teacher factors intelligence, personality, background, and preparation programme contribute more to the overall effectiveness of teachers.

Ostrander\textsuperscript{39} (1996) analysed the multiple judges of teacher effectiveness by comparing teacher self-assessments with the perceptions of principals, students, and parents on a sample of 93 teachers from grade three and above. Findings suggested that the use of multiple judges may provide unique perspectives on teacher performance, resulting in fairer and more comprehensive evaluations.
Mohan\textsuperscript{40} (1998) in a study on teaching effectiveness on a sample of 48 teacher trainees with science as optional subject found that teaching effectiveness may be fairly well characterised by three factors viz., behavioural dimension, attitudinal dimension and entry level competence.

Yeung and Watkins\textsuperscript{41} (2000) investigated twenty seven student teachers' personal sense of teaching efficacy in Hongkong. The results indicated that teaching efficacy is viewed in terms of the dimensions of concern for instructional participation and learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching success, teaching commitment and a sense of self confidence. Experiences of teaching practice, electives, pupils, and teaching practice supervisors are found to be the major sources for the development of a sense of teaching efficacy.

Cornelius\textsuperscript{42} (2000) in a study on teacher competency of the B.Ed. trainees found that intelligence attitude towards, teaching profession, and academic achievement are the discriminating factors of different groups of teachers.

Kagathala\textsuperscript{43} (2002) examined teacher effectiveness, gender, educational qualifications, types of school etc in Gujarat, and it was found that:

i) the area of schools affects teacher effectiveness, teachers of urban area are superior to the teachers of rural area.

ii) Post graduate teachers possess more teacher effectiveness than graduate teachers.

iii) Gender does not affect teacher effectiveness.

Krishnaprasad\textsuperscript{44} (2002) examined the relationship between the temperament variables of secondary school teachers and teacher
effectiveness on a sample of 300 teachers from various secondary schools of Kanyakumari and Thirunelveli districts of Tamil Nadu and found that teacher effectiveness is significantly related to temperament variables.

Paul and Kumarvel\textsuperscript{45} (2003) investigated into teacher effectiveness of 183 elementary school teachers of Dindigul District and it was revealed that primary school teachers of Dindigul district have adequate teacher effectiveness and that they differ in their effectiveness with respect to teaching experience, community, type of management and locale. The rural teachers are found to be more effective than the urban teachers.

Johnson\textsuperscript{46} (2004) in the project on the next generation of teachers identified a number of supports that new teachers need in order to be effective, feel successful in their jobs, and ultimately stay in teaching. They are mentoring, a curriculum that is adaptable and supportive of teacher learning and a professional culture in which there is deep and sustained interaction between novice and veteran teachers.

Campbell\textsuperscript{47 et al.,} (2004) investigated into a differentiated model of teacher effectiveness using 32 primary schools with 81 teachers of mathematics and Greek language and 1721 sixth grade pupils. It was found that 65 per cent of the teachers were equally effective across the three effectiveness criteria viz., maths, Greek, and affective outcomes, while 35 per cent did not show similar levels of effectiveness across the three criteria.
### SUMMARY OF STUDIES ON SUCCESS IN TEACHING / TEACHER EFFECTIVENESS

<table>
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<th>Sl.No.</th>
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<th>Year</th>
<th>Major Findings</th>
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</thead>
<tbody>
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<td>1.</td>
<td>Scheur</td>
<td>1971</td>
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<tr>
<td>2.</td>
<td>Kaul</td>
<td>1972</td>
<td>Effective teachers have better personality adjustment.</td>
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<td>3.</td>
<td>Arora</td>
<td>1976</td>
<td>Effective teachers derive more satisfaction from work than ineffective teachers.</td>
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<td>4.</td>
<td>Grewal</td>
<td>1976</td>
<td>The prominent predictors of teacher effectiveness are total adjustments, dominance, submission and verbal and non-verbal intelligence.</td>
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<tr>
<td>6.</td>
<td>Rajagopalan</td>
<td>1976</td>
<td>Experience is found to be contributing to success in teaching.</td>
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<tr>
<td>7.</td>
<td>Chandra</td>
<td>1976</td>
<td>Efficiency of teachers increase with chances of social service independence etc.</td>
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<td>8.</td>
<td>Widick</td>
<td>1977</td>
<td>Teachers with higher cognitive levels may be more flexible in their method of teaching and manner of handling classroom discipline.</td>
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<td>10.</td>
<td>National Science Foundation</td>
<td>1980</td>
<td>Classroom teacher very significant factor in student achievement.</td>
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<td>Authors</td>
<td>Year</td>
<td>Summary</td>
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<tr>
<td>12.</td>
<td>Mann</td>
<td>1980</td>
<td>Relationship between success in teaching and attitude towards teaching profession significant.</td>
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<td>13.</td>
<td>Padmanabhaiah &amp; Bhagavan</td>
<td>1980</td>
<td>Unmarried female student teachers are more efficient in their teaching than married student teachers</td>
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<td>15.</td>
<td>Perry</td>
<td>1981</td>
<td>Teacher's cognitive complexity may affect the way in which they view the classroom and organize their teaching activities</td>
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<td>16.</td>
<td>Passi and Sharma</td>
<td>1982</td>
<td>Male and female language teachers do not differ in their competency; significant positive correlation between age and their teaching competency</td>
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<td>17.</td>
<td>AL-Babtain</td>
<td>1982</td>
<td>No significant relationship between teacher student interaction and teaching effectiveness</td>
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<td>18.</td>
<td>Nadeem</td>
<td>1984</td>
<td>Significant positive relationship between occupational adjustment and teaching success</td>
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<td>21.</td>
<td>Singh</td>
<td>1985</td>
<td>There are differences in the teaching competence and role performance of integrated group and traditional group.</td>
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<tr>
<td>22.</td>
<td>Subbarayan</td>
<td>1985</td>
<td>Significant relationship between teacher effectiveness and self concept</td>
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<tr>
<td>23.</td>
<td>Wali</td>
<td>1985</td>
<td>Professional dignity (grade, salary, etc.) altruistic temper, professional involvement, democratic temper and family background as correlates of teaching success.</td>
</tr>
<tr>
<td>24.</td>
<td>Mahapatra</td>
<td>1986</td>
<td>Attitude one of the predictors of success in teaching.</td>
</tr>
<tr>
<td>25.</td>
<td>Veera Raghavan &amp; Arun Kumar</td>
<td>1988</td>
<td>Teaching efficiency of male and female teachers differ significantly</td>
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<tr>
<td>26.</td>
<td>Hill</td>
<td>1988</td>
<td>Caring and understanding relationship and flexible and willing to try new things are the characteristics of effective teaching.</td>
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<tr>
<td>28.</td>
<td>Triveni</td>
<td>1988</td>
<td>Positive relationship exists among teaching efficiency and job satisfaction</td>
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<tr>
<td>29.</td>
<td>Steffens</td>
<td>1990</td>
<td>Knowledge of subject matter, a caring and compassionate personality, enthusiasm, organization, a sense of humour and love of children are the characteristics perceived by the teachers</td>
</tr>
<tr>
<td>30.</td>
<td>Hudgins</td>
<td>1990</td>
<td>Classroom climate, questioning, set induction, stimulus variation, reinforcement and closure as the elements of effective teaching</td>
</tr>
<tr>
<td>31.</td>
<td>Kemp &amp; Hall</td>
<td>1992</td>
<td>Students achievement is related to teacher competency</td>
</tr>
<tr>
<td>32.</td>
<td>Henderson</td>
<td>1993</td>
<td>Teachers' quick feedback and a structured and organized class is viewed as effective.</td>
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<tr>
<td>33.</td>
<td>Little</td>
<td>1993</td>
<td>Significant relationship between effectiveness, performance and motivation</td>
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<td>Skariah</td>
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<td>High success group are more creative than other groups</td>
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<td>Saxena</td>
<td>1995</td>
<td>Both effective and ineffective teachers are well adjusted and derive satisfaction from their work</td>
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<tr>
<td>37.</td>
<td>Tom</td>
<td>1996</td>
<td>Intelligence, personality, background and preparation programme contribute to overall teacher effectiveness</td>
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<td>38.</td>
<td>Ostrander</td>
<td>1996</td>
<td>Use of multiple judges may provide unique perspective of teacher performance</td>
</tr>
<tr>
<td>39.</td>
<td>Mohan</td>
<td>1998</td>
<td>Teacher effectiveness may be fairly well characterised by three factors viz., behavioural dimension, attitudinal dimension and entry level competence</td>
</tr>
<tr>
<td>40.</td>
<td>Yeung &amp; Watkins</td>
<td>2000</td>
<td>Teaching efficiency viewed in terms of learning needs of pupils, communication and relationship with pupils, academic knowledge and teaching skills, teaching success, commitment and self-confidence</td>
</tr>
<tr>
<td>41.</td>
<td>Cornelius</td>
<td>2000</td>
<td>Intelligence, attitude towards teaching profession and academic achievement are the discriminating factors of different groups of teachers.</td>
</tr>
<tr>
<td>42.</td>
<td>Kagathala</td>
<td>2002</td>
<td>The area of schools affects teacher effectiveness, post graduate teachers possess more teacher effectiveness, gender does not affect teacher effectiveness</td>
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</tbody>
</table>
2.2 STUDIES ON ROLE CONFLICT OF WORKING WOMEN

An employed woman's life has two main spheres: work and family. Her identity mainly consists of a struggle between family responsibilities and job responsibilities. If a working woman leaves her job to raise children, she is labelled a drop out and uncommitted. If she has children and does not spend time on them which most often requires leaving her job, she is considered negligent mother. If the children turn out to have problems, that too is attributed to the "failure in mothering" as a result of full-time employment outside the home. This is only an example of the conflicts that a working woman faces. On these lines, studies related to role conflicts of working women have been analysed as follows:

Hates (1969) study of changes in the status of women in India revealed that many working mothers experience role conflict and live with a feeling of guilt.
Bhogle (1969) reported that:

i) Older teachers are inclined to have higher role conflict.

ii) Teachers with higher qualification experience low conflict.

iii) Teachers with higher salary experience low role conflict.

It was also reported that school teachers have higher domestic role conflict than college teachers have.

But Kapur (1970) observed that

i) a wife being employed creates more problems in the family.

ii) her behaviour becomes complex in terms of expected and actual conduct, and

iii) she faces the major part of confusion with regard to her status and role.

Poloma (1972) found that those women who successfully managed the role strain inherent in combining family and job, use the following stress management styles.

i) They focus on the benefits of combining career and family rather than on the draw-backs.

ii) They decide in advance which role will take precedence in crisis, and usually family is more important.

iii) They compartmentalize the two roles, leaving job pressures at work and family problems at home and

iv) When any circumstance of their family-life changed, they compromise to adjust to the family's demands.

Problems of graduate employed women were explored by Paranjpe (1973) and it was found that working ladies do not get the desired co-
operation from their family members and that employed mothers keep a
guilty feeling that they were unable to satisfy the natural curiosities of their
growing children.

Bachman\textsuperscript{53} (1978) found that professional women tend to see
children as interfering with work than non-professional women do, and thus
they may experience higher role-conflict.

Banuzubeeda\textsuperscript{54} (1979) investigated the interplay of the dual roles in
the life of educated working women and found that husbands voluntarily
giving the necessary help to their employed wives contribute to marital
harmony and because of the husband's co-operative and helping nature, the
wives find it easier to carry out their dual duties.

Ramanamma and Bambawale\textsuperscript{55} (1979) found that there is direct
relationship between household work and role-conflict for the employed
women and the less the work at home, the less would be the problems of
adjustment to dual duties.

Makowksy's\textsuperscript{56} (1980) review of stressful life-event inventories
revealed that there exists a 'contagion of stress' from husband to wife that
has been underestimated and the stress in married woman's life is, in all
likelihood, greater than that indicated by these inventories.

According to Cox\textsuperscript{57} et al., (1984), social interaction may buffer married
woman against the negative effects of the high demands and constraints
associated with their dual roles.

Women who step outside the socially ascribed roles of wife and
mother by placing careers before families will experience emotional turmoil
and stress as was reported in a study conducted by Light\textsuperscript{58} (1984).

Sharma's\textsuperscript{59} (1985) study on "Frustration among working women"
showed that working women with high SES are optimistic of getting over a
frustrating situation whereas those with low SES try to avoid it or deny its presence and resort to blame others.

A study of Verbrugge and Madans\textsuperscript{60} (1985) of Government health statistics suggested that multiple roles improve health.

Mehta's\textsuperscript{61} (1985) study on role conflict of teachers revealed that:

i) Teachers teaching in rural schools have a higher levels of role conflict when compared to teachers in urban schools.

ii) High school teachers experience a higher level of role conflict than college lecturers.

iii) Teachers of aided schools are found to experience higher role conflict than teachers of government schools and minority schools.

Prasad's\textsuperscript{62} (1985) investigation regarding aspiration, adjustment and role conflict in primary and secondary school teachers revealed interesting results. Both primary and secondary school teachers experience role conflict and males and females experience almost equal degree of role conflict.

School teachers obtain a higher mean role conflict score especially in home role situations when compared to college teachers as reported by Uma\textsuperscript{63} (1985) in a social psychological study of women teachers. It was also reported that science teachers obtain a higher mean role conflict than arts and social science teachers. Nuclear or joint family do not have significant bearing on home role conflict and professional role conflict.

According to Singh\textsuperscript{64} (1987), all working women have equal degree of difficulties as far as family adjustment was concerned and they have the same level of difficulty in the personal, social and familial problems.

Sinha\textsuperscript{65} (1987) analyzed the role conflict among working women and concluded that:
i) the working wives in general are suffering from role conflict

ii) the working wives suffer more from intra-individual conflicts.

ii) the working wives and housewives are found to be experiencing role conflict in nearly equal degrees, and

iv) the working wives are found to be poorly adjusted persons than the housewives.

Role conflict and its effect on role performance of extrovert and introvert senior secondary school teachers were analysed by Gopal (1987). It was observed that:

i) The extrovert teachers who have high role conflict demonstrate poor role performance.

ii) The introvert teachers differ significantly with regard to their role conflict.

Bedeian et al., (1988) investigated the relationship between role stress and job related interpersonal and organizational climate factors and found that both role ambiguity and role conflict are significantly related to a number of organizational and interpersonal factors.

Yagrecha and Misra (1990) compared the role stress of female personnel working as clerk and teacher, and it was reported that overall organisational role stress scores are high in the case of female clerks than in the case of female teachers.

Aryee (1992) examined the impact of five antecedent sets of work and family domain variables on three types of work-family conflict (job-spouse, job-parent, and job-home maker) and the impact of these types of work-family conflicts on well-being and work outcome measures. Data were obtained from 354 married professional women from dual-career families in
Singapore. Results indicated that married professional women experience moderate amounts of each type of work-family conflict.

Stress of the working women was analysed by Kaila (1993) and the influence of stress factor on psychological and physiological conditions of women working in various establishments and industrial houses has been pointed out. Family relations, number of children, demands of work, sex difference, coping styles, role variety etc., were reported to be the varied aspects of stress.

Shah and Burns (1993) investigated which role conflicts are most salient for parents and which are most guilt-inducing among 55 employed couples with at least one child under the age of five year. It was hypothesized that women would experience greater guilt than men, particularly in the roles of worker/parent and that guilt would be increased by a number of factors related to child-rearing, role conflict and guilt to some extent, although differences between them are observed in relation to the factors associated with guilt, its effects on their lives, and the strategies used to combat it.

Simon (1995) investigated the mental health and multiple roles of 40 employees who were married parents. The results showed that women receive fewer health advantages of combining multiple roles than men because of the perceived relationships between work and family roles in respect of gender difference and women seem more distressed by the acquisition of multiple roles and that employment is felt to be a negative aspect preventing them from adequately fulfilling their primary roles.

Publiesi (1995) used 599 women and 753 men in a study to examine the roles and gender differences and the effects of work on well-being and it was found that men's jobs are seen to be more complex than women's jobs which increases the happiness of both men and women and that both control and substantive complexity enhance well-being.
Moore and Gobi\textsuperscript{74} (1995) compared 40 university professors, all women, and 72 secondary school women teachers regarding their role conflict, perception of home burden, time allotted to domestic roles, work burden, work time, and perceptions of relative importance of gender roles and it was found that, teachers attribute more importance to women's family roles and less importance to their work roles, spending more time on domestic activities and less time at work than professors.

Zvonkovic\textsuperscript{75} (1996) conducted a longitudinal study with 61 married couples from the year 1991 to 44 of the married couples in the year 1993 and analysed the subjects' marital satisfaction, decision satisfaction, satisfaction in gender ideology, and stress, and it was reported that the basis of perceptions of work and family decision depends on their belief about gender in marriage, and that there is much variability in the way couples construct the meaning of men's and women's roles at home and at work.

Workplace stress has been identified as a significant contributor to reduce psychological functioning by Quick\textsuperscript{76} et al., (1997).

Mishra and Bajpai\textsuperscript{77} (1998) studied the spill over effect of inter role conflict experienced by women on their marital relations and interpersonal communication on 220 higher secondary teachers of Lucknow, U.P, between the age range of seven to forty years. Regression analysis revealed that conflict between multiple roles certainly has spill-over effects penetrating into their marital life.

Corbin,\textsuperscript{78} (1998) examined the role perceptions of 177 full-time faculty members at a large mid Atlantic community college, focusing on role conflicts and levels of job satisfaction. It was found that the faculty are generally satisfied with their roles and White women and Black men were more likely to report higher levels of role conflict.

Lathakumar\textsuperscript{79} (2000) investigated the relationship between personal and school-based variables of secondary school married women teachers to their role conflict on a sample of 512 married women teachers in Bangalore.
city and found that age, teaching experience, number of children, job involvement of secondary school women teachers are found to be negatively and significantly related to their role conflict.

Howard and Homma\(^8\) (2001) in a study on job satisfaction of Japanese career women and its influence on turnover on a sample of 177 full-time employed women graduates found that the turnover is mainly affected by the responsibilities of women in the face of work-family conflict.

Loder and Spillane\(^9\) (2005) examined sixteen US women school administrators' experiences with role conflict and role discontinuity within their first one to five years of transitioning from teaching to administration. It was found that this transition triggered role conflicts that emerged from the participants' movement from the relatively private and intimate domain of the classroom.
### SUMMARY OF STUDIES ON ROLE CONFLICT OF WORKING WOMEN

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Author</th>
<th>Year</th>
<th>Major findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Bhogle</td>
<td>1969</td>
<td>School teachers have higher domestic role conflict than college teachers have; older teachers have higher role conflict; teachers with higher qualification and higher salary experience low role conflict</td>
</tr>
<tr>
<td>3.</td>
<td>Kapur</td>
<td>1970</td>
<td>Wife being employed faces the major part of confusion with regard to her status and role</td>
</tr>
<tr>
<td>4.</td>
<td>Poloma</td>
<td>1971</td>
<td>Women who successfully managed the role strain compartmentalized the two roles, leaving job pressures at work and family problem at home</td>
</tr>
<tr>
<td>5.</td>
<td>Paranjpe</td>
<td>1973</td>
<td>Working women do not get the desired co-operation from their family members; employed mothers kept a guilty feeling that they cannot satisfy the natural curiosities of their children</td>
</tr>
<tr>
<td>6.</td>
<td>Bachman</td>
<td>1978</td>
<td>Professional women experience higher role-conflict and tend to see children as interfering with work than non-professional women do</td>
</tr>
<tr>
<td>7.</td>
<td>Banuzubeeda</td>
<td>1979</td>
<td>Because of the husband's co-operative and helping nature, employed wives find it easier to carry out dual duties</td>
</tr>
<tr>
<td>8.</td>
<td>Ramanamma &amp; Bambawale</td>
<td>1979</td>
<td>There is direct relationship between household work and role-conflict for the employed women</td>
</tr>
<tr>
<td>9.</td>
<td>Makowsky</td>
<td>1980</td>
<td>There exists a 'contagion of stress' from husband to wife; the stress in married woman's life is greater than that indicated by the stressful life-event inventories</td>
</tr>
<tr>
<td></td>
<td>Author(s)</td>
<td>Year</td>
<td>Summary</td>
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<tr>
<td>10.</td>
<td>Cox et al.</td>
<td>1984</td>
<td>Social support buffer married woman against the negative effects of the high demands and constraints related to dual roles</td>
</tr>
<tr>
<td>11.</td>
<td>Light</td>
<td>1984</td>
<td>Women who place career before family experience emotional turmoil and stress</td>
</tr>
<tr>
<td>12.</td>
<td>Sharma</td>
<td>1985</td>
<td>Working women with high SES are more optimistic of getting over a frustrating situation than women with low SES who resort to blame others</td>
</tr>
<tr>
<td>13.</td>
<td>Verbrugge &amp; Madans</td>
<td>1985</td>
<td>Multiple roles improve health</td>
</tr>
<tr>
<td>14.</td>
<td>Mehta</td>
<td>1985</td>
<td>High school teachers have higher role conflict than college teachers; teachers in rural/aided schools have higher role conflict than teachers in urban government and minority schools</td>
</tr>
<tr>
<td>15.</td>
<td>Prasad</td>
<td>1985</td>
<td>Both primary and secondary school teachers have role conflict, males and females experience almost equal degree of role conflict</td>
</tr>
<tr>
<td>16.</td>
<td>Uma</td>
<td>1985</td>
<td>School teachers have higher role conflict in home role situations than college teachers have; science teachers have higher role conflict than arts and social science teachers</td>
</tr>
<tr>
<td>17.</td>
<td>Singh</td>
<td>1987</td>
<td>All working women have equal level of difficulty in the personal, social and familial problems</td>
</tr>
<tr>
<td>19.</td>
<td>Gopal</td>
<td>1987</td>
<td>Extrovert teachers have high role conflict</td>
</tr>
<tr>
<td>20.</td>
<td>Bedeian et al</td>
<td>1988</td>
<td>Both role ambiguity and role conflict are significantly related to a number of organizational and interpersonal factors</td>
</tr>
<tr>
<td></td>
<td>Author(s)</td>
<td>Year</td>
<td>Summary</td>
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</tr>
<tr>
<td>23.</td>
<td>Kaila</td>
<td>1993</td>
<td>Family relations, number of children, demands of work, gender difference, coping styles &amp; role variety are the varied aspects of stress.</td>
</tr>
<tr>
<td>25.</td>
<td>Simon</td>
<td>1995</td>
<td>Work place stress is a significant contributor to reduced psychological functioning.</td>
</tr>
<tr>
<td>26.</td>
<td>Pudleski</td>
<td>1995</td>
<td>The basis of perceptions of work and family decision depends on the couples belief about gender in marriage; much variability in the way couples' constructed the meaning of men's and women's roles at home and at work.</td>
</tr>
<tr>
<td>27.</td>
<td>Moore &amp; Gobi</td>
<td>1995</td>
<td>Secondary school women teachers attribute more importance to family roles than to work roles, spend more time on domestic activities and less time at work than the university women professors.</td>
</tr>
<tr>
<td>28.</td>
<td>Zvonkovic</td>
<td>1996</td>
<td>Men's jobs more complex than women's jobs which increases the happiness of both men and women.</td>
</tr>
<tr>
<td>29.</td>
<td>Quick et al</td>
<td>1997</td>
<td>Married women employees' receive fewer health advantages of combining multiple roles than men; employment found to be a negative aspect preventing women from fulfilling primary roles.</td>
</tr>
<tr>
<td>30.</td>
<td>Mishra &amp; Bajpai</td>
<td>1998</td>
<td>Conflict between multiple roles has spill-over effects penetrating into marital life.</td>
</tr>
<tr>
<td>31.</td>
<td>Corbin</td>
<td>1998</td>
<td>Full-time community college faculty members are generally satisfied with their roles, White women teachers and Black men teachers have higher role conflict.</td>
</tr>
</tbody>
</table>
2.3. STUDIES ON JOB SATISFACTION OF TEACHERS

Teachers are faced with several obstacles and when there is individual differences in getting over these obstacles, some teachers may fail to achieve the desired goals. The results is dissatisfaction in their work.

Anand (1972) in a study on school teachers' job satisfaction found that salary is significantly related to job satisfaction.

Engelhardt (1973) observed that job satisfaction of teachers decrease as the size of the class increase. Satisfaction also has a direct relation to the principal's considerations to the teaching staff.

Harini (1974) conducted a study to find out job satisfaction among women teachers of Mysore, Mandya and Nanjangud city. It was found that:

i) Younger teachers (below twenty eight years) are more dissatisfied than older teachers

ii) Teachers having experience of six to ten years are more satisfied than the teachers having more than 16 years of experience and those having less than five years of experience.

iii) Married teachers are more satisfied than unmarried teachers.

The degree of job satisfaction and the impact of job satisfaction on the ability of a sample of 1600 primary and secondary school teachers of Gujarat
state were found out by Lavingia (1974) using a self-developed rating
scale. The major findings were:

i) Primary school teachers are more satisfied than secondary teachers.

ii) Women teachers are more satisfied than men teachers.

iii) Job efficiency is positively correlated with job satisfaction.

iv) Younger teachers (twenty-two to twenty-four years) are more satisfied
among primary and secondary teachers.

v) Unmarried teachers are more satisfied than their married
counterparts.

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

Dwivedi and Pestonjee (1975) found that job satisfaction increases
with increasing experience for a period of ten years and after that it starts
going down.

In a study conducted by Bernad and Kulandaivel (1976) to find out
job satisfaction among 500 graduate men and women teachers from 52 high
schools using an attitude scale with 60 items and questionnaire reading
factors influencing job satisfaction and personal data, the women teachers
are found to be more satisfied than the men teachers and the class obtained
in the degree examination has nothing to do with job satisfaction of teachers.

Only eight per cent of teachers are found to be extremely dissatisfied and
nearly 32 per cent of teachers are very much satisfied with their jobs and 60
per cent are found to be moderately satisfied. Some of the pressing
problems mentioned by the teachers are concerned about the over-crowded
class rooms heavy correction work, lack of promotion, lack of security and
interference by the headmaster.
Schmidt\textsuperscript{89} (1976) pointed out the importance of motivational factors like achievement, recognition, advancement, responsibility and work itself for job satisfaction.

Anand\textsuperscript{90} (1977) investigated the relationship between gender and job satisfaction and found that women teachers are not satisfied when compared to men teachers.

Hodge\textsuperscript{91} (1977) observed that the level of job satisfaction increases for both Negro and White professors as years of employment at the institutions increase in number.

In a study on 240 secondary school teachers, Reddy and Reddy\textsuperscript{92} (1978) found that women teachers are more satisfied than men teachers.

The work done by Agarwal\textsuperscript{93} (1979) on job satisfaction of working women revealed that marital status is not found to be related to job satisfaction.

Muthaiah\textsuperscript{94} (1980) observed that effective teachers are better on job satisfaction as compared to ineffective teachers.

Pagel and Price\textsuperscript{95} (1980) found that the factors contributing most to job dissatisfaction, in order of importance, are

i. Lack of planning time,

ii. Tedious paper and clerical work,

iii. An out-of-touch and autocratic administration,

iv. Disruptive and unmotivated students,

v. Non-teaching activities, such as faculty meetings and time wasting workshops,

vi. Uncooperative parents,
vii. Lack of autonomy to prescribe curriculum,

viii. Feeling of failure, and

ix. Low occupational prestige

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

Ramakrishnaiah (1980) observed that socio-economic status of the teachers do not have any bearing on their job satisfaction.

Gupta (1981) while analysing the relationship between job involvement and teacher effectiveness found that job involvement is positively and significantly related to teacher effectiveness in case of rural female and urban male teachers.

In Davis's (1981) study, the major source of dissatisfaction is in teacher-administration interaction through politics and policies at the local, state, and federal levels, 97 per cent of the teachers report that teaching is not a profession because of the low salary, lack of prestige, and teachers' lack of control.

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

Mokry (1981) in a study, found that the young female teachers begin their job with enthusiasm, hope and satisfaction and older female teachers end up with feelings of frustration, disappointment and dissatisfaction, where as young male teachers begin their job with low or average feelings of satisfaction and end up with a somewhat better level of satisfaction.
Krishnakumari (1982) investigated into job satisfaction and socio economic status of married and unmarried women teachers. Women teachers are found to be job satisfied and married teachers do not differ from unmarried teachers in job satisfaction.

The level of job satisfaction and adjustment of married and unmarried female teachers were explored by Nayak (1982) and it was found that:

i) Differences in the job satisfaction of married and unmarried female teachers of different categories are not significant.

ii) Job satisfaction does not significantly affect the adjustment of female teachers.

Padmapriya (1982) analysed the relationship between job satisfaction and age, salary, length of service and educational qualification of 302 teachers from 46 schools in Tirupathi selected on a stratified random basis. It was found that job satisfaction is not related to age, salary, length of service and educational qualification.

Smith (1982) indicated that elementary teachers are voluntarily absent more often than secondary teachers.

Smith and Plant (1982) found that either no significant gender differences in job satisfaction exist or that, if found, the differences are not psychologically meaningful among the University Professors.

Kuhn's (1982) study on teacher personality type and job satisfaction, indicated that extroverts tend to be more satisfied with their careers than introvert teachers.

The findings of Gakhar et al., (1984) in a study of the job satisfaction among primary, middle and secondary school teachers on a sample of 200 teachers of Punjab state revealed that no significant differences exists in job satisfaction of male and female teachers. Significant
differences exist in job satisfaction of teachers belonging to primary, middle and secondary levels.

Sharp\textsuperscript{109} (1984) found that principals who plan to retire from the system early are less satisfied with their jobs than principals who plan to stay in the system until at least normal retirement age.

One of the objectives of Amar Singh's\textsuperscript{110} (1985) investigation on correlates of job satisfaction among different professionals was to relate job satisfaction with personality dimensions and traits such as self esteem, extroversion/introversion, neuroticism and emotional stability. Some of the relevant findings are:

i) Age and job satisfaction are found to be positively correlated in the various cases.

ii) Experience has no significant relationship with job satisfaction in the case of teachers.

iii) Size of the family has positive relationship with job satisfaction in the case of teachers.

iv) Married professionals are found to be more satisfied than the unmarried professionals.

In the study of Kulsum\textsuperscript{111} (1985), regarding secondary school teachers' job satisfaction and job involvement,

(i) highest degree of job satisfaction was reported to be found in teachers working in corporation schools than that in government and private schools.

(ii) female teachers have high degree of job satisfaction than male teachers have.

(iii) permanent teachers have more job satisfaction than temporary teachers have.
(iv) the interaction effects of gender and marital status, gender and nature of job, age and gender, teacher size and school age, student size and school age upon job satisfaction are significant.

(v) the significant predictors of teachers' job involvement are teachers' job satisfaction, teacher effectiveness, teachers' attitude towards the teaching profession, student size and teachers' performance.

Effects of the variables gender and marital status on the level of job satisfaction among 500 primary school teachers was explored by Dixit (1985) using a job satisfaction scale developed and standardized by the investigator. It was revealed that among male and female teachers, female teachers are more satisfied than their male counterparts and that marital status has no effect on job satisfaction of teachers.

Birmingham (1985) found that teachers are most satisfied with intrinsic reinforces such as social service, creativity, variety and ability utilization. It was also observed that teachers over 55 years of age and under twenty five are the most satisfied.

The investigation by Srivastava (1986) on job satisfaction and professional honesty of primary school teachers showed the following results:

(i) young teachers compared to old teachers are significantly higher in job satisfaction.

(ii) junior teachers compared to senior teachers show significantly higher job satisfaction.

(iii) teachers with high academic achievement have significantly higher job satisfaction than teachers with low academic achievement.

Anand's (1986) study showed that the Job satisfaction of teachers bears significant and positive correlation with the attitude of teachers towards students.
Ashton and Webb\(^{116}\) (1986) found that job satisfaction is associated with teacher effectiveness which ultimately affects student achievement.

Porwal\(^{117}\) (1987) conducted a study to analyse the difference between some of the personality traits of the job satisfied and the dissatisfied teachers using Cattell's 16-PF test and Job Satisfaction Questionnaire on 650 secondary school teachers, and it was reported that the satisfaction or dissatisfaction of the teachers is likely to be the function of their personality make-up and that the job satisfied teachers tend to be emotionally mature, stable, realistic about life, unruffled, possessing ego-strength and better able to maintain solid group morale in contrast to the unsatisfied group who tend to be easily emotional and annoyed.

The relationship between personal and professional characteristics and job satisfaction of 245 Home Science teachers was studied by Gakhar and Kaur\(^{118}\) (1988). It was found that age, need satisfaction, experience and salary are the significant correlates of job satisfaction.

Das\(^{119}\) (1988) studied job satisfaction and job motivation in relation to age, gender and qualifications on a sample of 230 secondary school teachers and found that highly motivated teachers are found to be highly satisfied in their jobs.

Sing\(^{120}\) (1988) studied teaching efficiency in relation to job satisfaction and socio economic status on a sample of 300 secondary school teachers and found that positive relationship exist between teaching efficiency and job satisfaction.

Wong\(^{121}\) (1989) investigated the impact of job satisfaction on intention to change jobs among 275 secondary school teachers in Hong Kong. It was found that teachers' job satisfaction is not high and that teachers tend to have low level of commitment to both their profession and schools, with about 40 per cent of respondents prepared to leave teaching if a job alternative of offering a higher salary became available. Dissatisfaction
with the nature of the job and with the social prestige of teachers are found to be significant predictors of teachers' intention to leave the teaching profession, and dissatisfaction with the school principal and promotional opportunities are significantly related to intention to change school.

Hodson\textsuperscript{122} (1989) analysed gender differences in job satisfaction among full time workers and revealed differences between men and women in the determinants of job satisfaction.

Cano and Miller\textsuperscript{123} (1990) in a gender analysis of job satisfaction, job satisfier factors, and job dissatisfier factors of agriculture education teachers found that agriculture teachers are fairly or moderately satisfied with their job.

Berns\textsuperscript{124} (1990) while studying the relationship between vocational teacher job satisfaction and teacher retention using discriminant analysis have identified teacher effectiveness (in the class room) as a predictor of the level of job satisfaction and that job satisfaction has been linked to teacher retention.

Mark and Richard\textsuperscript{125} (1991) examined teacher stress, job satisfaction absenteeism, career intention, career commitment, and self-image among secondary school teachers in Maltae and concluded that teachers who reported greater stress are less satisfied with teaching, more frequently absent, and more likely to re-enter the field.

Mark\textsuperscript{126} \textit{et al.} (1991) examined the relationship between job satisfaction, career commitment and job stress and identified the factors contributing to teacher stress among elementary school teachers and concluded that stress is most affected by pupil misbehaviour and time/resource difficulties.

Rao\textsuperscript{127} (1992) investigated the job satisfaction of secondary school teachers in Anantapur District of Andhra Pradesh and reported that there is
i) no significant relationship between job satisfaction and age of teachers.

ii) no significant relationship between job satisfaction and salary received by the secondary school teachers.

iii) length of service of teachers not related to job satisfaction.

iv) significant relationship between job satisfaction and educational qualification of teachers.

v) no significant relationship between marital status of teachers and their job satisfaction.

vi) job satisfaction and gender are significantly related.

Choy et al., (1993) are of the opinion that intrinsic factors may play a role in motivating individuals to enter the teaching profession, since most teachers enter profession because they enjoy teaching and want to work with young people and very few teachers enter the profession because of external rewards.

Asha (1994) made an attempt to investigate the effect of family social-psychological characteristics on job satisfaction of women on a sample of 146 women employed in banks, higher secondary schools and university centres using Job Descriptive Index (JDI) and Family Environment Scale (FES). It was found that job satisfaction among women employees is related to their perception of family environment. It was also observed that variables like help and support the women get in the family seem to facilitate the job satisfaction of the women.

Gida (1995) analysed some personal socio-cultural, academic and organizational characteristics of 240 college teachers ranging from twenty five to fifty five years of age in Saurashtra region. It was reported that workload, stress and anxiety have significant impact on job satisfaction and that different age groups differ significantly in their job satisfaction.
Marlow et al. (1996) examined the reasons for leaving teaching ranks in a study of 212, K-12 teachers in the North western United States and found that 44 per cent of the teachers occasionally consider leaving the profession and the reasons cited include student indiscipline, students' lack of motivation, poor attitudes, lack of fulfilment, boredom with the daily routine, stress, and frustration, lack of respect from community, parents, administrators, and students', difficult working conditions, and low salaries. Forty nine per cent of the population surveyed identify the professional prestige to be as they had expected it or better.

Klöcker et al. (1997) explored seven aspects of classroom teachers' job satisfaction across six categories of years of teaching experience on 307 restructured Ohio Public School Teachers Education Graduates and it was reported that these teachers' job satisfaction is positive and there is no significant difference by years of teaching experience in ratings of job satisfaction.

Marianne and David (1997) examined factors associated with job satisfaction and it was reported that the working conditions related to satisfaction are administrative support and leadership, student behaviour, and school atmosphere.

Scott et al. (1998) studied teachers' occupational motivation, satisfaction and health on a sample of 543 English teachers and school executives representing all types of schools and all levels of socio economic status. It was reported that teachers from different schools and teachers holding different promotion positions differ on some measures of satisfaction and that head teachers are no more satisfied than classroom teachers and are similarly stressed.

In a study conducted by Ramakrishnaiah and Rao (1998) on job satisfaction of college teachers, it was found that all the factors in the 16 PF can predict job satisfaction and teachers who have a more favourable attitude towards teaching are found to be satisfied with their job.
Shann\textsuperscript{136} (1998) identified frustrations with the variety of administrative routine and accompanying paper work, concern's about the evaluation of student's performance, problems related to the student's behaviour and handling of students' discipline, low pay, few possibilities of career promotion and the declining respect for the profession as the factors that contribute to increased teacher dissatisfaction in the profession.

Ramakrishnaiah and Manjuvani\textsuperscript{137} (1999) in a study of personality characteristics and job satisfaction found that emotionally stable teachers are more satisfied in the job than emotionally less stable teachers.

Spear\textsuperscript{138} et al., (2000) while reviewing factors motivating and demotivating prospective and practising teachers reported that job dissatisfaction is principally contributed by work overload, poor pay and perceptions of how teachers are viewed by society.

Troman and Woods\textsuperscript{139} (2000) in an article "careers under stress" discusses the after effects of intensification of the work of teachers and found declining job satisfaction, reduced ability to meet needs of students, incidences of psychological disorders leading to increased absenteeism and high levels of stress as the after effects.

Khatoon & Hasan\textsuperscript{140} (2000) investigated the job satisfaction of 169 male and 59 female secondary school teachers of Azamgarh district and it was found that majority of teachers are satisfied with their jobs and that female teachers have a higher degree of job satisfaction than male teachers have. It was also reported that fresher teachers are more satisfied than the more experienced teachers.

Yasmin\textsuperscript{141} (2000) studied job satisfaction of 37 teachers teaching and visually impaired children from Hardwar and it was found that adjustment do not play any significant role in job satisfaction of teachers.

Natarajan\textsuperscript{142} (2002) in a study on school organisational climate and job satisfaction of teachers working in higher secondary schools of
Krishnagiri, Tamilnadu, found that teachers working in the open climate have very high level of Job Satisfaction.

Bennett et al. (2002) have found that agriculture teachers who continue to teachers and those who leave the profession have varying levels of job satisfaction.

Menon and Christon (2002) in a comparative study on the satisfaction ratings of future and current elementary school teachers with respect to the main aspects of school organisation and administration revealed that future and current teachers differed significantly in their reported job satisfaction levels with respect to school administration.

Berg (2002) in the article Teacher mentoring regarding educational practice identified imposed and centralised system of accountability, lack of professional autonomy, relentlessly imposed changes, constant media criticisms, reduced resources and moderate pay relate to low teacher satisfaction.

Zembylas and Papanastasiou (2004) in a study of job satisfaction among school teachers in Cyprus found that teachers in Cyprus choose the teaching profession for intrinsic reasons since the majority of them indicated that they always want to become teachers and teachers who had a realistic view of the teaching profession before they began their training are more likely to be satisfied with their career.

Liu (2005) in the paper prepared for the annual meeting of the American Educational Research Association, Montreal found that teachers who get good, accurate and comprehensive preview of the job are very satisfied with their jobs whereas those who do not get good preview of their job are very dissatisfied.

Kimbrel (2005) studied the quality of teacher induction programmes and beginning teacher job satisfaction and found that there is positive and significant correlation between teacher induction programme and overall job satisfaction.
## SUMMARY OF STUDIES ON JOB SATISFACTION OF TEACHERS

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Author</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anand</td>
<td>1972</td>
<td>Salary significantly related to job satisfaction among college teachers</td>
</tr>
<tr>
<td>2</td>
<td>Engelhardt</td>
<td>1973</td>
<td>Job satisfaction of teachers decreases as the size of the class increases</td>
</tr>
<tr>
<td>3</td>
<td>Harini</td>
<td>1974</td>
<td>Younger school teachers more satisfied than older teachers; teachers of six to ten years are more satisfied than the teachers having sixteen years of experience; and married teachers are more satisfied than unmarried teachers</td>
</tr>
<tr>
<td>4</td>
<td>Lavingia</td>
<td>1974</td>
<td>Primary school teachers are more satisfied than secondary school teachers; women teachers more satisfied than men teachers and unmarried teachers more satisfied than their married counter parts</td>
</tr>
<tr>
<td>5</td>
<td>Weaver</td>
<td>1974</td>
<td>Strong positive relationship between job satisfaction and satisfaction with income</td>
</tr>
<tr>
<td>6</td>
<td>Dwivedi &amp; Pestonjee</td>
<td>1975</td>
<td>Job satisfaction increase with increasing experience for a period of ten years and after that it starts going down</td>
</tr>
<tr>
<td>7</td>
<td>Bernard and Kulandaivel</td>
<td>1976</td>
<td>Graduate women teachers more satisfied than men teachers. Eight per cent of the teachers extremely dissatisfied; sixty per cent moderately satisfied and thirty two per cent very satisfied</td>
</tr>
<tr>
<td>8</td>
<td>Schmidt</td>
<td>1976</td>
<td>Motivational factors like achievement, recognition, advancement, responsibility and work are important for job satisfaction</td>
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<td>9</td>
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<td>Women teachers are not satisfied when compared to men teachers</td>
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<td>10</td>
<td>Hodge</td>
<td>1977</td>
<td>Level of job satisfaction increase for both Negro and White professors as years of employment increases</td>
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<tr>
<td>No.</td>
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<td>Findings</td>
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<tr>
<td>11</td>
<td>Reddy and Reddy</td>
<td>1978</td>
<td>Secondary school women teachers more satisfied than men teachers</td>
</tr>
<tr>
<td>12</td>
<td>Agarwal</td>
<td>1979</td>
<td>Marital status not related to job satisfaction</td>
</tr>
<tr>
<td>13</td>
<td>Muthaiah</td>
<td>1980</td>
<td>Effective teachers have better job satisfaction than ineffective teachers</td>
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<tr>
<td>14</td>
<td>Teacher Opinion Poll (NEA Survey)</td>
<td>1980</td>
<td>Factors like public's attitude towards the schools, treatment of education by the media, student attitude towards learning, salary and status of teachers in the community have negative effect on job satisfaction</td>
</tr>
<tr>
<td>15</td>
<td>Pagel and Price</td>
<td>1980</td>
<td>Factors like lack of time for planning, tedious paper and clerical work, autocratic administration, disruptive and unmotivated students, unco-operative parents, lack of autonomy to prescribe curriculum, feeling of failure and low occupational prestige contribute to job dissatisfaction</td>
</tr>
<tr>
<td>16</td>
<td>Bloland and Selly</td>
<td>1980</td>
<td>Teacher career change is due to dissatisfaction with the principals which may stem in part from the principal's role in reducing or eliminating teacher opportunity for creativity in the classroom</td>
</tr>
<tr>
<td>17</td>
<td>Ramakrishnaiah</td>
<td>1980</td>
<td>Socio economic status of the teachers do not have any bearing on job satisfaction</td>
</tr>
<tr>
<td>18</td>
<td>Gupta</td>
<td>1981</td>
<td>Job involvement is positively and significantly related to teacher effectiveness in case of rural female and urban male teachers</td>
</tr>
<tr>
<td>19</td>
<td>Davis</td>
<td>1981</td>
<td>Major sources of job dissatisfaction are teacher-administration interaction through politics, low salary, lack of prestige and teacher's lack of control</td>
</tr>
<tr>
<td>20</td>
<td>Daly</td>
<td>1981</td>
<td>Positive association found to exist between perceived ability of the principal to provide rewards for high quality teaching</td>
</tr>
<tr>
<td></td>
<td>Author(s)</td>
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<tr>
<td>21</td>
<td>Mokry</td>
<td>1981</td>
<td>Young female teachers begin their job with enthusiasm, hope and satisfaction, end up with dissatisfaction, young male teachers begin their job with low or average level of satisfaction in the job, end up with satisfaction.</td>
</tr>
<tr>
<td>22</td>
<td>Krishna Kumari</td>
<td>1982</td>
<td>Married women teachers do not differ from unmarried teachers in job satisfaction</td>
</tr>
<tr>
<td>23</td>
<td>Padmapriya</td>
<td>1982</td>
<td>Job satisfaction not related to age, salary, length of service, and educational qualification.</td>
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<td>24</td>
<td>Nayak</td>
<td>1982</td>
<td>Women teachers have a more favourable attitude towards teaching have higher level of job satisfaction and better teaching behaviour than their male counterparts</td>
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<tr>
<td>25</td>
<td>Smith</td>
<td>1982</td>
<td>Married teachers more satisfied with their teaching position than unmarried teachers</td>
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<td>26</td>
<td>Smith and Plant</td>
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<td>27</td>
<td>Kuhn</td>
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<td>28</td>
<td>Gakhar et al</td>
<td>1984</td>
<td>Significant difference exists in job satisfaction of teachers belonging to primary, middle and secondary levels</td>
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<tr>
<td>29</td>
<td>Sharp</td>
<td>1984</td>
<td>Principals who plan to retire from the system early are less satisfied with their jobs than principals who plan to stay in the system</td>
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<tr>
<td>30</td>
<td>Amar Singh</td>
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<td>Age and Job satisfaction positively correlated in the case of professionals</td>
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<td>31</td>
<td>Kulsum</td>
<td>1985</td>
<td>Female teachers of secondary schools have high degree of job satisfaction than male teachers</td>
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<td>32</td>
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<td>Female teachers more satisfied than male teachers marital status has no effect on job satisfaction.</td>
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<td>33</td>
<td>Birkhmingham</td>
<td>1985</td>
<td>Teachers are most satisfied with intrinsic reinforces such as social service, creativity, variety and ability utilization; teachers over 55 years of age and under twenty five years are most satisfied.</td>
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<tr>
<td>34</td>
<td>Srivastava</td>
<td>1986</td>
<td>Young primary school teachers compared to old teachers significantly higher in job satisfaction.</td>
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<td>35</td>
<td>Anand</td>
<td>1986</td>
<td>The attitude of teachers towards students bears a significant and positive correlation with their job satisfaction.</td>
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<tr>
<td>36</td>
<td>Ashton &amp; Webb</td>
<td>1986</td>
<td>Job satisfaction is associated with teacher effectiveness which affects student achievement.</td>
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<td>37</td>
<td>Porwal</td>
<td>1987</td>
<td>The job satisfied secondary school teachers tend to be emotionally mature, stable, realistic about life, unruffled and possessing ego-strength.</td>
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<tr>
<td>38</td>
<td>Gakhar et al.,</td>
<td>1988</td>
<td>Age, Salary, Teaching experience are the significant correlates of job satisfaction.</td>
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<td>39</td>
<td>Das</td>
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<td>Highly motivated secondary school teachers highly satisfied in their jobs.</td>
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<td>41</td>
<td>Wong</td>
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<td>Dissatisfaction with nature of job and with social prestige are significant predictors of teacher's intention to leave the profession.</td>
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<td>42</td>
<td>Hodsun</td>
<td>1989</td>
<td>Difference between men and women in the determinants of job satisfaction; women evidence greater job satisfaction in female typed occupations.</td>
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<td>43</td>
<td>Cano and Miller</td>
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<td>Agricultural education teachers were fairly or moderately satisfied with their job.</td>
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<td>44</td>
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<td>45</td>
<td>Mark and Richard</td>
<td>1991</td>
<td>Teachers who reported greater stress are less satisfied in teaching</td>
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<td>46</td>
<td>Mark et al</td>
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<td>Stress most affected by pupil's misbehaviour and time, resource difficulties</td>
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<td>47</td>
<td>Rao</td>
<td>1992</td>
<td>Significant relationship between job satisfaction and educational qualification and no significant relationship with marital status among secondary school teachers</td>
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<tr>
<td>48</td>
<td>Choy et al.</td>
<td>1993</td>
<td>Intrinsic factors play a role in motivating the individuals to enter teaching profession</td>
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<tr>
<td>49</td>
<td>Asha</td>
<td>1994</td>
<td>Help and support from family facilitate job satisfaction of women.</td>
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<td>50</td>
<td>Gida</td>
<td>1995</td>
<td>Work load, stress and anxiety have significant impact on job satisfaction of college teachers</td>
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<td>51</td>
<td>Marlow, et al.</td>
<td>1996</td>
<td>Student indiscipline, student's lack of motivation, poor attitude, lack of fulfilment, boredom with the daily routine, stress, lack of respect from community, parents difficult working conditions and low salary are the causes for leaving the teaching profession.</td>
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<td>52</td>
<td>Klcker, et al.</td>
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<td>No significant differences by years of teaching experience in ratings of job satisfaction</td>
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<td>53</td>
<td>Marianne &amp; David</td>
<td>1997</td>
<td>Administrative support and leadership, student behaviour and school atmosphere are the factors associated with job satisfaction</td>
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<td>54</td>
<td>Scott et al.</td>
<td>1998</td>
<td>Teachers from different types of schools and teachers holding different promotion positions are different in their job satisfaction</td>
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<td>55</td>
<td>Ramakrishnaiah and Rao</td>
<td>1998</td>
<td>16 PF can predict job satisfaction; teachers with more favourable attitude towards teaching more job satisfied</td>
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</table>
| 56   | Shann | 1998 | Student indiscipline, poor pay, few possibilities of career promotion and the declining respect of the profession are
<table>
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<tr>
<th>Reference</th>
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<td>Ramakrishnaiah &amp; Manjuvani</td>
<td>1999</td>
<td>Emotionally stable teachers more satisfied in the job than emotionally less stable teachers</td>
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<tr>
<td>Spear, et al.</td>
<td>2000</td>
<td>Work overload, poor salary and perceptions of how teachers are viewed by society are the factors of job dissatisfaction</td>
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<tr>
<td>Troman and Woods</td>
<td>2000</td>
<td>Intensification of the work of teachers is responsible for declining job satisfaction and high levels of stress</td>
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<td>Khatoon and Hasan</td>
<td>2000</td>
<td>Female teachers have a higher degree of job satisfaction than male teachers</td>
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<td>Yasmin</td>
<td>2000</td>
<td>Adjustment of teachers teaching visually impaired children do not play any significant role in their job satisfaction</td>
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<td>Natarajan</td>
<td>2002</td>
<td>Higher secondary school teachers working in open organizational climate have very high level of job satisfaction</td>
</tr>
<tr>
<td>Bennet, et al.</td>
<td>2002</td>
<td>Agriculture teachers who continue to teach and those who leave the profession have varying levels of job satisfaction</td>
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<tr>
<td>Menon and Christon</td>
<td>2002</td>
<td>Future and current elementary school teachers differ significantly in their reported job satisfaction levels with respect to school administration</td>
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<tr>
<td>Berg</td>
<td>2002</td>
<td>Imposed and centralized system of personal autonomy, relentlessly imposed changes, constant media criticisms, reduced resources and moderate pay relate to low teacher satisfaction</td>
</tr>
<tr>
<td>Zembylas and Papanastasiou</td>
<td>2004</td>
<td>Teachers who have a realistic view of the teaching profession before they began their training are more likely to be satisfied with their career</td>
</tr>
</tbody>
</table>
2.4 STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION

Attitudes reflect man's behaviour and the teacher who thinks well of his or her profession is sure to contribute much towards the pupils and towards the society. Attitudes are formed through experience which means that they are learned. Although the attitude of people tend to be relatively stable, they can be modified to some degrees. Individuals will have positive attitudes towards those objects which enable them to achieve the values held and form negative attitudes towards objects which hinder the achievement of values.

Attitude has been the subject of investigation by social science researches for many decades. Studies conducted in India and abroad include psychological and demographic variables related to teachers of various levels and their attitude towards teaching profession. The studies reviewed are presented as follows:

Roy^{149} (1971) studied the relationship between teacher attitude and teaching efficiency and found a positive relationship between the two variables.

In a study conducted by Sukhwal^{150} (1976) on attitudes of married lady teachers towards teaching profession, those teachers who showed favourable attitude towards teaching profession also reveal the highest percentage of problems in actual work situations.
Gupta\textsuperscript{151} (1984) conducted a study on Attitude of Teachers and found that male and female teachers differ significantly in attitude towards teaching profession.

Ramakrishnaiah\textsuperscript{152} (1980) revealed that women teachers have a significant and more favourable attitude towards teaching than men teachers.

Bhandarkar\textsuperscript{153} (1980) in a study on polytechnic teachers' attitude towards teaching profession and its correlates, found that attitude towards teaching profession is not significantly related to the qualification of the teachers.

Sunal\textsuperscript{154} (1982) studied the effective predictors of preservice science teaching behaviour. The results revealed that attitude towards learning and teaching science and not attitude towards science or nature are associated with more intensive science teaching.

Rawat and Sreevasthava\textsuperscript{155} (1984) conducted a study to compare the attitude of male and female teacher trainees towards teaching. Significant difference was found between male and female teacher trainees in their attitude towards teaching profession.

Khatoon\textsuperscript{156} (1985) in a study on the relationship between teachers' classroom verbal behaviour and attitude towards teaching found that teachers' attitude towards teaching profession has nothing to do with the teacher's influence in classroom.

Austin\textsuperscript{157} (1985) found significant differences between the attitudes of teachers and principals concerning various aspects of main-streaming practices: Teachers show a great deal of concern about classroom behaviour and academic progress of students, whereas principals tend to show a greater concern about philosophy of students. Teachers tend to be more influenced by involvement in special educational programmes.
Mahapatra\textsuperscript{158} (1987) studied the comparative role of intelligence, attitude and vocational interest towards success in teaching. It was found that intelligence, attitude towards teaching and vocational interests are predictor variables of teaching success.

Ramakrishnaiah\textsuperscript{159} (1989) analysed the attitude of college teachers towards teaching profession and it was found that;

i) Generally College teachers have a favourable attitude towards Teaching.

ii) Teachers below 35 years of age have a more favourable attitude towards teaching than the middle age group and the high age group.

Poozhikuth\textsuperscript{160} (1989) found that female teachers have high attitude towards teaching than male teachers and age is not significantly associated with attitude towards teaching whereas length of service is associated with attitude towards teaching.

Mathai\textsuperscript{161} (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching.

Skariah\textsuperscript{162} (1994) studied creativity of teachers' trainees in relation to their self concept, attitude towards teaching profession and success in teaching. The study revealed that high teaching success group and high attitude towards teaching group are more creative than the other groups.

Reddy\textsuperscript{163} (1995) investigated the attitude of student teachers and success of student teachers and it was reported that attitude of teachers do not significantly influence the success of student teachers.

Kumar\textsuperscript{164} (1995) studied the attitude of teacher trainees towards teaching profession. It was found that there is significant difference in the attitude of male and female teacher trainees towards teaching profession. Significant difference in attitude towards teaching profession between graduates and postgraduates was also reported.
Balan (1996) found no significant gender difference in the attitude towards teaching of student teachers of Kerala and reported that there exists significant relationship between attitude towards teaching and self concept of the female student teachers.

Marso & Pigge (1996) investigated the relationship between pre- and post preparation development of attitudes, anxieties and confidence about teaching, and candidates' success or failure in making the transition to teaching on 241 teacher candidates, and it was revealed that teacher preparation itself, has an impact upon teacher candidates' affective characteristics.

Marso and Pigge (1998) also conducted a longitudinal study to find out relationship between attitude towards teaching, anxiety about teaching, self-perceived effectiveness and attrition from teaching on 540 teacher candidates. It was found that candidates teaching 7 years after commencement of teacher preparation possess theoretically more desirable affective traits than do non teaching candidates.

Cornelius (2000) investigated the factors affecting teacher competence of teacher trainees at the secondary teacher education level. It was revealed that intelligence, attitude towards teaching profession, and academic achievement of teacher trainees are the discriminating factors of the different groups of the subjects.

Pushpam (2003) while examining the attitude of women teachers towards teaching profession on a sample of 725 teachers found significant and positive relationship between attitude of women teachers towards teaching profession and job satisfaction.
### SUMMARY OF STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION

<table>
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<th>Sl. No.</th>
<th>Author</th>
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<th>Major Findings</th>
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<tbody>
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<td>2.</td>
<td>Sukhwal</td>
<td>1976</td>
<td>Teachers with favourable attitude towards teaching profession revealed the highest percentage of problems in actual work situations.</td>
</tr>
<tr>
<td>4.</td>
<td>Singh</td>
<td>1997</td>
<td>Positive relationship between Attitude and Job Satisfaction of teachers</td>
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<tr>
<td>5.</td>
<td>Ramakrishnaiah</td>
<td>1980</td>
<td>Women teachers have a significantly more favourable attitude towards teaching than men teachers. Unmarried teachers having more favourable attitude than married teachers.</td>
</tr>
<tr>
<td>7.</td>
<td>Sunil</td>
<td>1982</td>
<td>Positive Relationship between Attitude towards teaching science and of science teaching behaviour</td>
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<td>8.</td>
<td>Gupta</td>
<td>1984</td>
<td>Male and Female teachers differed significantly in attitude towards teaching profession.</td>
</tr>
<tr>
<td></td>
<td>Authors</td>
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<tr>
<td>9</td>
<td>Rawat &amp; Sreevasthava</td>
<td>1984</td>
<td>Significant difference between male and female teacher trainees in their attitude towards teaching profession.</td>
</tr>
<tr>
<td>10</td>
<td>Khatoon</td>
<td>1985</td>
<td>Attitude towards learning and teaching profession has nothing to do with the teachers' classroom behaviour.</td>
</tr>
<tr>
<td>11</td>
<td>Austin</td>
<td>1985</td>
<td>Significant difference between attitude of teachers and principals in mainstreaming practices.</td>
</tr>
<tr>
<td>12</td>
<td>Mahapatra</td>
<td>1987</td>
<td>Intelligence, attitude towards teaching, and vocational interests are predictor variables of success in teaching.</td>
</tr>
<tr>
<td>13</td>
<td>Ramakrishniah</td>
<td>1989</td>
<td>Teachers below 35 years have a more favourable attitude towards teaching profession junior and senior teachers do not differ in attitude.</td>
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<tr>
<td>14</td>
<td>Poozhikuth</td>
<td>1989</td>
<td>Female teachers have high attitude towards teaching than male teachers, age not significantly associated with attitude towards teaching; length of service is associated.</td>
</tr>
<tr>
<td>15</td>
<td>Mathai</td>
<td>1992</td>
<td>Attitude towards teaching profession is a significant predictor variable of success in teaching.</td>
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<tr>
<td>16</td>
<td>Skariah</td>
<td>1994</td>
<td>High attitude towards teaching group and high teaching success group of trainees are more creative.</td>
</tr>
<tr>
<td>17</td>
<td>Reddy</td>
<td>1995</td>
<td>Attitude of teachers cannot influence the success in teaching.</td>
</tr>
<tr>
<td>18</td>
<td>Kumar</td>
<td>1995</td>
<td>Significant difference in the attitude of male and female teacher trainees.</td>
</tr>
</tbody>
</table>
Teacher preparation itself has an impact upon teacher candidates' affective characteristics.

No significant gender difference in the attitude of teachers.

Positive and significant relationship between attitude of teachers and job satisfaction.

Teachers teaching seven years after commencement of teacher preparation possess theoretically more desirable affective traits than do non-teaching candidates.

Teachers with more favourable attitude towards teaching profession are more satisfied in their job.

Attitude towards teaching profession is a discriminating factor of teacher competence of different groups.

Significant positive relationship between attitude towards teaching and job satisfaction of women teachers.

### 2.5 META ANALYSIS

Teacher effectiveness as seen in the studies reviewed is associated with a number of factors like personality, nature of occupation, experience, age, student achievement, attitude towards teaching profession, training, and teacher's personal and professional qualities. Classroom climate management, job satisfaction, preparation programme etc. have significant effect on success in teaching. Successful and less successful teachers are found to be differing in many of these factors. Most of the studies were
found to be concentrating on general teacher effectiveness and the criteria of teacher effectiveness are yet to be agreed upon by experts in the field of teacher education.

Studies of Role Conflict of working women in general suggest that women experience work and family role conflict to a great extent and that conflict at work is often transferred to conflict at home. It was also understood that there are various factors associated with role conflict of women in general and of women teachers in particular which are due to multiple role demands. All working women have problems in the personal, social and familial areas across countries. Perception of roles by women teachers themselves differ significantly and some studies point out that working wives and housewives experience role conflict in nearly equal degree. Role Conflict is a factor that affect work efficiency seriously in any field.

At the same time working women possess unusual capacity to skillfully manage the various roles than unmarried women. When factors influencing role conflict was studied it was found that factors like age, experience, personality, academic qualification, marital status, work load, job satisfaction and help and support from family are all associated with role conflict of women teachers.

Studies reviewed on job satisfaction indicate that job satisfaction of teachers is related to several factors like academic achievement, recognition, income, class size, status of teachers, age, and experience of the teachers. Significant gender difference in job satisfaction is found in many studies. Married women teachers differ in job satisfaction when compared to unmarried women teachers and younger teachers are more satisfied than those about to retire. School teachers differ from college and University professors in job satisfaction and there is difference among teachers belonging to primary, middle and secondary levels at schools. Personality factors are also found to be associated with job satisfaction and work load, stress and anxiety are found to have significant impact on job.
Effective teachers are found to be more satisfied than ineffective teachers and are found to be not dissatisfied in jobs if they are occupied in female typed jobs.

Studies reviewed on attitude towards teaching profession reveal that there is positive relationship between attitude and teaching efficiency. It is also found that successful and less successful teachers differ in attitude towards teaching profession. Some studies reveal that women teachers have more favourable attitude towards teaching profession, and that unmarried women teachers have more favourable attitude than married teachers. Significant relationship of attitude with variables like age, intelligence, vocational, interests, creativity, experience and job satisfaction of teachers are identified in a majority of studies. But some studies show, no significant gender difference in attitude; and no relationship with qualification. Similarly there are studies revealing that attitude of teachers do not influence success in teaching and that teachers who have more favourable attitude report more problems at work.

Thus, studies reviewed in the areas of Success in Teaching, Role Conflict, Job Satisfaction, and Attitude towards Teaching Profession of working women in general and that of women teachers in particular revealed that working women experience conflict in several areas and this conflict often renders dissatisfaction both in their job and in their life. At the same time some studies indicated that the varied role performance enables women to shoulder all the responsibilities with confidence and vigour. The variables associated with Success in Teaching are innumerable, such as, personality of the teacher, adjustment, gender, nature of occupation, job satisfaction, intelligence, professional qualities of teachers, affective characteristics, commitment of the teacher, concern for students' progress, classroom climate, teachers' confidence and the like. The review also suggested that there are no comprehensive studies covering variables of a number of dimensions viz., Success in Teaching, Role Conflict, Job
Satisfaction, and presage personality and professional variables of women teachers of Kerala. The study, in this context, is an attempt to fill gaps if any in the studies conducted so far, and the results of the study may initiate further investigation of this kind.
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