CHAPTER - II

REVIEW OF LITERATURE

2.1 INTRODUCTION:

The phrase 'review of literature' consists of two words: Review and literature. In research methodology the term 'literature' refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. The term 'review' means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that its study would be an addition to this field.

According to W.R. Borg¹-

"The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature. Our work is likely to be shallow and naive and will often duplicate the work that has already been done by other."

In order to get better understanding of the subject of one's study, it is essential and helpful to survey the important studies relevant to it made by others. The study of the related literature not only makes the investigator familiar with the process, different tools and techniques used, but also warns him against the probable sources of error.

Bruce W. Tuckman² (1978) has enumerated the following purposes of the review:

(i) Discovering important variables,
(ii) Distinguishing what has been done from what needs to be done.

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(iii) Synthesizing the available studies to have perspective.
(iv) Determining meanings, relevance of the study and relationship with the study and its deviation from the available studies.

2.2 IMPORTANCE OF THE REVIEW OF THE LITERATURE:

The review of literature is essential due to following reasons -

(i) One of the early steps in planning a research work is to review research done previously in the particular area of interest and relevant area. Quantitative and qualitative analysis of this research usually give the worker an indication of the direction.

(ii) It is essential for every investigator to be upto date in his information about the literature related to his own problem already done by others. It is considered the most important pre-requisite to actual planning and study.

(iii) One takes an advantage from similar or related literature as regards to methodology, techniques of data collection, procedure adopted and conclusions drawn.

(iv) It provides a source of problem of study. An analogy may be drawn for identifying and selecting own problem of research.

Good Barr and Scates explained the importance of above as: "The competent physician must keep abreast of the latest discoveries in the field of medicine.... obviously, the careful student of education, the research worker and the investigator....... should become familiar with the location and use of sources of educational information."

The investigator with this in view surveyed the related literature and made notes of the studies conducted in India as well as in foreign countries. These studies, if not directly, at least in some way or other, were related to her research project under investigation. It is not always possible to mention all the research studies due to lack of funds and time of the researcher, the limitations of the purpose of the studies, the relevance of the works and non-availability of sources of studies.

However, every possible effort was made to explore the latest available studies.

The studies have been reviewed in two major areas-

(i) Survey of foreign literature/studies
(ii) Survey of Indian Literature/studies.

2.3 SURVEY OF FOREIGN LITERATURE:

A study was conducted by Philip Robert Rapp (1986) in the University of North Carolina at Chapel Hill.

Problem: 'A study of problems confronting first year teachers with recommendations for their remedies.'

Purpose: The research questions posed in this study included:

(i) In developing the teaching self, what are the areas in which the beginning teacher perceives himself/herself least-most competent?

(ii) In what ways do beginning teachers perceive themselves unprepared in their transition from the pre-service training program to the actual teaching experience?

(iii) How do first year teachers perceive the "support" they are given during their first year of teaching?

(iv) What programs/changes can be suggested which might produce a more positive, productive first year teaching experience.

Conclusions:

(i) Specific opportunities dealing with problem-solving approaches for "teachers in training" must be emphasized.

(ii) The problem of teaching disrespectful students should be given increased preparatory in the areas of psychological and sociological developmental processes.

(iii) Increased training must be directed toward teaching the individual in a heterogeneous classroom, Methodologies and techniques presently employed in exceptional children's programs should be adapted and generalized to the total classroom.

(iv) The importance and the means of developing positive relationships within the educational community must be addressed in all areas of the professional training program.

Raymond Oghenercumes Ogbemure\(^5\) (1986) conducted a study namely, "An investigation of the sources of stress as perceived by secondary school teachers in a selected area of Bendel State, Nigeria" in the University of San Francisco.

Purpose: This study examined the sources of stress among secondary school teachers in a selected area of Bendel State, Nigeria. The research questions concerned: (1) major factors of stress (2) relationships among the stress variables, and (3) the relation of the demographics to the stress variable.

Conclusions: Secondary school teachers were most stressed by task, role conflict, role overload and the school environment. Older teachers experienced an overload of stress at a higher level than younger teachers. Urban teachers indicated greater stress from nonparticipation than rural teachers. The more educated teachers reported higher levels of stress than did the less educated teachers. The more educated teachers expressed

greater job dissatisfaction than the less educated teachers. Males reported experiencing a more unsatisfying life than females. Urban teachers reported greater unsatisfying life and exhibited more illness symptoms of stress than rural teachers. Teachers dissatisfied with income were more stressed by task than teachers satisfied with income. Urban teachers perceived more stress from their supervisors and colleagues than rural teachers.

**Major Recommendations:** Program that would offer management and interpersonal skill, resource allocation, better working conditions, rewards and support groups should be provided for teachers.

Patricia Ann Brown\(^6\) conducted a study in the University of Tennessee in 1987.

**Problem:** "An investigation of problems which cause stress among music teachers in Tennessee."

**Purpose:** The purpose of this study was to identify sources of stress for music teachers in Tennessee in the following categories: environmental stressors, job-related stressors, classroom management/student behaviour stressors, interpersonal stressors and personal stressors.

**Procedure:** The data were collected by means of a survey. Teachers were selected by random sample from the forty-three school systems which provided a list of music teachers. A total of 161 teachers participated in survey. Frequencies and percentages were calculated for each item on the survey, and stress variables were ranked from high to low using various subgroups of the population.

**Conclusions:** The panel of experts and music teachers did not agree upon what was stressful to music teachers.

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1. Music teachers indicated that job related stressors i.e., those which reflect how teachers are valued by their school system and by the public were the most stressful, while the panel of experts indicated environmental stressors to be the most stressful.

2. Years of teaching experience and the future plans of teachers regarding teaching were significant variables in the analysis of variance.

3. Environmental, job related and classroom management/student behaviour factors were more stressful than interpersonal and personal factors.

J. Betty Young\textsuperscript{7} conducted a study namely "Teacher Job Satisfaction: A study of the overall job satisfaction and work facet satisfaction of K-8 teachers in the University of California in 1988.

**Purpose:** This study examines overall satisfaction and satisfaction with various job and work-place characteristics of the 159 teachers in K-8 public school district in Central California. The main objectives of this study were to identify from main sources, the major satisfiers and dissatisfiers of the teaching job and to ascertain, through stepwise multiple regression analysis, which background characteristics and work facet satisfactions provide the greatest prediction of overall job-satisfaction.

A secondary objective was to examine several measurement issues.

**Conclusion:** The most satisfying aspects of teaching related to interactions and success with students and to the vacations and holidays. Dissatisfiers were those working conditions which

diminished teacher effectiveness. The greatest predictors of overall job satisfaction were a sense of challenge, resource adequacy, opportunity to be creative, having altruistic reasons for entering teaching, the proportion of total family income from the teaching salary.

Joan Powers Assey conducted a study namely, "Perceptions and Problems of Beginning teachers in Richland School District Two" in the University of South Carolina in 1988.

**Purpose:** This ethnographic study focuses on the problems, needs and concerns of 23 beginning teachers related to the preparation for the profession of teaching, support systems, classroom management and discipline, teaching and learning, home-school relationships, and professional and personal development. This study also examines changes in the first year teachers' problems, needs and concerns.

**Conclusions:** The findings based on personal observations show a shift in reliance from formal to informal support systems, a change from idealism to realism related to classroom management and discipline.

Through support, reflection and analysis, the beginning teachers reveal progress towards becoming more satisfied with teaching.

Joyee Young Evans conducted a study namely 'An examination of factors contributing to stress and burnout in reading teachers in Durham city and county school systems in 1990 and observed that stress is the chief contributing cause of 70% of all illness today. It is a problem in schools because it affects job performance and a teacher's commitment to the profession.


A study was conducted by A. Douglas Benit\textsuperscript{10} in Wayne State University.

**Problem:** 'The relationship between principal leadership style and teachers job satisfaction.'

**Purpose:** The purpose of this study was to explore the relationship between principal leadership style and teacher's job-satisfaction.

**Sample:** The sample utilized in this study consisted of 484 public school teachers and 27 principals in the tri-country metro Detroit area of Michigan.

**Findings:** The major findings-

(i) Principal leadership style does affect teacher job-satisfaction.

(ii) Teachers' job-satisfaction has a positive correlation with leadership styles which are silling high task and high relationship and participating: low task and high relationship.

(iii) The frequency and intensity of teachers job-satisfaction as perceived by teachers were not significantly affected by demographic factors such as age, educational level, years of experience, years in present school, type of school, and number of inservice days over the past five years.

(iv) The size of the school was not significant in the relationship between the principal and teacher job-satisfaction.

Jo Anna Maynard-Ide conducted a study in Texas Southern University in 1992.

Problem: "An analysis of occupational burnout among teachers in selected urban schools."

Purpose: The primary purpose of this study was to investigate the occupational burnout of urban middle school teachers. More specifically the researcher was concerned with the difference in the occupational burnout scores of teachers by gender, ethnicity, marital status, age, years of experience, and educational level.

Procedure: Two types of research designs were employed in this empirical study. They were the survey and correlation design. The sample population of this study consisted of 145 urban middle school teachers. The modified version of the Maslach Burnout Inventory was used to collect the data.

Conclusions: Among the conclusions of this study were:

(i) Caucasian urban middle school teachers had a significantly higher occupational burnout score than did African-American urban middle school teachers.

(ii) Male and female middle school teachers obtained similar occupational burnout scores on the modified version of the Maslach Burnout Inventory.

(iii) Single and married urban middle school teachers had a significantly higher occupational burnout scores than did those teachers who fell in the other marital status category; and

(iv) Any attempt to predict teacher burnout should take into consideration marital status, ethnicity, and sex. These variables accounted for 27.4% of the variance of teacher burnout.

Patrice E. Burkhardt conducted a study namely, "The effects of principal's gender and motivational style on teacher job-satisfaction and school effectiveness" in Rutgers the State University of New Jersey, New Burnswick in 1993.

**Purpose:** The purpose of this study was to investigate the relationships between male and female principals and their effects on teacher job-satisfaction and school effectiveness. Specifically, it looks at the gender of the principal, his/her motivational style, and the favourableness of the situation, as they relate to the effectiveness of the school and the degree of job-satisfaction perceived by the teachers in his/her building.

**Procedure:** A sample of 81 elementary school principals and 579 elementary school teachers in New Jersey participated in the study. All data were collected by mailed correspondence.

**Conclusions:** In favourable situations, neither gender of the principal, nor his/her motivational style promoted greater school effectiveness or teacher job-satisfaction.

In moderately favourable situations, it was found that relationship oriented female principals generated higher teacher job-satisfaction with pay than did relationship-oriented male principals.

In unfavourable situations, task-oriented female principals promoted lower teacher job-satisfaction with co-workers than did task-oriented male principals.

In all schools survey, a combination of gender and motivational style promoted greater school effectiveness and teacher job satisfaction.

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A study was conducted by Judith Joerger Ruben in Virginia Polytechnic Institute and State University in 1993.

**Problem:** "Perceived factors associated with high and low job-satisfaction among teachers."

**Purpose:** Public schools need to enhance teacher job-satisfaction which should improve teacher retention, teacher performance, and student achievement. This was a qualitative study of those factors which teachers with high and low job satisfaction perceived affected how they felt about their jobs.

**Procedure:** A sample of 200 tenured Virginia Beach teachers was randomly selected and were sent the Teacher Job Satisfaction Questionnaire (TJSQ). Eighty four of these teachers who agreed to be interviewed were rated on performance by their principals. Eight teachers, who placed at the top of the ranked list of TJSQ scores and who were rated at least above average by their principals were selected for interview. Five teachers, who placed at the bottom of the list of TJSQ scores and who were rated average at best by their principals, were also selected for interviews.

**Conclusions:** The teachers in the study said they liked student success best and paper work least. Respondents said the principal, coworkers, students, materials, autonomy, homelife, parents, personality and participatory decision-making all affected job-satisfaction. The principal was ranked most important.

Job satisfiers were tabulated across questions. The most frequently identified intrinsic factor was student success. The extrinsic factors of working conditions, principal support and coworkers support were identified. Intrinsic dissatisfiers included lack of teacher achievement, lack of recognition and lack of student success. Extrinsic dissatisfiers were poor

working conditions and unpleasant student relationships. In general, there was little difference between the responses of the high job satisfaction and the low job satisfaction group.

Jacobus Marthinus Thenuissen\textsuperscript{14} (1994) conducted a study namely, "The relation between organisational climate, staff development and job satisfaction of teachers", in University of Pretoria (South Africa).

**Purpose:** This research has been undertaken to study the variables organizational climate, staff development and job satisfaction of teachers in order to determine how they will enable a teacher to function as a competent practitioner.

**Conclusion:** It is found that a positive organizational climate eases the burden of a principal as it motivates teachers to perform their educational task effectively. It should also enable teachers to attain their own goals. To this end the principal should promote the development of the teacher as educator as well as assist him in building a career.

2.4 **SURVEY OF INDIAN LITERATURE:**

A study was conducted by V. Muddu\textsuperscript{15} (1978) in Osmania University. The problem of the study is 'A study of the problems of secondary school teacher of Nalgonda District in teaching Biological Science.'

**Objectives:** (i) The study was undertaken to find out the various problems that were actually faced by biology teachers at the secondary level, and (ii) the factors which acted as impediments in the way of effective teaching.


Procedure: The sample consisted of teachers who were teaching biology sciences, drawn from thirty schools of Nalgonda district. A questionnaire was prepared and administered to the teachers. Mean and percentage were employed to process the data.

Conclusions: The study yielded the following findings:

(i) Most of the teachers were teaching other subjects besides biological science. A majority of the teachers had studied other subjects besides biological sciences.

(ii) A majority of the teachers stated that they did not have adequate classroom facilities, ninety three percent of the teachers stated that they did not have separate periods for practicals in biology.

(iii) Most of the teachers were over-burdened with work load. In most of the schools, teachers were experiencing inadequate laboratory facilities.

(iv) Film strips, insect cages, microscopes and physiological apparatus were not adequately available for biology teaching.

(v) Several teachers were of the opinion that the text book were not effective for transmitting scientific knowledge.

A study was conducted by G. Goyal in 1980.

Problem: A study of teachers’ problems, attitude and output related to Research in Agricultural Universities in India.

Objectives:

(i) To study the problems of teachers in doing research.

(ii) To study the attitude of teachers toward research.

(iii) To study the differences in the problems, attitudes and research out-put of teachers according to their personal characteristics.

(v) To study various inter-relationships among the personal characteristics of teachers and their problems, attitude and output related to research.

Conclusions: The major findings of the investigation were:

(i) The teacher often faced the problems of inadequate time, sometimes the problem of transportation and rarely the problem of laboratory facilities, library facilities etc.

(ii) The teachers held favourable attitude towards research.

A.V. Gadgil\(^{17}\) (1981), in his study, "A study of the problem of primary teachers in Pune Municipal Area regarding time, Energy and Money they have to spend for going to school and returning home," has observed that the teachers desired to work in schools where they felt they had (a) freedom of work, (b) cooperation from the colleagues, (c) intelligent students (d) job satisfaction and (e) good atmosphere (f) the problem of transfer was grave in corporation schools.

V.K. Raj\(^{18}\) conducted a study in 1982 in Gujarat University.

Problem: 'A survey of the problems of teachers' training colleges.

Objectives: The major objectives of the investigation were:

(i) to find out the problems of training college personnel, principals of practising schools, teachers of practising schools and student teachers arising out of the programme of student teaching.

(ii) to conduct a comparative study of the problems of training colleges of Uttar Pradesh and Gujarat with regard to practising schools, and

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(iii) to make a comparative study of the problems faced by the practising schools of Uttar pradesh and Gujarat.

Procedure: The sampling technique used was a combination of random and cluster sampling. It included 730 respondents consisting of 20 principals, 100 teacher educators, 500 student teachers, 30 school headmasters, 70 teachers and 60 educationists.

Findings: The major findings of the investigation were:

(i) Fifty three percent of the student-teachers of Uttar Pradesh and 31 percent of Gujarat admitted that they failed to do their responsibilities satisfactorily due to lack of time.

(ii) Sixty four percent of U.P. and 82 percent of Gujarat opined that demonstration lessons were useful for them.

(iii) Inadequate accomodation in classrooms and absence of follow-up of practice lessons were other problems of having self-motivation for practice teaching.

(iv) Their most difficult problems were in regard to establishing good relationship with practising schools and framing suitable time table.

(v) The teacher educators felt that student teachers wanted spoon feeding. They faced the problem of limited periods of practice teaching allowed by schools.

(vi) The principals of training colleges felt they were unsuccessful in realizing the objectives of student teaching because of lack of cooperation from the schools and inadequate time.

Satyaprabha Desa\textsuperscript{19} conducted a study namely, 'A study of the outstanding problems of teachers of standards V-VII of the Marathi language side of Municipal primary school in Greater Bombay in 1982.'

Objectives of the study:

(i) To obtain data on demographic and family background of teachers.

(ii) To obtain data on domestic, social, economic, health, transport, accommodation and other living conditions of the teachers with a view of finding out if they had any problems affecting them mentally or physically which affected their class teaching.

(iii) To obtain data about teachers on classroom situation, availability and use of teaching aids, educational guidance, teaching preparation, with the objective of finding out whether these were the problem areas for teacher, and if so whether in their opinion they affected them and their class-room teaching.

(iv) To obtain information about teacher with respect to the attendance of children, homework, language spoken at home, reading facilities and other academic help available to children at home and in school with the objective of finding out whether these were the problem areas for teacher and whether, in their opinion, they affected the teacher and their class teaching.

(v) To obtain information on the parents' understanding of the needs of their children.

(vi) To throw light on all problems of teachers and to find out the extent and magnitude with which they affected teacher and class teaching.

(vii) To suggest guidelines for formulating a minimum programme of redressing grievances of teachers.

Procedure: The present study was confined to teachers of municipal primary schools of Greater Bombay, so the following procedure were adopted for data collection: (a) visit of schools and observation, (b) interviews of teacher and head masters and (c) preparation of a questionnaire.
Conclusions:

(i) The main problem of municipal primary teacher was the educational apathy of homes of children.

(ii) Comparatively, least important problems of municipal primary teachers were personal and domestic problems.

(iii) Problems of classroom situation, teaching aids, use of class library and educational guidance ranked sixth out of ten problems of teachers.

(iv) The problem of transport ranked second among teachers.

(v) The problem of accommodation and economic problem were rank two and rank three respectively, of male teachers.

(vi) The problem of looking after one's own children was rank fifth among of female teachers.

(vii) Nearly 60 percent teachers admitted they did not like the teaching profession but they were in it because of exigencies of circumstances.

A. Pylee Banerji conducted a study namely 'Teachers in Higher Education - Grievances and their Redressal' in 1984.

Objectives: The major objectives of this study were:

(i) to investigate the grievances of college and university teachers, and

(ii) to suggest principles and procedures for the redressal of teachers' grievances.

Procedure: The sample included about 2300 university teachers and about 6300 college teachers. The tool used for data collection was a questionnaire.

Findings: The major findings were:

(i) Unfair appointments and promotions got the first rank among the grievance of University teachers. Non-payment of emoluments according to the letter of appointment was a serious grievance in case of college teachers.

(ii) The college teachers ranked poor working conditions as their number one grievance. The college teachers gave second rank to unfair appointments and promotions.

(iii) The University teachers choose poor working conditions as the second major grievance.

(iv) The other grievances of University and college teachers were discrimination in the allotment of work and funds, discrimination in providing facilities and callous behaviour of administrators.

A study was conducted by A. Kumar\textsuperscript{21} in 1985 in Bhagalpur University.

Problem: A study of the operational problems of secondary school teachers in Bihar.

The main objective of the study was to construct a check-list of teachers working in the secondary schools of Bihar. A problem check-list consisting of 405 items covering major areas of operational problems, viz., method and curriculum, working conditions of the teachers, students and discipline, persons in authority, peons and staff, the community, personal, social and professional role was developed.

The major conclusions were (i) the check list possessed a fairly high degree of reliability. It was also valid, (ii) out of the 405 items, 194 were more frequent and 199 were intense, (iii) financial, administrative and personal problems stood at the fore-front.

A study was conducted by P.N. Gupta in Bombay University in 1985.

**Problem:** 'A study of Administrative Procedure and Problems of Secondary Teachers Training Colleges in Maharashtra State'.

**Objectives:** The objectives of the study were-

(i) to identify the selection procedures for teachers trainees in colleges of education in Maharashtra.

(ii) to study the organization of the teacher education programme in the colleges of education in Maharashtra.

(iii) to study the pro-formas used by colleges of education for administration in Maharashtra.

(iv) to identify the problems of organization and administration in the colleges of education in Maharashtra, and

(v) to study the appointment procedure for teaching staff in colleges of education in Maharashtra.

**Conclusions:** The major conclusions of the study were:

(i) All colleges of education in Maharashtra followed similar rules for selection of members of the training staff, as laid down by the U.G.C.

(ii) Office organization and procedure were not satisfactory in the colleges of education.

(iii) The selection procedure of student-teachers was similar in all the colleges of education except for the fact that some colleges used some tests in English and content of school subjects.

(iv) Colleges of education were confronted with problems of lack of space, classrooms and laboratories which led to a poor standard of teacher education programme.

In most of the colleges relations between the principal and staff members were cordial. As a result, there were no serious conflicts affecting the quality of teacher education.

Government University and private colleges did not show differences in the administrative problems which they had to face in executing the teacher education programme.

A study was conducted by M.A. Dixit\textsuperscript{23} (1986) in Lucknow University.

**Problem:** 'A comparative study of job satisfaction among primary school teachers and secondary school teachers'.

**Objectives:** The study was designed.

(i) To measure job satisfaction among primary and secondary school teachers.

(ii) To observe the effect of sex, teaching experience and medium of instruction on the level of satisfaction with their profession.

**Procedure:** The sample for the study consisted of 300 primary and 300 secondary school teachers working in Lucknow. The data regarding job-satisfaction was collected with the help of a Likert type scale devised by the investigator.

**Findings:** The main findings of the study were:

(i) In Hindi medium schools, primary school teachers were more satisfied than secondary school teachers.

(ii) In English medium schools the level of job-satisfaction among primary and secondary school teachers was the same.

(iii) Female teachers were more satisfied than male teachers both at the primary and the secondary levels.

(iv) At the primary level, the group senior most in age was most satisfied and the middle age group was least satisfied.

(v) Among the secondary school teachers, those with greater length of service were more satisfied.

T.N. Goswami\(^2\) (1988) in his study, "Job satisfaction among teachers of central schools", found that central school teachers of North Eastern region are not satisfied with their job. The major findings of the study are:

(i) The female teachers appear to be satisfied where as male teachers seem to be satisfied with their job.

(ii) There is a highly significant relationship between job-satisfaction of central school teachers and their sex.

(iii) The teachers below 30 years of age appear to be satisfied with there job and have significantly higher degree of job satisfaction than their elder colleagues.

(iv) There is a significant relationship between job satisfaction of central school teachers and their length of teaching experience.

A study was conducted by Harnam Singh\(^2\) in 1989 in Agra University, Agra. He studied the factors influencing burnout in teachers. The major findings of the study were:

(i) The age of the teacher and the average number of students in the classroom did not have a significant impact on teachers burnout.

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(ii) Teaching experience and salary had a significant impact upon burnout.

(iii) Marital status did not have a direct impact upon teachers' burnout.

A study was conducted by Meenakshi Agarwal\textsuperscript{26} in 1991 in Agra University.

**Problem:** Job satisfaction of teachers in relation to some demographic variables and values.

**Objectives:**

(i) To study the job satisfaction of teachers in relation to their achieved characteristics.

(ii) To study the job satisfaction of teachers in relation to their ascribed characteristics.

(iii) To study the values of teachers having high job-satisfaction and poor job satisfaction.

**Findings:** The major findings were:

(i) There exists no significant difference between job-satisfaction of young and old teachers.

(ii) There exists significant difference between job satisfaction of male and female teachers.

(iii) There exists highly significant difference between job satisfaction of trained and untrained teachers.

Dr. G. Vijayalakshmi\textsuperscript{27} conducted a study, 'Problems of Physical Teachers', in S.P. Mahila University College Tirupati in 1992.

\textsuperscript{26} Agarwal Meenakshi, "Job satisfaction of teacher in relation to some demographic variables and values, Ph.D., Edu., Agra University, 1991.

Objectives: The study was carried out with the following objectives:

(i) To find out different problems faced by Physical Science teachers working in secondary schools of Chittoor district of A.P.

(ii) To study the relative influence of various personal factors namely - qualification, sex, age and experience of teachers and institutional factors namely management and locality on the problems of teachers.

(iii) To find out the least affecting and most affecting ones among various problems of teachers and also the problem areas.

(iv) To suggest some remedial measures on the basis of findings of the study.

Procedure:

Sample: The sample consists of 150 school teachers teaching physical sciences in various schools of Chittoor District of Andhra Pradesh State. The sample was selected by simple random sampling procedure.

Conclusions:

(i) The teachers with higher qualifications have more problems than the teachers having B.Sc., B.Ed., qualifications and they do differ significantly.

(ii) The teachers working in private schools have more problems than the teachers working in Zilla Parishad Schools and they differ significantly.

(iii) The teachers working in urban areas have more problems than the teachers working in rural areas and they differ significantly.

(iv) Female teachers have more problems than their male counterparts and they do differ significantly.
(v) The teachers belonging to various age groups i.e., from 20-30, 30-40, 40-50 and 50-60, differ significantly and there is relationship between age and the problems of the teachers.

(vi) The teachers belonging to various experience levels i.e., from 0-10 years, 10-20 years, and 20 years and above differ significantly and there is significant relationship between the experience and the problems of teachers.

(vii) The teachers have more administrative problems than in the other two areas namely, academic and other problems.

A study was conducted by Dr. S. Sundararajan, Professor of Education, DDE, Annamalai University, and Mr. S. Sabesan, Department of Psychology in Annamalai University in 1992.

**Problem:** 'Job satisfaction of High School Teachers in relation to their Attitude Towards Teaching and their Environment.'

**Objectives:** The following are the objectives of this study.

(i) To find out the nature of relationship existing between the High School teachers' Attitude towards Teaching and their job satisfaction.

(ii) To find out the nature of relationship existing between the High school teachers' Job Involvement and their Job Satisfaction.

(iii) To find out if there is any significant difference between the following categories of teachers, taken in pairs, in respect of their (A) Attitude towards Teaching (B) their job involvement and (C) their Job Satisfaction; (a) Men and women teachers, (b) Teachers

upto 35 years of age and those above 35 years of age (c) Teachers of Arts and Teachers of Science, (d) Teachers having upto 10 years of teaching experience and above 10 years of teaching experience, (e) Teachers who have upto 3 dependents and those who have more than 3 dependents and, (f) Teachers of Government Schools and those of Private (Aided) Schools.

Sample: As many as 81 High School teachers were chosen from the 52 High Schools in the Pondicherry region using random sampling technique.

Conclusions: It is found that the High School Teachers' Attitude towards Teaching is positively and significantly related to their Job-Satisfaction and in the same way their Job Involvement and Job Satisfaction are positively and significantly related. But no significant difference is found between any two categories of teachers taken at a time in respect of their Attitude towards Teaching or Job Involvement or Job-Satisfaction.

Dr. Nikunja Behari Biswas and Dr. B.N. Panda (1992) conducted a study in Arunachal University, Ooimukh.

Problem: Problems of Primary School Teachers in Arunachal Pradesh.

Objectives of the study:

(i) To study the problems faced by the teachers with regard to Physical facilities.

(ii) To examine the attitude of the teachers towards the syllabus.

(iii) To find out their opinions regarding the time table.

(iv) To study the availability and extent of utilization of

resources for teaching.

(v) To study the problems in general.

**Procedures:** A survey was conducted with a problem checklist containing 30 items in 6 major problem areas. It had been developed by the investigators themselves.

**Conclusions:**

(i) It was found that almost all the teachers perceived inadequate physical facilities in the Primary Schools.

(ii) It was further found that there is insufficient accommodation followed by lack of furniture and equipment.

(iii) The time table neither took into consideration the local needs nor provided sufficient time for properly teaching the course.

(iv) A large number of teachers complained about inadequate opportunities provided for in-service education.

Dr. S. Sundararajan, Dr. M. Govindarajan\(^{30}\) and Mr. S. Rajasekar conducted a study namely, 'Self-concept and Adjustment problems of B.Ed. Teacher-Trainees' in Annamalai University in 1994.

This study is intended to find out if there is any significant difference between the selected pairs of teacher-trainees with respect to their Adjustment problems in various areas and also to find out the nature of relationship existing between their self-concept and adjustment. It was found that significant differences in certain areas with respect to certain pairs of teacher-trainees existed. A positive and significant relationship was found between the self-concept and the adjustment of the teacher-trainees.

Dr. S. Sundararajan and Dr. N.O. Nellaippan\textsuperscript{31} (1994) conducted a study in Annamalai University.

**Problem:** 'Problems Impeding Effective Role Performance by Higher Secondary Teachers'.

**Objectives:** This study is intended to find out.

(i) If there is any significant difference between the pairs of sub-samples of Higher Secondary School Teachers, taking any one pair at a time, in respect of the problems experienced by them in the given seven areas and

(ii) The relative rank orders given by those teachers to those problem areas.

**Methodology:**

Tool: The investigator developed a tool to find out the problems of teachers in the selected seven areas. There are as many as 50 items in the tool in the form of statements. The statements are distributed under the seven areas as follows: personal Problems - 6 items; Faciliteis-8, Administrative-13: Pupils-5: Parents-4: Methodology-9 and Curriculum-5.

Sample: From among 836 Higher Secondary Teachers who attended the M.Ed. contact Programme of the Annamalai University, as many as 209 teachers were selected using the principle of random sample.

Statistics: The Means and Standard Deviations of the Problem Scores in the seven areas of the various sub-samples of Higher Secondary School Teachers were calculated. The test of

significance was used to find out the significance of the difference between the Means of Pairs of sub-samples of the Higher Secondary School Teachers.

Conclusion:

(i) The study has clearly shown the need for improving the instructional facilities in schools so that teachers may effectively perform their valid roles.

(ii) It has also revealed how women teachers are better than the men teachers in meeting the challenges as revealed by their lower problem scores and how private school teachers are better than their Government counterparts; in at least three areas of facing the problems namely, "Facilities"., "pupils"., and "parents".

The administrative problems come next to the problem of facilities in the ranking order.

A study was conducted by Dr. Lakshahira Das and B.B. Panda in Assam in 1995.

Problem: Job satisfaction of College and Higher Secondary Teachers'.

Objectives: This study aimed to find out:

If there is any significant difference.

(i) Among teachers working in colleges and Higher Secondary Schools in respect of their Job-satisfaction.

(ii) Between men and women, college and Higher Secondary teachers with respect to their job-satisfaction.

(iii) Between more experienced and less experienced college and Higher Secondary teachers with respect to their Job-satisfaction.

Methodology: The descriptive survey method was adopted.

Sample: 100 teachers, 54 from colleges and 46 from H.S. Schools form the sample of the study.

Statistical treatment:

The Job-satisfaction scores of all the 100 teachers were computed and the Mean and S.D. of the whole and sub-samples were calculated. In order to compare the Job-Satisfaction of the subjects in various samples one tailed test of significance was used.

Conclusions: The results show no difference in the Job-satisfaction of college and Higher Secondary teachers and it was also found that sex and experience are not related to the Job-satisfaction of college and Higher secondary teachers.

2.5 Conclusions:

The above review indicates that a lot of work has been done in India and abroad, to see the problems of Teachers. Some have tried to find out the problems of Education and others tried to do the problems of Primary and Secondary Teachers. But none has taken up a study the problems of teachers of Navodaya Vidyalayas which were established on N.V. in each district basis throughout the country as the out come of new education policy by Late Rajeev's Government to provide the venues of modern and quality education to the deprived but talented students predominantly from rural areas. Despite all the good intention of the government in providing free, quality residential education to the talented children largely drawn from the rural areas, the scheme has invited a lot of controversy and criticism from the different quarters. Ram%murti Report (1990) has said, "No further Navodaya Vidyalaya need to be opened."
The logic behind the above note is that teachers of Navodaya Vidyalas are facing a lot of problems. If the teacher, the strongest pillar of the nation building and the pivot of educational system, is not fully satisfied with one's job, the job related factors and job environment as a whole, how one can be expected to perform one's job dutifully and reach up to the expectations of the nation.

On the basis of many studies conducted so far, the researcher comes to know that there are vast problems faced by teachers.

If the Government really intends that there should be all round development of talented children of rural areas, it should take into consideration the problems of Navodaya Vidyalayas Teachers. If the teachers are free from all the worries and problems, they will be much more useful and helpful in achieving the goals expected by the government while formulating the New Education Policy.

Secondly, there is virtually no such study on Navodaya Vidyalayas Teachers in which relationship of these variables with problems has been studied. The investigator has, therefore, undertaken the present study to measure these variables among teachers and study their relationship with problems.

The inherent purpose of the investigator to undertake the present study is to place before top policy framers and decision makers, N.V. Samiti, the problems of teachers, so that redressal measures may be initiated to improve the academic atmosphere among the Navodaya Vidyalayas, to get the best returns of funds which are being deployed to run the NVs and to harness the vast potential of the undiscovered talent of deprived rural India.