Chapter II
REVIEW OF RELATED LITERATURE

Chapter II has discussed the review of research work related to Job Satisfaction of teachers in education at various levels, viz: Primary, Secondary, Junior College, Graduation, Post Graduation and Doctorate, all over the globe. The process of taking bird's eye view of the research projects has proved to be very useful to design methodology of present research.

While reviewing these research projects, emphasis was given on the Objectives, Hypotheses, Sampling procedure and Sample, Research Methodology, Tools, Statistical Procedures, Utility Value, Conclusions and Recommendations put forth by the researchers. A review of sixty seven research works is as follows:

1. Abbasi, P., (2003) conducted a comparative study of job satisfaction among primary school teachers teaching in Iran and India. Conclusions of the research were as follows:
   (i) Moderate level job satisfaction was reported by almost half the total number of teachers approached by the researcher. So quite a substantial lot of teachers was dissatisfied with the job in both the countries. Hence policy makers were suggested to look into the matter seriously.
   (ii) Male and female teachers reported different levels of job satisfaction with respect to economic efficiency and inter-personal co-operation Female teachers from both the countries expressed positive response than male teachers.
   (iii) Age was not the factor in deciding the level of job satisfaction.
   (iv) Teachers from both the countries received social status.

2. Abdul, O.C., (2013) tried to investigate the effect of organizational justice on job satisfaction of female teachers teaching at college level at Lahore, Pakistan. Researcher approached 93 female teachers from 4 degree colleges situated in Lahore city by convenient sampling method. To find the factors related to working conditions, pay package and criteria for promotion were the objectives set up by the researcher.
With SPSS software, mean and standard deviation were found out and conclusions drawn were as given below:

(i) Majority of the female teachers were satisfied with the role of administrator and inter-personal relationships.

(ii) Majority of the teachers expressed their dissatisfaction with pay package and promotion based on performance.

3. Adebayo, A.S. and Gombakomba, T., (2013) studied Dimensions of Teachers’ Job satisfaction in primary schools in Gweru district, Zimbabwe. On the basis of Factor analysis, eight factors were found to be responsible for job satisfaction. They were – infrastructure and resources of teaching, pay package, supervision, working conditions, financial and non-financial incentives, health scheme and security. Out of these, the major factors that were found to be responsible for job satisfaction were security, supervision, infrastructure, teaching resources and financial incentives. Teachers expressed disappointing remarks about pay-package and non-financial incentives. So the authorities of the schools were recommended to look after the aspects like security, infrastructure & other physical facilities and also respectable pay-package given to the teachers.

4. Agnihotri, A.K., (2013) performed research on job satisfaction among school teachers based on the assumption that behaviour of satisfied and dissatisfied teachers is different and depends on various intrinsic and extrinsic factors. Job satisfaction is also decided by nature and peculiarities of teacher themselves. Sample selected for present study was teachers from primary and secondary schools from Himachal Pradesh. They were administered Job Satisfaction Scale meant for primary and secondary school teachers (Hindi version) by Dixit (1993). Researcher tried to find out the difference in the level of job satisfaction of teachers who were- (a) teaching at primary and secondary levels, (b) high paid and low paid, (c) more experienced and less experienced, (d) male and female. Conclusions drawn on the basis of t-test were as follows:-

(i) Primary school teachers expressed higher level of satisfaction with their job as compared to secondary school teachers.
Experienced teachers were at higher level of job satisfaction as compared to less experienced ones.

Pay package did not affect satisfaction level of teachers.

Female teachers reported higher job satisfaction than their male counterparts.

5. **Alzaidi, A.M., (2008)** tried to recognize the factors that might be responsible for job satisfaction of Heads of Secondary Schools in Jeddah City of Saudi Arabia. Researcher used mixed methods, i.e., both qualitative and quantitative.

   Study of Qualitative data revealed the factors that contributed to satisfaction and dissatisfaction. The factors enlisted were - relation with administration, school atmosphere, practices of heads of school, relationship with parents, authority of head, relationship with teachers and educational supervision.

   Quantitative study found out the factors leading to dissatisfaction. They were – lack of authority to transfer underperforming teachers, dearth of funds for maintenance of cleanliness in school, scarcity of finance to improve school buildings, poor pay package etc.

   In order to establish relationship between the variables under study and job satisfaction, Kruskal Wallis non-parametric test was used. The conclusions drawn on the basis of this test were as follows:

   (i) In terms of morale, relationship with administration and school environment, significant difference was found.

   (ii) No significant differences between job satisfaction and various factors like experience of Heads, number of students, qualification of heads, age and type of school building was noticed.

   (iii) Highly centralized system of education and lack of autonomy in the secondary schools prevailing in Saudi Arabia affected the level of job satisfaction negatively.

6. **Andre, B., (1996)** Carried out a very peculiar and unconventional research to measure the levels of job satisfaction and motivation by survey method and by Experience Sampling Method (ESM). Teachers were randomly beeped by a special pager five times a day for five days and then a survey on mood and activity for each
beep was completed. Researcher prepared 190 reports of the teachers’ daily experiences.

Different moods of teachers were categorized as – happy – sad, involved – detached, stimulated – bored, worried – relaxed, lonely – sociable, feel good- enjoy, challenges, concentration, success, interest, desired to do something for the teachers of different subjects etc. Conclusions of the study were as follows:-

(i) In case of the factors like levels of responsibility, gender, subjects, age, teaching experience and activity, job satisfaction and motivation were found to be significantly correlated.

(ii) Overall motivation and job satisfaction level was reported to be high in case of those teachers who worked in a school with selective students.

(iii) Gratification of higher order needs was found to be necessary to derive satisfaction from job.

7. Aownyi, S.A. and Tsitsi, G., (2013) studied Job satisfaction of Primary school teachers in Zimbabwe district to find out dimensions of job satisfaction. In this descriptive survey type of research, 25 schools were approached and 500 teachers were selected as sample. For pilot study 2 schools were selected. A tool of 32 items was administered. Validity and reliability was ensured and descriptive statistical methods were adopted.

Major factors that contributed job satisfaction were job security, physical facilities including infrastructure, financial support and supervision. They also reported that pay package was non-adequate and were seldom offered non-financial incentives.

In order to enhance the level of teachers’ satisfaction, provision of adequate job security, infrastructure and adequate health scheme to the teachers was recommended.

8. Bal, S.S., (2009) studied the impact of quality of working life on job performance and on job satisfaction of employees working in three different organizations namely : (a) Government organizations such as- Telephone Exchange, Post Office, Life Insurance Companies, Irrigation Department and Zilla Parishad, (b) Semi-government organizations such as- Electricity Board, State Transport, Educational Institutes,
Nationalized Banks, (c) Autonomous Organizations such as– Industries in Ratnagiri District

Researcher considered job satisfaction as an important dependent variable and tried to trace intrinsic, extrinsic and personal factors affecting it.

(i) **Intrinsic Factors** – Factors inherent in the job life like type of work, skill required, occupational status, geography and size of plants.

(ii) **Personal Factors** – Gender, number of dependents in the family, age, working hours and timing of the job, intelligence, education and personality.

(iii) **Factors controllable by management** – Security, salary, fringe benefits, opportunity for advancement, working conditions, co-workers, responsibility, supervision and downward flow of information.

Researcher used various standardized tools to collect data from various types of institutions. The conclusions were as below:-

(i) Significantly better level of job satisfaction was found among the employees from autonomous organizations than those working in other two.

(ii) Employees having high perceived organizational support and organizational commitment showed better job performance than those having low perceived organizational support and commitment.

(iii) Employees from autonomous organizations showed highest level of job satisfaction, Govt. employees occupied second position and semi-govt. employees showed least level of satisfaction.

(iv) Those having less work related stress showed more job satisfaction.

(v) Job performance and job satisfaction did not show significant relationship.

(vi) Employees, who perceived high quality of work life showed high job performance and those having low quality of work life showed low performance.

9. Basu, R., (2009) in his survey on job satisfaction and mental health among teachers reported that job satisfaction is not related to mental health of teachers teaching at primary level. Satisfied teachers were found to have better mental health than dis-satisfied ones in relation to the factors like gender, marital status and locality.
10. **Bindhu, C.M. and Sudheeshkumar P.K., (2006)** tried to find out relationship between job satisfaction and stress coping skills among primary school teachers. The stress related to physical environment, cultural personal and social expectations was considered in this study. A sample of 500 teachers from primary schools was selected by proportionate stratified sampling. Tools used were – (a) Job Satisfaction Scale by Kumar and Kumar (2001) and (b) Stress Coping Skills Inventory by Bindhu, Aneesh and Gulabi (2005).

The tool related to stress coping skills was based on seven components, namely – reactivity to stress, ability to relax, self-reliance, proactive attitude, adaptability, flexibility, ability to assess situation and resourcefulness. It was a three point scale.

Differential and correlation analysis was done. It was concluded that job satisfaction differentiated male and female teachers whereas, positive correlation was found between job satisfaction and stress coping skills.

11. **Chautia, M., (2013)** tried to study the level of job satisfaction of teachers and academic achievement of students in secondary schools in Assam. Researcher framed the hypotheses as – (a) Level of job satisfaction and academic achievement of students is very high, (b) Significant relationship exists between teachers’ job satisfaction and academic achievement of students. In this descriptive survey study, schools were selected from rural and urban areas. Again, from both these areas, government and private schools were approached to get respondents i.e. teachers teaching at secondary level. The tool used was Dixit Job Satisfaction Scale (DJSS) with five-point Likert scale. Statistical methods used to analyze the data were mean, percentage, standard deviation, line graphs and Pearson’s correlation coefficient.

On the basis of inferential statistics, conclusions drawn were as under-

(i) Teachers expressed higher level of satisfaction.

(ii) Hundred percent students managed to pass from private secondary schools, but government schools reported around 50% academic achievement.

(iii) Negligible correlation was observed between job satisfaction and academic achievement of students.
Rise and upgradation of salary, promotions in service conditions and retirement benefits were suggested at the end.

12. Colette, A.H., (2009) tried to search the correlation between transformational relationship style of the heads of departments and employee job satisfaction in private and public tertiary institutions in Ghana. Tools used were questionnaire and case study of 74 lecturers and 12 heads respectively. Researcher administered Multifactor Leadership Questionnaire and Minnesota Satisfaction Questionnaire to the lecturers to assess their heads of department and their level of job satisfaction was found out. Heads of the departments were interviewed to test their transformational leadership strategies by mixed methods approach, using, qualitative and quantitative analysis.

Statistical procedures adopted to analyze the data were mean, standard deviation and regression. Researcher concluded that:

(i) Job satisfaction of the lecturers and transformational leadership were found to be positively correlated.
(ii) With respect to both, private and public institutions, no significant differences were noticed in transformational leadership and job satisfaction of lecturers.
(iii) In both the types of institutions, Heads of the departments did not differ in their transformational leadership practices.

In the end, researcher recommended the policy makers and boards of institutions to conduct seminars, workshops and updates on school administration and leadership to develop skills needed for the leaders of institutions for smooth functioning of their institution.

13. Deborach, P.G., (2010) in a study related to MetLife survey of American Teacher: Collaborating for student success tried to focus on theme that teacher – collaboration can improve school climate, students’ success and hence teacher job satisfaction. Conclusions of this research were:

(i) An average of 2-3 hours per week was spent by every teacher with other teachers for collaborative activities.
The activities included, discussions about measures to be adopted for students’ progress, sharing school work with heads of the school and helping entrant teachers.

Teachers and heads almost never observed teaching style of other teachers in classroom.

The teachers who expressed high level of satisfaction were found to be sharing responsibilities with colleagues in school as compared to those teachers who reported less satisfaction.

They all agreed that trustworthiness among teachers and heads of the school reflected on the achievement of students.

As compared to the first MetLife survey of the American Teachers in 1984, 19% more teachers had expressed their satisfaction with their teaching job (Rise from 40% to 59%).

Teachers with teaching experience less than five years associated their success to the guidance of their experienced colleagues.

Sixty nine percent of the educators complained that their voices are not heard by policy makers.

14. Deshmukh, S.D., (2014) performed a study to find out the relationship between job satisfaction and teaching aptitude of teacher – educators in colleges of education. Researcher tried to test null hypotheses by use of descriptive survey method. She selected 23 BEd colleges affiliated to Shivaji University Kolhapur by purposive sampling method. Sample size was 212. The tools used were – Teaching Aptitude Test Battery by Dr. R.P. Singh and Dr. S.N. Sharma and Teacher Job Satisfaction Scale by Mudgil, Mudhar and Bhatia. The conclusions drawn on the basis of multiple correlation method were as follows:

Average level of job satisfaction was shown by most of the teacher-educators.

Moderate level of positive correlation was found between job satisfaction and mental ability of teacher – educators AND between job satisfaction and professional information and interest in the teaching job in BEd college.
(iii) High positive correlation was reported between job satisfaction and attitude towards student-teachers and also between satisfaction and their adaptability to BEd College.

15. **Devre, K.V., (2011)** performed a correlation study to find relationship among the factors like Emotional Intelligence, Role Efficiency, Teacher Orientation and their effect on job satisfaction of secondary school teachers. The conclusions were as below:
   (i) Gender, status of job (permanent / temporary / adhoc), Qualification (graduates / post graduates) and stream of Degree (Arts / commerce / Science) did not affect job satisfaction significantly.
   (ii) Job satisfaction was affected by emotional intelligence, role efficiency and teacher orientation.
   (iii) Temporary teachers were content oriented whereas permanent and experienced teachers were student- oriented and gave more importance to the development of students.

16. **Dixit, P., (2005)** in his study of job satisfaction of Primary and secondary school teachers analyzed the effect of gender on intrinsic (physical and physiological) and extrinsic (salary and benefits) factors of job satisfaction. It was concluded that gender difference showed their effect more extensively on extrinsic factors than intrinsic factors.

17. **Dr. Parsanjeet Kumar., (2014)** tried to find out the relationship between job satisfaction of trained teachers (BEd) on teacher effectiveness. Researcher also made gender comparison with respect to job satisfaction and teaching effectiveness. Researcher framed null hypotheses for this descriptive survey research design and approached 60 primary government schools and 150 teachers by random sampling method. Dixit Job Satisfaction Scale (1993) and Teacher Effectiveness Scale developed by P.Kumar and D.N. Mutha. The statistical methods used were Arithmetic mean, standard deviation, t-ratio and Carl Pearson product moment correlation. Conclusions were as under:
(i) Majority of the trained teachers teaching at primary level reported average level of satisfaction in their job.

(ii) Job satisfaction showed its positive impact on teacher effectiveness and vice versa. Thus positive correlation was exhibited between job satisfaction and teacher effectiveness.

(iii) As regards gender comparison, female teachers exhibited greater teaching effectiveness than their male counterparts, thus female showed positive attitude towards teaching job. Since job of teaching at primary level can be pursued along with domestic / family responsibilities, female teachers preferred it. Hence Female teachers were found to be at higher level as compared to the male teachers in respect of job satisfaction.

18. Dr. Roshan Lal and Sarabjit, S.S., (2012) analyzed the level of job satisfaction of teachers teaching in Degree colleges. The study tried to find gender difference in relation to job satisfaction and also analyzed attitude of male and female teachers towards education. Further, the study also focused on the impact of job satisfaction and attitude of teachers on education. Researcher framed alternative hypotheses and used descriptive method. Two hundred teachers from the degree colleges of Punjab and Haryana were selected by quota sampling method. Data was analyzed using mean, standard deviation and t-value. Conclusions on the basis of analysis were as follows:

(i) Overall level of job satisfaction was high.

(ii) Male and female teachers did not differ in their level if job satisfaction.

(iii) Female teachers exhibited more favourable attitude towards their job as compared to male teachers.

19. Drukpa, S., (2010) attempted to study job satisfaction of secondary school teachers in Thimphu District of Bhutan. Researcher also compared the level of job satisfaction of teachers with respect to their personal and job characteristics like – work, income, working conditions, self esteem, policy and management, intrinsic rewards and interpersonal relations in this descriptive survey research. Descriptive statistics, t-test and F- test were used for drawing conclusions. They are stated as under –
Satisfactory level of job satisfaction was reported.

Factors like gender, teaching experience and present position of teachers in school significantly affected job satisfaction.

Aspects like marital status, working hours, qualification and school level did not affect job satisfaction significantly.

The teachers reported moderate level of satisfaction with respect to the factors like income, self esteem and intrinsic rewards.

20. Einar, M.S. and Sidsel, S., (2011) tried to evaluate the relationship between the variables associated with school and teachers’ emotional exhaustion, feeling of belonging, job satisfaction and motivation to leave the teaching job.

It was a very peculiar study which tried to find out the reasons behind the person’s tendency to leave a so-called noble teaching profession. Researchers focused on six factors related to school, viz- value consonance, relationship developed with colleagues and parents, support of supervisor, time constraint and discipline problems faced by teachers. Sample selected for this study was 2569 elementary and middle school teachers from Norway. It was concluded that all the six factors affected job satisfaction and due to their negative effect, emotional exhaustion and feeling of belonging motivated them to leave the job. Hence teachers should be given due respect by colleagues, students, parents and supervisors in order to maintain their mental health, thus foster their level of job satisfaction so that they would not think of leaving the job – was the recommendation done at the end.

21. Evy, G. et al., (2008) performed an exploratory study to investigate the role of extrinsic and intrinsic factors contributing job satisfaction of urban secondary school teachers in Namibia. Sample approached by the researcher was 337 secondary school teachers selected randomly from 17 Govt. schools in Namibia. The demographic factors dealt with were age, gender, resources in the school, teaching experience, rank, qualification and marital status. Further, researchers also tried to correlate burnout and job satisfaction. Conclusions highlighted by the researchers were:
With respect to burnout factors like emotional exhaustion and depersonalization, low levels of job satisfaction were reported. So it was recommended to look after the mental health of the teachers.

With the intrinsic factors related to the job, working conditions and rank, the level of dissatisfaction was quite significant.


(i) With respect to social benefits or social acceptance, support from administration and meaningfulness of job, job satisfaction was derived by the teachers.
(ii) As regards characteristics of job, least satisfaction was expressed by teachers.
(iii) With respect to demographic factors like gender, age, location of school and type of school, significant difference was found in job satisfaction.
(iv) In case of the factors like marital status, teaching experience, teacher type and promotional position, no significant difference was established.
(v) Teachers expressed openly that due to meaningfulness of job and job characteristics dimensions they had continued with the teaching job.
(vi) All the five job facets namely - job characteristics, social benefits, administrative support, meaningfulness of job and intention to remain in the job did not show significant relationship with job satisfaction.

23. Ghosh, M., (2013) studied job satisfaction of teachers teaching at primary level considering multidimensional parameters, such as - (a) level of job satisfaction of regular and para teachers. (b) comparison of the level of job satisfaction of regular and para teachers (c) male and female teachers (d) undergraduate and graduate teachers (e) rural and urban teachers and (f) government and private school teachers.

With respect to all these dimensions, null hypotheses were framed. The study design was normative survey and ex-post-facto descriptive survey. Government and private primary schools were selected by random sampling method. Equal number of regular and para teachers was selected. Dixit’s Job Satisfaction Scale (1998) was used
as a tool for the purpose of data collection. Conclusions on the basis of statistical analysis were as below:

(i) Para teachers showed higher level of satisfaction than regular teachers.
(ii) Female showed higher level of satisfaction than their male counterparts.
(iii) Urban teachers were more satisfied than rural ones.
(iv) Govt. school teachers were at higher level of satisfaction than those from private schools.
(v) Educational qualification did not show significant effect on job satisfaction but undergraduates reported higher level job satisfaction than graduate teachers.

24. **Ghatol, K., (1999)** studied teacher performances and their job satisfaction in relation to their psycho-social maturity, locus of control and organizational conflict. Researcher framed a model to ascertain inter-relation between these factors and job satisfaction. Researcher herself prepared five scales, namely- Psycho-social Maturity Scale, Self-evaluation Teacher Performance Scale, Job Satisfaction Scale, Locus of Control Scale, Organizational Conflict Scale and administered them to the teachers of Junior colleges from Greater Mumbai.

   Researcher selected 35 Junior colleges by stratified random sampling method. In all 227 teachers were retained. Descriptive statistic such as mean, median, mode, standard deviation, skewness, kurtosis and graphical methods were used. Inferential statistics like t-test, f-test, one way ANOVA, Pearson’s coefficient of correlation, multiple and partial correlation and path analysis were used to draw conclusions as given below:

   (i) Proposed model of job satisfaction was found to be valid for the data.
   (ii) Female teachers showed higher level of job satisfaction as compared to male teachers.
   (iii) Teacher performance was affected by different levels of psycho-social maturity.
   (iv) Psycho-social maturity, locus of control, organizational conflict and teacher performance affected job satisfaction directly as well as indirectly.
   (v) Teacher performance influenced their job satisfaction but job dissatisfaction did not affect their performance adversely.
Job satisfaction of teachers was decided by amount of organizational conflict perceived by teachers, followed by performance of teachers, Internal locus of control and lastly by psycho-social maturity.

25. Gian, V.C., (2006), tried to examine Teachers’ self-efficacy beliefs as determinants of their job satisfaction and academic achievement of students. In order to arrive at conclusions, a self-report questionnaire was administered to a sample of more than 2000 teachers in 75 Italian Junior high schools. Researcher tried to assess self-efficacy beliefs and their job satisfaction through this tool. Along with self report data, students’ average final grades at the end of Junior high school were collected in two subsequent academic years. Structural equation modelling analysis showed that teachers self-efficacy beliefs affected positively on their level of job satisfaction and also reflected on the level of academic achievement of students.

26. Graca, M. and Santos, S., (2002) in their empirical study tried to test exploratory conceptualization of a model of adjustment in teaching. In this model, researchers tried to correlate characteristics of job with psychological variables like locus of control, motivational orientation, self-esteem, sense of autonomy and life satisfaction. Further, their influence on job satisfaction was found out. Influence of personal (demographic) and professional variables on psychological variables was also established. The study envisaged following objectives:

(i) To find out the relative contribution of intrinsic and extrinsic factors on satisfaction of teachers in Portugal.

(ii) To test predictive efficiency of certain psychological, personal and professional variables in determining job satisfaction of teachers.

A sample of 752 teachers teaching at primary and secondary level was selected. Tools like ‘The satisfaction with Life Scale’, ‘Work Preference Inventory’, ‘Rosenberg’s Self-Esteem Scale’, ‘Teacher Autonomy Scale’, and ‘Teacher Role Survey’ were administered to the sample. Teacher Job Satisfaction Questionnaire’ was used to measure teachers’ job satisfaction, reliability factor of which ranged from 0.84 to 0.91 for various factors.
The results clearly established practical implications of the study as given below:

(i) Extrinsic factors like pay package, opportunity for advancement in career and personal recognition played vital role in deriving satisfaction from intrinsic factors. Hence enrichment of job was necessary.

(ii) Personality traits, affection, attitude and emotional aspects of teachers’ personality showed their influence on their satisfaction in job.

Researchers further concluded that empowering teachers towards job enrichment is a great challenge for teachers’ training programs. In the end optimistic attitude towards teaching was found to be the need of teaching profession.

27. Gurmit, Singh., (2011) pointed out that favourable attitude of teacher educators towards teaching make them successful in their profession. With this notion in background, researcher tried to do gender comparison with respect to satisfaction and attitude towards teaching. Further, researcher planned to correlate job satisfaction with their attitude towards teaching.

For this descriptive survey research design, 200 teacher educators from 20 colleges from Punjab University were approached. The instruments used were –

(ii) Teacher Attitude Inventory by S. P. Ahluwalia (1998), revised version.

For the purpose of analyzing the data, product moment correlation coefficient was found out. Conclusions were as below:

(i) Job satisfaction was correlated positively but not significantly to the attitude of teacher educators towards teaching.

(ii) Both male and female teacher educators exhibited positive but non-significant correlation between job satisfaction and their attitude towards teaching.

28. Gursharan, S.K. and Gurinder, K., (2010) did an empirical investigation on job satisfaction. The sample selected by them included college professors from Punjab. They used non-probability convenience sampling method to approach the respondents from degree colleges affiliated to Guru Nanak Dev University, Amritsar. A total of 87 degree colleges included govt-owned, govt-aided and self-financed colleges. Four
hundred teachers included male and female from the colleges from rural and urban areas. They were further categorized on the basis of their degrees viz-only post graduates, MPhil and PhD.

Various tools selected were standardized tests based on job satisfaction of college teachers in relation to their personal, professional and organizational characteristics. Researchers used following tools to test different factors related to job satisfaction -

(i) General Mental Ability (20-52) test by S. Jalota
(ii) Socio-Economic Status Scale by Hardpan
(iii) Life Satisfaction Scale by Q.G. Alam and Ramji Srivastava.
(iv) Self-prepared tool (by the researcher) based on professional characteristics included the aspects such as General background, Financial aspect and Academic aspect.
(v) Organizational Climate Scale developed by Sanjyot Pethe, Sushma Chaudhary and Upinder Dhar.
(vi) Leadership Behaviour Scale developed by Sr. Asha Hinger.
(vii) Job Satisfaction Scale used by Amar Singh and T.R. Sharma.

Various statistical methods of analysis employed to find out results and conclusions were – mean, percentage, standard deviation, z-value and factor Analysis. Conclusions drawn on the basis of inferential statistic were as follows -

(i) Higher level of job satisfaction was noticed with male teachers as compared to female teachers. It was due to dual responsibility on home and college front.
(ii) Rural college teachers showed higher level of satisfaction in comparison to those from urban colleges which might be due to the difference in higher socio-economic status in urban areas,
(iii) Teachers from self-financing colleges were more satisfied than govt-aided colleges. The reason for this result was an unemployment in rural areas. To get a job in rural areas itself was satisfying rather than remaining unemployed.
(iv) Organizational characteristics reflected significantly on job satisfaction.
(v) All the factors associated with leadership quality showed high level of contribution towards job satisfaction.
Personal characteristics such as higher I.Q., team-building nature and emotional intelligence promoted higher level of satisfaction.

Job satisfaction was also influenced greatly by socio-economic status and level of life satisfaction.

Last but not the least, few recommendations made were, providing conducive infrastructure and well-equipped library, taking care of teachers' academic, professional and personal problems and making efforts to enhance the morale and mental health of teachers.


(i) Due to the existence of conflict related to professional and social roles of teachers within the community, teachers were found to be frustrated at work.

(ii) Most of the teachers reported dissatisfaction due to lack of appreciation and hence disrespect and unhealthy competition between home grown and transplanted faculty.

Thus this study threw light on teachers' beliefs, attitudes and perceptions about their status in teaching profession. It further helped administrators to influence positively on the issues like retention of teachers, quality of teachers, achievement of students and school climate as well.

30. National Center for Education Statistics (1997) published Statistical Analysis Report on Job Satisfaction Among America’s Teachers with respect to effects of workplace conditions, background characteristics and Teacher Compensation. The highlights of the report were as follows -

(i) Teachers from private schools were more satisfied than those from public schools.

(ii) Elementary school teachers showed more satisfaction than secondary school teachers.

(iii) The teachers receiving parental support were at higher level of satisfaction.
(iv) As regards public schools, less experienced teachers exhibited higher satisfaction with their job as compared to more experienced teachers.
(v) Teachers receiving more autonomy reported to derive more satisfaction.
(vi) Student behavior, administrative support, workplace conditions and feelings of control showed positive effect on level of satisfaction in both the types and levels of schools.

31. **Jayprakash, S. and Dr. Amruth, G.K., (2013)** studied how job satisfaction of teacher educators influences their teaching competence. They used convenient sampling method to collect data from 180 teacher educators from self-financing colleges from Pondicherry University. ‘Teaching competence scale’ and ‘Job satisfaction scale’ of Dixit (1993) was modified for present study. Mean, median, mode, standard deviation, skewness, kurtosis, and correlation coefficient were the statistical parameters used to draw conclusions which were as follows-
(i) Job satisfaction plays very important role in teaching competence of teacher educators.
(ii) With respect to gender and rural-urban teacher educators, no significant difference in relation to correlation between teacher competence and job satisfaction was found.
(iii) Relationship between teaching competence and job satisfaction was similar with respect to qualification of teacher educators. NET/PhD did not affect their relationship.

32. **John, Blackburn., (2007)** expressed the dearth of qualified teachers in the field of agriculture in United States and conveyed the tendency of teachers to leave the agricultural teaching job. He carried out a census study to assess the teacher self-efficiency and job satisfaction of early career Kentucky Agriculture teachers. Three factors were used by researcher namely- student engagement, instructional practices and classroom management. It was concluded that early career agricultural teachers exhibited self-efficiency and showed satisfaction with their job.
33. Karen, S. M. Giacometti., (2005) studied level of retention of first, second and third year teachers in teaching profession. The study included 450 teachers in their beginning years of teaching job. Along with demographic information, various factors associated with emotional make up of a person, school and community support system, students’ management tactics, instructional support, preparation of prescribed curriculum, assessment of students, monetary compensation and benefits, motivation to teach and culture shock were focused.

After performing discriminant analysis, it was revealed that emotional factors ranked first in deciding the tendency of beginning teachers to leave or stay in the job. Compensation and benefits followed the second position and cultural shock, the last. Surprisingly, eleven percent took the decision to leave the teaching job.

34. Klassen, R. M. and Chiu, Ming. Ming ., (2010) carried out a study of various factors like gender, years of experience and job stress on efficacy of teachers and job satisfaction. Teaching level was also one of the demographic factors along with gender. Dimensions of self- efficacy like strategies of instructions, classroom management and skill of student engagement were focused. Whereas, factors included under the heading ‘job stress’ were workload and classroom stress. Along with these factors, level of job satisfaction was also found out. In all 1430 working teachers were approached with different types of tools like (a) Item response modelling, (b) Systems of equations and (c) Structural equation model. The conclusions of the study were as below:

(i) Non-linear relationship was exhibited with respect to Teachers’ years of experience and all the three self efficacy factors. The graph showed increasing pattern from early career to mid-career and then falling at later age of the job.
(ii) Greater classroom management self efficacy was portrayed in case of teachers with greater workload stress.
(iii) Female teachers, though they are found abundantly in teaching profession, showed to be under stressful condition heavy workload, due to greater classroom stress and students’ misbehaviour. They also showed lower level of classroom management self efficacy.
(iv) The teachers with greater classroom stress reported to have lower level of self efficacy and hence lower level of job satisfaction.

(v) As far as classroom management and student management was concerned, teachers teaching at lower level i.e. at elementary and kindergarten, portrayed higher level of self- efficacy.

(vi) Higher level of job satisfaction was found among teachers who had developed greater level of classroom management self- efficacy and greater instructional strategies self- efficacy. Eventually teachers with higher level of self- efficacy were at higher level of job satisfaction.

35. L. Carolyn Pearson., (2005) tried to establish relationship between teacher autonomy and the factors like stress, work satisfaction, empowerment and professionalism. The tool used was reliable and valid measure of Curriculum Autonomy and General Teaching Autonomy. The conclusions of this study were as below-

(i) On the job stress decreased with the increase in curriculum autonomy.

(ii) Very little correlation was found between job satisfaction and curriculum autonomy.

(iii) With increase in general teacher autonomy, their empowerment and professionalism also was found to have increased.

(iv) On the job stress decreased when empowerment and professionalism increased.

(v) At all the levels of education, (elementary, middle and high school) no difference was found with respect to autonomy.

36. Lawlor, A., (2011) on behalf of Teaching Council published reports on Job Satisfaction Levels, and Occupational Stress and Teachers’ Professional Development. Both the reports dealt with primary teachers, through the growing up in Ireland study. It focused nine year old children, their parents, teachers and principal. More than 8000 children were surveyed. Questionnaires were used as tools for getting information from teachers and principals of the schools.

Findings related to Continuing Professional Development (CPD) were-
CPD went on increasing with experience in teaching and found to be highest for the teachers having more than 20 years of experience.

Teachers with academically weak students showed inclination towards participation in CPD.

Teachers teaching in multi-grade classes showed interest in CPD.

The schools with the students who enjoyed school and were well-mannered were found to be more conducive for teachers. Thus positive school climate was encouraging for teachers to take up CPD.

Female teachers showed more involvement in CPD than their male counterparts.

Students’ detachment from school life discouraged teachers to participate in CPD.

Major findings in relation to occupational stress were -
Principals having teaching work-load, meagre support of administrators, students with emotional/ behavioural / discipline related problems and old infrastructure of school reported to be under stress.

Principals in their early stages of career and those with age group above 40 years showed higher level of stress.

Principals holding the same position in some other school portrayed less stress.

Schools with low parent involvement, poor pupil behaviour and engagement exhibited higher teacher stress level.

Findings related to job satisfaction among teachers and principals were-

- Principals showed dissatisfaction when administration was not found to be co-operative, when they had teaching work-load, when school had poor infrastructure and insufficient facilities, when teachers showed negative attitude towards new challenges and developments. Poor mental health among teachers also posed stress for principals.
- Principals’ stress level reflected on teachers’ stress level. Thus principals’ lower level of job satisfaction reflected teachers’ satisfaction.
- Well-mannered students, good parental involvement in school activities and autonomy in teaching led to satisfaction for teachers.
Poor discipline in school affected adversely on job satisfaction of principals.

Male teachers exhibited lower level of satisfaction than female teachers.

Overall, majority of the teachers and principals reported their satisfaction with the job.


The purpose of this research was to develop a scale that would determine generic or common aspects of job satisfaction that could be applied to a number of occupations. Thus researchers tried to develop a scale having wider utility value as compared to other scales that were available before doing this research. Researchers used survey method and approached 3300 cases. This sample was obtained from telephone directories from Ontario region. Systematic sampling method was used and questionnaire was mailed. In spite of having constant follow-up calls, only 35.9% was the response rate. An initial tool contained 44 variables related to job satisfaction. Instead of the characteristics related to the structure of job, like status, pay scale and autonomy, the psychological aspects related to the characteristics of the job was focused while selecting these variables. Five point Likert scale, ranging from strongly disagree to strongly agree was used.

Factors considered while framing the test items were -

(i) Kind of occupation: such as – Managerial / Administration, Professional/Clerical/Processing/ Product Fabricator/ Transport /Construction/ sales and service.

(ii) Gender and Age

(iii) Workplace Affect: Under this category the factors considered were boredom, risk or danger, control over work, job security and shift job.

(iv) Specific personal problems: related to health, sleep, worries, family, legal difficulties etc were also considered.
Various statistical measures applied by researcher in order to arrive at conclusions were mean, standard deviation, t-test, one-way-ANOVA, Tukey’s HSD and coefficient of correlation.

Cronbach’s alpha reliability for this scale was found to be ($\alpha = 0.77$)

Results of this project were:

(i) The scale developed by researchers indicated relevance in a variety of employment settings.

(ii) The purpose of researchers to develop a shortest possible scale relevant for any kind of job profile was served. The intention was to seek readiness of respondents to the tool, due to its length.

(iii) Generic job satisfaction scale was related to the external factors associated with the place of work.

(iv) Job satisfaction and life satisfaction were found to be influencing one another.

(v) The scale developed by researchers was found to be most suitable for the employees.

(vi) The employees below 25 yrs age showed lower level job satisfaction than 60 and above age.

(vii) Scale exhibited equal applicability for males and females from all the occupations.

(viii) Further it was concluded that job satisfaction can be improved by changing attitude towards the job and opting for a new job.

38. Mangi, R.A. and Hasan, J.S., (2011) in their study focused on Job satisfaction among non-PhD faculty in Universities of Sindh. A famous Herzberg-two-factor theory Motivators and Hygiene factors related to job satisfaction were considered. A sample included 125 non-PhD teaching faculty members from public and private universities and was selected by convenient sampling method. Castillo and Cano, (2004) questionnaire was adopted for the purpose of data collection. Majority of the respondents were graduate males below the age of 30 years, married and had a job experience of more than five years. Frequencies and cross tabs were calculated from
the data and then factor analysis was done to detect the variance among the variables. The conclusions drawn on the basis of statistical results were as below:

(i) Overall very low level of job satisfaction was exhibited by non-PhD teaching members.

(ii) Demographic factors and motivators significantly influenced overall job satisfaction.

(iii) Very discouraging picture of overall job satisfaction of non-PhDs was reported.

(iv) Male and female exhibited similar response with respect to professional progress, relationship, policies and compensation.

Males were found to be concerned about their professional development, policies and compensation.

It was recommended that:

(i) Scope should be given for academic advancement and due recognition should be given to the teaching members for their better performance and ultimately to derive job satisfaction.

(ii) Hygiene factors, like administration and interpersonal relationships, policies and compensation, should be looked after for enhancing job satisfaction and their performance.

39. Mary, H.S., (1998) focused her research on the three factors associated with job satisfaction such as teacher retention, teacher’s professional commitment and school effectiveness. The tools used for this survey were Interview and Questionnaire. Researcher framed the tools to assess the importance and satisfaction they assigned to various aspects of their job. Conclusions of the study were as follows:

(i) Teacher-pupil relationship was ranked highest.

(ii) Parent-teacher relationship was given importance by teachers.

(iii) Relationship among teachers was found to be discouraging in the schools with poor result of students as compared to high achieving schools. Teacher’s involvement in decision making was recommended at the end.
40. **Md. Aktaruzzaman, et al., (2011)** carried out research on Job Satisfaction among Teachers of Technical Training Centers in Bangladesh. Researcher tried to find out the level of job satisfaction of teachers. Altogether seven technical school teachers were considered as a sample. Weighted average of the responses was found out to draw the conclusions. They are:

(i) Job dissatisfiers revealed by the study were pay package, promotion, provision of physical facilities, workload and opportunity given to the teachers for higher education and training.

(ii) The factors like support of administration, infrastructure and working conditions, transfers, residential facilities, honor and social status did not contribute to job dissatisfaction.

(iii) In the end researcher recommended that salary structure should be revised and workload should be reduced, promotions should be given in time and teachers should be given opportunity for higher studies.

41. **Md. Nadim, et al., (2015)** studied the effect of factors of motivation on job satisfaction of teachers, as performance of educational institution depends on the level of satisfaction of teachers. Satisfaction and performance of teachers depends upon how well and to what extent teachers are motivated. But this level / extent of motivation depends upon the motives such as intrinsic and extrinsic factors associated with the job, the teachers and the institution as well.

Researcher selected 406 teachers from public sector degree colleges in Punjab. SEM was used to test the hypotheses using Amos package. Conclusions of this research were as below:

- Intrinsic motivational factors affected positively on job satisfaction.
- Though statistically significant relationship was found between job satisfaction and extrinsic motivational factors, intrinsic factors contributed to job satisfaction of teachers to more extent.

42. **Michalinos, Z. and Elena, P.,(2004)** carried out research on Teacher Job Satisfaction in Cyprus. A mixed method approach followed by the researcher comprised
of quantitative and qualitative study. The sample included elementary and secondary school teachers as well as administrative staff from five districts of Cyprus. They were given a questionnaire. In the second phase of study, Semi-structured interview of teachers and administrators was carried out.

Under quantitative study, the objectives focused were:

(i) To investigate the extent to which in-service school teachers and administrators differ in their satisfaction levels in relation to various demographic factors.

(ii) To describe relationship between job satisfaction of teachers and motivation in Cyprus.

The tool used for this study was the translated Greek version of ‘Teacher 2000 Project’.

The tools contained Yes-No type, and Seven Point Likert scales ranging from ‘highly dissatisfying to highly satisfying’ and ‘not at all important to extremely important.’

Qualitative study helped to find out the impact of critical factors on the work of teachers and their sense of empowerment. ‘Interview’ was the tool used for qualitative study. Interviews lasted for 45-75 mins.

Statistical methods employed to draw conclusion were percentage, multivariate regressive coefficient, F-value, ANOVA, and t-test. The conclusions were as under:

(i) Teaching profession was chosen by the Cypriot teachers due to intrinsic factors as well as due to salary, working hours and the holidays associated with the job.

(ii) Teachers’ satisfaction was due to the pleasure derived by working with children, seeing them growing and due to the feeling of highest satisfaction by contributing to the society, pay package, working hours, holidays and by achieving personal growth.

- The dissatisfires found in the job were social problems, misbehaviour of students, lack of students’ interest, disrespect to the teachers, lack of decision making power, economic problems, declining status of teachers in society and lack of recognition.

- Level of satisfaction was found to have increased with age and experience. The reason for this conclusion was increase in salary with age. Apart from that, experience improved upon the teaching methods adopted by the teachers, leading to the state of satisfaction.
• As the position of teachers in school increased, satisfaction level also was found to have increased. Promotions accompanied by higher salaries culminated in increased level of satisfaction.

• ‘Position’ or ‘Post’ in the school was found to be directly proportional to job satisfaction. Hence Principals’ level of satisfaction was found to be higher than that of vice-principal. And vice principals’ level of satisfaction was cited to be more than that of teachers.

• The teachers with passion for teaching and those having no pressure from family to pursue teaching profession showed higher level of satisfaction.

43. Muhammed, A. A., (2011) tried to explore job satisfaction of teachers working in secondary schools in Sahiwal district, Punjab, Pakistan. A sample of 200 teachers was selected randomly. The tool used was Minnesota satisfaction questionnaire and SPSS-15 version was used for analysis. Statistical procedures used were, mean score, t-test to compare job satisfaction between male-female and urban-rural. Conclusions drawn were as follows:

(i) Teachers reported slight satisfaction with respect to eight (out of 20) dimensions of job such as ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition.

(ii) Significant difference was found in the level of job satisfaction between male and female.

(iii) Urban and Rural teachers reported no significant difference in their level of satisfaction.

44. Nabin, T., (2014) studied level of job satisfaction of teacher educators in private teacher training institutes and also attempted to do gender comparison in the Institutions of Gour Banga University and Kalyani University. Sample was 100 teacher educators from 10 colleges from each of these two universities by random sampling. Job satisfaction scale by S. P. Ananda (1993) was used to collect data for this descriptive survey study. Data was analyzed by computing mean, percentage, standard deviation and t-test. Conclusions of the study were as below:
Majority of the population of teacher educators reported very high level of dissatisfaction from both the universities.

No significant difference in the level of job satisfaction was exhibited from the colleges belonging to both the universities.

Gender difference was not significant in the colleges from both the universities in relation to job satisfaction.

45. Naushaba, A. and Shamsa, A. et al., (2012) compared job satisfaction of 26 contractual and 24 regular teachers with respect to various factors like pay package, promotion, supervision, fringe benefits, co-workers, nature of work, communication, contingent and rewards, and operating conditions. Tool used for data collection was six-point rating scale developed by Spector (1994). Conclusion was as below:

With respect to the factors like pay package, fringe benefits, contingent and rewards, significant difference was found between contractual and regular teachers.

It was recommended to offer ‘regular’ status to the teachers so that the level of satisfaction would be higher and it would eventually affect their performance and the result of the students.

46. Neuni, Samuel et al., (2006) carried out a study on Transformational and transactional leadership effects on job satisfaction, organizational commitment and organizational citizenship behaviour in primary schools in Tanzania. On the basis of regression analysis, researchers concluded that dimensions of transformational leadership strongly affect job satisfaction, organizational commitment and organizational citizenship behaviour of primary teachers. They also reported that job satisfaction acts as a predictor of the effects of transformational leadership on teachers’ organizational commitment and organizational leadership behaviour.

47. Oana, A.B., (2013) studied job satisfaction of teachers in Romanian system of education and compared it with that of British secondary school teachers. Researcher found that Romanian teachers exhibited higher level of job satisfaction as compared to those in British secondary schools. It emphasized the fact that job satisfaction is a
crucial indicator of any employment and it occupies a very important portion of persons’ life. Hence nobody can deny its significance in one’s life.

48. Ololube, N.P., (2006) reported that for a long-term development and success of any educational system, proper motivation and deriving satisfaction from job are the most important aspects. The study tried to correlate the level of teachers’ job satisfaction, motivation and teaching performance in River State of Nigeria. The study focused on the efficiency of teachers, their skills, knowledge and competency in their work. It further emphasized the satisfaction of the needs of teachers and their relation to job satisfaction.

On the basis of theoretical concepts put forth by Herzberg, Mausner and Snyderman and Maslow, researcher tried to ascertain the extent to which intrinsic and extrinsic factors of motivation affect the performance of teachers.

Researcher considered content and need-based theories in which ‘Needs’ given by Maslow as dependent variables and teachers’ demographic information was considered as independent factors. This research also was based on process and reinforcement theories.

In this survey type of research, permanent and full time principals and secondary school teachers in Nigeria was a sample. The tool was similar to that used by Maslow and Herzberg et al. Altogether 680 respondents were selected randomly. In a tool entitled, ‘TEJOSAMOQ’, section (A) included respondent's demographic information, section (B1) and (B2) were related to job satisfaction and dissatisfaction variables respectively. ‘Ranking method’ was used to get response to each item in (A) and (B1). Whereas, four-point Likert type scale (summed) was used for the items in section (B2).

Cronbach alpha reliability of 0.89 and face and content validity of the tool was found out by giving the tool to the experts in the field of psychological test and measurement.

In order to analyze the data, SPSS (version 13.0) software and different statistical methods were employed. Researcher found out mean point value, standard deviation, variance, t-test, one-way ANOVA and used these statistics to find out the
relationship between demographic or independent factors and dependent variables under study.

On the basis of inferential statistic like t-test and ANOVA, five null hypotheses were tested. It was concluded that……

(i) Various types of needs enumerated by Maslow were found to be significant predictors of job performance.
(ii) Nigerian teachers were found to be dissatisfied with the pay package and fringe benefits, material rewards, advancement and working conditions.
(iii) It was also found out that, it is not the educational policy and administration alone but cultural, societal and economic underpinning also affected the level of job dissatisfaction.

49. Raj and Mary., (2005) carried out research on job satisfaction of Government school teachers in Purucherry region and reported that 39% of govt. school teachers had low level of job satisfaction. With respect to the factors like gender, medium of instructions, place of work, educational qualification, salary and religion, no significant difference was noticed in job satisfaction.

50. Raj, Tanmay., (2013) evaluated the level of job satisfaction of teachers teaching in government primary schools. He also tried to find out the factors affecting job satisfaction in rural part of India. Mixed method approach of this survey type of research adopted questionnaire and semi-structured interviews of 40 primary teachers from govt. schools residing in Lakhimpur Keri district of Uttar Pradesh. The factors highlighted were social status, working and living conditions, promotion, opportunities for social development, pay package and accountability.

Herzberg’s Two Factor Theory along with the local conditions prevailing in primary schools was considered in order to design the research. Conclusions of this research were as follows:

(i) Teachers were satisfied with their pay package but not depositing their salary in time was dissatisfying and annoying for them.
Poor working conditions in govt. public schools had affected the social status of teachers negatively.

Delaying the process of promotion of teachers and disregard towards the professional development demonstrated by government was reported as highly dissatisfying.

Forced non-academic duties were exhausting for teachers and affected their day-to-day teaching and peace of mind as well.

Lot of interference of the Head of village in the academic and non-academic work also posed discomfort among teachers.

Mid-day meal duty also posed extra burden on the teacher workload, thus developing dissatisfaction among them.

Teachers expressed their disappointment in their job due to discouraging working conditions in govt. public schools.

Ronald, P. C., (2006) tried to study the relationship between stress and job satisfaction related to English primary school teachers from North and Eastern regions of England. A self-report questionnaire was administered to 267 teachers. A principle component analysis detected three factors, namely- professional tasks that teachers carry out, professional concerns of teachers and behavior of students. The conclusions of this research were highlighted as below:

Occupational stress and professional concern were very highly correlated.

Demographic factors showed significant gender difference, significant effect of age and teaching experience.

Men showed more stress as compared to their female counterparts with respect to professional tasks, attitude and student-behaviour.

Female teachers overpowered male teachers with respect to professional concerns.

With respect to performance in their profession teachers reported high level of satisfaction, but they showed least satisfaction with teaching resources.

Negative correlation was reported between stress and job satisfaction.

Over one-third of the teachers expressed their satisfaction with their teaching job.
52. **Salunke, A.B., (2004)** studied teachers’ burnout in relation to their job satisfaction. Researcher compared secondary teachers on the basis of their gender, faculty and experience in relation to various dimensions of burnout such as emotional exhaustion, depersonalization, personal accomplishment and job satisfaction. For this descriptive correlated type of research, burnout scale by Maslach and Jackson (1986) and Job Satisfaction Scale by Apoorv Kadam (1997) were used as tools. Null hypotheses were framed and tested on the basis of various statistical procedures. Descriptive analysis included mean, median mode, standard deviation, skewness, kurtosis and frequency polygon graphs. Pearson’s coefficient of correlation and t-test were the inferential statistical procedures adopted to draw conclusions which are enumerates as below:

(i) No significant relationship was found between:

- Burnout and job satisfaction
- Emotional exhaustion, depersonalization and personal accomplishment and job satisfaction.
- Gender difference and emotional exhaustion, depersonalization and personal accomplishment.
- Level of experience and faculty of teaching with all the three burnout factors and job satisfaction.

(ii) Gender difference with respect to depersonalization of teachers was noticed and male depersonalization scale exceeded that of female teachers.

In order to reduce burnout, recommendations suggested by researchers were:

- Give due respect to the teachers,
- Develop co-operative attitude,
- Give freedom to the teachers,
- Organize workshops and seminar,
- Discourage corruption and conspiracy among teachers.

53. **Schulze, S., (2006)** studied various factors influencing job satisfaction of academics at higher education in South Africa, belonging to the two types of
educational institutions, viz-residential and distance education. Null hypotheses in relation to university context, full-time /part-time status, rank, ethnic group, union membership and gender were framed.

In this survey type of research, questionnaire framed by Oshagbemi (1999), Fernandez and Matco (1993) and Olsen, Maple and Stage (1995) related to job satisfaction in Higher Education were administered. First section of the tool was based on demographic variables whereas second part included nine elements of job. Some of them were – teaching, management, behaviour of co-workers, physical conditions and support facilities.

Five point scale ranging from 'very dissatisfied to very satisfied' was used in questionnaire. Pilot study tried to ensure validity and reliability of the items. Face validity and content validity was established by taking advice of experts, α- reliabilities of items under nine different categories ranged from 0.57 to 0.88.

Non-probability sampling method used a combination of convenience and purposeful sampling methods. All together 200 respondents were contacted. Statistical procedures used to analyze the data were- frequencies, percentage, mean, t-test and ANOVA. Conclusions drawn on the basis of statistical analysis were as below:

(i) Factors like Physical conditions, support, research and compensation thereafter showed highest correlation with job satisfaction.

(ii) Factors causing dissatisfaction were enlisted as – interference of govt. in teaching, poor quality of work of students, uncertainty about ‘how’ aspect of research, promotion criteria and politics surrounding promotion, time spent on administrative work, amount of paper work involved, poor academic communication among colleagues, pay package, lack of funding to attend conferences and lack of recognition in the institution.

(iii) Overall, 75% of the sample reported to be satisfied with their job.

54. Sharma, R.D. and Jeevan, J., (2006) carried out an evaluative and diagnostic study to find out empirically the kind of correlation between job satisfaction and various factors and also some of the independent respects related to job satisfaction. Researcher selected 120 school teachers from government and private sector as sample.
The tool was based on six major aspects related to teaching job like – behavior of principal, students, colleagues and society, kind of work, pay package and rewards, growth opportunities, and recognition. The conclusions of the study were as under:

(i) Due to poor or insufficient pay package, teachers reported lesser level of satisfaction.

(ii) As compared to primary level teachers, those teaching at secondary level were more satisfied.

(iii) Due to friendly and healthy atmosphere in private schools, in spite of having poor pay package, teachers expressed higher level of satisfaction as compared to those working in govt. schools.

(iv) Due to socio-cultural value of the profession and nature of the job, female teachers were found to be more satisfied.

(v) Inverse level of satisfaction was reported in case of level of educational and pay satisfaction of employees working at the same level.

55. Shipra, S and Sonal Chabra., (2012) attempted to assess the level of job satisfaction of teacher educators and further tried to find whether the level exhibited was influenced due to gender and qualification like NET and PhD.

In this descriptive survey design, 80 teacher educators from self-financing colleges in Uttar Pradesh were selected by Random Sampling method. Tools used were Job Satisfaction Scale by Amar Singh and T. R. Sharma (1999).

Descriptive and Inferential statistical methods, such as mean, standard deviation and t-test were used. Conclusions of the research were as below:

- Hundred percent level of job satisfaction was reported by teacher educators.
- NET holders were found to be more satisfied than Non-NET teacher educators.

56. Singh, R. Sharma, R. K. and Kaur J., (2009) focused on the variety of unclassified duties and talents of physical education teachers working in three types of schools namely, government, private and public. Their workload is heavier, strenuous and difficult as compared to other subject teachers. Researchers compared the level of job satisfaction among physical educators working in all these three types of schools.
Three hundred physical education teachers, from the three types of schools was the sample. The tool used was (JSS) Job Satisfaction Scale developed by Singh and Sharma (1999). It included 116 govt., 92 private and 92 public school teachers. Statistical procedures used were mean, standard deviation, standard error of means, F-ratio, ANOVA and post HOC test comparison.

The hypothesis, that there exists significant difference in job satisfaction among the physical education teachers working in three types of schools, was accepted after analyzing the data. Government school teachers differed significantly from those working in public schools. But this difference was not so significant between govt. and private school physical education teachers. Same result was found in case of private and public school teachers.

It was commented that level of job satisfaction of govt. school teachers was higher due to better service conditions, job security and prestige given to their service. Various factors like independence, autonomy, feeling of sense of achievement, feedback given on quality of performance and completion contributed to their higher level of job satisfaction. Their pay package, job security, amount of freedom, less interference by management, decision making power and manageable class sizes also played vital role in deriving the state of job satisfaction for physical education teachers working in govt. schools. On the other hand, role conflict and role ambiguity was found more among teachers working in private and public schools as compared to those in govt. schools.

If one considers hierarchy of job satisfaction, govt. schools were at the top showing highest job satisfaction, followed by private schools and the least level was noticed among the teachers working in public schools.

Sujit, B., (2015) tried to throw light on the level of job satisfaction of teacher educators with respect to qualification, teaching experience and age. Null hypotheses were tested in this descriptive survey research. Data was collected by using job satisfaction scale developed by S. P. Ananda (1993), from 80 teacher educators from ten BEd colleges, selected by multiple stage sampling procedure. Data was analyzed by using statistic such as mean, standard deviation and t-value.
Researcher concluded that-

- Moderate level of job satisfaction was found among teacher educators.
- Around half of the female teachers showed high level of satisfaction.
- Teacher educators having MEd qualification were more satisfied than MEd with NET / PhD.
- Teachers with less experience and less age were more satisfied than those with more experience and more age.
- Male and Female differed in their level of job satisfaction
- With respect to educational qualification and teaching experience, job satisfaction level differed significantly

58. Sukhadeo, P. and Ramakanta, M., (2013) studied job satisfaction of teacher educators in relation to certain demographic factors such as age, gender, qualification and teaching experience. Researcher tried to test null hypotheses related to these four factors in this descriptive type of research. Eighty teacher educators from twenty BEd colleges were selected as sample by multiple-stage sampling method. The tool used was ‘Job Satisfaction Scale’ developed by S. P. Ananda (1993), with 60 items including 30 positive and 30 negative statements. Equal number of items was based on four main factors in the tool. The four factors were personal information, working condition, social status and administration. A five-point scale ranging from strongly agree to strongly disagree was used. A face and content validity and split-half reliability of the tool was found out.

On the basis of analysis (Q3 and Q1), the sample was classified into three categories, namely-High satisfaction, satisfaction and low satisfaction.

Various methods of statistical analysis used were mean, percentage standard deviation and t-test.

Conclusions based on statistical analysis were:

- Female teacher educators and those having masters’ degree and MEd showed higher level of job satisfaction as compared to male teacher educators and those having masters’ degree, MEd and NET/PhD.
• Teachers with lesser experience and less age were more satisfied than more experienced and more age.
• The level of job satisfaction was found to be different with respect to gender. Male teacher educators showed lesser level of job satisfaction.

59. Syeed, B. A, and Dr. Geeta, R.S., (2015) compared teaching aptitude of rural and urban in-service teachers with their job satisfaction. Researcher selected Govt. higher secondary schools in Srinagar and Baramulla districts by random sampling. Two hundred male and female teachers were administered two scales, namely – (a) Teaching Aptitude Test Battery (TATB) by Shamin Karim and Prof. Ashok Kumar Dixit, (b) Job Satisfaction Scale by Meera Dixit. The data was analyzed to find out mean, standard deviation and t-value. Conclusions drawn were as follows:
(i) Teaching aptitude showed significant gender difference.
(ii) Urban and Rural in-service teachers exhibited optimistic attitude towards motivation and dynamic nature.
(iii) Urban teachers were found to be more co-operative, impartial, fair minded, disciplined, possessing high moral character and more considerate as compared to those in rural schools.
(iv) Due to positive nature, urban teachers showed raised interests and reported scholarly taste as compared to rural teachers.
(v) Urban teachers were found to be more satisfied with their job as compared to rural teachers.

60. Tejani, Gulshan., (1999) tried to find out relationship between some of the teacher characteristics such as personality, philosophy of teaching, attitude, role stress and tried to associate them with job satisfaction of teachers working in aided and unaided secondary schools of Mumbai K (west zone).

In this normative survey research various readymade tools such as - (a) Myer-Brigg type to measure personality type of teachers, (b) Student Content Teaching Inventory to assess philosophy of teaching, (c) Role overload, Distance and Stagnation Scale to measure three types of role stresses such as, Role overload, Self-Role
Distance and Role Stagnation, (d) Organizational Role Stress Scale to measure role stress, (e) Job Satisfaction Inventory to study environmental factors affecting characteristics of the teachers, teachers’ attitude towards teaching, child centred practices, educational processes etc.

Various statistical procedures adopted to draw conclusions were percentage, correlation coefficient, chi-square test and t-test. Some of the major conclusions drawn on the basis of inferential statistic were:

- Teachers from unaided schools were paid less salary than those in aided schools.
- Number of temporary teachers was more in unaided schools than aided ones.
- Workload of the teachers working in aided schools was more because the strength of students was more as compared to unaided schools.
- Personal inadequacy stress was more among teachers from unaided schools.
- Stress due to role overload, self role distance and role stagnation was same for both the types of schools.
- Majority of the teachers belonged to experimentalist or existentialist philosophy and extrovert sensing- thinking – judging personality type.
- Personal inadequacy was more between teachers from unaided schools.
- Teachers from unaided schools reported to be more satisfied.
- Stress and job satisfaction were inversely related to each other.

61. Tilak, R. and Lalita., (2013) investigated the level of job satisfaction among teachers working in private and govt. schools. In all 50 govt. and 50 private schools were surveyed. Gender comparison was also done by the researcher. Null hypotheses with respect to job satisfaction and gender difference and type of school were framed. Convenient sampling method was used. Questionnaire with five point Likert scale was administered. Mean, percentage, standard deviation and t-value were found out. Conclusions were as under:

(i) Male teachers showed higher level of satisfaction with the job than female teachers.
Government school teachers were at a higher level of satisfaction than those from private schools. The reasons for this picture were job security, high pay package, independence and flexibility in Government job, whereas those from private schools were dissatisfied with the pay scale and training facility of teachers.

As regards promotion strategy and training facility of teachers, dissatisfaction was reported by the teachers from both the types of schools.

In relation to the opinion counts and career development opportunity in the schools, teachers from both the schools expressed dissatisfaction.

62. **Tushar, K. G., (2014)** attempted to do a comparative study of job satisfaction among teacher educators working in government, government-aided and self-financing colleges, imparting training for secondary schools in West Bengal. Researcher concentrated on six factors, namely, financial, other benefits, emotional, professional, social and infrastructural. In all only 30 teacher educators were selected from three types of teacher training institutes. Accidental or opportunity sampling procedure was used to select respondents. Since it was a comparative study, mean, standard deviation and t-value were calculated. Conclusions on the basis of statistical results were as under:

(i) As compared to the teachers from self financing colleges, those from govt. aided and government colleges exhibited higher level of job satisfaction. The reasons for this result was attributed to inferior working conditions and physical facilities, poor pay package, job insecurity, doubtful provision for promotion and increment in unaided institutions.

(ii) Due to insecurity feeling, entrant teachers did not work with passion and they engaged themselves in searching for a new & better job opportunity. Experienced and bright teacher educators were not found in unaided colleges.

(iii) Negative factors in unaided colleges affected the potential of student teachers adversely.

schools situated in Philippines. The factors under consideration were- length of service, educational attainment and job satisfaction. Conclusions of this descriptive correlation study were as below:

(i) Most of the teachers from the 200 respondents were female teachers, married, possessed master’s degree, had 11-15 yrs of teaching experience and belonged to 31-40 year age-group slot.

(ii) Performance rating of these teachers was satisfactory.

(iii) Age, qualification and teaching experience showed their significant effect on job satisfaction.

64. Vassallo, Brian., (2012) carried out research on job satisfaction among long serving teachers teaching at primary and secondary schools in Maltese schools. In this mixed methods approach, teachers who had teaching experience of at least 20 years were selected as sample by snowball sampling method. Questionnaire and interview were the tools used for this study.

First part of quantitative method tried to determine the extent of satisfaction in relation to the demographic data like age, gender, teaching experience, sector of education and qualification of teachers. In the second part of quantitative method, the questionnaire was based on the factors like administration of school, working conditions, opportunity to participate in seminar and workshop, participation in decision making, procedures of auditing etc. The items in the questionnaire were measured on seven-point-Likert scale ranging from highly dissatisfied to highly satisfied.

Qualitative method tried to find out the factors affecting satisfaction and dissatisfaction and further tried to examine the extent to which these factors influence the attitude of teachers to extend their service in teaching job.

The tool used to achieve these objectives was semi-structured interview. These interviews, of 45 minutes each, were recorded on NVivo, a Qualitative Data Analysis Software. Patterns that emerged were studied and were triangulated with the findings of quantitative survey. In order to carry out this interview, guidelines given to the teachers were - working with children, interaction with colleagues and authorities, policies, autonomy, student failure and discipline problems.
One-way ANOVA was the statistical technique used to analyze the data. Conclusions of quantitative research were as given below:

(i) Gender did not contribute to job satisfaction.
(ii) With teaching experience, satisfaction level was found to have increased.
(iii) Oldest or more experienced teachers exhibited higher level of satisfaction.
(iv) Level of education (primary and secondary) and sector of education were not the factors contributing job satisfaction
(v) Qualification of teachers did not affect job satisfaction.

Conclusions drawn from Qualitative Research were as under:

(i) Children themselves were the main reason of deriving satisfaction. Long serving teachers had developed long lasting emotional relationship with their students and with their parents as well.
(ii) Teachers imbibed a great sense of fulfilment due to their notion of contribution to the society through teaching job.
(iii) Opportunities for further academic growth acted as booster to derive satisfaction.
(iv) Overload of correction work and exhausting working hours did not affect job satisfaction of teachers negatively but they all expressed the need of holidays to overcome the effect of stress.
(v) Sources of dissatisfaction enumerated were – indiscipline and failure of students, work overload, disrespect from students, parents and society, lack of autonomy, conflict among colleagues, extensive syllabus, pressure from authorities, lack of decision-making power and extensive curricula.
(vi) Social problems related to the students were also examined in this study. They were- divorces, marital separation and multi-culture in classroom, children of migrant parents, poverty. Students from problematic families showed no concern towards studies, leading to teacher’s dissatisfaction.
(vii) Ethics or morality aspects like cheating, stealing, bullying and threatening on the part of students also led to dissatisfaction of teachers.
In the end, it was highlighted that long serving teachers selected teaching career due to intrinsic factors. It was recommended that experienced teachers can act as policy makers and mentors for entrants of teaching profession.

65. Voris, B. C., (2011) focused on the degree of teacher efficacy, job satisfaction and alternative certification in early career special education teachers. In this quantitative study, researcher selected 222 special education teachers working in 21 central Kentucky schools. He tried to test the efficacy of traditionally trained and formally trained special educators.

Teaching special children is a special task, hence teacher efficacy was measured by considering various parameters like increased outcome of students and achievement, trying out new ideas, commitment to the job, enthusiasm of educator, patience with striving students.

Three tools used to collect the data were (a) The Teacher Sense of Efficiency Scale, (b) The Brayfield Rothe Job Satisfaction Index (1951) as modified by Warner (1973) – to measure the affective factors of job satisfaction. (c) Demographic Scale was prepared by the researcher himself.

By means of these tools the hypothesis that was tested was – teacher self-efficiency in early career of special educators is lower than those who were pursuing it for a longer period and lower than those who had recently completed certification through alternative program.

After analyzing the data, no significant difference was found between traditionally trained and certificate holders. Further, both the types of special educators were satisfied with the career that they had chosen willingly.

66. Xuong, X.K, and Duong, M.Q.,(2013) tried to throw light on the gender comparison in relation to job satisfaction of teaching faculty in the colleges of Vietnam
National University of Ho Chi Minh City. Two hundred professors from five colleges were surveyed with the help of questionnaire. Conclusions drawn were as under:

(i) Male teaching staff expressed higher level of satisfaction than their female counterparts.
(ii) Teachers showed their satisfaction with respect to various factors like teaching equipment, insurance, promotion for teachers, interpersonal relations, work-load, research pressure, leadership style, infrastructure and efficiency of administration.

67. Zulfu D., (2011) in his paper focused on the levels of job satisfaction of teachers teaching at primary level in the schools of Turkey. In this survey, the tool used was (TSS) Teaching Satisfaction Survey.

Overall, very high level of job satisfaction was revealed. A significant difference was found with respect to age difference and level of job satisfaction. In an age-group of 36-40, highest average was obtained, whereas in a group of 41 and above, lowest average was seen. With respect to various teaching variables and seniority in teaching, no significant differences were obtained.

In the end it was commented that higher the level of job satisfaction of teachers, higher is the level of student’s achievement. Thus success of students and of educational institution was decided by the level of job satisfaction of teachers working in it.

Significance of Literature Review for present research:

After extensive review of literature related to 'job satisfaction' of teachers in the field of education at various levels, researcher developed profound insight into the problem in hand. It immensely helped her to design her research work.

She wishes to highlight some important aspects which guided her in present study as follows:

Review of related literature / studies helped in.........
(i) ....... selecting various factors associated with job satisfaction of teacher educators and further classifying them under particular heading like – physical, psychological, sociological, physiological etc. Researcher found that philosophical and spiritual factors were not tackled in any of the research projects reviewed by her. Thus in order to explore different dimensions of job satisfaction, she ventured into these two aspects in present research.

(ii) ....... framing an exhaustive, self-explanatory but compact title of present research project.

(iii) ....... enumerating objectives and hypotheses of present study precisely. It directed her to follow particular methodology and further helped her to make appropriate tools that would help her to realize those objectives.

(iv) .......deciding independent factors related to the job of teacher educators. Ex- A work of Mangi and Hasan et al (2011), that of Sukhadeo and Ramakanta (2013) and few others helped her to concentrate on the 'Qualification' as an independent factor with respect to PhDs/Non-PhDs and NS-holders/ Non NS-holders.

(v) ....... selecting appropriate sampling method and sample size. Unlike many research projects reviewed by her, census sampling method was found to be most suitable for present study to get sizeable sample.

(vi) .......framing the test items in the tools. When she went through the thesis in the libraries of University of Mumbai and SNDT University, the tools therein became guidelines to frame the tools of present research. She also learnt, during pilot study, that too long tools are answered reluctantly by the respondents due to time constraint. So she tried to make her tools as compact as possible.

(vii) .......selecting statistical tools most appropriate to achieve the objectives. Even the simplest percentage analysis was found to be useful in many of the research
projects. In present research she adopted graphical representation most abundantly in order to know the magnitude and direction of satisfaction / dissatisfaction. It facilitated quick decision regarding satisfaction / dissatisfaction related to particular sub-factor.

(viii) …….realizing the importance of research work in the field of education related to job satisfaction all over the globe. Thus, researcher was encouraged to quote the findings related to particular factor and she made a mention of them at relevant place in chapter I, in the explanation related to particular factor. Thus review of related studies became supportive to her views related to particular factors and further justified their inclusion in the list of factors associated with job satisfaction.

(ix) …….drawing conclusions precisely, which were directed towards the objectives and hypotheses.

(x) …….recommending the topics for further research as researcher could realize the vastness of the work related to 'job satisfaction' and diversity of the factors associated with job of teachers all over the world. Taking a glance at a large canvas of job satisfaction, she not only could recommend topics for further research but also could give suggestions to the teacher educators and authorities to improve the level of satisfaction and reduce the impact of dissatisfying factors associated with their job in BEd colleges.

(xi) …….realizing that very few attempts have been made in the field of job satisfaction of teacher educators in the universities in India, which further suggested budding researchers to venture into this field.

After reviewing various research projects related to the topic of present research and discussing their significance for present study, the next most important task is to explain ‘Research Methodology’ followed for present research and the same has been discussed in detail in **chapter III**.