CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter, the researcher has made a sincere effort to focus on some related studies which are relevant to the present research problem. The researcher has, carefully and critically, reviewed and analysed various research studies reported in journals; published and unpublished dissertations and theses; books; encyclopaedias and other periodicals. The said review is presented under the following three headings on the basis of variables undertaken:

2.1 Studies related to Attitude towards Teaching Profession

2.2 Studies related to Job Satisfaction

2.3 Studies related to Attitude towards Teaching Profession and Job Satisfaction

2.1 Studies Related to Attitude towards Teaching Profession

B. G. Bhandarkar studied polytechnic teachers’ attitude towards teaching profession and its correlates, with government
polytechnic teachers in Jalgaon as the universe (Bhandarkar, 1980). The main objectives of the study were: (i) to develop a scale for measuring teachers’ attitude towards the teaching profession; (ii) to measure polytechnic teachers’ attitude towards teaching profession and (iii) to examine the relationship of attitude towards teaching profession with teachers’ age, qualification, training, job mobility and family problems.

In this study, the researcher subdivided teaching profession into six components viz., contents, teaching, training, students, colleagues, and institute and administration. The sample comprised of 400 teachers of eighteen polytechnics of Maharashtra, which included 137 teachers from urban areas, 249 teachers from semi-urban areas and 14 from rural areas. The data on age, qualification and other variables were collected for the study.

The author reported that there was variation in the attitude of polytechnic teachers towards teaching profession in relation to the areas of the polytechnics. The teachers of rural polytechnics had unfavourable attitude; in the semi-urban area the teachers of six polytechnics had neutral attitude, the teachers of four polytechnics had unfavourable and of one had favourable attitude; in the case of urban polytechnics the teachers of three polytechnics were neutral, one unfavourable and one favourable. The urban teachers’ attitude ratings on each of the sub-dimensions were the highest followed by the semi-urban but the differences were not significant.

It was further reported that the attitude towards teaching profession was not significantly related to the qualifications of the teachers but a significant and positive relationship was found between the age of the teachers and their attitude towards the teaching profession. The trained teachers’ attitude was found significantly more favourable than that of the untrained teachers.
It was also observed that the job mobility and family problems were not significantly related to the teachers’ attitude.

The study also indicated the teachers’ attitude towards teaching profession is affected by the location of the institution, age and training of the teachers. The qualification, job mobility and family problems were not found significantly related to the teachers’ attitude towards teaching profession.

H. C. Maurya studied the attitude, teaching efficiency and adjustment of university and pre-university teachers and tried to find out their interrelationship (Maurya, 1990). The study was conducted on 100 university and 100 pre-university teachers. The results revealed that external surroundings contributed a great deal in formulating teaching attitude. It was also found that the relationship between attitude and academic achievement was not significant.

A study was undertaken by Saradindu Das to find out the effect of one-year training programme for teachers of primary schools of Assam in developing the proper attitude towards the teaching profession (Das, 1992). The major objectives of the investigation were to make comparisons among rural and urban teachers; experienced and inexperienced teachers. Teacher trainees of the Training Institutes of Assam undergoing the training programme and teacher-trainees of DIET Udarbond, Cachar, of the session 1991-92 were the sample of the study. The investigator observed that the training programmes were effective for both rural and urban teachers in developing proper attitude towards teaching profession. But as far as the experience of the teachers is concerned the study revealed that teaching experience alone could develop the proper attitude towards the profession.

S. Ganapathy made an attempt to study the self-concept of student-teachers and their attitude towards teaching profession
(Ganapathy, 1992). The investigator tried to measure the attitude of student-teachers towards teaching profession and assess their self-concept. The relationship between self-concept of the student-teachers and their attitude towards teaching profession was also analysed. 723 student-teachers from nine selected colleges of education in Tamil Nadu formed the sample of the study. The results revealed that both male and female respondents had a favourable attitude towards teaching profession and self-concept of the student-teachers was related to their attitude towards teaching profession.

Rajender Singh and R. K. Bhaker studied the attitude of teachers towards teaching profession in Gurgaon district of Haryana (Singh and Bhaker, 1996). The major objective of the study was to measure and compare the attitude of in-service and pupil-teachers towards teaching profession. The sample in the study was composed of 326 male and female subjects of Gurgaon district. Among them, 103 are in-service teachers, 108 are pupil-teachers of regular course and 115 are pupil teachers of correspondence course. A cluster sampling method was adopted for sample selection. Hindi version of the Teacher Attitude Inventory (TAI), by S.P. Ahluwalia was used for measuring attitude of the teachers towards teaching profession.

The researcher reported that the teachers of regular course are superior in attitude towards teaching profession than pupil-teachers of correspondence course. Regular and continuous training improves the attitude of teachers towards teaching profession. The researcher also observed that in-service teachers and pupil-teachers were equal in attitude towards teaching profession. Due to lack of in-service training, the level of attitude remains the same. It reflects that not only pre-service training but in-service training is also required for maintenance of the quality of teaching. It was further reported that female teachers showed more
favourable attitude towards teaching profession than male teachers. The investigator also reported that government school teachers had low level of attitude than private school teachers.

A. Duatepe and O. Akkus- Cikla studied the attitude of in-service teachers and pre-service teacher trainees towards teaching profession in relation to their gender, status and age (Duatepe and Akkus- Cikla, 2004). The main aim of the study was to determine the in-service and pre-service primary school teacher trainees’ attitude towards teaching profession and identify the relationship between their attitude and their gender, status and age. The sample consisted of 277 teachers, out of which 99 were in-service teachers working in one of the Turkish cities and 178 were pre-service teacher-trainee candidates from a state university.

The pre-service teacher trainee sample had two categories, comprising of 83 first year or freshmen and 95 fourth year or senior students. The investigator reported a highly positive attitude of the teachers towards teaching. The result of the study also revealed that the attitude of female subjects were significantly higher than those of male subjects. The result of the comparison between pre-service teacher trainees and in-service teachers indicates that pre-service teacher trainees have higher level of attitude towards teaching profession than in-service teachers. However, between the two categories of pre-service teacher trainees, senior group were reported to have higher scores than the freshmen students.

Ahmet Guneyli and Canan Aslan conducted a study on the evaluation of Turkish prospective teachers’ attitudes towards teaching profession (Guneyli and Aslan, 2009). The main objectives of the study were: (i) to determine the Turkish prospective teachers’ attitudes towards teaching profession according to their genders, classes and socio-economic levels; (ii) to find out the reasons for
choosing teaching profession; (iii) to find out the problems teachers may face when they start the profession and (iv) to find out whether the education they received was sufficient or not. The study group for the research consisted of 117 teacher trainees at Near East University, Department of Turkish Language Teaching in the 2008-2009 Academic Year. The results revealed that female prospective teachers had more positive attitudes towards teaching profession when compared to male prospective teachers. It was also observed that class level and socio-economical status did not have a significant influence on the teachers’ attitudes. The investigator further reported that enjoying the profession, suitability for the profession and influence by the family and teacher are the most important reasons for prospective teachers’ choosing teaching as a profession.

Mehmet Ustuner and her colleagues studied the attitude of prospective teachers towards the profession of teaching (Ustuner, et al., 2009). The main objectives of the study were: (i) to find out the attitude of student teachers towards teaching profession and (ii) to determine whether the attitudes of prospective teachers towards the profession of teaching differ according to their gender, the type of department, the socio-economic level of the family they live in, the grade they attained, type of schooling and the reasons to choose teaching profession. The sample comprised of 593 student teachers attending teacher training programmes at Inonu University during the 2005-2006 academic year.

The researchers observed that the teachers’ attitude towards the profession of teaching differed according to gender. Female teachers have more positive attitudes towards the profession of teaching. Prospective teachers’ attitudes towards the profession of teaching differed according to the order of preference. It was observed that those teachers who listed the profession among their first preferences had more positive attitudes than those who listed
among rather later preferences. The results of the investigation further revealed that the profession of teaching is rather preferred by the teachers coming from middle class socio-economical conditions and the attitude of this kind of teachers towards the profession of teaching are more positive than those of lower and higher socio-economic groups.

Zakariya Dabat made an attempt to study the relation between the student teachers’ attitude towards teaching profession and the level of teaching competency (Dabat, 2010). The main research questions examined in the study were: (i) what are the attitudes of student teachers towards the teaching profession; (ii) do the attitudes of student teachers vary in terms of their gender and age and (iii) how do the attitudes of student teachers affect their perception levels regarding their teaching competency. The sample consisted of 122 student teachers of Al Zaytoonah University, Jordan, enrolled in the year 2009-2010. The findings revealed that the student teachers showed positive attitude towards teaching profession and the researcher also found that the attitude towards teaching profession of the teachers do not vary in terms of gender and age variables. In terms of teaching competency it was reported that the impact of student teachers’ attitude on teaching competency is positive and vary according to the gender and age variables.

O. A. Ispir studied pre-school and primary school teachers’ attitude towards teaching profession and their burnout level (Ispir, 2010). The main aims of the study were to find out the level of teachers’ attitude towards teaching profession and to see if there was any difference between the attitude towards teaching profession of the teachers in terms of their subject branches and level of school. The investigator also intended to find out the relationship between teachers’ burnout and their attitude towards teaching profession. The sample consisted of 604 teachers, working
in the same district in Turkey. The investigator found that the teachers showed high level of attitude towards teaching profession irrespective of the differences in their branches and levels of school. The result of the investigation revealed that there was a significant relationship between teachers’ burnout level and their attitude towards teaching profession and it was also reported that the teachers with high attitude towards teaching profession have lower level of burnout.

S. L. Gupta and others studied the effects of the attitudes of higher level education teachers towards teaching in India (Gupta, et al., 2011). The main objectives of the study were: (i) to study the factors affecting the attitudes of higher level education teachers towards teaching profession; (ii) to study the relationship between the attitudes towards teaching profession and gender of the teachers and (iii) to study the impact of rural and urban environment on the attitude towards the profession. The study was descriptive in nature. The data was collected through convenient sampling method. The sample comprised 315 teaching faculties working in the colleges and Universities offering higher education of post graduate and professional courses.

The authors reported that there exists a vast difference in the attitude towards teaching profession among the teachers at higher level. Many of the teachers do not possess positive attitude towards the profession. It was also found that the female teachers have lower positive attitude towards the profession compared to the male teachers. The investigator further reported that teachers working in rural areas were less committed and satisfied as compared to the teachers working in urban areas.

Shaukat Hussain and others made an attempt to study the attitude of secondary school teachers towards teaching profession (Hussain, et al., 2011). The main objectives of the study were: (i) to
find out the attitude of secondary school teachers towards teaching profession; (ii) to find out the relationship between attitude towards teaching profession and gender of the teachers; (iii) to study the impact of rural and urban environment on the attitude of the teachers towards teaching profession; (iv) to find out the relationship between attitude towards teaching profession of the teachers and public and private administration of the schools and (v) to find out the effect of public and private administration on the attitude towards teaching profession of the teachers.

The study was conducted on 120 secondary school teachers working in Multan district of Pakistan. The results revealed that the secondary school teachers of Multan district did not possess high positive attitude towards teaching profession. The female respondents had more favourable attitude towards the profession in comparison with the male respondents. The investigator reported that the attitude towards teaching profession of public sector teachers was significantly higher than private sector teachers. It was also reported that the attitude towards teaching profession of rural secondary school teachers was higher than their urban counterparts.

2.2 Studies Related to Job Satisfaction

Bijoy Laxmi Das carried a study of secondary school teachers’ job satisfaction and job motivation in Cuttack district of Orissa (Das, 1988). The objective of the investigation was to study job satisfaction and job motivation in relation to age, sex, qualifications, environment and types of school. In this study 230 secondary school teachers were selected randomly from 35 government and privately managed schools. The researcher observed that 65 percent female and 26 percent male teachers were satisfied with their profession. The result of the study also revealed
that teachers who were motivated were highly satisfied in their jobs.

T.N. Goswami studied the job satisfaction of the Central Schools Teachers (CST) in relation to some demographic and professional factors (Goswami, 1988). The main objectives of the study were: (i) to find out the nature and extent of job satisfaction in different categories of teachers of central schools and (ii) to find out the relationship between the job satisfaction of CST and their age, sex, academic qualifications and length of teaching experience. The researcher selected 512 Central Schools Teachers through stratified random sampling technique.

The researchers reported that CTSs of the north-eastern region were satisfied with their income, job security status as perceived by the teachers themselves, pleasure of relations and group behaviour in school. But they were dissatisfied on fringe benefits, stability in job, chances of promotion, working conditions in schools, status as seen by others and recognition and approval. It was also reported that the female teachers were more satisfied with their jobs than male teachers. Job satisfaction tended to decrease with advancement in age and increase of length of service. The study also revealed that the teachers with graduate qualification were more satisfied with their jobs than teachers with undergraduate and postgraduate qualifications.

G. Sekar and S. Ranganathan conducted a study on the problems of job satisfaction of graduate teachers and its relationship with some sociological factors (Sekar and Ranganathan, 1988). The sample of the study consisted of 75 teachers from 12 randomly selected schools in Coimbatore (Tamil Nadu). The investigators found that out of 75 teachers, 12 were highly satisfied, 27 were moderately satisfied, 29 were less satisfied and the remaining 7 were least satisfied with their jobs.
According to the report of the investigation, the factors related to job satisfaction were salary, nature of work, personal policies, personal achievement in the profession, relationship with supervisors, subordinates and colleagues, job security, recognition and appreciation and working conditions. However, an insignificant relationship was reported between job satisfaction and sociological factors like sex, age, community, family size and experience.

F. Gonsalves made a critical study of the job satisfaction on primary teachers of Vasai Taluka (Gonsalves, 1989). The author tried (i) to compare the job satisfaction of the teachers belonging to Zilla Parishad and private schools and (ii) also tried to compare the job satisfaction of male and female teachers. 793 teachers constituted the sample for the study. These 793 teachers were selected from 137 schools of Vasai Taluka.

The investigator reported that the percentage of teachers who were satisfied with their job was less than 50 with respect to all types of teachers. The study revealed that the teachers were dissatisfied with their transfer to remote places, and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys etc. But it was also reported that the teachers were quite satisfied with respect to Education policy, the teacher-administrator relationship, teachers’ ethical values, time with them in hand and their service conditions.

G.C. Naik carried out a study on the job satisfaction of teaching assistants of the M.S. University of Baroda in terms of job related factors (Naik, 1990). The major objectives of the study were: (i) to find out the job satisfaction of teaching assistants; (ii) to find out the relationship between job satisfaction and sex, age, experience of teaching and marital status and (iii) to find out the intentions of teaching assistants in joining the job. The investigator observed that most of the teaching assistants were satisfied with
their job-responsibility and the social conditions within the department. They did not differ in their level of job satisfaction in terms of sex, age-group, experience and marital status. It was also observed that the main intentions of joining as teaching assistants were a favourable attitude towards the teaching profession; facilities for further study and financial considerations.

Meenakshi Agarwal studied job satisfaction of teachers in relation to some demographic variables and values (Agarwal, 1991). The main objectives of the study were: (i) to study the job satisfaction of teachers in relation to their ascribed and achieved characteristics, and (ii) to examine the values of teachers having high job satisfaction and poor satisfaction. The sample comprised of 338 female and 265 male primary and secondary school teachers. The researcher reported that non-SC, urban and Hindi speaking teachers had greater job satisfaction than the female teachers. It was also observed that trained postgraduate teachers, single-family teachers and the more experienced government school teachers were more satisfied with their jobs. The study revealed that economic and political values were significantly related to job satisfaction. Caste, place of work and mother tongue also influenced job satisfaction. But the investigator reported that age and marital status did not influenced the job satisfaction of the teachers.

Medalin Nongrum attempted to assess the job satisfaction of secondary school teachers in Shillong and to find the relationship of job satisfaction to factors like management, gender differences, level of education, religious affiliation and work experience (Nongrum, 1992). The study also aimed to investigate if there is any association between job satisfaction of teachers and their perception of heads/principals of schools.
The sample was selected from 20 schools of Shillong. The schools were chosen keeping in view the location of the school, the management pattern and the type of organization. The investigator observed that government school teachers showed significantly more satisfaction in their job. So, it was reported that the type of management is associated with teachers’ job satisfaction. However, it was further reported that there is no significant differences in job satisfaction between male and female teachers, between teachers from different religious backgrounds and between teachers with different length of experience. On the other hand, educational qualification was found positively associated to job satisfaction in the study. The result also revealed that teachers tended to be more satisfied if they perceived the heads of schools as being concerned with achievement of group goals and objectives.

A psychological study was carried out by R. Gida Geeta, which was concerned with mental hygiene and job satisfaction of college teachers (Geeta, 1995). The study aimed to find out the level of mental hygiene and its association with the job satisfaction of college teachers. It also aimed to find out the job satisfaction of college teachers and find out the reasons for low level of job satisfaction. 240 teachers were selected from the colleges affiliated to Saurastra Universities. These teacher respondents were selected randomly. Out of them 120 were male and 120 were female teachers. The investigator reported a highly significant positive correlation between mental hygiene and job satisfaction. Load of work, stress and anxiety had significant impact on job satisfaction. The result also revealed that mean differences between age and job satisfaction of college teachers were significant.

A.V. Reddy and R.M.V. Babu studied the job satisfaction of teachers working in residential and non–residential schools of Andhra Pradesh (Reddy and Babu, 1995). The main objectives of the study were: (i) to compare the level of job satisfaction of
residential and non-residential school teachers; and (ii) to compare the level of job satisfaction of male and female teachers. The sample comprised 400 teachers. The researcher observed that the teachers of residential schools were more satisfied with their jobs than that of non-residential schools. Further, it was also observed that the women teachers have higher level of job satisfaction than the male teachers.

B.R. Bhardwaj studied institutional climate of DIETs in relation to morale and job satisfaction of teacher educators and academic achievement of pupil teachers (Bhardwaj, 1999). The major objectives of the study were: (i) to find out the nature and extent of job satisfaction of teacher educators working in DIETs of Delhi, Haryana and Rajasthan; (ii) to study the relationship between the institutional climate of DIETs and the job satisfaction of the teacher educators and (iii) to find out the differences in the morale and job satisfaction of male and female teacher educators.

The sample consisted of 14 DIETs (50% of the DIETs of Delhi, Haryana and Rajasthan). The sample selection was made through random sampling method. All the teacher educators of these 14 DIETs were considered as respondents. The researcher observed no significant relationship between various dimensions of organisational climate and job satisfaction. But a positive and significant relationship was reported between teacher educators morale and job satisfaction of male teachers. The researcher also reported that there was no significant difference between high job satisfied teacher educators and low job satisfied teacher educators on the scores of dimensions of organisational climate.

Tahira Khatoon and Z. Hasan studied job satisfaction of secondary school teachers in relation to their personal variables: sex, experience, professional training, salary and religion (Khatoon and Hasan, 2000). The sample consisted of 228 secondary school
teachers selected from Azamgarh District in U.P. The investigator used a standardized job satisfaction scale developed by Verma (1972). The investigator found that the majority of teachers are satisfied with their job and the teachers’ personal factors influence their job satisfaction. Female teachers were observed to be more satisfied than the male teachers. It was also observed that, as experience increases job satisfaction decreases but untrained teachers who are drawing less salary were reported to be more satisfied with their job than that of trained teachers who are drawing higher salaries. The researcher also observed that professional training and religion does not influence the level of job satisfaction of the secondary school teachers.

M.B.V. Rama studied the relationship between job satisfaction and life satisfaction among secondary school teachers of Rayalaseema area of Andhra Pradesh (Rama, 2000). The sample comprised of 400 teachers. The result revealed that there is a significant relationship between the level of life satisfaction of the teachers and their job satisfaction.

An analytical study was carried out by Ronit Bogler to identify the predictors that discriminate between teachers with high level of job satisfaction (HS) and teachers with low level of job satisfaction (LS) (Bogler, 2002). The researcher mainly aimed to investigate how teachers’ background and demographic attributes characterize HS teachers as compared with LS teachers. The organizational variables considered in the study were school size, school level (elementary, junior high or high school), and school location (e.g., city or village). Among the personal variables considered were gender, religion, seniority, age, birthplace and parents’ birthplace. In addition to the demographic characteristics teachers’ perception of their occupation and their principals’ leadership styles were also studied. The questionnaire was distributed to 930 respondents. However, 80% i.e., 745
respondents returned usable questionnaire. The study mainly covered the teacher respondents in the northern part of Israel.

The researcher found that, among the teacher respondents 116 (15.57 percent) had HS and 106 (14.23 percent) had LS. The result of the statistical analysis revealed that the variables that showed differences between low and high levels of job satisfaction were teachers’ occupational perception, principals’ leadership style, school level, gender, religion and the birthplace of the teachers’ father. Among these, the variable with the largest effect on job satisfaction was teachers’ occupational perception, followed by principals’ leadership style. The researcher further observed that LS teachers were mostly male, taught in large schools in the city and reported that these teachers did not view their teaching job as a profession. On the other hand, the HS teachers were mainly female, Jewish, taught in large schools and viewed their teaching job as a profession.

The rest 523 respondents (70 percent) were in the mid-range and they were excluded from the analysis.

A. Mehrotra conducted a comparative study of leadership styles of principals in relation to job satisfaction of teachers and organisational climate in government and private senior secondary school teachers (Mehrotra, 2002). The author originally framed several objectives, but some of the relevant objectives related to the present study are: (i) to compare the job satisfaction of government and private senior secondary school teachers; (ii) to compare the job satisfaction of teachers and organisational climate of government and private schools; (iii) to ascertain the relationship between the leadership style of principals with job satisfaction of teachers and (iv) to ascertain the relationship between job satisfaction of teachers and organisational climate of schools.
The sample consisted of 1120 teachers from 28 government and 28 private senior secondary schools of Delhi. The investigator found that in government schools 46.4 percent teachers are highly satisfied, 35.7 percent teachers were moderately satisfied and only 17.8 percent teachers were less satisfied in their job. But in private schools it was found that 32.2 percent teachers were highly satisfied, 42.8 percent teachers were moderately satisfied and 25 percent were less satisfied with their job. The investigator also observed a significant difference between job satisfactions of teachers in government and private schools. The result of the study revealed a significant difference between two types of schools in four dimensions i.e., pay, work itself, promotion and supervision.

M.V. Vyas studied the job satisfaction of primary school teachers of Junagadh and Porbandar districts of Gujarat (Vyas, 2002). The main objective of the study was to find out the job satisfaction of primary school teachers as well as the effect of independent variables like sex, marital status and educational qualification on job satisfaction. The sample comprised of 1,770 male and 1,230 female full-time teachers with full pay scale. The researcher reported that sex was not related to job satisfaction of the teachers. Married teachers were more positive towards job satisfaction than unmarried teachers of primary schools. It was also reported that educational qualification was not related to job satisfaction of the primary school teachers.

Tanja Sargent and Emily Hannum investigated job satisfaction of primary school teachers and the factors which keep the teachers happy (Sargent and Hannum, 2003). The main objective of the investigation was to find out the factors associated with the job satisfaction of teachers serving poor communities in rural China. The sample comprised of 100 village leaders, 128 principals and 1003 teachers from Gansu Province in China. The investigators reported that the teachers living in the communities
with lower per capita income are more satisfied with their jobs than
the teachers living in more economically developed communities.
The result of the study revealed that the timely payment of salaries
and school expenditure are positively linked to teacher satisfaction
but it was reported that salary of the teacher is negatively linked to
teacher satisfaction.

Nikhat Yasmin Shafeeq conducted a study of low and high
salaried group teachers teaching visually impaired children in
relation to their adjustment and job satisfaction (Shafeeq, 2003).
The main objective of the study was to find out the significance of
difference between the mean scores of low and high salaried
teachers in relation to their adjustment and job satisfaction. The
sample comprised of 37 teachers teaching visually impaired
students. The investigator observed that the difference between the
means of high salaried and low salaried teachers is significant at
0.01 level of confidence. It was also observed that low salaried
teachers are more satisfied in their jobs in comparison to high
salaried teachers. The result revealed that salary does not play a
vital role in the magnitude of job satisfaction of the teachers.

B. Srivastava conducted a study of mental health, values and
job satisfaction among teachers of Hindi and English medium
schools of Mathura District in U.P (Srivastava, 2003). The main
objectives of the study were to prepare and standardized a job
satisfaction scale and to determine the mental health, values and
level of job satisfaction among teachers of Hindi and English
medium schools. The sample comprised of 268 teachers, out of
which 114 were male and 154 were female. The stratified random
sampling technique was used to choose the sample from 9 Hindi
and 5 English medium school teachers.

The researcher observed that the level of job satisfaction
among the teachers is satisfactory (average). He further reported
that still there is some scope for its improvement. The female teachers of English medium schools show significantly higher job satisfaction than their male counterparts. Economic and health values are negatively correlated with job satisfaction among the Hindi medium school teachers.

A.K. Anil Kumar conducted a study on the perceived stress of teachers in relation to job satisfaction and certain personality characteristics (Anil Kumar, 2004). The main objectives of the study were: (i) to study the extent and levels of perceived stress and job satisfaction of teachers; (ii) to study the role of gender in perceived stress, job satisfaction and personality characteristics of teachers and (iii) to study the differences in perceived stress, job satisfaction and personality characteristics of teachers with regard to the type, locale and management of schools. The sample consisted of 300 teachers, 100 each from the primary, secondary and higher secondary schools of Kerala. The investigator selected the sample by using proportionate stratified sampling technique. The result of the study revealed that teachers with less job satisfaction are more prone to perceived stress than those with average or high job satisfaction.

P. Raj and R.S. Mary conducted a study on the job satisfaction of government school teachers of Pondicherry (Raj and Mary, 2005). The main objective of the study was to find out the levels of job satisfaction of school teachers with reference to certain variables. The variables undertaken in the study were: gender, medium of instruction, residence, location, educational qualification, salary range, religion, age, experience and stage of school education.

The sample consisted of 82 teachers. Among them 34 were male teachers and 48 were female teachers. In this study the job satisfaction scale developed by Meera Dixit was used. The
researcher observed that the job satisfaction of government school teachers in Pondicherry region was not high and job satisfaction was not found related to any of the variables studied by the researcher. No significant difference was found in job satisfaction between gender, medium of instruction, locale, educational qualification, salary and religion. Moreover, there was no significant difference among teachers irrespective of experience, age, subjects and type of school.

B.B. Panda conducted a study on job satisfaction of college teachers of Assam and Orissa (Panda, 2006). The main objectives of the study were: (i) to assess the job satisfaction of college teachers of Assam and Orissa and (ii) to find out the difference between male and female teachers experienced (more than ten years) and less experienced (less than ten years), urban and rural and government and aided college teachers in respect to their job satisfaction in both the states.

The sample comprised of 440 teachers, 220 each from Assam and Orissa. Stratified random sampling technique was adopted for the selection of sample. The investigator observed that the college teachers of Assam and Orissa have moderate satisfaction in their job satisfaction, irrespective of their sex, experience, location and status (government and aided colleges). The result revealed that there is no significant difference in the degree of job satisfaction of college teachers of both the states. It was concluded that in general, college teachers of Assam and Orissa have moderate level of satisfaction in their job.

Xiaofeng Steven Liu and Jase Ramsey studied teachers’ satisfaction with various aspects of their job through analysis of the national surveys conducted on teachers of public and private elementary and secondary schools of America (Steven Liu and Ramsey, 2008). The main objective of the study was to explore
deeper into specific facts of teachers’ job satisfaction as related to teachers’ decision to stay in the same school, change to a different school or leave teaching.

The sample comprised of 4052 teachers. It consisted of 86 percent Caucasian and 14 percent teachers of other races, which include 63 percent current teachers and 37 percent former teachers. Out of the total sample, 73 percent were females and 27 percent were males. The researcher used the job satisfaction questionnaire consisted of 25 items. The main findings of the study reveal that the teachers in the United States were least satisfied with work conditions and compensation, and minority teachers were less satisfied with their job than were non-minority teachers. It was also reported that teachers’ job satisfaction varied with gender, years of teaching and career status (i.e., stayers, movers and leavers).

Nasir Ali and Zaki Akhtar attempted to ascertain the determinants of job satisfaction of senior secondary school teachers (Ali and Akhtar, 2009). The study was conducted on 80 senior secondary school teachers. Out of these teachers 40 were male and 40 were female teachers; 45 were Postgraduate and 35 were part time teachers and 51 Ph.D. holders and 29 were non-Ph.D. holders. The researcher reported that the Postgraduate teachers are supposed to be permanent and part time teachers are temporary in terms of employment. The sample was selected through random sampling technique. The result revealed that female teachers were significantly more satisfied with their job than male teachers.

The researcher also observed a significant difference between the job satisfaction of Postgraduate and part time teachers. The Postgraduate teachers were reported to have higher level of job satisfaction than the part time teachers. It was also observed that
the non Ph.D. holders showed significantly greater degree of job satisfaction in comparison to the teachers having Ph.D. degrees. The result of this research revealed that job satisfaction of the senior secondary teachers differed in terms of degree of satisfaction with respect to their gender, job status and level of education.

In-Sook Lee undertook a study entitled, “The Effect of Working Conditions on Job Satisfaction: Differences between Gender in Korea (Lee, 2009).” The major objectives of the study were to find out the determinant factors of job satisfaction and to analyse the differences between genders on the effect of working conditions to job satisfaction. The main variables undertaken in the study were gender, marital status and education as the socio-demographic characteristics; regular, temporary and daily work as the working status and wage, working hours, working years, job stability and job training as the working conditions.

The sample consisted of 4,216 paid workers selected from 9th Korean Labour and Income Panel (KLIP, 2006). Out of the total sample 2,564 (60.8%) were male and 1,652 (39.2%) were female. The author reported that the level of job satisfaction of women were higher than men even though their working condition is poorer than men especially in wage, job status, job stability, job training and working type. The investigator also reported marital status and education as a determinant factor of job satisfaction for both women and men. Unmarried workers showed lower satisfaction than the married and in education, below middle school education, high school education, and 2 year college education workers showed lower score than workers who have undergraduate degree. The study also reported, regular job as the positive determinant for men and women, temporary job as negative determinant for men and daily work as negative determinant for both genders compare with regular job.
A comparative study was undertaken by Maninder Jit Khanna on leadership behaviour of principals in relation to satisfaction of teachers in Government and non-government schools of U.T., Chandigarh (Khanna, 2010). One of the major objectives of the investigation was to make a comparison of the job satisfaction of Government and non–government school teachers. The sample comprised of 120 teachers from 16 Government and 08 non–government schools of U.T., Chandigarh. The investigator reported that the job satisfaction of Government and non–government school teachers do not differ significantly. However, the findings also reveal that in terms of mean value, non–government school teachers are significantly better than Government school teachers.

2.3 Studies Related to Attitude towards Teaching Profession (ATTP) and Job Satisfaction

The study of D. Ramakrishnaiah examined job satisfaction, attitude towards teaching and job involvement of the college teachers of Sri Venkateswara University (Ramakrishnaiah, 1980). The investigator tried to estimate the level of job satisfaction and attempted to find out the relationship of job satisfaction with attitude and job involvement. Some personal and demographic variables were also undertaken in the study. The sample of 400 teachers was selected by using a multi-stage stratified random sampling technique. Distributions of the teachers were made on the basis of Government and Private management of colleges, gender and the type of colleges, i.e., Junior and Senior.

The present study revealed that teachers in general were satisfied with their job. But teachers of private colleges found to be more satisfied than the Government college teachers. It was also reported that female teachers were more satisfied in their jobs than their counterparts. On the contrary, no significant differences were
reported between teachers of senior and junior colleges and between teachers of different socio-economic strata. Finally, the investigator reported that teachers who had low attitude towards teaching profession exhibited least satisfaction in their jobs and high attitude group had highest level of job satisfaction. The result thus revealed that the level of attitude had a significant effect on job satisfaction of the teachers.

D. Ramakrishnaiah undertook another study in Andhra Pradesh in which he tried to observe the job satisfaction of college teachers in relation to other variables, like, attitude towards teaching, management, sex, and personality was studied (Ramakrishnaiah, 1989). The study aimed: (i) to estimate the levels of job satisfaction of the teachers; (ii) to identify factors with which the teachers were satisfied or dissatisfied; (iii) to find out the relation between job satisfaction and personal and demographic variables like qualification, marital status, experience, age, size of the family; (iv) to find out whether college teachers have a favourable attitude or not and (v) to find out the relationship between attitude and job satisfaction.

480 college teachers constitute the sample for the study. It was selected by a multi-stage stratified random sampling procedure from the three districts of Andhra Pradesh. The study revealed that the teachers, in general were satisfied with their job. Teachers working in junior colleges were satisfied than those working in degree colleges. It was also reported that type of management, qualification, age, size of the family and sex of the teachers did not have any significant influence on the job satisfaction of the teachers. Teachers with more favourable attitude were more satisfied with their job. College teachers in general had a favourable attitude. The investigator further observed that the influence of management, sex or level of teaching, qualification, marital status, experience and size of the family on attitude is not
significant. But it was also observed that young teachers had a more favourable attitude towards teaching profession than middle-aged teachers.

An in-depth study was carried out on job satisfaction of primary school teachers by Balakrishna P. Reddy (Reddy, 1989). The investigation was mainly undertaken to examine the relationship between job satisfaction and attitude towards teaching, job involvement, sex, marital status, qualifications, size of family, experience, age and personality factors. A sample of 300 primary school teachers was selected through a multi-stage stratified random sampling technique. In the major findings of the study, the investigator reported that women teachers were more satisfied than male teachers and the job satisfaction of qualified teachers were more than that of less qualified teachers. Young teachers were also reported to have more satisfaction in their job than middle-aged and aged teachers. The result further reveals that there was a significant difference between the levels of job satisfaction of teachers classified as low, middle and high groups on the basis of their job involvement. A significant difference was also found between the level of attitude of teachers classified as high, middle and low on the basis of their job involvement and personality factors.

Subramanium M. Reddy undertook an investigation of the job satisfaction of university teachers in relation to variables, like, attitude towards teaching, job involvement, type of university, sex, faculty, age, marital status, caste, type of family, size of family, distance of workplace to native place, general status of health, teaching workload, administrative work-load, life satisfaction, family satisfaction etc (Reddy, 1990). The researcher also made an attempt to analyse the attitude of the teachers towards teaching and their job involvement in relation to the variables. The study was conducted on 210 university teachers selected by the stratified
random sampling method. The result revealed that teachers who satisfied with their jobs had a favourable attitude towards their teaching profession. The teachers also exhibited a high level of psychological involvement in their job.

In the study of Nirmal Saxena, some correlates of job satisfaction in the teaching profession were undertaken (Saxena, 1990). An attempt was made to study the relationship between attitude towards teaching profession and job satisfaction as well as between socio-economic status and job satisfaction. Saxena reported that there was a positive but not significant relationship between attitude towards teaching profession and job satisfaction. The investigator also found a negative relationship between socio-economic status and job satisfaction.

Mohan Babu V. Rama studied the job satisfaction, attitude towards teaching, job involvement, teacher efficiency and perception of the organisational climate of teachers of residential and non-residential schools in Rayalaseema Zone of Andhra Pradesh (Rama, 1992). The investigator mainly examined the relationship between different personal and demographic aspects of teachers like cadres of the teacher, sex, experience, qualifications, workload, marital status, general state of health and life satisfaction with regard to the variables like job satisfaction, attitude towards teaching, job involvement and teacher efficiency.

The sample of 400 secondary school teachers were selected from 20 residential and 20 non-residential schools through a multi-stage stratified random sampling procedure. The major observations of the investigation were: (i) the teachers were neither satisfied nor dissatisfied with their jobs; (ii) the teachers had a favourable attitude towards teaching; (iii) teachers of residential school had a higher level of job satisfaction and also had more favourable attitude towards teaching compared to teachers of non-
residential schools; (iv) teachers with less experience exhibited higher job satisfaction and attitude towards teaching; (v) teachers who had a moderate to high workload exhibited higher job satisfaction and attitude towards teaching; (vi) unmarried teachers were more satisfied than married teachers and had more favourable attitude towards teaching and (vii) teachers who had more favourable attitude towards teaching, exhibited higher level of job satisfaction.

Jyotsana Saxena undertook a study of teacher effectiveness, adjustment, job satisfaction and attitude towards teaching profession (Saxena, 1995). The main objectives of the study were to (i) find out the relationship between teacher effectiveness and adjustment (ii) to examine the relationship between teacher effectiveness and job satisfaction (iii) to observe the teacher effectiveness and professional attitude of teachers of secondary schools. The sample consisted of 545 teachers, selected randomly from 55 secondary schools of Garwal region. The investigator observed that both effective and ineffective teachers were well adjusted, derived satisfaction from their work and had favourable attitude towards teaching profession. Effective rural, younger and untrained teachers were relatively more satisfied with respect to their jobs in comparison to urban, older and trained teachers, while a similar type of result was reported in case of ineffective teachers, private, female, graduate, arts and less experienced teachers had relatively more job satisfaction compared to government, male, post-graduate, science and more experienced teachers, respectively. The investigator also observed that effective rural, private, science and more experienced teachers had relatively better teaching attitude compared to urban, government, arts and less experienced teachers respectively while reverse is the case with regard to ineffective teachers. It was also found that female, younger, graduate, and untrained teachers had relatively
A. Mary Lily Pushpam conducted a study on attitude towards profession and job satisfaction of women teachers in Coimbatore (Mary Lily Pushpam, 1997). The main objectives of the study were to find out: (i) the attitude of women teachers towards teaching profession; (ii) the level of job satisfaction of women teachers; (iii) the relationship of attitudes of women towards teaching profession with some independent variables, like, types of schools, types of managements, nature of schools, age, qualification, pay, family, income, teaching experience, marital status etc.; (iv) the relationship between job satisfaction of women teachers and some independent variables, like, types of the schools, types of managements, nature of the schools, teaching experience, age, nature of jobs, location of schools, marital status etc.; (v) the association between the attitude of women teachers towards teaching profession and their job satisfaction.

The study comprised of 725 female teachers from government aided and corporation/panchayat, private unaided schools. For the collection of data, a standardized attitude scale was used and a job satisfaction scale was developed by the author. The major findings of the study were: (i) the women teachers have a positive attitude towards teachings profession. (ii) A significant relationship was found between attitude of women teachers and types of schools and management. (iii) Women teachers working in aided schools and private/unaided schools have better attitude towards teaching profession than teachers working in other types of management. (vi) Teachers with varied years of experience have equal level of job satisfaction. (v) A significant relationship was found between the job satisfaction of the teachers and the types of schools. (vi) The types of management in which they are working affected the job satisfaction of women teachers. Teachers working
in aided schools and private schools have higher level of job satisfaction than teachers working in government schools (vii) Job satisfaction of women teachers was affected by their professional qualification. Job satisfaction of women teachers with secondary grade teachers training is higher than those with B. Ed. and M. Ed. degrees. (viii) It was also found that the monthly income of the family affects the job satisfaction of women teachers.

B. B. Panda conducted a comparative study of attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa (Panda, 2001). The main objective of the study was to assess and compare the attitude towards teaching profession and job satisfaction of college teachers in respect to their sex, experience, location and status i.e., government and aided. The sample comprised of 400 college teachers, 200 each from Assam and Orissa. Stratified random sampling technique was adopted for the selection of sample. The researcher used a standardized tool on attitude towards teaching profession developed by R. K. Uhrbrock and a job satisfaction scale was developed and standardized by the investigator.

The researcher observed that one-fourth of college teachers of both the states have shown favourable attitude towards teaching profession and have high or moderate degree of job satisfaction. It was also observed that the college teachers do not differ significantly in their attitude towards teaching profession irrespective of their sex, experience, location and status. Except in case of experienced teachers, the college teachers and their various categories do not differ significantly in their degree of job satisfaction. But a significant and positive relationship between attitude towards teaching profession and job satisfaction was found in respect with different categories except in case of male, female and aided college teachers in Assam.
The investigator also found that 30 percent college teachers of Assam and 25 percent college teachers of Orissa have shown unfavourable attitude towards teaching profession. And more than 40 percent female, experienced, urban and rural college teachers of Assam and male, experienced and aided college teachers of Orissa have shown dissatisfaction in their job.

Sarad Kumar and P.S. Patnaik conducted a study on organizational commitment, attitude towards work and job satisfaction of post graduate teachers of Goa (Kumar and Patnaik, 2004). The main objectives of the study were: (i) to analyze the differences between teachers with regard to organizational commitment, job satisfaction and attitude towards work in terms of their sex, age and experience and (ii) to explore the relationship of organizational commitment with job satisfaction and attitude towards work. The study comprised of 138 post graduate teachers, teaching at +2 levels and in various disciplines. Among them 76 were male teachers and 62 were female teachers. The respondents were subdivided into two groups; the first group consisted of the teachers above 40 years age and second below 40 years age. The respondents were further subdivided on the basis of their teaching experiences, like, the teachers with 12 years and above experience and below 12 years of experience. The data was collected using Organizational Commitment Questionnaire by Mowday Steers and Porter (1979), Job Diagnostic Survey Questionnaire by Hackman and Oldham (1975) and Attitude towards Work Scale by J. R. Gordon (1991).

The researcher observed that the male teachers below 40 years of age were more committed towards their organisation than the female counterparts. In case of job satisfaction small differences were found with respect to all the three variables, i.e., sex, age and teaching experience. But with respect to ‘attitude towards work’ the differences were observed only for different age...
group and teaching experience. The researcher also observed that those who are more committed towards organisation are more satisfied with their job and also have positive attitude towards work. Those who have positive attitude towards work also found satisfied in their job. The researcher thus concluded that to get committed teachers, the school administration should give importance to their job satisfaction and try to develop a conducive environment which would lead to positive attitude towards work.

Gurmit Singh carried out a study on job satisfaction of teacher educators in relation to their attitude towards teaching, with a view to compare the job satisfaction of: (i) teacher educators with their attitude towards teaching; (ii) male teacher educators with their attitude towards teaching and (iii) female teacher educators with their attitude towards teaching (Singh, 2007). The sample comprised of 250 teacher educators with 100 male and 150 female teacher educators from 20 colleges of education affiliated to Punjab University, Chandigarh; Guru Nanak Dev University, Amritsar and Punjab University, Patiala. The tools used for the study were: Job Satisfaction Scale by Amar Singh and T.R. Sharma (1999) and Teacher Attitude Inventory by S.P. Ahluwalia (1998). The study of Gurmit reveals that the job satisfaction of teacher educators is positively but not significantly related to attitude towards teaching. The job satisfaction of male and female teacher educators is positively but not significantly related to attitude towards teaching.

V. Sumangala and V.K. Ushadevi studied the attitude of women teachers towards teaching profession and success in teaching at secondary level in Kerala (Sumangala and Ushadevi, 2008). The main objectives of the study were: (i) to find out the secondary school women teachers’ attitude towards teaching profession; (ii) to explore the relationship between attitude towards teaching profession of the successful and less successful teachers
and (iii) to find out the relationship between attitude towards teaching profession and success in teaching.

The sample consisted of 300 secondary school women teachers belonging to ten districts of Kerala. The data were collected using the Attitude towards Teaching Profession Scale developed by Poozhikuth (1989) and Teaching Success Rating Scale developed by Mathai (1991). Success in teaching is measured by means of pupil rating which takes into account the process aspects of teaching as well as teacher’s affective characteristics.

The researcher observed that the attitude towards teaching profession of successful group is higher than that of the less successful group. It was also reported that attitude towards teaching profession is a variable that affects success in teaching. The researcher observed that with the increase of attitude towards teaching profession the success of the teachers in teaching also increases and similarly with the decrease of attitude towards teaching profession the level of success in teaching also decreases. Finally, the result revealed that the attitude towards teaching profession significantly contributes to success in teaching.

Roshan Lal and Sarabjit Singh Shergill conducted a comparative study of job satisfaction and attitude towards education among male and female teachers of Degree colleges in Punjab and Haryana (Lal and Shergill, 2012). The main objectives of the study were: (i) to analyse the job satisfaction level among the male and female teachers and (ii) to analyse the attitude of male and female teachers towards education. The sample comprised of 200 Degree college teachers of Punjab and Haryana. The investigator reported that the teachers are satisfied with their jobs irrespective of their sex. It is also reported that both male and female teachers have unfavourable attitude towards education. Among male and female
teachers almost similar level of job satisfaction and similar level of attitude towards education was observed in the study.

The related studies reviewed above show varied results regarding the three areas under review viz. 1) Attitude towards teaching profession; 2) Job satisfaction; and 3) Attitude towards teaching profession and job satisfaction. No consistency was found among the results of these studies. In fact, results of some of the studies are in direct contradiction to each other. As such the review does not lead to any testable hypotheses regarding the relationship of the variables under examination in the present study. Therefore this study undertakes to test the set of Null hypotheses given in Chapter 1 of this report.