CHAPTER II

REVIEW OF LITERATURE
# CHAPTER II

## REVIEW OF LITERATURE

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REVIEW OF LITERATURE

2.1 INTRODUCTION

Borg WR and Gall MD²(1989) affirmed that “Review of literature forms the foundation for the educational researcher. If the foundation is not built properly, the likelihood increases that ensuing steps will be redundant to previous knowledge or naïve in its purpose. Insights gained through the review will lead to a better prepared and better designed project.”

Newman WL (1997)³ stated, “The primary reason for studying the literature is to demonstrate familiarity with research in the field and establish credibility for the individuals’ current investigation. The literature review is built on the assumption that research should be built upon the work conducted by other researchers who are apart of larger intellectual community”

Good, et. Al.⁴ (1954) suggested that the keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be creative and original one must read extensively and critically as a stimulus to thinking.

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³ Neuman WL1997, Social research methods Qualitative and Quantitative approaches, NJ, Arlyn and Bacon
2.2 THE TEACHER

The teachers are the architects of the nations' future and arbitrator of a nation's destiny. They play a leadership role and are always in the quest of truth. The teachers are a backbone of the society and they work for the welfare of the nation. The educational process is governed by the extent of teacher receptivity and initiative. A well-equipped teacher is a supreme power and a pivot in education. A successful teacher is one who influences the thoughts and actions of the pupils most remarkably and perceptibly. To rightly put,

A poor teacher informs,

An average teacher gives knowledge,

A good teacher explains,

A better teacher demonstrates

An excellent teacher gives experience

A great teacher inspires.

Henry Van Dyke aptly observed, "I sing the praise of the unknown teachers. Great Generals win Campaigns, but it is the unknown soldiers who win the war. Famous educators plan new systems of pedagogy, but it is the unknown teacher who directs and guides the young. He lives in obscurity and contends with hardship. For him no trumpets, blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the border of darkness and makes the attack on the trenches of ignorance and folly. Patience is in his daily work: He strives to conquer the evil powers, which are the enemies of the youth. He awakens the sleeping spirits. He quickens the indolent, encourages the eager and steadies the unstable. He communicates his own joy in learning and shares with children the best treasures of his mind. He lights many
candles, which in later years will shine to cheer him. This is his reward. Knowledge may be gained from books but his love for knowledge is transmitted by personal contact. No one has deserved better respect than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, king of himself and servant of mankind."

Mukerji⁵ (1957) observed that there are four terms used to refer to the teacher, viz. Acharya, Guru, Sikshaka and Upadhyaya. The term "Acharya" refers to the highest type of teachers who were original thinkers, and the other terms were used with reference to other type of teachers. Bhagavad-Gita lays dictum in its 13th chapter about the characteristics of a real teacher: absence of pride, freedom from hypocrisy, non-violence, forgiving nature, straight forwardness, purity of mind and body, steadfastness and self-control.

The qualities of head, heart and hand mainly constitute to the teachers personality.

A teacher's intellect, knowledge and thoughts are the qualities of the head; sympathy, understanding, fellow feeling, love and affection are the qualities of the heart; and handwriting, painting, drawing and other muscular activities are the qualities of the hand. Thus their personality traits, academic achievement and professional efficiency determine their image as a teacher. A teacher is one who has robust optimism and has a vision of life based on love, sympathy and affection in general and for needy and deprived classes in particular.

Thus the teacher is one who is not only knowledgeable, but is also committed to students and their profession and sincere in doing well to the society. The teachers

⁵ Mukerji SN, 1957, education in India: Today and Tomorrow, Acharya Book Depot, Baroda
also have the onerous responsibility of bringing about the desired social change and to accelerate the speed of national re-construction.

2.3 THE ROLE OF TEACHER IN EDUCATION – THEN

The role of teachers in the life and culture of people has been eulogized through ages both in the East as well as the West. The Vedas, which are ancient literature of the world rightly, observed “the Mother, the Father and the Teacher must be given the highest regard in the society”. An ancient Indian prayer sings the praise of the teacher by calling him as an image of Brahma, the lord of creation.

The ancient literature, the Upanishads regarded education as a co-operative process and stressed on the importance of sitting together to discuss an issue in a relaxed manner.

The ancient system of Indian education was in accordance with the principles of modern psychology, which emphasized that for learning to be effective it should be characterized by qualities such as inter-action, participation and self-appraisal.

In the case of the West, Socrates, the Greek Philosopher who laid the foundation of systematic philosophical thought was considered as the “Wisest man in the Greece”. People from far and near came to listen to his dialogues and discussions. Alexander the great paid tribute to his teacher Aristotle by expressing that “I am grateful to my father for living and to my teacher for living well.” Plato the student of Socrates wrote that teachers are important for “improvement of mind and body” and “promotion of virtues”. Thus in ancient literature a teacher’s role was to lead his students from the darkness of ignorance to the light of knowledge.
2.4 THE ROLE OF TEACHER IN EDUCATION – NOW

The Teacher today is not considered the supreme master of the educational arena due to the induction of new agencies of education and the media that has emerged in the form of television, computers and other materials. The monopoly the schools had earlier over the sources of knowledge have changed with the explosion of knowledge in every field. The teachers of today labor hard to keep themselves abreast with the latest trends and ideas in their field of education in order to do justice to their duties and satisfy the educational needs of the students. They now shoulder the extra responsibility of recreating education and reorganizing their approaches to education in order to cope up with the changed situation by being well equipped with adequate knowledge, skills, attitude and interests suitable for this age of science and technology.

Over the years, there has been a change in the concept of ‘teaching’, due to changing role of the teacher, in that the authoritative knowledge of the teacher is being supplemented by spending more time diagnosing the learner’s needs, motivating and encouraging study and checking the knowledge acquired.

The situation today demands more emphasis on learning than teaching as the focus has shifted to economic management of the teaching function, to analyze its real importance and the purpose it is supposed to serve. The roles and responsibility of teachers are now interrelated and interdependent due to equal emphasis being laid on both curricular and co-curricular activities. Thus unlike ancient times, the teacher of today performs various functions according to the needs and requirements at different stages of education such as teaching, class management, planning of lessons, evaluation of students performance, research activities and co-curricular and
extension activities and also organize various extension and community centered activities. They are sensitive to social problems and invoke participation from students in various programs to make education practical and goal-oriented.

Table 2.1 ROLE OF TEACHERS IN EDUCATION –THEN & NOW

<table>
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<tr>
<th>Points of Distinction</th>
<th>Teachers – Then</th>
<th>Teachers – Now</th>
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<tr>
<td>Notion</td>
<td>The Vedas, which are ancient literatures, observed “teachers must be given highest regard in the society”.</td>
<td>Teachers Now are not considered supreme masters of educational arena due to induction of new agencies of education and media.</td>
</tr>
<tr>
<td>Policy</td>
<td>Education was regarded as a co-operative process and issues were discussed in a relaxed manner.</td>
<td>Teachers spend more time diagnosing the learners’ needs, motivating and checking knowledge acquired.</td>
</tr>
<tr>
<td>Approach</td>
<td>Emphasis was laid on participation, interaction and self-appraisal.</td>
<td>Teachers shoulder extra responsibility to cope with changed situation by being well equipped with knowledge and skills.</td>
</tr>
<tr>
<td>Role</td>
<td>To lead students from darkness of ignorance to light of knowledge.</td>
<td>It is interrelated and interdependent due to equal emphasis on curricular and co-curricular activities.</td>
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2.5 RESEARCH STUDIES ON JOB SATISFACTION

In the present study an attempt is made to review the related literature in the area of job satisfaction of teacher educators in relation to Motivation and Communication Satisfaction. The related literature is reviewed under the following heads:

1. Research studies on job satisfaction in the International Arena.

2. Research studies on motivation and job satisfaction of teachers in India.

3. General research studies on job satisfaction in India.

2.5.1 RESEARCH STUDIES OF JOB SATISFACTION IN THE INTERNATIONAL ARENA

Stagner, R, Flabee DR and Wood EA *(1952)* set out to identify the factors contributing to job satisfaction of employees and conducted a study on Management and Job Satisfaction, which revealed that job satisfaction was related to better employee - employer relationship. When the behavior of administrators conformed to teachers' expectations of the formers role, satisfaction was high; non-conformity produced high dissatisfaction.

Maslow *(1954)* developed a hierarchy of human needs. At the bottom of the pyramid are physiological needs. Man's foremost basic needs are for air, water and food. When these needs are not satisfied, the need becomes a highly powerful drive of human behavior that continues to exist as a powerful influence on an individual until the needs are met. Maslow's next set of needs is security or safety, belonging and ego

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*6 Teacher Job Satisfaction In School Of Different Levels, Journal Of Psychological Abstracts,52,1,1974*

*7 Maslow AH, Motivation And Personality, Harper And Row New York,1954*
development. Last on the pyramids is the need for self-actualization, which gives the man an idea of what he wants to become.

Weitz and Nuckolos⁸ (1955) elicited in their study on job satisfaction and job survival that, the decision to accept a new job would depend on expectations or anticipations of value fulfillments and when they do not happen, job satisfaction would be relatively low and the probability of quitting the job would be fairly immense.

Psychologist Fredrick Herzberg⁹, (1957) examined job satisfaction based upon the needs of creative problem solving, dedication and perseverance in achieving one’s goals using critical incident method. On interviewing two hundred engineers and accountants in Pennsylvania found out that, in five factors namely, achievement, recognition, work itself, responsibility and advancement stood as strong determiners of job satisfaction. Job dissatisfaction was due to company policy, and administration, supervision, salary and working conditions. He further found out that the removal of job dissatisfiers did not improve the level of job satisfaction as it was based upon other factors.

Paul Schwartz¹⁰ (1958) of the American institute of research conducted a survey trying to determine satisfaction and dissatisfaction of supervisors and noted that attitudes toward achievement, recognition for accomplishment, responsibility contributed to high satisfaction levels. Company policy and administration proved to be the cause of dissatisfaction.

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⁹ Herzberg F, Mausner B, Peterson RO, Job Attitudes, Review Of Research And Opinion, Pittsburgh, 1957
¹⁰ Shwartz Paul, Businessman In The News, New York, 1958
Lindgren and Patton's 11 (1958) compared lower grade and higher grade teachers in their study on Attitudes of teachers which revealed "that attitudes of teachers in the lower grades were more constructive in comparison to high school teachers with regard toward kids and toward existing education theory and practice.

Kelley 12 (1959) determined through his study that an individual is satisfied with the relationship and attracted to it by one's expectation of the relationship itself.

Eckert, Stecklein and Sagan 13 (1959) set out to identify the reasons behind dissatisfaction of college faculty members in their survey on "college faculty members view their jobs". The study revealed that 'low salaries' was quoted as one of the three most common reasons for job dissatisfaction.

Rudd and Wiseman 14 (1962) examined the effects of working conditions on teachers and found that lack of satisfactory working conditions and teaching aids led to low morale and dissatisfaction among teachers proving that for teaching to be effective physical working conditions needs to be adequate.

Friedlander 15 (1964) study included a random sample of eighty evening course students for conducting a survey on "job characteristics as satisfiers or dissatisfiers". He administered two questionnaires to the students and concluded that job characteristics such as achievement, challenging assignments, recognition and the work itself were viewed as most important to both satisfaction and dissatisfaction.

13 Eckert RE, Stecklien JE &Sagan HB, College Faculty Members View Their Jobs, Association Of University Professors Bulletin, 45,513-528,1959
14 Rudd And Wiseman, Sources Of Dissatisfaction Among Teachers, British Journal Of Education 32,275, 1962
Sergiovinni (1966) assessed the effects of teacher satisfaction or dissatisfaction within the context of their environment that supported the study of job satisfaction by Herzberg. The study found that achievement and recognition contributed to 58% high satisfaction levels. Work itself amounted to 11% of high altitude. Teacher dissatisfaction appeared to result from poor interpersonal relations, incompetent and inadequate supervisory practices.

Glimer's\textsuperscript{16} (1966) study inquired about the working conditions and concluded that working conditions were more important for married female workers than male workers. The study stated that the physical working conditions must be pleasant for the teachers along with ample supply of teaching aids.

Herzberg's dual factor theory has received considerable attention by researchers in the field of education. Adair \textsuperscript{17}(1967) tested 81 teachers to find the factors leading to satisfaction or dissatisfaction. The factors of achievement and recognition produced job satisfaction and school policy and job structure were connected to dissatisfaction.

Ralph Savage\textsuperscript{18} (1967) used interview techniques with teachers in Georgia and the results of his study, proved that good interpersonal relations, especially with students, were motivational rather than hygienic.

Englhardt\textsuperscript{19} (1973) was curious about Teachers job satisfaction in schools of different levels and observed that job satisfaction of teachers decreased as the size of the class increased. Satisfaction also had a direct relation to the principal's considerations to the teaching staff.

\textsuperscript{17} Adair J, "A Study Of Job Factors That Affect Teacher Morale," New York, 1967
\textsuperscript{18} Savage RM A Study Of Teacher Satisfaction And Attitudes, Educational Admin Quarterly 12,2,68
\textsuperscript{19} Englhardt, V., Teachers Job Satisfaction In Schools Of Different Levels, Physiologic Abstracts,52, 1973
Locke and Whiting\textsuperscript{20} (1974) determined that company or organization was viewed as causing the highest percentage of both satisfying and dissatisfying events, with emphasis on promotions and recognition.

Miller (1974)\textsuperscript{21} used a random sample of 702 teachers and administered a questionnaire to them to find about the importance of need in Job Satisfaction and conducted interviews with a random sample of multiple job holding and non-multiple job holding teachers. The desire to achieve a higher standard of living and to satisfy social and psychological needs, not fulfilled through class room teaching were indicated as the main reasons for public school teachers to take up other jobs while continuing as teachers.

Spuck\textsuperscript{22} (1974) designed a study to explore about reward structures in the public high school and stated that intrinsic incentives are highly related, individually and in combination with other reward categories, to all three employee behavior: recruitment, absenteeism and retentions.

Porter\textsuperscript{23} (1975) assessed that job satisfaction was determined by the difference between the amounts of some valued outcome a person receives and what he feels should receive.

Gowin\textsuperscript{24} (1975) focused his study on Supervision and Job Satisfaction and concluded that schools innovativeness increased with the principal and teacher’s education, teacher’s experience, and the proportion of teachers who are male.

\textsuperscript{20} Locke EA, Survey Of Research In Education Vol1, NCERT,ND580,37, 1969

\textsuperscript{21} Miller, Multi Job Holding For Teachers, 3., 1974

\textsuperscript{22} Spuck DW Reward Structures In Public High School, ED Administration Qty,10,1,18-34, 1974

\textsuperscript{23} Porter L, The Organization And The Person, Journal Of Applied Psychology, 1975

\textsuperscript{24} Gowin R, Innovation In Organization: The Case Of Schools, Sociology Of Education, 48, 23, 1975
Arvey, Dewhrist and Boling (1976) determined that supervisory goal clarifying and planning activities and participation in goal setting are positively associated with satisfaction of subordinates.

Holen and Genmill (1976) compared male and female professors and assessed that women teaching professionals experienced less perceived participation in decision-making, less overall job satisfaction, and more job related tension than their men counterparts.

Schmidt (1976) designed his study to explore about job satisfaction among secondary school administrators and concluded that pointed out the importance of motivational factors like achievement, recognition, advancement, responsibility and work itself for job satisfaction and found that supervision was one of the highly dissatisfying factors to the administrator.

Miller (1976) used a random sample of 1400 employees and managers and analyzed the job satisfaction curve during a career. The results of the survey concluded that, "The initial rise in satisfaction that begins at entry into the world of work and continues up to about age 32 appears to stem from the success of entering and early training programs, the first series of salary increases, the socialization process of marriage and acquisitions of new friends and related positive experiences, including certain achievements in change of positions or even employees. Between the ages 32 to 47, the curve continues upwards, but at a less rapid rate and finally begins to decline and continues until about 55.

26 Hollen CJ And Genmill GR 1976 Education Administration Qtly 12,1, 1980
27 Schmidt, Job Satisfaction Among Secondary School Administrators, Education Admin Qtly12, 1976
28 Miller NA, Career Choice, Job Satisfaction And The Truth Behind The Better Principal, Personnel,53, 1976
Weinroth (1977) examined the effects of "Motivation, job satisfaction and career aspirations" and concluded that the motivation level was high and job satisfaction levels were low for the young, childless inexperienced teachers, and older, experienced teachers with school aged children when compared with their counterparts who were experienced teachers, over 55 years of age, with older children.

Faris (1977) study inquired about the determinants of job satisfaction and stated that motivator factors commonly associated with meaningful work experiences appeared to provide an intrinsic source of job satisfaction and, perceived success attained through achievement on the job and advancement through the organizational hierarchy, appeared to be major determinants of job satisfaction.

With regard to teacher stress, Quick and Quick (1979) concluded their study by pointing at four factors that lead to work stress namely, Role factors, Job factors, Physical factors and Interpersonal factors.

Richard and Dewhurst (1979) assessed the relationship between age and satisfaction and proved that age demonstrated a significant positive relationship with extrinsic satisfaction and that there was no such relationship between age and intrinsic satisfaction.

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29 Weinroth, Motivation, Job Satisfaction And Career Aspirations Of Married Women Teachers, 1977
31 Quick And Quick, Reducing Stress Through Preventive Mgt, Human Resource Mgt., 18, 1979
32 Ramakrishniah, Job Satisfaction Of College Teachers, Discovery Publishing House, New Delhi, 1998
Bloland and Selby\textsuperscript{33} (1980) researched on “Factors associated with career change among secondary school teachers” and discovered that dissatisfaction with principal was a main factor in teacher career change.

With respect to Occupational level, Smelser\textsuperscript{34} 1981, indicated that prestige plays a larger role than pay or working conditions: The more prestigious the job the more likely the worker was to be satisfied with it.

Davis\textsuperscript{35} (1981) study inquired about the primary sources of satisfaction of teachers, which were found to be aspects of working with students, intellectual stimulation, autonomy, holidays, and job security. Teacher satisfaction according to Daly\textsuperscript{36} (1981) is affected primarily by objective feedback or individual perception as to the prevailing performance level of school.

NEA survey\textsuperscript{37} designed their study to explore about “Teacher opinion Poll: Job Satisfaction”, in the year 1980 and found that a majority of teachers felt that factors such as public attitudes toward the schools, treatment of education by the media, student attitudes toward learning, salary, status of teachers in the community were the major dissatisfiers in a job.

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{33} Bloland PA And Selby, Factors Associated With Career Changes Of Teachers, Education Research Quarterly, 5
\item \textsuperscript{34} Smelser, Sociology, Englewood Cliffs, NJ, Prentice Hall, 1981
\item \textsuperscript{35} Davis FGT, Secondary Teacher Satisfaction- Dissatisfaction, Dissertation Abstracts 42, 2, 1981
\item \textsuperscript{36} Daly RE, A Causal Analysis Of Satisfaction, Performance And Leadership In Secondary Schools, Dissertation Abstracts, 42, 2, 1981
\item \textsuperscript{37} NEA , National Education Association Research Bulletin, (Job Satisfaction Of College Teachers), 1980
\end{itemize}
\end{footnotesize}
As about the qualification, the teachers with Bachelor degrees were more satisfied with their work situation than those who had master degrees, particularly in the areas of supervision and co-workers (Weiner, 1981).  

Smith (1982) assessed the relationship between Job Satisfaction of teacher and their occupational level and found that elementary teachers perceive that they have more job satisfaction and a better professional environment than secondary teachers. Birmingham (1985) also reported that elementary teachers were more satisfied than their secondary colleagues.

Sergiovanni (1984) described job satisfaction as an end state that resulted from some series of work happenings. Teachers have two distinct sets of needs. One set of need could be met by hygiene or extrinsic factors. If hygiene factors were neglected dissatisfaction occurs. Another set of needs could best be met by motivators and if they were absent teachers did not become dissatisfied.

Rubin (1993) sampled 200 teachers for finding out what is the most favored variable and found that student’s success was the most important factor.

Ely JW (1993) analyzed the factors of job satisfaction and dissatisfaction of public school teachers in Ohio and found that moral values, social service and creativity were the most satisfying factors.

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38 Weiner AM, Sex, Role Preference And Job Satisfaction Among Secondary Home Eco Teachers, Dissertation Abstracts, 42.2, 1981
39 Smith HD, Teacher Voluntary Absenteeism And Perceptions Of Job Satisfaction, DAI,43, 1982
40 Birmingham JA, Job Satisfaction And Burnout Among Minnesota Teachers, DAI, 45, 1985
41 Sergiovanni TJ, Handbook Of Effective Department Leadership, Alyn And Bacon, 1984
42 Ruben, Developments In Industrial Relations, New York, 1993
Burke’s\textsuperscript{44} (1995) focused on career development in his study of teachers, which revealed that relationship with others was considered more important than specific practices and policies.

\textbf{2.5.2 STUDIES OF JOB SATISFACTION FOR TEACHERS IN INDIA}

Martindale\textsuperscript{45} (1951) study inquired about the “situational factors in Teacher placement and success” and assessed the relationship between placement satisfaction and teacher success and he identified situational factors critical to placement and degree of success in the placement of teachers in terms of job satisfaction. He found a low positive relationship between teacher placement and Teacher success.

Singh NB\textsuperscript{46} (1967) elicited “A sample survey of 500 Secondary Teachers in Greater Bombay”. The findings revealed that Economic, Professional and social causes are responsible for dissatisfaction of teachers.

Anjaneyulu\textsuperscript{47} (1968) set out to explore on “Job satisfaction of secondary school teachers and its impact on education of pupils” with special reference to Andhra Pradesh. The study sought to seek answers for the following questions:

1. To find out reasons for dissatisfaction in Teachers working under different conditions.

2. To find ways and means to correct the existing situation so as to make the teachers dedicated and contended.

\textsuperscript{44} Burke, Career Development In Professional Services Firm, Human Resources Mgt, 1995
\textsuperscript{45} Martindale Frank Edward, Situation On Factors In Teacher Placement And Success, Journal Of Experimental Education, 20, 22-195, 1951
\textsuperscript{46} Singh NB, “A Sample Survey Of 500 Secondary Teachers In Greater Bombay” Med Dissertation, University Of Bombay, 1967
\textsuperscript{47} Anjaneyulu, “A Study Of Job Satisfaction Of Secondary School Teachers And Its Impact On Education Of Pupils”, PhD, Education, MSU, 1968
It was found that except for some difference in degree, the factors of dissatisfaction were inadequate salary, lack of academic freedom and heavy workload. The study also revealed much difference in factors of dissatisfaction among postgraduate teachers, Graduate teachers, Secondary grade teachers, and regional teachers. The investigations further revealed that satisfied teachers contributed to more number of excellent, good and average ratings on pupil’s quality and behavior than dissatisfied teachers.

Perumal\textsuperscript{48} analyzed the status of teachers and conducted a study in 1969, which revealed that the pay scales of teachers were lesser than other categories of employees who possess similar or even lesser qualifications, experience and responsibilities. He concluded that this led to dissatisfaction among teachers.

Anand\textsuperscript{49} (1971) measured the morale of employees and found out that Job satisfaction of teachers was positively related to “students liking for teachers and teachers liking for students”

Jayalakshmi\textsuperscript{50} (1974) designed her study to explore “Multivariate Analysis of Factors affecting Job satisfaction of Engineering Teachers”. The investigation was undertaken to study the relationship of ten background variables, eight general attitude variables, twenty-two personality variables, six organizational dimensional variables and two supervisory style variables to job satisfaction of teachers in Technical institutes.

\textsuperscript{48} Perumal V., Teachers Status, The Education Quarterly,21,15-18, 1969
\textsuperscript{49} Anand., Employee Morale Survey, Industrial Management,Feb75, 52-56, 1971
\textsuperscript{50} Jayalakshmi., “Multivariate Analysis On Factors Affecting Job Satisfaction Of Engineering Teachers’. PhD, Delhi, 1974
The findings of the study revealed the following:

1. Two of the background variables Involvement and Output and two of general attitude variables namely permanence of career plan and time satisfied were identified as discriminators of highly satisfied and dissatisfied teachers.

2. Regarding variables related to perceived characteristics of leader behavior, both the dimensions ‘initiating structure and consideration’ were found to be significant variables in predicting job satisfaction.

3. All five dimensions related to perceived characteristics of organization atmosphere, namely spirit, authority, hindrance, administration and fairness were significant variables, the total score being single best predictor of job satisfaction.

4. The cross cultural comparison between job satisfaction of teachers in India and United Kingdom showed that context of job factors seemed important in predicting job satisfaction of Indian teachers, while content job factors were important to English teachers.

Lavinge51 (1974) embarked to identify the job satisfaction of teachers and the study laid down the following objectives:

1. To measure degree of job satisfaction among teachers.

2. To study the impact of job satisfaction on stability of teachers.

The results brought forth included the following:

1. Primary teachers were more satisfied than secondary teachers

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51 Lavinge KU, A Study Of Job Satisfaction Among Teachers, PhD, Education, Gujarat University, 1974
2. Female Teachers were more satisfied than the male teachers.

3. Job efficiency is directly correlated to job satisfaction.

4. Young teachers of the age group 20-24 were more satisfied

5. Unmarried teachers were more satisfied than married teachers.

Singh H L\textsuperscript{52} (1974) assessed the teacher values and identified their relationship with teacher attitudes and job satisfaction and found that professional attitude of teachers were favorable and their attitude towards child centered practices and educational process was more favorable than their attitude towards teaching profession and classroom teaching.

Kulaindaivel\textsuperscript{53} (1976) measured the job satisfaction of High School teachers working under different managements and determined that teachers working in private schools were more satisfied than teachers working in government schools. He further found out that there was no relationship between level of education and job satisfaction of employees.

Thakkar\textsuperscript{54} (1977) examined the effects of Teacher effectiveness – their educational attitudes in relation to their rapport with students and their survival and job satisfaction in profession.

\textsuperscript{52} Singh HL, Measurement Of Teacher Values And Their Relationship With Job Satisfaction, Second Survey Of Research In Education, Baroda, 45
\textsuperscript{53} Ibid Pg 33
\textsuperscript{54} Thakkar VR, A Study Of Potential Teacher Effectiveness- Their Educational Attitudes In Relation To Their Rapport With Their Students And Job Satisfaction In Profession, PhD, Edu, MSU, 1977
The study was designed to seek answers for the following:

1. To study if Teachers with high rapport (as rated by the pupils) differ significantly from teachers with low rapport in their educational attitudes.

2. To examine if Teachers with stronger tendency for survival differ in their educational attitudes from those with lesser tendency for survival.

3. To investigate relationship between survival and rapport. Job Satisfaction and rapport, age and rapport and experience and rapport.

The key conclusions were as follows:

1. Difference in most of the categories of educational issues and attitudes between high and low rapport were not significant.

2. There was no statistically significant difference in most of the categories of educational issues and attitudes.

3. There is no corelation between experience and rapport and survival and rapport.

Kolte\textsuperscript{55} (1978) primarily focused in his study to examine the factors contributing to Job Satisfaction and dissatisfaction of primary school Teachers. The anchor of his study was Herzberg’s Motivator – Hygiene theory. To identify factors responsible for teacher satisfaction and teachers dissatisfaction.

\textsuperscript{55} Kolte NV, A Study Of Job Satisfaction Of Primary School Teachers, National Institute Of Rural Development, Hyderabad, 1978
The findings of the study, which supported Herzberg’s theory, were as follows:

1. Achievement, recognition, advancement policy and administration were responsible for the feelings of satisfaction.

2. Unfair policy, poor working conditions, low salary, and strained inter-personal relationship was responsible of dissatisfaction.

Parmaji\(^{56}\) (1978) study inquired about “The relativity general higher education, Job aspiration Job Satisfaction and Job efficiency of non-professional job holders.” He wanted to inquire about the following:

1. Whether higher education and job aspiration were related.

2. Whether higher education and clerical job aspiration were related.

3. Whether higher education and clerical job efficiency were related.

4. Relationship between pre-job aspiration and clerical job aspiration.

5. Relationship between pre-job aspiration and clerical job efficiency.

6. Whether clerical Job Satisfaction and clerical job efficiency were related.

7. Whether clerical efficiency was related to the length of education and length of service.

8. Whether clerical Job Satisfaction was related to the length of education and length of service.

The results of the survey revealed the following:

1. Job aspiration escalated with the level of education.

2. Educated persons were less inclined to occupations with physical work.

3. Only 12% of the clerks ever thought of becoming clerks at the various stages of attainment of their education.

4. Level of education had a progressively negative association with Job Satisfaction of clerical workers.

5. Length of schooling had a positive co-relation with job efficiency.

6. Relationship between pre-job aspiration and level of Job Satisfaction were negative.

7. Relationship between Job Satisfaction and job efficiency was not significant.

8. Education was a more potent predictor of clerical dissatisfaction than length of service.

Venkatrami Reddy and Krishna Reddy\(^57\) (1978) determined that private school teachers were more satisfied than government schoolteachers.

Bhatnagar M\(^58\) (1979) examined the effects of organizational climate of the teacher training institutes of UP and its relationship with their effectiveness and assesses that:

1. Organizational climate affected the effectiveness of the institution.

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\(^{57}\) Venkatrami Reddy & Krishna Reddy, Job Satisfaction Of Employees In Different Management, Education Quarterly, 30, 28-29, 1978

\(^{58}\) Bhatnagar M., Organizational Climate Of Teacher Training Institutes, III Survey Of Research In Education, 1127, 792, 1979
2. The organizational climate of non-government teacher training colleges indicated high hindrance, high democracy and high lack of facilities.

3. Organizational climate of government teacher training colleges indicated higher social support, trust and greater discipline and control.

4. Men’s training colleges had better social support, more academic emphasis, better discipline and control than women’s training colleges.

Varshney NC\(^5\) (1979) analyzed “Organizational climate of secondary and higher secondary schools in Delhi” by using OCDQ. It was found that six types of climate such as Open, Autonomous, Controlled, Familiar, and paternal and closed existed.

Amarnath \(^6\) (1980) compared the organizational climate of government and private managed higher secondary schools in Jalandhar district and inferred the following:

1. There was no significant difference between the organizational climates of two types of schools.

2. The organizational climate of the school did affect the JS of teachers.

Goyal JC\(^6\) (1980) assessed the relationship among attitudes, Job Satisfaction, adjustment and professional interest of teacher educators in India. The study was designed to explore the following:

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\(^5\) Varshney NC, Organizational Climate Of Secondary And Higher Secondary Schools, III Survey Of Research In Education, 1439, 981, 1979

\(^6\) Amarnath, Comparative Study Of Organizational Climate Of Government And Private Managed Schools In Jalandhar District, PhD, Punjab University, 1980

\(^6\) Goyal JC, “A Study Of Relationship Among Attitudes, Job Satisfaction, Adjustment, And Professional Interest Of Teacher Educators In India, PhD Edu, Delhi University, 1980
1. The measure of attitudes, Job Satisfaction, adjustment, professional interest of teacher educators of different categories based on sex, age, qualification and experience.

2. To find out the difference in attitudes.

3. To find out the relationship between attitudes.

4. To predict the Job Satisfaction of teacher educators by treating their attitudes, adjustment and professional interest as independent variables.

The major findings of the survey were:

A large majority of teacher educators were favorably inclined towards their profession and were satisfied. But they had lesser professional interest and not well adjusted.

1. Attitudes and Job Satisfaction of different groups did not differ significantly.

2. Attitudes, Job Satisfaction and occupational adjustment were associated while social, emotional adjustment and professional interest was not related with other variables.

3. Attitudes and organizational adjustment could predict Job Satisfaction but not by other variables.

Gupta SP\(^5\) (1980) set out to examine the “Job Satisfaction at three levels of teaching.” The main objectives of this study were as follows:

1. Relationship between selected physical variables and Job Satisfaction exhibited by primary and college teachers.

\(^5\) Gupta SP, Job Satisfaction At Three Levels Of Teaching, PhD, Edu, Meerut University, 1980
2. Comparative Job Satisfaction of married and unmarried teachers.

3. Comparative Job Satisfaction of Teachers of different age groups and experience.

4. Comparative Job Satisfaction of primary, secondary and college Teacher’s.

The major findings of this study were:

1. Attitude towards teaching as a career was positively related to Job Satisfaction of primary school teachers.

2. Marital status, age, experience were not associated to Job Satisfaction of primary school Teachers.

3. Marital status, age, experience were not associated to Job Satisfaction of secondary school Teachers.

4. Attitude towards teaching was positively related to Job Satisfaction of college Teachers.

5. Primary Teachers were lesser satisfied than secondary school and college Teachers.

6. Secondary school and college Teachers were almost equally satisfied with their jobs.

Porwal NC63 (1980) analyzed the “Personality co-relates of Job Satisfaction of higher secondary school teachers.” The main objectives of this study were

1. To identify the personality traits of satisfied and dis-satisfied Teachers.

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63 Porwal NC, “Personality Correlates Of Job Satisfaction Of Higher Secondary School Teachers, PhD, 1980
2. To examine the impact of variables like age, sex, marital status, length of service, location of working place, type of management on their Job Satisfaction.

The findings were as follows:

1. The personality characteristics of satisfied Teachers included – reserved, detached, critical, cool, mature, stable, timid, cautious, trustworthy, adaptable, conventional, self-assured, confident and serene.

2. The personality characteristics of dis-satisfied Teachers included – warm hearted, easy going, participating, less afraid of criticism, not very assertive, self- oriented and frustrated.

3. Age had adverse impact on job satisfaction.

4. Female unmarried teachers were more satisfied than married teachers.

5. Negative relationship between length of service and Job Satisfaction.

6. Job Satisfaction did not vary with different scales of pay.

Wadhwan\(^{64}\) (1980) compared the Relationship between the social background and profession of secondary school teachers in Delhi. The study found out that positive relationship existed between the two.

Ramakrishniah\(^{65}\) (1980) determined that the ninety three percent of the college teachers were highly satisfied in their jobs, expressed that they have cordial

\(^{64}\) Wadhwan, 1980, Secondary Teachers In Delhi, Relationship Between Their Social Background And Profession, PhD, JMI

\(^{65}\) Ramakrishniah, 1980, A Study Of Job Satisfaction And Attitude Towards Teaching, Tirupati SVU
relationships with their colleagues. He reported that there was no difference in the level of satisfaction among different salaried groups.

Rao\textsuperscript{66} (1981) conducted a study on "A psychological study of work adjustment and teaching success in primary school Teachers." The aim of the study was to find out the relationship of Job Satisfaction with several intrinsic and extrinsic factors in the job of teaching, assuming Job Satisfaction to be dependent on work adjustment. The findings were as follows:

1. No difference was found in Job Satisfaction levels of female and male Teachers.

2. Significant relationship was found between intrinsic motivation and Job Satisfaction.

3. Job Satisfaction was related to job involvement and work values.

4. Work identification, work involvement and organizational involvement of Teachers were distressingly disappointing and Job Satisfaction of Teachers left much to be desired.

Chopra\textsuperscript{67} (1982) measured the organizational climate of schools in relation to job satisfaction of teacher and students achievement. He identified six types of school climate where teachers in open climate had the maximum satisfaction. Identification with the institution was higher in open climate schools than the paternal and closed type schools.

\textsuperscript{66} Rao, "A Psychological Study Of Work Adjustment And Teaching Success In Primary School Teachers,". SV University, 1981

\textsuperscript{67} Chopra, A Study Of Organizational Climate Of Schools In Relation To Job Satisfaction Of Teachers And Student Achievement, III Survey Of Research In Education, 1133, 796, 1982
Srivatsava SK\textsuperscript{68} (1982) conducted a study on “Job satisfaction and organization climate among university teachers” with the aim to find out significant difference between lecturers, readers and professors on their level of job satisfaction and perception of organizational climate. The findings revealed that there was no significant difference between the job satisfaction levels of lecturers, readers, and professors and most teachers indicated job satisfaction.

Garg D.P\textsuperscript{69} (1983) researched teaching attitude and teaching behavior of highly satisfied and dissatisfied teachers in secondary school and found that the level of job satisfaction and attitude of secondary teachers were not in correlation to salary of teachers. A positive and highly significant relationship was obtained between teacher attitude and job satisfaction. His study revealed a graph of highly satisfied teachers having favorable attitude and better teaching Behavior than the dissatisfied teachers. He further reported that the causes of dissatisfaction of teachers were: absence of appreciation for good work, over load of work, increasing load of work of clerical nature, partiality of administrators, lack of freedom in work and low salary.

Tripathi VKD\textsuperscript{70} (1984) in his study of personality traits as related to creativity among male and female teachers trainees on their personality scores were high in abstract thinking, conscientiousness and lesser frustrated.

Patel\textsuperscript{71} (1985) was curious about “Creativity, Intelligence, Emotional and self acceptance in relation to teacher effectiveness”. He attempted to study factors

\textsuperscript{68} Srivatsava SK, Job Satisfaction And Organization Climate Among University Teachers, University Of Haryana, 1982
\textsuperscript{69} Garg DP, Teaching Attitude And Behavior Of Teachers In Secondary Schools, IV Survey Of Research In Education,2, 577, 1983
\textsuperscript{70} Tripathy VKD, A Study Of Personality Traits As Related To Creativity Among Teachers, IV Survey Of Research In Education, 1, 580,518, 1984
simultaneously in the framework of factorial design with particular interest in
discovering interaction effect. The findings of the study revealed the following:

1. Teachers who were high on variables such as creativity, intelligence, emotional
   and matured were more effective

2. Teachers who were high on self-acceptance had a higher degree of efficiency to a
   moderate degree.

Sudha B George\cite{72} (1985) designed her study to explore “Aptitude in teaching and Job
satisfaction of Teachers”.

The aim of the study was as follows:

1. To find out the job satisfaction level among higher primary and high school
   teachers.

2. To decipher their aptitude levels in teaching

The findings of the study revealed the following:

1. Primary teachers were comparatively satisfied lesser than high school teachers
   due to economic insufficiency

2. The main factor of satisfaction for Male teachers was professional growth

3. The main factors of satisfaction for female teachers were status value and
   interpersonal co-operative factors.

\cite{71} Patel, Creativity, Intelligence, Emotional And Self Acceptance In Relation To Teacher
Effectiveness”, IV Survey Of Research In Education, 1, 1206, 1985
\cite{72} Sudha B George, Aptitude In Teaching And Job Satisfaction Of Teachers, Bangalore University, 1986
4. Teachers whose aptitude for teaching was less were dissatisfied due to economic reasons.

5. Teachers whose aptitude for teaching was higher were dissatisfied due to low status value of teaching.

Goyal\textsuperscript{73} (1985) determined that the large majority of teacher educators were either satisfied or very satisfied with their job. He found no difference in job satisfaction of men and women teacher educators. The effects of teaching experience were not found in job satisfaction.

Sarcar SC\textsuperscript{74} (1985) observed that difference in job satisfaction was significant in different organizational climates and there was an existence of role perceptions among teachers working in different school climates.

Agarwal\textsuperscript{75} (1986) conducted a study on “Relationship between organization climate and job satisfaction of teachers”

The study was conducted with the aim to find out the Job satisfaction levels of teachers in technical and non-technical institutes with a sample size of 110 male teachers.

The results of the study were:

1. Perceptions of organization climate and job satisfaction yield moderate positive correlation.

\textsuperscript{73} Goyal, “A Study Of Relationship Among Attitudes, Job Satisfaction, Adjustment And Professional Interest Of Teacher Educators In India, PhD, DU, 1985

\textsuperscript{74} Sarcar SC, IV Survey Of Research In Education, 1, NCERT, 269, 262

\textsuperscript{75} Agarwal, “Relationship Between Organizational Climate And Job Satisfaction Of Teachers”, University Of Rajas Tan, 1986
2. There was difference in the levels of job satisfaction of teachers in technical and non-technical institutes.

Chopra\textsuperscript{76} (1986) assessed that teachers working in schools having open climate are more satisfied than their counterparts working in schools having closed climate. Their satisfaction was especially higher in two areas “supervisor” and “Identification with the institution”

Srivastava M.K\textsuperscript{77} (1986) identified that teacher educators working in affiliated colleges of Avadh University were dissatisfied because Library, reading room, staff room facilities were not adequate enough to promote sound educational climate. Srivastava and Sobha (1986) reported that inadequate salary; problems in getting arrears of salary, and exploitation of officers were major causes of dissatisfaction among primary teachers. They further stated that young teachers were significantly higher in job satisfaction and professional honesty than older teachers.

Abdul Samad\textsuperscript{78} (1986) conducted a study on organizational climate and job satisfaction of Teachers in government high schools in Chandigarh and found that teachers in more open climate schools were more satisfied with respect to school facilities and principal than teachers working in schools with lesser open climate. His findings further revealed that Teachers with less years of experience indicated significantly lesser satisfaction with principals than teachers with more years of experience. His study indicated that there was (a) no significant correlation between organizational climate dimension of hindrance, intimacy, aloofness and all eight sub

\textsuperscript{76} Chopra, Institutional Climate And Job Satisfaction Of Teachers, Educational Review, XXI,2, 33-45, 1986
\textsuperscript{77} Srivastava MK, Job Satisfaction Of Teacher Educators In Affiliated Colleges”, IV Survey Of Research In Education, 1161, 995, 1986
\textsuperscript{78} Abdul Samad, Organizational Climate And Job Satisfaction Of Teachers In Government High Schools, IV Survey Of Research In Education,1034,917, 1986
scales of job satisfaction. (b) There was a positive correlation between spirit, and four sub-scales of job satisfaction Viz: Principal, colleagues and students. (c) Production emphasis was positively correlated to job satisfaction sub scales- emoluments and principal.

Sudesh and Balwinder79 (1987) measured the "Personality and professional correlates of job satisfaction of home science Teachers" and found a positive relationship between the two. They found that out of eight organizational characteristics namely hindrance, spirit, thrust, consideration initiating structure and total leadership behavior appeared as correlates of job satisfaction. Disengagement and hindrance emerged as significant predictors of job satisfaction.

Shanker V80 (1987) assessed the relationship between teacher’s responsibility and school climate and job satisfaction of teachers at the secondary school level and observed the following:

1. Female teachers of different school climates excepting autonomous climate were found more responsible towards their profession than their male counterparts.

2. Teachers’ responsibility towards their profession was not related to alienation and production emphasis’ dimensions of organization climate.

3. Both male and female teachers working in ‘autonomous’ and ‘controlled’ school climate were found to be more responsible and highly satisfied.

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79 Sudesh And Balwinder, "A Study On Personality And Professional Correlates Of Job Satisfaction Of Home Science Teachers", 1987
80 Shanker V, Teacher’s Responsibility And School Climate, IV Survey Of Research In Education, 1625, 1987
4. Teacher’s job satisfaction did not show any significant relationship with the dimension of ‘psychological hindrance’ and ‘production emphases of the organizational climate.

Venkatrami Reddy and Rammohan Babu \(^{81}\) (1995) concluded that teachers working in private residential schools were more satisfied than their counter parts working in non-residential schools.

Rev Planamootil Koshy \(^{82}\) (1990) conducted a study on “Job satisfaction of Denominational and nominational teachers in Thane” and found out that the teachers of both the schools had higher level of job satisfaction, and there was no significant difference between job satisfaction level of married and unmarried teachers.

2.5.3 STUDIES RELATED TO JOB SATISFACTION IN GENERAL

Chowdary \(^{83}\) (1953) examined the effects of “Attitudes on working efficiency in textile mills Vis- a- Vis production, Turnover and absenteeism. Two mills were classified on the basis of employee attitude and termed as high tension and low-tension mills. Low-tension mill had reduced absenteeism rate (9%) turnover of (10.5%) and was high on efficiency (77.5%). High-tension mill had an absenteeism rate of (10.5%), turnover of 32.8% and an efficiency rate of 73.4%. The finding further revealed that the efficiency and worker behavior in two units of the same mill was markedly affected by the nature of supervision.

\(^{81}\) Venkarrami Reddy And Rammohan Babu, Journal Of Indian Education, 21, 1, May95,53-63, 1995
\(^{82}\) Rev Planamootil Koshy, “A Comparative Study Of Job Satisfaction Of Teachers Teaching In Denominational And Non- Denominational Schools In Thane Dist, MPhil, BU, 1990
\(^{83}\) Chowdary, „Attitudes And Working Efficiency In Textile Mills Vis a Vis Production“, Human Relations, ATIRA, Research Notes, 3, 1953
Ganguly\textsuperscript{84} (1954) examined the effect of union membership on Industrial Morale. The researcher studied the impact of union membership on the attitude of employees. Members were found to be increasingly unfavorable on various scores. Length of union membership was found to be related to lower scores of job satisfaction attitude scale.

Sinha D\textsuperscript{85} (1958) designed his study to explore about “Job satisfaction in the office of manual workers”. The findings of the study revealed that the satisfying factors were interesting work, social status and the manager and dis-satisfying factors were inadequate salary and lack of security. Clerks in the organization showed a lesser satisfaction level indicating that job satisfaction level increases as the occupational level rises.

Veeraraghavan\textsuperscript{86} (1964) conducted a study on “Employee attitudes of transport workers.” The workers were classified into private sector and public sector and the results of the study revealed that private sector employees were satisfied more than public sector due to great interest shown by management.

Ganguly HC\textsuperscript{87} (1964) focused on examining the “Structure and process of organization” with the aim of finding out percentage of Indian employees in engineering industry who are satisfied with their jobs. He found out that in engineering industry, 5% were highly dissatisfied, 19% were satisfied, 3% were highly satisfied and 44% were neither satisfied nor dis-satisfied.

\textsuperscript{84} Ganguly, “Study Of Effect Of Union Membership On Industrial Morale”, Indian Journal Of Psychology, Mar-June, 45-49, 1954
\textsuperscript{86} Veeraraghavan, “Employee Attitudes Of Transport Workers.”, Proceedings Of Second Conference On Human Relations In Industry, CBE, Sitara, 83-89, 1964
\textsuperscript{87} Ganguly HC, “Structure And Process Of Organization”, Asia Publishing House, Bombay, 1964
Jones, Ganguly and Sequira (1964) elicited "Studies on Attitude and Morale in three units of large chemical process undertaking". The findings revealed that in older units job satisfaction was less in respect of different factors in work place. But it was difficult to determine casual relationship between attitude and efficiency.

Sinha D & RR Nair (1965) set out to identify the "job satisfaction of Factory workers". This study tried to find out job satisfaction and different personal background factors and its effect on worker behavior Vis-a-vis attendance, productivity and general adjustment.

The results of the survey revealed that skilled workers had a higher level of job satisfaction. Employees with long service record and those who had joined recently were highly satisfied. But employees with medium level of duration of service were less satisfied. Satisfaction level was directly correlated to increased production, punctual attendance and better adjustment of workers as visualized by the supervisors.

Anand and Bajaj (1975) conducted an "Employee Morale survey" in two large engineering organizations. They used questionnaires and conducted interviews to explore aspects such as company image, job content, job satisfaction, basis for promotion, motivation, salary, supervisor-subordinate relationships, participation and delegation.

The findings were as follows:

1. Job satisfaction level was high in both the organizations

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88 Jones, Ganguly And Sequira, "Studies On Attitude And Morale In Three Units Of Large Chemical Process Undertaking", Report No1, Bombay Industrial Psychology Division, Central Labor Institute, 1964
90 Anand And Bajaj, "Employee Morale Survey", Indian Management, Feb 75, 52-56, 1975
2. Periodic discussions with the immediate supervisor increased the job efficiency

Neerja Dwivedi’s (1977) study on socio- personal correlates of job satisfaction of blue-collar workers under financial incentives schemes found that higher income groups were satisfied with their jobs. However age and tenure of service were found to be more effective correlates of job satisfaction than income and marital status. Further friends, co-workers, and members of the family and neighbors exercise influence on the individual and affect their job satisfaction.

Singh D.R (1982) researched on “The role of expectations, Job satisfaction and aspiration levels of block education officers of Haryana” and found that their job satisfaction and aspiration levels were positive.

Anoop Srivatsava (1985) compared the “Job satisfaction of Type A & B Managers and personnel under them”. The findings revealed that Type B Managers were more satisfied and employees under type A managers had lesser degree of satisfaction.

Dr Jagadish (1986) Dept of Psychology, from ROS College, Agra investigated the “Relationship between mental health and job satisfaction”. Four hundred first level supervisors from Diesel Locomotive works, Varanasi were administered with mental health inventory and employee inventory. The results of the survey reflected a positive relationship i.e. as job satisfaction increases mental health also improved.

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92 Singh D.R “The Role Of Expectations, Job Satisfaction And Aspiration Levels Of Block Education Officers Of Haryana”, PhD, Edu, KU, 1982
94 MA Degree Dissertation, BU Dr Jagadish, “Relationship Between Mental Health And Job Satisfaction”, Dept Of Psychology, Agra, 1986
Porwal Anupam\textsuperscript{95} (1986) conducted a research titled “A Comparative study on job satisfaction of employees in Nationalized Banks and Non Nationalized Banks”. Due to Pros & Cons of public and private management and these merits and demerits counter balance each other. Results also indicated that nationalization did not increase job satisfaction.

Agarwal and Chadha\textsuperscript{96} (1987) assessed the “relationship of background variables to need satisfaction and job involvement in private organizations”.

The aim of the study was to find out the relationship between background and physical variables for supervisors and workers in private sector organizations.

The findings were as follows:

1. There was negative significant relationship between number of jobs changed and importance of social needs of supervisors and workers.

2. Self-actualization had negative correlation with education and was positively correlated to ego, age and experience.

3. Satisfaction was negatively related to number of jobs changed and experience.

4. Job involvement was positively correlated to number of jobs changed and number of dependants.

\textsuperscript{95} Agarwal And Chadha, ‘Relationship Of Background Variables To Need Satisfaction And Job Involvement In Private Organizations’, 1987
2.6 SUMMARY OF REVIEW OF LITERATURE

2.6.1 The Phases of Earlier Research done in the field of Job Satisfaction,
Motivation and Communication Satisfaction

The study of job satisfaction amongst teachers has been keenly researched in the 1970s and the 1980s, but has not been greatly followed up in the 1990s and in the present century. This has been the trend in India and abroad as well. Most of the earlier researched has been to study job satisfaction levels in primary and secondary school teachers based specifically on job satisfaction by itself and the intrinsic satisfaction levels observed therein. It is seen from the review of the previous literature that there are a large number of factors that cause and affect the nature and quantum of job satisfaction. But it is very clear that not much of research has been done in the area of comparing job satisfaction of aided and unaided school teachers. This study has endeavored to research the subject of job satisfaction in primary and secondary school teachers with the focus on Motivation Levels and Communication Satisfaction. The motivation theory, which is well researched, has been applied to job satisfaction of teachers. However the aspect of Communication Satisfaction is a contemporary subject, which has not seen much research. It is pertinent that research on these subjects are highly relevant in the present day context – and needs to be researched on a continual basis with the dynamic changes in the field of education.

2.6.2 Key Issues

Recruitment, selection and retention of teachers are challenges faced by schools in India. The identification of general satisfaction, intrinsic and extrinsic factors that are related to job satisfaction of teachers are important to school management which are
looking for recruitment and retention strategies. The major purpose of this study is to ascertain how satisfied teachers are in their current positions and to determine which factors are related to perceived job satisfaction in teachers. Job satisfaction is important to individuals, organizations and society. A high level of job satisfaction reflects the efficiency of an organization and serves as health indicator not for the organization alone but for the well-being of the entire society. The position of a teacher is crucial for accomplishment of educational goal in our country.

2.6.3 Areas Explored By Earlier Researchers

In this review of literature, many studies showing the relationship of factors associated with Job satisfaction have been presented. The theories of Maslow (1954) and Herzberg (1966) were explored to examine the relationship between motivation and job satisfaction. The review has revealed several findings such as Job satisfaction was the reason employees remained or resigned from their profession; lack of proper Hygiene factors have led to dissatisfaction among teachers (Kolte 1978); Organizational climate had influence on job satisfaction of teachers (Amarnath 1980; Attitudes towards teaching as a career was positively related to Job satisfaction of teachers (Gupta, 1980; Correlation between intrinsic motivation and job satisfaction (Rao1981); Creative and intelligent teachers were more efficient(Patel, 1985); Teachers in private residential schools were more satisfied than non residential school teachers (Venkatrami Reddy and Ram Mohan Babu, 1995).

2.6.4 Areas Not Explored By Earlier Researchers

Though research has been carried out earlier in the field of job satisfaction there is a dire need to carry out one to check the level of job satisfaction of teachers in aided
and unaided schools in Mumbai. Further very little research has been carried out in the field of Motivation and no research at all in the field of communication satisfaction. This study being therefore one of the very few in Mumbai concerns itself with the descriptive process of the criterion measures identified in the study.

This study was designed to study the factors that lead to job satisfaction and dissatisfaction of teachers, factors that motivate and de-motivate teachers and finally to measure the relationship between communication satisfaction and job satisfaction of teachers. This study is significant and timely because it is very essential to investigate why teachers remain in the profession and what positive aspects help them to continue working as teachers.

This study aims to make a significant contribution in understanding the reasons for teacher job satisfaction in two kinds of settings namely aided and unaided. Additionally this study hopes to make a contribution towards assessing the attitudes of teachers towards aided vis-a-vis unaided schools in India. Hence the present study ensued to find out answers to specific research questions and also with the fervor that this study would acquiesce results with far reaching implications for teachers in Mumbai.