CHAPTER-III
REVIEW OF RELATED LITERATURE

INTRODUCTION

Man is the only animal who does not need to begin anew in every generation but can take advantage of the knowledge which has been accumulated through the centuries. This fact is particularly important in research, which operates in as a continuous function of ever closer approximation to the truth. The investigator can be sure that his problem does not exist in vacuum and that considerable work has already been done on the problems which are directly related to the proposed investigation. The study of related literature is a crucial aspect of the planning and the time spent in such a survey is invariably considered an investment. Without a critical study of the related literature, the investigator will be groping in the dark and, perhaps, uselessly repeat of the work already done. Therefore, to conserve time, energy and resources, it is necessary to undertake a detailed and penetrating study of all available literature. The review of literature is an enacting task calling for the deep insight and clear perspective of the overall field. It is crucial step which invariably minimises the risk of dead ends, rejected topics, wasted efforts, trial and error and actively oriented toward approaches already discarded by previous investigators. The review of literature promotes a greater understanding of the problem. It works as a guidepost not only with regard to the quantum of work done in the field but also enables the investigator to perceive the gap and lacuna in the concerned field of research. In the present study though it was not possible on the part of the investigator to get accesses to the entire published and unpublished researches in the field yet an attempt has been made to report the available studies related to the problem in hand.

Keeping in view all the objectives of the investigation, the studies have been presented in a chronological order as follows:
3.1 STUDIES RELATED TO VALUES

The study of Bledsoe (1962) revealed that women teachers are high on aesthetic value and noted the most significant difference between mean value of men and women. In respect of other values non-significant differences were observed and further reported teachers values have an impact on students in the school institution.

Brownie and Mergon (1962) conducted a research on values and verbal behaviour of teachers and reported that teachers who were high on religious value were making more supportive statements than teachers who were high on political value. The teachers high on social value laid emphasis on social expectations than teachers on political value. The teachers who were high on economic value did not lay more emphasis on school rules and regularities than teachers who were high on social value.

Soubhagyavati (1967) studied value preferences among teachers and found social value as one of the most preferred and political value as a least preferred value of teachers.

Verma (1968) investigated the impact of training on the values, attitudes, personal problems and adjustment of teachers and reported that student teachers after training had lost significantly in theoretical and economic values. In aesthetic value, there had been significant improvement as a result of training. Social and political values were neither improved nor reduced. In religious value, the interests of the student-teachers had shown a trend towards improvement.
Rescher (1969) studied the value patterns of school teachers in relation to certain demographic variables and indicated that there was no significant difference in the value patterns of teachers varying in the length of teaching experience. Nelson (1971) conducted a study to find out differences in values among male and female teachers and showed that there were significant differences among teachers on their economic, aesthetic, political and theoretical values but did not significantly differ on social and religious values.

Roychoudhary (1971) observed that political value tops the value hierarchy and women teachers were high on aesthetic value. Significant difference was noted between male and female teachers in relation to aesthetic value.

Sinha (1972) in his study observed that value patterns of students, teachers, young and old were similar. The teachers belonging to the same generation and profession had great similarity. The youngsters among teachers preferred social value more and less preferences were given to religious, aesthetic and political values.

De (1974) reported no significant relation between the values of the teachers and their pupils.

Fernando (1974) studied the effect of religious experience and community participation on the values of high school students using Allport- Vernon-Lindzey ‘Study of Values’ and reported that religious experiences and community participation did influence the value patterns of adolescents. These had a positive influence on their values.

Koul (1974) conducted a factorial study of the differentiating values of popular teachers and reported that popular teachers scored significantly high on the economic and aesthetic values and higher on the theoretical, social, political and religious values than the unpopular teachers.
Singh (1974) found that values of teachers differed according to their subjects and that values did not depend on age, sex and place of residence. Singh further reported that the teachers scored the highest on social and theoretical values and the lowest on economic and political values. The age of the teachers caused significant differences among them in respect of their religious and political values and they differed in their value orientation on the basis of the subjects taught.

Chhabra (1975) studied certain social psychological variables related to teachers' morale at secondary school and college levels and revealed that aesthetic and social values were cherished more than economic and political values by teachers. Male teachers placed prime importance to aesthetic and social values whereas female teachers gave this place to religious value. There was a negative relationship between morale and economic value of male teachers, as far as morale and political value were concerned, the relationship was positive with respect to male teachers and it was absent in case of female teachers.

Khan (1976) conducted a study on values of teachers in relation to teaching experience and marital status and found that teaching experience was related significantly to values and martial status has no significant influence on values of teachers, except theoretical and economical.

Sharma (1977) studied differential values of students and teachers as a function of various social factors and revealed that there was no significant difference between the mean scores of male and female teachers on social, religious, economic, aesthetic, theoretical and political values. However, the mean scores of the male teachers were higher than those of their female counterparts on religious, economic and theoretical values whereas in the case of social and political values their mean scores were lower than those of the female teachers. The mean scores of male teachers were higher on social and economic values than those of their students.
Joshi (1978) studied the value dimensions of 360 teachers belonging to elementary, secondary and college levels of teaching in relation to status, experience and sex. He further reported that most preferred values of college teachers were theoretical and economic. Secondary and elementary school teachers preferred political and theoretical values. Teachers’ status and experience were not related to their value dimensions of different categories of teachers. Value dimensions of teachers were related to their sex.

Patel (1979) studied the prevalent value system of secondary teachers of the high schools of South Gujarat. He reported that on social, political, economic and religious values, the older teachers scored significantly higher than the younger teachers. On aesthetic and democratic values, the younger teachers scored significantly higher than the older teachers. On theoretical, ethical, philosophical and scientific values, there was no significant difference between the two groups. On religious and aesthetic values, the female teachers scored higher than the male teachers. On political values, the male teachers scored higher than female teachers. However, the rural teachers scored significantly higher on social, political and economic values than urban teachers. On aesthetic value, the urban teachers scored significantly higher than the rural teachers. He further reported that values of teachers differed according to their subjects and values did not depend on age, sex and place of residence.

Bala (1980) studied value dimensions and creativity of 150 secondary school teachers under training in Government College of Education, Patiala and revealed that the most preferred values of student-teachers, irrespective of their sex, age, parental occupation and educational qualification were political and theoretical. The least preferred value was religious.

Khan and Sham (1981) suggested that there was some correlation between measures of attitude and measures of values. As a strong determinant of behaviour, teacher’s value pattern is likely to affect teacher’s attitude towards teaching.
Kumari, Prabhawati (1981) explored the personality needs, moral judgment and value patterns of secondary school teachers and made a comparative study of the mean scores of male and female; rural and urban; and teachers belonging to two generations (young, below thirty years and old, forty-five years and above), and also determined the degree of relationship between scores of male and female teachers separately. Major findings of the study reported that male teachers scored better points on the aesthetic, political and social values. Male (urban) teachers scored better points on the aesthetic, theoretical and social values than the rural male teachers. Urban (female) teachers preferred economic and social values while rural female teachers showed high preference for aesthetic and religious values. The effect of age on values was also observed. Teachers belonging to age group forty-five and above, preferred aesthetic, social and religious values.

Raj (1981) studied the attitudes and values of teachers in the context of socio-cultural background and reported that Ethiopian teachers scored higher on theoretical, social and cultural values than Indian teachers. No significant difference was found on economic and aesthetic values. On religious value Indian teachers scored significantly higher than their Ethiopian counterparts.

Jain (1982) compared the values of old and young teachers and reported that the theoretical and aesthetic values of old and young teachers were not significantly different.

Kundu (1982) studied the profile analysis of sex variable and failed to show significant difference in value dimensions and teachers.

Diwedi (1983) investigated the changing social values of post graduate student-teachers and their guardians. Conclusions drawn were that place of residence (rural/urban) had a close relationship with values-religious, ethico-cultural, political and educational. Age of the respondents was significantly related with religious, societal, political, economic and educational values. Women were more religious, ethical, cultured and keenly interested in societal problems as
compared to men. Scores of men were higher political value than those of women. Sex played an important role in development of values.

Goswami (1983) conducted a study to compare the different values among students and teachers of post basic schools and ordinary schools. Three tools namely, Allport – Vernon and Lindzy Value Questionnaire, the Value Orientation Questionnaire constructed by investigator and a scale for Teacher’s Value constructed and standardised by S.P. Kulshreshta were used for collecting the data. Major findings as reported were – The mean difference of scores on theoretical, social and religious values between the teachers of post basic schools and teachers of ordinary schools were highly significant and were in favour of teachers of post basic school. Theoretical, social and religious values of teachers of post basic schools were better than those of teachers of ordinary schools. The economic, aesthetic and political values of teachers of ordinary schools were better than teachers of post basic schools.

Pandey (1984) studied the values of creative teachers and findings implied that male creative teachers had more religious, social, democratic, knowledge, hedonistic and health values than low creative teachers, (ii) on social, aesthetic and knowledge values high creative females were significantly higher whereas low creative females possessed economic, power and family prestige value, (iii) study concluded that female creatives had aesthetic and knowledge values and male creative possessed religious and family prestige value. Thus, it revealed sex differences in value orientation of high creative pupil teachers.

Sharique (1984) conducted a study on secondary school teachers educational view point in relation to their values, attitude and preferences for political ideologies and reported that their educational view point was related to their political, economic and aesthetic values. Progressive teachers were found to be more theoretical and social value oriented than traditional teachers.
Zuberi (1984) reported that the teachers high on theoretical value were found to dominate their classes with talk and rarely asked questions, those high on economic values exhibited facilitative behaviour, asked narrow questions and praised their pupils. Those high on aesthetic values used controlling behaviour and also allowed pupil to talk.

Lombard (1985) conducted a study to investigate the values on a sample of 126 teachers teaching in school of South Florida. The findings indicate that teachers ranked aesthetic value higher than other five values measured by the Allport-Vernon-Lindzey study of the values scale.

Bohan (1986) attempted to study the values of the college faculty in selected instructional areas on a sample of 984 Oregon Community College instructors. The findings indicated that when sex, teaching experience, age, highest degree held, other employment/no other employment and college location were used as independent variables, statistically significant differences were found in each set of dependent variables with the exception of instrumental values for teaching experience and college location for terminal values.

Prasit (1986) conducted a study on a sample of 140 secondary school social studies teachers of Mahasarakham province and found that these teachers tended to be generally liberal in relation to social issues and reflected very liberal position in relation to economic issues and social value factors.

Kaur (1987) attempted to study value dimensions of 200 male and female primary school teachers of Patiala district in relation to socio-economic-status using Allport-Vernon-Lindzey scale of values and socio-economic-scale by Srivastava. Study reported that there was no significant difference in the value dimensions of urban and rural primary school teachers except the social value. There was no significant difference in the value dimensions of male and female primary school teachers except the aesthetic value.
Mills (1987) compared the value system of public school principals and middle managers by using the Rokeach Value Survey and found that with a few exceptions, the value system of principals and managers were found to be similar and overlapping.

Rajasekhar (1988) studied the relationship between values and marital status of teachers and disclosed that marital status had no significant influence on values of teachers, except theoretical and economical.

Sheela (1988) conducted a study on change in teaching behaviour by inculcation of values, predicting teacher's effectiveness and found that value inculcation through value conformation treatment led to significant qualitative improvement in teaching behaviour.

Taylor (1988) conducted a study on a sample of twenty percent of public and private secondary schools in West Virginia and found no significant differences and relationships between the following factors and value orientation of teachers and principals: age, marital status, educational experience, teaching area, professional education, parents' education, parents' occupation, years of residency or sex.

Wiryohandoya (1988) conducted a study on student-teachers and concluded that student-teachers' attitude towards social value and teaching professionalism varied by institutionally related strategy.

Gulati (1989) conducted a comparative study of value dimensions of 600 teachers working in private, government, and central schools of Punjab, Haryana, Uttar Pradesh, Chandigarh, and Delhi and reported that the three categories of teachers did not differ significantly in relation to their value dimensions except on theoretical and aesthetic values. Teaching experience showed very little effect on value patterns of all the three categories of teachers. Age showed a partial effect on the value patterns of teachers working in private and government schools. Sex affected the value patterns of teachers significantly.
Hodgius (1989) conducted a study on a sample of 422 Connecticut Public School teachers to determine whether relationships existed among teachers' preferred rewards orientations, their values and related demographic variables and concluded that teacher's personal goal, mode values, the societal values, international harmony and equality did not relate to specific demographic and personal characteristics examined in the study.

Paulino (1990) made a comparative study of the religious beliefs and values of Catholic school teachers and educational leaders in the Catholic schools and reported that religious teachers scores were higher than those of the lay teachers. Elementary teachers' scores were higher than those of secondary teachers' scores on religious beliefs and values. New and younger teachers scores were lower than those who had been in the Catholic schools system longer and who were older.

Ferrie (1991) made a comparative study of the value priorities of New Jersey principals and teachers on the development of values and character. The Rokeach Value Survey was used to determine the value priorities of elementary, middle and secondary school teachers and principals. Significant differences were reported on the development of values and character, while comparing teachers with principals based on the levels of their schools significant value priority difference existed when testing with-in group data based upon level, sex, age, educational level and district factor.

Nakum (1991) studied the existing value pattern of secondary teacher-trainees of Saurashtra and reported that all the trainees scored a high mean score on family hedonistic and health values, medium in democratic, religious, power and social values, but lower in economic, aesthetic and knowledge values. On social and democratic values, females scored significantly higher than males. Interactive effects of sex, area (rural or urban) and socio-economic-status were found on democratic and economic values and these were significant. Science teacher trainees scored significantly higher mean scores on knowledge and health.
values than non-science trainees, but non-science trainees scored significantly higher mean score on power value than science trainees.

Nautiyal (1992) conducted a study on teachers' performance as related to their values, effectiveness and morale; and reported that effective differences were found in theoretical value between the teachers of high performing skill and of low performing skill of government colleges. The same condition was found in private colleges while there was no difference between the theoretical value of female teachers of government and private colleges. There were effective differences on economic value in government colleges. These differences were not found in the teachers of private colleges. No effective difference was found between economic value of female teachers of government colleges and female teachers of private schools. There were differences on aesthetic value in the female teachers of government schools but not found in male teachers of government colleges and female teachers of private schools. Social, political and religious values were the same in male and female teachers of government colleges and private schools.

Sundararajan and Rajasekar (1992) studied the value-patterns of teachers who undergo in-service training through distance education programme and reported that among the value preferences by the teachers, social value got the first rank. In respect of religious value, there was significant difference between the men and women teachers; between the science and humanities teachers; and also between the teachers up to 30 years of age and the teachers above 30 years of age. The women teachers, humanities teachers and the teachers above 30 years of age were better than the men teachers, science teachers and the teachers upto 30 years of age, respectively in respect of religious value. There was significant difference between male and female teachers in respect of theoretical value. Significant difference existed between the science and humanities teachers in respect of economic and aesthetic values but no significant difference existed between the science and humanities teachers in respect to political value.
Pal (1993) studied the value priorities of the heads of higher primary schools on eight values scale developed by Beena Shah and reported that among the heads of Himachal Pradesh Schools, the humanistic value was given the highest priority and political value was given the lowest priority. The value priorities of the heads of higher primary schools did not indicate any significant difference with respect to rural / urban localities, male/female heads of institutions, government aided / unaided schools. The values were independent of socio-economic status of heads of Himachal Pradesh Schools and location of the school. Seven values were independent of gender and types of management of the heads of Himachal Pradesh schools but the social value was not independent of gender, whereby, the male heads of Himachal Pradesh Schools had given social value a higher preference. Social value was higher for government school heads and least for un-aided school heads.

Aggarwal (1994) reported that values of teachers may improve teaching efficiency, enrich the teacher training programme and solve serious problems of teachers behaviour.

Fife, Walter (1998) conducted a study to find out value priorities of public school teachers on a sample of 60 elementary and 60 high school teacher's from three district schools and revealed that teachers values influenced students' values and vice-versa. Rokeach theorised and demonstrated that

- Value hierarchies affect behaviour,
- Value hierarchies can be modified, and
- Modification can result in changed behavior.

Escobar (1999) attempted to study the differences in value system between and among both pre-service education students and professors in a teacher education university in both the Republic of Colombia and the United States of America. The sample included 324 students and professors from both the universities. The findings indicated that most values were not statistically and
significantly different when comparing the students and professors population in Republic of Colombia and the United States. Cultural differences, basic human needs, level of education, gender and age were variables having the strong co-relational results. Teachers who were working with private managements showed more positive opinion when compared to their counterparts working in government schools with regard to constitutional values. The findings of the study further revealed the fact that the opinion of the teachers as they grow in their service, regarding the constitutional values is negative. The teachers with less service have positive opinion when compared to teachers with more number of years of service regarding constitutional values.

Huang (1999) conducted a study to find a direction for the future in physical education by using a revised value orientation inventory to investigate the teachers and students value orientation. The sample consisted of 42 Physical Education teachers and 94 current students in five private universities in Taipei city, Taiwan. There were significant differences between teachers and students value orientation based on students' gender and year at university.

Amandeep (2000) studied the value patterns of 190 teachers from 14 schools of Amritsar district and revealed that male teachers had higher theoretical value than female teachers. Female teachers had higher aesthetic value than male teachers. Male teachers were slightly more political than female teachers. Economic, social and religious values were same in both the sexes.

Lin (2002) conducted a study to explore teachers' perspectives on teacher values and the relationship between teacher values and classroom climate. Sixteen teachers completed the survey questionnaire designed for the purpose of the study and 459 students completed the college and university classroom environment inventory. The findings of this study indicated that responsibility and enthusiasm are the two most important teacher values and teacher values are most important in
teachers' relationship with students and least important in assessment of the values and functions.

Shailaja and Saboji (2002) conducted a survey of values among teacher educators with special reference to sex, marital status and teaching experience. The findings indicated that female teacher educators were at par with male teacher educators on six value areas. There was no significant difference between values of married and unmarried teachers in the area of theoretical, social, political and religious values. Teacher educators had no significant difference in six values with regards to years of teaching experience. On the whole, value hierarchy appeared to be similar to whatever group they belonged to on any variable.

Brar and Singh (2004) conducted a study which was intended to find out the values of teacher trainees with reference to sex and locale; and reported that female teacher trainees had significantly high aesthetic value whereas male teacher trainees had significantly high hedonistic and power values. Urban teacher trainees had significantly high economic value whereas rural teacher trainees had significantly high family prestige value.

Babu and Sharma (2005) conducted a study to reveal the awareness and opinion of elementary school teachers of Bhopal on Constitutional Values across gender, level of teaching, type of management, subjects. A sample of 100 elementary school teachers were drawn. Tools used were questionnaire and opinionnaire. The study had very clearly shown that there was no significant difference of awareness regarding Constitutional Values among the elementary teachers with varied background such as gender, medium of instruction and even the subject background of the teachers. Teachers working with private managements showed more positive opinion when compared to their counterparts working in government schools with regard to Constitutional Values. It was further revealed that the opinion of the teachers as they grow in their service, regarding the Constitutional Values is negative. The teachers with less service had positive
opinion when compared to teachers with more number of years of service regarding Constitutional Values.

Rani (2005) investigated value patterns of 100 male and female school teachers teaching in government and private schools and reported that on the whole, the most preferred value among the teachers was economic and least preferred was theoretical. Highest mean scores of men teachers were in respect of social value and lowest mean scores were in respect of religious values while highest mean scores of female teachers were in respect of economic value and the lowest mean scores were in respect of theoretical value. Agreement was found only with regard to aesthetic value. There were significant differences between male and female teachers on all the six values. Teachers teaching in government schools preferred social value and least preferred value was aesthetic. In case of private school teachers, most preferred value was aesthetic and least preferred was theoretical. Non significant mean difference existed between government and private school teachers in respect of values.

The related studied concerning values ascertained in this direction reveals that amongst teachers social and theoretical (Singh, 1974); aesthetic and social (Chhabra, 1975); theoretical and political (Joshi, 1978; Bala, 1980); economic (Rani, 2005) as the most preferred values but the least preferred values amongst teachers are economic and political (Singh, 1974); political and economic (Chhabra, 1975); religious (Bala, 1980) and theoretical (Rani, 2005). Singh (1974); Joshi (1978); Bhushan (1979); Patel (1979); Kumari (1981); Goswami (1983); Taylor (1989); Gulati (1989); Nakum (1991); Nautiyal (1992); Sundararajan and Rajasekar (1992); Shailaja and Saboji (2002) reported that sex, age of teachers and area of residence significantly affected the value patterns of teachers in addition teaching subjects also affected value patterns of teachers (Joshi, 1979; Kaur, 1987). Government and private school teachers; elementary and secondary teachers demonstrated significant differences in relation to value patterns (Paulino,
1990; Ferrie, 1991; Nautiyal, 1992). Government school teachers ranked social value as the most preferred value (Pal, 1993; Escobar, 1991; and Rani, 2005). Review of related literature in the area of values reveal prevalence of differential value patterns. So consistent efforts are needed to substantiate the research studies in this particular domain.

3.2 STUDIES RELATED TO VALUES AND LIFE SATISFACTION

Hongland (1968) found that teachers in open climate schools were at higher level of satisfaction than teachers in closed climate schools. But the difference between open climate and middle climate schools about satisfaction did not differ significantly.

Harries (1973) tried to explore the meaningful predictors of life satisfaction. The analysis was conducted separately for two gender groups. Results suggested that satisfaction in life depends on leisure activity, although order of influence varied for males and females. Income, health problems and employment status also emerged as meaningful predictors of life satisfaction.

Singh (1974) found no difference in the level of satisfaction of teachers due to differences in age. Female and unmarried teachers were more satisfied with all the factors of satisfaction than the male and unmarried teachers. Relationship between scores on values and scores on life satisfaction were more pronounced. Teachers scoring high on theoretical values were significantly satisfied with their life. Similarly teachers scoring high on social values were also highly satisfied with their life. The relationship was negative and insignificant in the case of social, economic and political values.

Kaur, Gurmeet (1984) studied life satisfaction as a correlate of teacher effectiveness with the objectives to identify more and less effective teachers, relationship between level of effectiveness and teachers’ satisfaction in life and
effect of sex and age on life satisfaction. Study reported that more effective and less effective; male and female teachers did not differ in their life satisfaction. Younger and older trained graduate teachers differed in respect of their life satisfaction.

Hamberger (1985) conducted a study on factors as related to life satisfaction and reported moderate and positive relationship between religiosity and life satisfaction among teachers.

Linda and Morries (1985) investigated the degree to which age moderated the several predictors of life satisfaction using data from a survey of myth and reality of aging. Results indicated that only the total and direct effect of age was trivial on life satisfaction. Effects of material status, income, health and social support had moderate partial significant effect on life satisfaction.

Lombard (1985) investigated the relationship between job satisfaction and values, as measured by the Allport-Vernon-Lindzey ‘Study of Values’ Scale. The sample included 126 teachers currently teaching in public, private religious and private non-religious schools in South Florida. The results of the study did not support the theory that values were related to job satisfaction. There was also no significant correlation between age, sex, and salary and job satisfaction at the .05 level of significance. It was found that private religious teachers had the highest level of job satisfaction. Teachers ranked aesthetic value higher than the other five values. However, aesthetic value was not necessarily related to job satisfaction. It was found that teachers in private religious schools had the highest degree of job satisfaction.

Kierce (1985) examined the contribution of selected independent variables on a dependent measure- life satisfaction. A total number of 4254 subjects comprised the representative sample of Americans, 18 to 91 years of age. Selected status and social involvement variables constituted the eleven independent variables. The status variables investigated were age, education, employment
status, income, health, religion, and marital status. The social involvement variables included were the frequency of contact with friends, parents, siblings and children. Life satisfaction was measured using life satisfaction index-Z (LSI-Z). The social involvement variables were not found to be substantially significant in the prediction of life satisfaction. The ratings of life satisfaction did, however, appear to be substantially influenced by the age group of the respondent.

Analysis of data of Mookherjee (1985) from the National Opinion Research Centres General Society Survey of 1992 on 1506 adults and their perception of life satisfaction indicated that over-all life satisfaction increased with age and education.

Trotler (1985) revealed that satisfied teachers concern themselves with subject matter, helping children to learn, influencing their lives, character development and drawing personal satisfaction, when students grow and achieve through interaction.

Harwood (1986) studied the relationship between job satisfaction and life satisfaction of educators in an urban public school system. The population for the study was all of the educators in an urban public school system. The results of the study showed there was a relationship between life satisfaction and job satisfaction. Intrinsic variables, the work itself, was the most significant job facet in predicting both job and life satisfaction. Educators who experienced job interference with home life are more satisfied than those who did not. Middle-aged educators seemed significantly happier than older educators and teachers seemed significantly happier than other type of educators.

Franzoia (1989) studied the teacher perception of and satisfaction with the power base use of 544 elementary and secondary principals. It was reported that teacher communication with the principal and perceived teacher's influence on school operation were positively associated with teacher satisfaction at both elementary and secondary levels. Principals' differential use of power based on
teacher’s gender, age and teaching experience was negatively associated with satisfaction.

- Cooper (1991) revealed that attitude towards leisure, recreation and finance was the most significant predictor of life satisfaction even among the retired teachers. The other predictors of life satisfaction which were less significant were health and relationship with friends.

- Mirakhur (1992) observed that teachers who were satisfied with life conform more to traditional cultural ideology and thus showed preference for goals which were approved and accepted by society.

- Jareed (1994) took a sample of 612 teachers from three private schools of Bangkok, Thailand. Study showed high intrinsic satisfaction and statistically significant relationship between job satisfaction and demographic characteristics of teachers.

- Duncan (1995) conducted a study and reported that a type of job one held had a major impact on life satisfaction.

- Nassema and Ayishabi (1995) conducted a study to know the satisfaction as a predictor of perceived teaching competence and found that perceived teaching competence was capable of predicting satisfaction (total) and areas of satisfaction such as work, reward, nature, context of work and self.

- Emerson (1996) analysed factors that determine the level of job and life satisfaction for principals in the department of defense dependent schools. Factors associated with job satisfaction were relationship with students, relationships with colleagues, salary and standard of living. Factors associated with high life satisfaction were worth-while, interesting, full, rewarding, hopeful and enjoyable. Terms associated with dissatisfaction were over worked pressured and hard. The correlation between job and life satisfaction were found to be larger for DODDS principals (r = .544 p < .01) than that of general population (r = .31, p < .01). In conclusion, DODDS principals were moderately satisfied with their work and life.
Brand (1997) made a study to investigate perceptions and development of life satisfaction among five women teachers between ages 46 and 55. Findings of the study suggested that life satisfaction of women teachers in middle adulthood was multidimensional and consisted of three interactive components i.e., Personal perception of satisfaction, sources of satisfaction and experiences that facilitate satisfaction.

Cooke (1998) investigated the relationship between spiritual maturity and life satisfaction to the extent to which age, marital status, income and education contributed to life satisfaction among middle-aged and older women teachers. He further, explored the relationship between spiritual maturity and religious affiliation. Ninety-four subjects aged 35-88 completed a demographic questionnaire. The results supported a significant positive relationship between spiritual maturity and life satisfaction. Age did not predict spiritual maturity, but education emerged as a statistically significant predictor of life satisfaction. Male members were more satisfied in life than females. Among males, self-perceived adequacy of income, actual household income, and educational level were more significantly related to life satisfaction than to that of females.

Gaonkar (1998) conducted a study on a sample of 210 university teachers of Dharwad and found higher job satisfaction as well as life satisfaction among the middle aged adult group of teachers. It was also observed that job satisfaction is influenced by life satisfaction.

Parveen (1999) studied the impact of life satisfaction on value patterns of teacher trainees and observed that 20% of teacher trainees were highly satisfied, 75% were in average category of life satisfaction, 5% of teacher trainees had low level of satisfaction in life. Non-significant differences were found between life satisfaction and religious, social, democratic, aesthetic, economic, hedonistic, power, family prestige values, but significant difference existed between life satisfaction and health value of teacher trainees.
Kaur, R. (2000) conducted a study on life satisfaction as resultant of teaching attitude of teachers of different colleges and reported that there existed no significant difference between life satisfactions of teachers of different colleges and further reported that there existed no significant relationship between life satisfaction and attitude of teachers.

Sharma, R. (2000) investigated teacher effectiveness as related to life satisfaction and attitude towards teaching profession of secondary school teachers and found that life satisfaction and attitude towards teaching profession of secondary school teachers were related significantly with higher level of teacher effectiveness.

Kaur, Harpreet (2003) studied life satisfaction of 150 teachers at different levels of teaching i.e., schools, colleges and university of Ludhiana district and revealed non-significant differences between life satisfaction of school and college teachers, school and university teachers, but significant difference between life satisfaction of college and university teachers. There was significant difference on the variable of life satisfaction of total male and female teachers, but there was non-significant difference between male and female school teachers; male and female college teachers; and male and female university teachers. Significant differences existed in the levels of life satisfaction of teachers at different levels of teaching.

Sharma, B. (2003) revealed that there existed significant relationship between life satisfaction and different dimensions of emotional maturity of teachers. The situations in which teachers lived in determined their future and thus led to satisfaction in life.

Vijayalakshmi (2003) revealed a positive correlation between professional satisfaction and personal satisfaction (0.2714) of women teachers. However, there was negative and low correlation between professional satisfaction and sex roles (-0.4404) and low positive correlation between personal satisfaction and sex roles (0.2447).

Kaur, H. (2004) observed no statistical significant differences between male
and female; primary, middle and high school teachers; less experienced and more experienced; government and private; studied in rural and urban areas on life satisfaction.

Singh, Onkar (2005) reported that there existed no difference in life satisfaction among male and female; rural and urban; science and arts; government and private category of teachers. He further reported that level of teaching has no impact on life satisfaction.

White (2006) analytic social psychologist at the University of Leicester, prepared a world map of happiness by analysing data published by UNESCO, the CIA, the WHO and the likes to create a global project of subjective well-being (prepared first world map of happiness). Participants were asked questions related to happiness and satisfaction with life. The study revealed, “Happiness is found to be most closely associated with health, followed by wealth and education”.

Studies related to life satisfaction reveals teachers high on life satisfaction are high on theoretical and social values, on the other hand teachers high on economic and political values are less satisfied. The relationship is significant and negative in respect of economic and political values (Singh, 1974). Parveen (1999) reported life satisfaction is not significantly related to religious, social, democratic, aesthetic, economic, hedonistic, health, power and family prestige value. The research trends for values in relation to life satisfaction can not be expected to yield consistent pattern over a long spectrum of time, due to the flux nature of society, governed by ever-changing and ever-growing attributes of values. As such, consistent and persistent efforts are needed in this direction so as to identify up to date trends.

3.3 STUDIES RELATED TO VALUES AND PERSONALITY

Mechane (1940) studied the effect of teachers’ personality and values on the children’s behaviour pattern and found that the presence of fear, worry,
unhappiness, self-pity, self-consciousness and emotional maladjustment in teachers tended to be accompanied by reliably higher undesirable emotional reactions to pupils.

Rao (1950) studied the value preferences and personality pattern of teachers and concluded that disposition and temperament have an effect on one's sense of values. Persons of 'unhealthy' personality development emphasise and overestimated certain qualities, thereby, indicated lack of harmony as well as frustration and feelings of insecurity and inhibition. Persons of 'healthy' development preferred certain qualities, thereby, revealed their sociable, cheerful and well-adjusted personalities. The 'values' used for the study were; honesty, power, harmony, sincerity, courage, discipline and devotion.

Rosenberg (1957) reported science teachers scored higher than non-science teachers on personality traits such as sociability, friendliness and personal relations.

Mathew (1971) investigated personality patterns of college students specialising in different fields and reported that science group students were highly theoretical and interested in scientific activities, but low in economic value and not interested in persuasive activities or clerical activities. Men were objective, while women in this group were more masculine in emotion and interests than women students in general. Humanities group students had low score both on the theoretical value and scientific value. In temperament, humanities students were less sociable. Men here had a relatively undesirable pattern of temperament. Men attached value to power. Both men and women here were interested in persuasive activities. Women valued aesthetics while both men and women were interested in the arts. Women were less religiously inclined. Both men and women were interested in social work.

Koul (1972) made a study to investigate Cattell's personality traits and Sprangerian values that differentiated 'popular' teachers from the 'not popular'
ones in secondary schools and reported that popular teachers distinguished themselves as more outgoing, intelligent, emotionally stable, sober, conscientious, venturesome, tough-minded, shrewd, placid, controlled and relaxed. The 'popular teachers' were significantly high on theoretical, social, political and religious values and were low on economic and aesthetic values. They had a favourable attitude towards school teaching and effective in their work as teachers. Gupta (1972) too reported that success in teaching was significantly related to personality factor A, B, C, F, G, H, I, L, N, O, Q3 and Q4.

Koul (1974) further reported that male and female teachers were not significantly differentiated on the continuum of high and low acceptance on the basis of values i.e., economic, aesthetic, social, political and religious.

Anand (1977) studied 320 men and 271 women teachers of Delhi, using a job satisfaction scale and Maudsley Personality Inventory. It was found that for 30 percent of the teachers, job satisfaction was determined by extroversion dimension of personality. Neuroticism was found to be negatively related to it. He further reported teachers in general are more extroverted than neurotic.

Goel (1978) studied the behaviour flow patterns of extrovert and introvert teachers and study revealed that extrovert teachers had greater interchange of classroom events than introvert teachers. The introvert teachers had greater content emphasis and teacher's tendency was to give direction in the same state of situation. The extrovert teachers provided more opportunities for pupil participation. The extrovert teachers' tendency was to break the silence or confusion by asking questions more frequently.

Singh, S. (1978) studied the relationship between teacher's personality, teaching success and behavioural changes in students and revealed that the theoretical and social values were positively related to teaching success, but the economic and aesthetic values were negatively related. The highly successful teachers were assertive, venturesome, controlled, emotionally stable and trusting.
and were better adjusted than low successful teachers. The average successful teachers were better adjusted than the low successful teachers. The highly successful teachers possessed better intellectual capacity and efficiency, showed more introversion and better adjustment than the average and low successful teachers. The highly successful teachers were able to induce learning, develop interests and foster desirable attitudes in their students. The unsuccessful (low successful) teachers contributed significantly to develop aversion to the subjects creating misunderstanding and fostering undesirable attitudes and producing little subject learning.

Herser and Brown (1980) conducted a research study in the field of personality and value pattern of university teachers and revealed no significant relationship between age, sex, qualification and experience on the one hand and extroversion, neuroticism and social desirability on the other hand in the case of university teachers.

Mutha (1980) made an attitudinal and personality study of effective teachers and reported that sex, professional training, nature of schooling and income level were significantly associated with the teacher effectiveness. The effective teachers had significantly higher scores on theoretical value than the ineffective. The ineffective teachers had significantly higher scores on political value than the effective teachers. The effective teachers had significantly higher scores on neuroticism than the ineffective. The set of personality variables-ascendance-submission, anxiety, marital adjustment, extroversion, neuroticism, job satisfaction and teaching attitude significantly predicted the teachers effectiveness and values as religious, social, theoretical, aesthetic, economic and political significantly predicted the teachers effectiveness.

Parikh et al. (1984) studied the personality characteristics of most effective teachers and least effective teachers. They found that the most effective teachers were happy-go-lucky type, self-sufficient, extrovert, emotionally stable, honest.
On the other hand the least effective teachers were found to be serious, dependent having less of leadership qualities, introvert, conservative, neurotic, flexible with less desire of self esteem.

Rebeiroli (1991) declared that personality factors played a significant role in developing an individual. Various factors which form the total personality of an individual were self confidence, persistence, cooperativeness, emotional stability, emotional control, sense of responsibility, courtesy, socialibility, leadership, initiative, attitude to life and to self.

Rashmi (1993) conducted a study on a sample of 20 senior secondary school principals of west district of Delhi and 5 teachers from each of the schools. Major findings reported were that value patterns possessed by school principals depended upon their liking and disliking of certain things. The principal’s satisfaction depended upon how well his values found expression in his daily life style.

Banda (1994) reported that female teachers scored consistently higher on attitude, moral values and low on emotional instability and other traits like paranoid, technology, hypomanic, temperament and introversion and the result was also found to be statistically significant.

Singh and Gupta (1996) studied the influence of personality and gender on value system. They reported that neuroticism was found to be positively related with theoretical, aesthetic and religious values, whereas extraversion was found to be positively related with social, political and economic values. Females showed preference for aesthetic, social and religious values, whereas males showed their preference for theoretical, political and economic values.

Amandeep (2000) studied the personality and value patterns of 190 teachers favouring punishment from 14 schools of Amritsar district. Results of the study were that male teachers who favoured punishment were independent, aggressive, preserving, more intelligent, had abstract thinking, bright, assertive, sensitive,
suspicious, self-opinioned, imaginative, careless of practical matters, calculating, depressive, worrying, self-sufficient, resourceful, tense, frustrated and had more aesthetic and religious values. Male who did not favour punishment were outgoing, participating, socially precise, high self concept, controlled and they had higher economic and political values. Female teachers who favoured punishment were emotionally stable, calm, mature, enthusiastic, conscientious, preserving, suspicious, self-opinioned, experimenting, critical, liberal, analytical free thinkers and faced reality and were more religious. Female teachers who did not favour punishment were outgoing, warm-hearted, easy-going, participating, more intelligent, socially bold, tender minded, over protective, sensitive, imaginative, careless and self-sufficient, preferred own decision and were more aesthetic.

Natesan and Khaja (2003) studied the gender differences and group differences in teaching profession perception, teaching aptitude, personality factors and relationship among these variables in secondary grade teachers in Nellore district of Andhra Pradesh. The results revealed that there was no significant differences between Assistant v/s. Headmasters and Men v/s. Women teachers in professional perception, teaching aptitude and personality factors A and B. A (A-Reserved, A+ outgoing), factor B(B- less intelligent, B+ more intelligent).

Lourdes, Shanthi and William (2004) explored the personality factors of prospective secondary grade teachers and B.Ed teachers. When the total sample was taken into consideration, it was found that the prospective secondary grade teachers and B.Ed teachers were at par with each other in self confidence, persistence, emotional control, sense of responsibility, courtesy, leadership, an attitude towards self, irrespective of the category they belong. But they differed in the case of co-operativeness, emotional stability, initiative and attitude towards life.

Studies on personality revealed that popular teachers are effective, emotionally stable, relaxed and high on theoretical, social, political and religious
values; and low on economic and aesthetic values. Teachers are not significantly
differentiated on the continuum of low and high acceptance on the basis of values
(Koul, 1992). Extraversion, neuroticism and social desirability has no significant
relationship in respect of age, sex, qualification and experience of teaching (Herser
and Brown, 1980). Female teachers are consistently higher on moral values and
low on introversion and emotional instability (Singh and Gupta, 1996). The review
of related literature in the field of personality and values revealed that personality
of a person affects multitude of related factors of the individual with dominant
impact on values. Infact, data on personality as factors of values is equivocal. The
picture thus observed indicates diversity of views, absence of clear cut trends
related to personality and values.

3.4 STUDIES RELATED TO LIFE SATISFACTION AND
PERSONALITY

Mehdi and Sinha (1974) studied the relationship between neuroticism and
satisfaction of 200 school teachers selected randomly in Patna. Eysenck’s
neuroticism scale was used and reported that there was negative correlation
between satisfaction and neuroticism. By quartile analysis high and low neurotic
group were compared. There was a significant difference in these two groups. Low
neurotic group had higher satisfaction.

Dolke and Sutaria (1980) reported that extroversion–introversion and
neuroticism-stability dimensions of personality were not related to source of
satisfaction and dissatisfaction among the teachers.

Kuhn (1982) reported that extrovert teachers seemed to be more satisfied
than introvert. Extroverts gave importance to helping students whereas introverts
were more bothered for salary, policies and work conditions.

Persons high on personal control over environment were more satisfied with
their lives and had optimistic outlook. (Baltes and Baltes, 1986).
Porwell (1987) compared certain personality traits of hundred satisfied and hundred dissatisfied teachers from secondary schools from India using Sixteen-Personality Factor Questionnaire (16PF). Satisfied subjects tended to be reserved, detached, critical and cool, like things rather than people, preferred working alone, and avoided compromise. Dissatisfied subjects were likely to be easy-going, emotionally expressive, ready to cooperate, attentive to people, soft-hearted, kind and adaptable with greater probability of interaction with colleagues and outside interest.

Jindal (1989) in study on constructive thinking in relation to life satisfaction among university teachers and students revealed significant, positive relation among various factors of constructive thinking and life satisfaction. Life satisfaction was most strongly and directly associated with over all positivity of emotions, ego-identity affiliation, mental health, physical health, age, marital status, interpersonal competencies, friendship, romantic and sexual relationships, family material satisfaction, education, physical, physio-socio-cultural supplies, leisure activities, sport participation, financial status and residential facilities. It was most strongly negatively associated with loneliness, depression, psychological distress and greater number of children and also house hold withdrawal from family etc.

Hota (1990) reported that women in teaching jobs were found to be more satisfied in their lives than women in non-teaching jobs and self concept was found to contribute towards life satisfaction.

Plomin et al. (1992) found that heredity played about 25% role in determining the predictors (like optimism and pessimism) of life satisfaction. Their data suggested that genetic factors contributed to association between mental health and predictors of life satisfaction.

Richardson and Burke (1993) studied the relationship between mental health and life satisfaction of the teachers and reported that satisfaction of life was
related to attitude. Favourable attitudes were significantly related to life satisfaction.

Joshi (1994) studied the impact of life satisfaction of college students on personality pattern and found that life satisfaction had no significant impact on personality pattern.

Shivani (2001) studied the relationship between life satisfaction and personality structure of teachers and revealed that there existed no significant relationship between personality traits and life satisfaction of teachers.

Sharma (2006) investigated the life satisfaction and self-concept of male and female B.Ed teacher trainees and further, impact of high and low level of satisfaction on the self concept of teacher trainees. Sample comprised 200 teacher trainees (100 boys and 100 girls) from different colleges of education. Tool used for data collection were life satisfaction scale (L-S Scale) by Alam and Srivastava and self-concept questionnaire by Sarawat . The findings of the study revealed that sex differences had no significant influence on the life satisfaction and self-concept of teacher trainees. Life satisfaction affected positively on self-concept of boys, but in case of girls life satisfaction had no significant effect on self-concept.

3.5 STUDY RELATED TO VALUES, LIFE SATISFACTION AND PERSONALITY

Mawani (2001) investigated the interaction between personality and religious orientation as conveyed by the level of religious satisfaction and life satisfaction. Self-report surveys from 183 Muslim and Christian University students were analysed using MANCOVA statistical design. The intrinsic religious orientation found to be associated with higher levels of religious satisfaction than extrinsic religious orientation. Religious satisfaction was found to be significantly correlated with life satisfaction and extraversion dimension of personality.
Thus in the area of values, life satisfaction and personality there is lack of studies, so intense efforts are needed to probe this particular field as there is enough scope for further exploration.