CHAPTER III

REVIEW OF RELATED LITERATURE
Research is very important for progress in every field of life. Its constant addition to vast store of knowledge makes possible progress in all areas of human endeavour. In every research work, it is necessary for the researcher to be familiar with the related literature, because it helps in paving the way for understanding the potentialities of the problems in hand.

The study of related literature helps the researcher in acquiring information about the studies done in the field, protects against unnecessary duplication, guides in carrying out the investigation successfully and makes him familiar with the steps. The related literature can also help the investigator to start from a point where others have left.

Review of literature is an important prerequisite for actual planning and then execution of any research work. The research workers need to acquire up-to-date information of what has been thought and said in a particular area so that they can derive benefit from the work of their predecessors.

A review of the related literature with regard to the independent variables of intelligence, personality, mental health, modernization, socio-economic status and their relation with the dependent variable of life satisfaction of teachers has been given as under:

**Life Satisfaction**

Work is capable of providing some satisfaction for all levels of needs (*Roe, 1956*) and satisfied persons are little moved by the chances of daily life (*Stuart and Oakden, 1962*). In certain circumstances high staff satisfaction and morale may result in complacency and stagnation. Life satisfaction, may in last, be a function of general satisfaction or attitude towards life (*Blum, 1956* and *Lavingia, 1962*).
Van Zeist (1951) found that persons who have been rated high in interpersonal desirability by their fellow employees were the most satisfied ones with their jobs.

Schaffer (1953) studied satisfaction as related to need satisfaction among 72 employed men. His study formally stated that overall satisfaction would vary directly with extent to these needs of an individual, which can be satisfied in a work situation, are actually satisfied.

Maslow (1954) in a study differentiated satisfied from dissatisfied people. The former were judged to have released their potentialities. These people showed superior perception of reality, greater acceptance of self, others and nature, increased spontaneity, greater detachment and need for privacy, more autonomy and independence of culture and environment.

Hullin and Smith (1964) conducted a study to measure 5 separate aspects of job satisfaction from 295 male workers and 163 female workers drawn from 4 different plants. These were analyzed with respect to satisfaction for male and female workers. The results revealed that in 3 plants the female workers were significantly less satisfied than their male counterparts, while in the 4th plant, there was no significant difference. They maintained that sex percentage was not the crucial factor which leads to high or low satisfaction; rather it was the entire constellation of variables which consistently so varied, e.g., pay, job, level, promotion, opportunities, sour ball norms. It was also likely that if these variables were held constant or if their effects were partialled out, the differences in job satisfaction would have disappeared. The second important observation they made was that since the difference in satisfaction did not hold up across all four samples, it was more likely that situational factors played a very important role, not only in the level of satisfaction of the workers, but also in the relative satisfaction of the male and female workers.
Lacy (1968) analyzed factors that effect job satisfaction of business teachers who were teaching special programmes and those who were teaching the traditional business education programmes. He used three levels of job satisfaction to determine factors that affect job satisfaction: high level satisfaction group, average level satisfaction group, and low level satisfaction group. The results indicated that the teachers included in the sample for the study were well satisfied with their present teaching jobs. However, a high level of job satisfaction did not prevent teachers from leaving the teaching field. Further, he also found that the sex of a teacher; the teacher’s marital status; the number of dependents that the teacher had; the particular programme in which she/he was teaching; the number of high school students enrolled; record-keeping and making reports did not effect the job satisfaction whereas teachers’ job satisfaction was affected by their salaries, the amount of college credit, teaching experience and the teaching load that they had. Teacher’s job satisfaction was affected by the students, and in particular, large number of low ability students were also identified as factors that teachers were least satisfied with.

Lipman and Smith (1968) in their study of functionality of disengagement in old age found that life satisfaction has been associated with high levels of activity and social interaction.

Hussein (1968) studied the effect of school size on teacher's satisfaction and participation, and he took a stratified random sample of 10 Michigan high schools with enrolments ranging from 469 to 3030 students. He found that there was a statistically significant negative correlation between school size and teacher's satisfaction and participation. He concluded that school size caused certain unfavorable organizational changes, which in turn tended to affect some psychologically based variable, and both of these caused the ultimate impact of size on teacher's satisfactions and participation. The study called for establishing specific programme and creating organizational changes that may reduce the negative effect of large size in a school.
Sergiovini (1969) examined factors which affect satisfaction and dissatisfaction of teachers and found that the factors which contributed to work satisfaction of teachers were achievement, recognition, responsibility, while factors, contributing to dissatisfaction of teachers were related to school policy and administration, interpersonal relations, nature of technical supervision and personal life.

Negi (1974) studied factors related to job satisfaction of physical science teachers in higher secondary schools in Delhi. Findings from this study revealed that the physical science teachers on the whole were found to be satisfied with their job. Female teachers were more satisfied in their jobs than the male teachers. The study also showed that teachers in the age group of 31-40 years were more satisfied than the teachers of the age group 21-30 years. Post graduate teachers were more satisfied than graduate teachers. No differences were found in the job satisfaction of urban and rural teachers.

Dicaprio’s (1974) study showed that as a group, teacher in rural secondary schools were generally more satisfied with certain aspects of their job than were teachers in suburban schools. Study of Brayfield and Wells (1975) showed that job satisfaction and general satisfaction were not positively and significantly related among women teachers.

Hajid (1979) studied the job satisfaction of teachers of government secondary schools in Bangladesh. The findings of this study showed that 94 percent of teachers were found to be satisfied with profession. Female teachers had more satisfaction than male teachers. Teachers with experience of 3 to 7 years and 8 to 12 years were less dissatisfied than teachers who had experience of 13 to 17 years. No significant differences were found in satisfaction between teachers of rural and urban areas. The findings further showed that teachers were dissatisfied due to inadequate salary, low promotion, low status in society, autocratic administration, frequent transfers, lack of science equipment and material, size and nature of class and poor working conditions in the school.
Toseland (1979) has reported that the most important predictors of life satisfaction are family life satisfaction and personal health satisfaction with dwelling.

Mokry (1980) identified the major factors which contribute to high and low satisfaction of teachers and also to assess the different perceptions of job satisfaction that might exist between male and female teachers. It was concluded that the prime complaint of teachers, mostly those who are younger was regarding their salary. He postulated that this could have primarily been a result of inflationary pressure on fixed income house-holds, since in previous studies salary did not appear to be a great concern. However, he noted that salary was not a unilateral determinant of total teachers' satisfaction. Furthermore, he found difference in job satisfaction between younger and older female teachers as well as between young and old male and female teachers.

Nath (1980) discovered that teachers working in government schools were more satisfied then those who were working in privately managed schools.

Kaur (1985) studied life satisfaction as a correlate of teacher effectiveness and concluded that most effective and less effective teachers do not differ significantly in their life satisfaction.

Cohen (1984) indicated that job satisfaction is positively correlated to life satisfaction and happiness. The status of an individual in his occupation is also positively related to life satisfaction.

Coke and Margee (1990) reported that among African-American elderly family role involvement and participation in church activities were significant predictors of life satisfaction.

Jayshree and Rao (1991) studied personal adjustment and life satisfaction of re-employed retirees (RER) and non-employed retirees (NER) and found that social adjustment was significantly higher in RER as compared to NER, but no significant difference was found between life satisfaction scores of two groups.
Plomin et al. (1992) found that heredity plays about 25 per cent role in determining the predictors of life satisfaction. Their data suggest that genetic factors contribute to associations between mental health and predictors of life satisfaction.

Near and Rechner (1993) collected and compared from respondents, in lowest European countries, four sets of predictors of life satisfaction (job satisfaction, non-work satisfaction, working conditions and living conditions). Their results indicated that although levels of satisfaction varied somewhat from country to country, significant predictors of life satisfaction were quite similar among the countries.

Taburan (1993) studied various factors affecting the life satisfaction of retired Thai Military officers. He found out that the level of life satisfaction among male retirees was higher than that among females. The retirees who were married had a higher level of life satisfaction than those who were single. The retirees living in urban area had higher life satisfaction levels than those living in rural areas. Other variables, namely current state of health, previous salary and pension, were not related to the level of life satisfaction of retirees.

Richardson and Burke (1993) found that satisfaction of life is related to attitude. Favourable attitudes are beneficial in teaching. They provide a climate and atmosphere in which teachers can teach properly, develop normally and attain the goals of life and education.

Reingkantal (1993) studied job satisfaction and dissatisfaction among technical teachers of Thailand at the certification and diploma levels. He found that the group of high salary teachers expressed significantly more satisfaction than the group of low salary teachers with regard to recognition for achievement and task achievement. He also found that teachers with longer teaching experience were not found to be significantly more satisfied in their job than their counterparts. The teachers of the high-age-group (50 and above) were found to be
significantly less dissatisfied with their job than those in the low age groups (30 and below).

Jang (1994) found that grade levels and school size had no effect on teacher’s overall job satisfaction. He also found a significant relationship between job satisfaction and years of teaching experience and specifically those teachers who began work slightly dissatisfied, were most satisfied when they had over twenty six years of teaching experience. On the other hand, he concluded that location had no effect on teachers’ overall job satisfaction.

Ho and Chang (1995) reported participation in social activities and functional independence as factors associated with a higher life satisfaction.

Auskar (1996) studied the factors with which the teachers are satisfied or dissatisfied. The percentage of satisfied teachers from each of the sixteen factors, such as promotion, recognition, independence, salary, job security, work itself, job status, friendliness of head, use of abilities, supervisor's help, educational policies, achievement, working condition and personal life were studied. It was found that only 30 per cent of the school teachers were greatly satisfied with all the sixteen factors. 70 per cent of the teachers are satisfied and 17 per cent of the teachers are moderately satisfied with all the sixteen factors.

Kaur, (2000) conducted a study on "Life Satisfaction as Resultant of Teacher Attitude" and found that there exists no significant difference between life satisfaction of teachers of different colleges and further found that there exists no significant relationship between life satisfaction and teacher attitude.

Hasnain and Sharma (2001) studied life satisfaction among working couples and found that working husbands of working wives were more satisfied than working husbands of housewives. Housewives are found to be significantly more satisfied than working wives. Further, working husbands were more satisfied than working wives.
Some of the studies quoted above reveal that females are less satisfied than their male counterparts while there are some studies which show that females are more satisfied than males. Few studies reveal that there exists no significant gender difference in life satisfaction and a few show that status of an individual in his occupation is positively related to life satisfaction.

LIFE SATISFACTION AND PERSONALITY

The personality of a person plays an important role in determining his job satisfaction. Persons who are satisfied with their jobs are assumed to differ significantly in their personalities from those who are dissatisfied. Personality has been suggested as a major cause of dissatisfaction. Maladjusted personality is the source of dissatisfaction (Sinha, 1960). Several studies have appeared examining various antecedents and consequences of job satisfaction, many of them having personal or behavioural correlates as variable (Locke, 1976). A perusal of these studies shows that satisfaction with the job is dependent upon the personal attitudes and personality characteristics.

Guha (1965) found job satisfaction to have negative relation with neuroticism and positive relation with extroversion.

Prasad (1965) found that personality factors, i.e., introversion and extroversion and personal factors were significantly related to job satisfaction.

Eysenck (1971) indicated that successful businessmen are on the whole stable introverts. There is considerable evidence that job satisfaction is often associated with generalized maladjustment of some kind.

Joshi and Dubey (1976) studied personality dimensions and job satisfaction of one hundred fifty nurses in the age group of 20-39 years and concluded that satisfaction on wage and working conditions was greater than on other variables comparatively. Their score was low on ego need of satisfactory relation with supervisors and individual job satisfaction.
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 per cent of the teacher’s job satisfaction was determined by their extroversion. Neuroticism was found to be negatively related to it.

Subramaniam and Narayan (1977) found the effect of personality on job satisfaction among college teachers. Individuals’ emotional stability seems to contribute to job satisfaction and extroversion seems to be unrelated to job satisfaction of college teachers.

According to Afzalur (1981) certain personal characteristics did effect job satisfaction irrespective of occupational environment.

Gunthey and Singh (1982), found that psychotic depression, manic depression, anxiety, obsession compulsion and social introversion were significantly correlated with job satisfaction.

Kuhn (1982) examined the relationship between teacher’s personality type and job satisfaction. He found that extrovert teachers seemed to be more satisfied than introvert teachers. Extrovert teachers gave importance to helping students whereas introverts were more bothered for salary policies and work conditions.

Ahmed and Razzack (1983) administered a demographic questionnaire, a measure of neuroticism - stability and extroversion – introversion and a job satisfaction measure to 30 male and 30 female workers in a radio factory. Subjects with high job satisfaction exhibited less neuroticism than subjects with low job satisfaction. None of the personal variables (age, education, experience, marital status, income and expected income) were significantly related to neuroticism.

Kumari (1986) investigated whether the personality factor of neuroticism and authoritarianism had a significant effect on job satisfaction in a sample of 500 paid supervisions and her results revealed that neuroticism and authoritarianism have significant bearing on job satisfaction.
The findings of Robert (1986) showed that personality factors had a significant relationship to job satisfaction among Utah paramedics. According to him extroverts were found to be more satisfied with their jobs than introverts.

Furnham and Sacheri (1986) examined the relationship between the dimensions of extroversion, neuroticism, psychoticism, lie scale and dimensions of job satisfaction in a group of computer employees (N = 88). They found that the extroversion and lie scales correlated positively with all aspects of job satisfaction, whereas neuroticism and psychoticism scores correlated negatively.

The studies by Mohan and Bali (1987) revealed that negative correlation was found between job satisfaction and neuroticism though the correlation was not significant.

Porwell (1987) compared personality traits of satisfied and dissatisfied teachers (100 teachers each) from secondary schools in India by using 16 PF questionnaire. It was concluded that satisfied teachers were reserved, detached, critical, cool, prefer working alone and avoid compromise whereas dissatisfied teachers were emotionally stable, ready to co-operate, attentive to people, soft hearted, kind and adaptable with greater probability of interaction with colleagues.

Joshi (1994) conducted a study on life satisfaction among college students and its impact on personality pattern and found that life satisfaction does not have any effect on personality pattern.

Eran (1996) found that how a person perceives his own personality traits is important for satisfaction. It was also found that job satisfaction might be accounted for the intervention of environmental and personal factors.

Kaur (1999) found no significant relationship between job satisfaction and personality traits of Navodaya Vidyalaya teachers.

Shivani (2001) conducted a study on life satisfaction as related to personality structure of teachers and found no significant relationship between traits and life satisfaction of the teachers.
The above quoted studies with regard to personality and life/job satisfaction revealed contradictory results. Some of the researchers have reported positive relationship between extraversion and life satisfaction and others have reported that there is no relationship between these two variables.

**LIFE SATISFACTION AND MENTAL HEALTH**

Mental Health implies satisfactory relationship of oneself and one’s environment as well as the possession of problem-solving techniques for establishing a satisfactory relationship between the two.

Hoppock (1935) indicated positive relationship between job satisfaction and mental health.

Smith (1955) indicated positive relationship between job satisfaction and mental health and dissatisfaction with other aspects of employees life.

Kornhauser (1960) reported that better satisfied employees had better mental health in comparison to the less satisfied employees. He found consistent association between job satisfaction and mental health index including self esteem, sociability, personal, moral, hostility, anxiety and tension. Research findings reported that dissatisfaction with job was related to dissatisfaction with other aspects of employees.

Pandey and Mishra (1973) found significant positive relationship between home adjustment and job satisfaction and also between health adjustment and job satisfaction.

Gekhman and Wiener (1975) in their study on female elementary school teachers observed that the teachers who felt satisfied with the job reported positive mental health.
French (1973) found that role ambiguity was significantly related to low job satisfaction and to feelings of job related threat to one’s mental and physical well-being.

Jagdish (1986) conducted a study on relationship between mental health and job satisfaction and found positive relationship between these two variables.

Mehra and Mishra (1991) explored the potential moderator effect of mental health on the intrinsic job satisfaction and occupational stress relationship of 250 blue collar industrial workers of Lucknow. Results showed that mental health has a moderating effect on the intrinsic job satisfaction and occupational stress relationship.

Khaleque et al. (1992) conducted a study on job satisfaction, mental health, fatigue and performance of industrial workers and found that mental health scores of the subjects who were satisfied with their job was significantly higher than that of those who were not satisfied with it. The results also indicate a significantly high positive correlation between job satisfaction and mental health. They found that mental health of the subjects who were satisfied with their job was significantly higher than that of those who were not satisfied with it.

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

Graetz (1993) found that dissatisfied workers had highest levels of health risks while it was of lowest levels among satisfied workers.

Mishra and Shrivastava (1999) in their study, “Mental health as a moderator variable of the organizational commitment and job satisfaction relationship” found that mental health has a moderating effect on organizational commitment and job satisfaction relationship. Job satisfaction is higher for doctors with higher mental and lower for those with lower mental health.
Most of the studies reveal that there exists a positive correlation between mental health and job satisfaction.

**LIFE SATISFACTION AND MODERNIZATION**

Modernization was a subtle attempt to perpetuate the western domination over the developing countries (Inkles, 1973). Dreeben (1968) has offered the sharpest theoretical formulation of the latent function of education for modernization. Gender differences have been observed by Jindal (1981) with regard to modernity. A very few researchers have investigated the life satisfaction and modernity.

*Carnell (1955), Varoom (1964) and Arggrist (1958)* found significant difference in the climate and modern amenities of an organization and its effect upon the level of performance of individuals within the organization as well as their satisfaction.

*Young (1969)* studied job satisfaction of teachers in changing urban environment and public high school business teachers and concluded that modern factors such as recognition and achievement provide more satisfaction where as social factors such as sex, marital status and the number of dependents etc. did not effect the level of satisfaction of teachers.

**SOCIO-ECONOMIC STATUS AND LIFE SATISFACTION**

*Hoppock* as early as (1935) reviewed various studies made on work attitudes. It was generally believed by earlier researchers that satisfaction of employees largely rested with the economic incentives offered by the company. The socio-economic factors like grade or income of teachers are the strong indicator of life satisfaction.
Duncan (1957) claimed that the relevant source of satisfaction with one’s standard of living is having more income than someone else not just having more income.

Malhotra (1973) reported that satisfaction is influenced by one’s family background. It was reported to be high among respondents whose fathers were more educated and were engaged in high prestigious occupations. However, Mason (1981) reported that workers with high socio-economic characteristics had weak influence on satisfaction in work.

Ginzberg et al. (1981) identified the economic status of an employee and tangible rewards of work i.e. pay and bonus, which bring satisfaction.

Sciaccia's (1987) study revealed that university first year female teachers who graduated from accredited teacher education institution expressed greater job satisfaction than did those who had alternative certification. The men from the two categories experienced similar levels of satisfaction. The socio-economic level of the school in which the university certified teachers and alternatively certified teachers were employed was not related to the level of job satisfaction.

Philips (1990) in their study showed that satisfaction with living conditions, self-rated health and sufficiency of income were powerful predictors of life satisfaction.

Cooper (1991) reported that attitude towards relationships, leisure recreation and finance were the most significant predictors of life satisfaction of retired teachers. The other predictors of life satisfaction which were less significant are health and relationship with friends.

Dorfman (1992) investigated life satisfaction in professors and found that perceived financial adequacy before retirement and even after retirement was positively related to life satisfaction.

Douthitt et al. (1992) reported that economic variables significantly influenced economic and non-economic domains of life satisfaction.
Floyed et al. (1992) investigated the satisfaction in retired men and women and found that satisfaction scores were positively correlated with socio economic status.

According to Coke (1992) correlates of life satisfaction vary among elderly males and females. Among males, self perceived adequacy of income, actual household income, educational level were significantly related to life satisfaction.

A study by Leelakulthanit and Day (1992) on people of Thailand reveals that they tend to be more satisfied with personal domains of life than with environmental domains. Two significant contributors to Thailand's quality of life are economic well being and better education.

In another study by Olson and Schober (1993) positive life satisfaction in poverty has been explained by either shiftlessness of the people expressing it or by conscious decision of the individual for a life of poverty.

Diener et al. (1993) found that income produced the same levels of happiness in poorer and richer areas of the USA. At higher income levels, income appeared to produce lesser increases in subjective well-being.

Gitmez and Morcol (1994) conceptualized satisfaction as a cognitive evaluation. They reported that socio-economic satisfaction was a strong determinant of the vertical inequalities in the distribution of satisfaction. Socio-economic satisfaction has a strong determining role over satisfaction of needs.

Clark and Maurel (2001) reported that conditional or real household income and such a situation significantly and negatively have impact on reported life satisfaction. Moreover, the effect of household member being owned money has the same quantitative effect as a one-log point decrease in real household income.

Graham et al. (2004) estimated life satisfaction using data from the 1995 and 2000. The results from this cross sectional estimator found that life satisfaction was U-shaped in age and was positively associated with being male.
more highly educated, having good health, household equalized income and being in employment.

The perusal of the review of related literature shows that various researchers have investigated life satisfaction of teachers in relation to personality, mental health, socio-economic status and modernization. Mixed results have been reported with regard to these variables. Further, most of the studies have investigated only one aspect of life satisfaction i.e. job satisfaction. In addition, no study could be traced by the investigator with regard life satisfaction with intelligence. Hence, the inconsistency of findings regarding the relationship of life satisfaction with personality, mental health, modernization and socio-economic status inspired the investigator to take up the present study.