CHAPTER III

REVIEW OF RELATED LITERATURE
The survey of the related literature is a crucial aspect in the planning of a new study. Related studies prove as a light house which shows the right path so that we may not grope in the dark and fitter away our energy. The survey of related literature is helpful in making a straight forward statement of the need for the investigation to be under taken. It makes aware of what has been done and what is being done in the field of investigation. It prepares a suitable back ground for a better appreciation and thorough comprehension of the studies being undertaken. Review of related literature is needed:

- To show whether the evidence already available solves the problem adequately without further investigation and thus it avoids the risk of duplication
- to provide the ideas, theories, explanations or hypotheses valuable in formulating a problem
- to suggest methods of research appropriate to the problem
- to locate comparative data useful in interpretation of results
- to decide whether the additional data are essential or not
- to develop the insight of the investigator and helps in making him alert to the research possibilities that have been overlooked

If we have to start afresh there will be a lot of wastage of time and energy. Without reference to the previous studies we may discover a thing which has already been discovered. Without looking into the related literature of the problem under investigation we will be no better but be at the same place. Just as an old wine when poured into new bottles get new outlook and shape, the survey of the problem of life satisfaction of teachers may reveal facts which can give the problem an entirely new outlook. Thus it provides comparative data on the basis of which one can evaluate and interpret the significance of ones findings.

This phase of research being of paramount importance, the researcher has to take the help of books, magazines & periodicals, encyclopedias and other literature, which make him aware of the problem. There have been many studies and oceans of literature dealing with life satisfaction in abroad as well as in India.
In this chapter an attempt has been made to take cognizance of studies which have relevance to the present problem. Since the studies reviewed could not be classified into one area. Therefore only relevant findings have been classified into areas concerned. The review was intended to provide a back ground to the study that followed and it was thought that such an attempt would be of great help for the formation of hypotheses.

The factors affecting life satisfaction may be classified into three categories – personal, professional and personality factors and the impact upon life satisfaction of sex (personal factor), experience (professional factor) and attitude towards teaching and role conflict (personality factors) has been reviewed in the pages that follow.

3.1.1 Life satisfaction and job satisfaction

Roe (1956) concluded that "It is impossible to separate job satisfaction from satisfaction with life."

Hoppock (1935), Lavingea (1979) and Blum (1956) have suggested that job satisfaction may in part, be a function of general satisfaction or attitude towards life.
adequacy of income, actual household income and educational level was significantly related to life satisfaction.

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.

According to Douthitt et al (1992), economic variables significantly influenced economic and non-economic domains of life satisfaction. Although the overall effect of economic variables on life satisfaction was negative, increased family size enhanced non-economic life satisfaction, while detracting from economic aspects of life satisfaction.

Floyd et al (1992) investigated satisfaction in retired men and women and found that satisfaction scores correlated with SES.

According to Haworth & Hill (1992) Intrinsic motivation in daily life is must as it is positively correlated with happiness. Enjoyment in both work and leisure correlate with aspects of well being.

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

Near and Rechner (1993) collected and compared from respondents in 10 west 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 by country, significant predictors of life satisfaction were quite similar among the countries.
Gitmez and Morcol (1994) did their study on Turkish subjects and conceptualized satisfaction as a cognitive evaluation. Their results indicate that SES was a strong determinant of the vertical inequalities in the distribution of satisfaction. SES has a strong determining role over satisfaction of needs.

3.1.3 Sex

Michalos (1991) studied 18,000 college students in over 30 nations & found very small sex differences in life satisfaction and happiness.

Coke (1992) found that correlates of Life Satisfaction vary among males & females. The male members are more satisfied in life than females. Among males, self perceived adequacy of income, actual household income, educational level were significantly related to Life Satisfaction than females.

Park (1992) has asserted that women traditionally perceive themselves as teachers & nurtures of pupils & experience greater satisfaction than their male counterparts.

Biswa & Tinku (1994) studied job satisfaction of 200 secondary school teachers from 7 schools. They concluded that female teachers are more satisfied than male teachers.

Andre Bishay (1996) conducted a survey on a sample of 50 teachers. He concluded that Job satisfaction and motivation correlated significantly with responsibility levels, gender, age & years of teaching experience. Women reported overall lower levels of satisfaction. Increased length of service correlated with greater satisfaction.

Mwamwenda, Tuntufye S. (1997) carried out a study on senior secondary school teachers from Transkei and found that there were more male teachers expressing job satisfaction than female teachers.

Sundram (1998) in his study concluded that men & women teacher educators differ significantly on job satisfaction. Female teacher educators are more satisfied than male teachers.

Athanasiou (2000) conducted a study on 354 Greek teachers (28-59 yrs. of age) to examine the level of Job Satisfaction and to find out the relationship
between personal characteristics and job satisfaction. Teachers were satisfied with job itself but not with pay and promotional opportunities. Results suggest that certain personal characteristics (e.g. gender, age etc.) were significant predictors of different aspects of job satisfaction.

Sharma, S (2001) conducted a study entitled “Life satisfaction in working couples” & found that working husbands were more satisfied than working wives & housewives.

Mayo Robbins Margaret (2002) carried out a research on careers of primary school teachers who were in their 6th yr. of teaching at the time of the research, more female teachers than male teachers were satisfied.

Foster Billye (2003) conducted a study on women in secondary & middle school level agricultural education across the United States & surveyed that although women reported high levels of satisfaction in their profession, the actual ratio of women to men is still quite low (1:6).

Kaur H. (2003) in her research related to life satisfaction of teachers has concluded that male teachers are more satisfied than female teachers.

Geeta Mehra and A.P. Singh (2006) in their study on secondary school teachers w.r.t. sex and job satisfaction. They concluded that sex does not play significant role in the determination of job satisfaction.

3.1.4 Experience

Herzog & Rodgers (1981) collected data from surveys and deduced that life satisfaction often increases with age.

Balwinder kaur (1986) conducted a correlational study, where a sample of 245 homescience teachers working in schools, colleges and universities of Punjab, Haryana and the Union Territory of Chandigarh were selected to examine the nature of the relationship between professional characteristics and job satisfaction of home-science teachers. The findings of the study were that professional characteristics (experience, salary and qualifications) did not act as a correlate of job satisfaction.

Meera Dixit, (1986) conducted a study designed to observe the effect of sex, teaching experience and medium of instruction on the level of satisfaction
with their profession. The main findings of the study were that female teachers were more satisfied than male teachers both at the primary and the secondary levels. Among the secondary school teachers, those with greater length of service were more satisfied.

Inglehart (1990) carried out a study on cultural shift in advanced industrial society and concluded that life satisfaction does not decline with age.

Sundararajan & Ashrafullah (1990) carried out a study on Harijan school Welfare teachers to find out impact of sex & experience on job satisfaction. They concluded that teachers with a teaching experience above 10 years are better satisfied than others.

Sundararajan & Minnalkodi (1991) studied job satisfaction of 155 teachers and concluded that no significant difference exists between men and women w.r.t. job satisfaction. They further concluded that teachers with less than 20 years experience were better satisfied than teachers with more than 20 yrs. experience.

Dass & Panda (1995) studied the job satisfaction of college & higher secondary teachers in terms of their sex & experience. 100 teachers formed the sample of the study. They concluded that sex & experience are not correlated to job satisfaction.

Hosley & Lavery (1995) conducted a research on subjective well being and age and concluded that life satisfaction often increases or at least does not drop with age.

Saiyadain S. Mirza (1996) conducted a study on teachers of school of management for their job satisfaction. The results showed that gender & marital status did not influence job satisfaction. Age, years of education & experience were found to be linearly correlated to job satisfaction with significant deviation from linearity.

Okma & Veenhoven (1996) found no evidence of a decrease in life satisfaction across the life span but did observe a small decline in mood. The lack of significant decrease in life satisfaction across the life span suggests people’s ability to adapt to their conditions.
Diener & Suh (1998) surveyed 60,000 adults from 40 nations & discovered a slight upward trend in life satisfaction from the 20s to the 80s in age and little change across age cohorts w.r.t. the experience of the effect.

Fraser, Draper and Taylor (1998) collected data from teachers with 5, 10 & 15 years of experience & examined specific aspects of job satisfaction and compared data from the different cohorts of teachers at different stages in their careers. It shows that teachers with longer service are overall less satisfied with teaching and on some specific aspects of satisfaction, differences are statistically significant. There are notable gender differences, women being more satisfied than men.

Archer (1999) in his study reported that while large no. of trainees are graduating from teacher training institutions, significant numbers do not go into teaching and yet large number of existing teachers are leaving the profession in early years of their career.

Bird (2000) concluded that in the context of current teacher shortages while more younger teachers leave the profession early in their careers, older one are generally more likely to stay longer.

Naylor (2001) in his report has concluded that high early retirement rates, younger teachers leaving the profession in the first three years leads to concerns about the teaching profession’s ability to renew itself and teacher’s pay are all international trends. Furthermore excessive workloads and related high stress levels & low satisfaction are reported.

Woodward (2003) conducted a study on primary & secondary schools & reported that there is a evidence of dissatisfaction within the profession, causing high number of teachers to leave or contemplate leaving teaching early in their careers.

M. Gautam, K. Mandal & R.S. Dalai (2005) conducted a study to measure the level of Job Satisfaction of the faculty members of Deptt. of Veterinary Sciences & Animal Husbandry of Sher-e-Kashmir University of Agricultural Sciences & Technology of Jammu and to explore the variation in the Job Satisfaction level. They concluded that overall job satisfaction of the faculty
members is moderate. The younger faculty members are more satisfied as compared to those with a longer service period although the relationship is not linear.

Jwala Mahato and S.P. Bedi (2006) conducted a correlational study between job satisfaction and teaching experience of Polytechnic teachers. The value of correlation ($r=0.212$) showed a significant positive relationship between experience and job satisfaction.

### 3.1.5 Attitude Towards Teaching

Teacher having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their life. This view is well supported by the finding of studies conducted by Kalanidhe (1965), Teigland (1966) Neidt & Hellund (1967), Yee (1968), Aaron (1969) and Bhogle (1970).

H.L. Singh, (1974) in his study conducted on 517 higher secondary school teachers of the Union Territory of Delhi, found that there was a positive and significant relationship between scores on attitude towards teaching and scores on satisfaction.

Chen (1977) worked on a sample of 495 subjects including elementary, junior, high and vocational school and found that public and private school teachers (selected from Taiwan) expressed similar attitude regarding their levels of job-satisfaction.

J.C. Goyal, (1980) in his study conducted on 300 teacher educators of 45 institutions all over the country found that the relationship between job satisfaction and attitude towards teaching was positive and highly significant ($r=0.435$).

D. Ramakrishanaiah, (1980) in his study conducted upon 400 teachers working in Sri Venkateswara University found that teachers who had a low attitude towards teaching exhibited the least satisfaction with their job while high attitude group had the higher job satisfaction.

D.P. Garg, (1983) conducted a study intended (i) to assess whether the highly satisfied and dissatisfied groups of teachers differed significantly with respect to their teaching attitude, (ii) to test whether the highly satisfied and the
dissatisfied groups of teachers of both the sexes differed significantly with respect to their teaching behaviour. A sample of 400 teachers was selected from Badaun district from 19 secondary schools. From the analysis, the conclusions drawn were: 1. Teachers' attitude, job-satisfaction and teaching behaviour, all these were significantly related with the sex of the subject. 2. Female teachers had reported a more favourable attitude, a higher level of job-satisfaction and better teaching behaviour than their male counterparts. 3. Both the teaching attitude and job-satisfaction of teachers were identified independently of their teaching experience. 4. A positive and highly significant relationship was obtained between teachers' attitude and level of job-satisfaction. 5. Highly satisfied teachers possessed a more favourable teaching attitude and showed better teaching behaviour than highly dissatisfied teachers.

Ume Kulsum (1985) conducted a correlational study with age, sex, teaching experience and attitude towards teaching, school strength and staff strength as independent variables and teachers job satisfaction and job involvement as dependent variables. She concluded that teacher's attitude towards teaching correlated positively & significantly with their job satisfaction score with a correlation coefficient of 0.65. Female teachers had higher levels of job satisfaction as compared to male teachers. Teachers attitude towards the teaching profession turned out to be a significant predictor of job satisfaction. The interaction effect of age and sex pertaining to the job satisfaction scores were found to be significant.

Gurdish Kaur (1989) studied job satisfaction of school teachers in relation to their attitude towards teaching profession and concluded that there exists a positive correlation between job satisfaction and attitude towards teaching of teachers teaching in govt. high schools. The value of 'r' was found to be 0.157.

D. Ramakrishanaiah (1989) conducted a study on 480 college teachers and found that those who had more favorable attitude towards teaching were more satisfied with their job.
B.P. Reddy (1989) in his study found that over qualified primary teachers had low job satisfaction while teachers younger in age had higher level of Job Satisfaction which had positive correlation with attitude towards teaching.

Nirmal Saxena (1990) conducted a study on 600 teachers and concluded that attitude towards teaching was positively but not significantly related to job-satisfaction.

Sharma (1991) working on a sample of 100 teachers from ten high and higher secondary schools of Ferozepur, reported a high positive correlation (0.42) between teacher's job satisfaction and their attitude towards teaching profession.

Ram Mohan Babu (1992) in his study found that less experience, favorable attitude towards teaching and efficiency of teaching corresponded with higher job-satisfaction.

Sunderarajan and Sabesan (1991) conducted their study on 81 teachers selected from 52 high schools in Pondicherry region and found that their attitude towards teaching was positively and significantly related to their job-satisfaction.

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

Mohan Lal (1994) in his study conducted on 300 scheduled caste and 320 non-scheduled caste teachers of high/senior secondary schools of eight districts of Punjab, found that there was positive and significant relationship between satisfaction and attitude towards teaching.

Bala (1997) in her study concluded that 4 measures of job satisfaction named job aspect, personal aspect, inter personal aspects and overall job satisfaction were positively correlated with eight measures of teachers attitude towards teaching namely attitude towards teaching, attitude towards professional growth, attitude towards self concept, attitude towards educational process, attitude towards class room teaching, attitude towards students, attitude towards school system and total attitude.
Manmeet Kaur (2002) in her study on teacher educators teaching at NTT, ETT & B.Ed. levels concluded that attitude towards teaching is positively and significantly related to job satisfaction.

Dr. A. Mary Lily Pushpam (2003) conducted a study on Attitude towards Teaching profession and Job Satisfaction of women teacher in Coimbatore and concluded that a significant positive correlation was found between the attitude of women teachers towards teaching profession and the job satisfaction of women teachers. This result indicates that teachers having better attitude towards teaching profession have high level of job satisfaction.

3.1.6 Role Conflict

Mehta, G.L. (1985) conducted a study with the major objective to examine critically the relationship between overall levels of perceived and experienced role conflict and job satisfaction felt by teachers. Results showed that teachers having a high level of overall role conflict perceptions and experiences were found to have a low level of job satisfaction as compared to teachers with a low level of overall role conflict perceptions and role conflict experiences.

Dworskni (1987) studied causes and consequences of teacher burnout in Public schools and concluded that role conflict has been associated with low job satisfaction.

Wiley (1987) in a study, “The relationship between work/ non work role conflict and job related outcomes .Some unanticipated findings” found that this conflict is negatively related to job satisfaction & organizational commitment.

A.G. Bederian, B.G. Burke, and R.G. Moffett, (1988) in their study entitled, “Outcomes of work-family conflict among married male and female professionals” concluded that work-family conflict negatively correlated to life satisfaction. They argue that when work interferes with family life, this conflict is often released on the family, causing poor marital adjustment. Such marital dissatisfaction further contributes to lower levels of life satisfaction.
S.B. Bacharach, P. Bamberger, & S. Conley, (1991) conducted a study on work home conflict among nurses and engineers & concluded that work and family conflicts correlate to a no. of work & personal outcomes including lower job satisfaction. They further conclude that time conflict occurs when one role makes it difficult to fulfill requirements of another role.

Frone et al., (1992) in their study on work family conflict concluded that satisfaction from life is negatively influenced by conflict.

Higgins et al (1992) conducted a study on work-family conflict in the dual career family and concluded that work family conflict is negatively related to life satisfaction.

S. Aryee (1992) conducted a study on antecedents & outcomes of work-family conflict among married professional women of Singapore and concluded that relationship between work family conflicts with life satisfaction is a negative one.

Judge et al (1994) tested a hypothesized model of executive attitudes involving job satisfaction, life satisfaction and work family conflict. The results indicated support for the overall model. It was concluded that satisfaction is positively associated with attitude and negatively with work-family conflict.

Linda Nepholz (1994) conducted a study to compare level of work role commitment with indices of psychological well being among multiple role working women and found that there was significant relationship between role commitment and role conflict & life satisfaction.

Thomas & Ganster (1995) examined the effect of time contextual elements, family support policies (e.g. flexible schedules) & family supportive supervisors on work family conflict and individual level strain variables (e.g. job satisfaction, depression, absenteeism). They found direct & indirect support for the effect of family supervisors on job satisfaction. Their findings indicate work family conflict & control partially mediated the relationship between the contextual elements & job satisfaction.

Gary A. Adams, Lynda A. King, Daniel W. King (1996) carried out a study on 163 workers to find out the relationship of job & family involvement, family
social support & work-family conflict with job & life satisfaction and concluded that there is a negative correlation between work-family conflict & life satisfaction and the level of involvement the worker assigns to work & family roles is associated with this relationship.

Netemeyer, Boles & MeMurrian, (1996) carried out a study on sandwiched generation and concluded that work family conflict is significantly & negatively related to job satisfaction and organizational commitment.

Kossek, Ellen- Erust, Cynthia Ozeki (1998) reviewed that a consistent negative relationship exists among all forms of work family conflict and job-life satisfaction. Relationship is stronger for women than men.

C. Lee, & C. Hui, (1999) in the study, "Antecedents & outcomes of work family interface examined the mediating role of work-family conflict on antecedents & outcomes in a sample of dual career employees. They examined the antecedents and outcomes of work → family and family → work conflict. Their results showed that family → work conflict mediated the relationship between career development and job security and work based family support programs.

Perrewe, Hochwarter, & Kiewitz, (1999) concluded that work family conflict is significantly & negatively related to job satisfaction.

Allen, Herst, Bruck & Sutton (2000) conducted a meta analytic review to examine the effects of work to family conflict on employment (e.g. Job satisfaction, commitment, turnover, performance and absenteeism), non employment (e.g. life, marital and family satisfaction) and stress related outcomes. They identified 38 studies which examined the relationship between work to family conflict and job satisfaction with individual study correlates ranging from -.14 to -.47.

Sal Corbin (2000) examined the role perception of full time faculty members at a community college. He concluded that faculty members were satisfied with their job and their perception of their roles.

T.D. Allen (2001) developed a family supportive work environment (FSOP) measure. This measure assesses three elements of the environment: family
supportive policies, family supportive supervisor and family support related to job satisfaction and affective commitment after controlling for benefit availability & supervisor support.

Casper et al., (2002) in their study on employed mothers concluded that work family conflict is significantly & negatively related to job satisfaction.

Athansios et al (2003) examined role conflict, role ambiguity & job satisfaction among Greek Physical education teachers and the extent to which role conflict & role ambiguity predict job satisfaction. The standard multiple regression analysis showed that role conflict and role ambiguity are significant predictors of job satisfaction.

William S. Royce & Janet L. Gebelt (2003) studied life satisfaction and role conflict of senior female college athletes & found that they are found to have significantly lower levels of life satisfaction and this was associated with greater degrees of both perceived and experienced gender role conflict.

Ellen Wexler (2004) conducted a study to determine the effect of gender, role conflict, role commitment & job satisfaction on the high school principals. Data were collected from higher school principals in three mid western states. The results indicated that there are differences between female and male high school principals in their personal and professional attributes as well as in role conflict. There were similarities between female and male high school principals in terms of role commitment and job satisfaction. It was found that greater life satisfaction was associated with lower level of role conflict.

Kristin M. Perrone, L. Kay Webb, Rachel H. Blalock, (2005) studied the impact of role congruence and role conflict on work, marital, and life satisfaction using Super's life-span, life-space theory. A conceptual model of relationships between these variables was proposed, and gender differences were examined. Participants were 35 male and 60 female college graduates who completed surveys by mail. Analysis showed that for the women, overall life satisfaction was most strongly associated with degree of conflict.

Rhonda M. Bryant and Madonna G. Constantine (2006) in their study explored the relationships among multiple role balance, job satisfaction, and life
satisfaction in a sample of 133 women school counselors. Findings revealed that multiple role balance and job satisfaction were each positively predictive of overall life satisfaction, even after accounting for the effects of age, years of experience as a school counselor, and location of school environment.

A general trend of review of the above mentioned studies suggests that the variables of sex, experience, attitude towards teaching and role conflict have a significant bearing upon life satisfaction among teachers. However, no study has come to the notice of the investigator in which a comparison of life satisfaction among scheduled caste and non-scheduled caste teachers has been made in relation to the above mentioned variables. That is why, the present study seems to be justified.

3.2 Hypotheses

1. Scheduled caste teachers will be significantly more satisfied with their life than non-scheduled caste teachers.

2. (a) Male scheduled caste teachers will be significantly more satisfied with their life than male non-scheduled caste teachers.

(b) Female scheduled caste teachers will be significantly more satisfied with their life than female non-scheduled caste teachers.

3. Scheduled caste teachers belonging to different levels of experience will be significantly more satisfied than non-scheduled caste teachers belonging to the same levels of experience respectively.

4 (a) There will be a significant positive relationship between Life Satisfaction and Attitude towards Teaching among scheduled caste and non-scheduled caste teachers.

(b) The relationship of Life Satisfaction with Attitude towards Teaching among scheduled caste teachers will be significantly higher than for non-scheduled caste teachers.

5 (a) There will be a significant positive relationship between Life Satisfaction and Role Conflict among scheduled caste and non-scheduled caste teachers.
The relationship of Life Satisfaction with Role Conflict among scheduled caste teachers will be significantly higher than for non-scheduled caste teachers.

6 (a) Attitude towards Teaching will predict Life Satisfaction between scheduled caste and non-scheduled caste teachers significantly and differentially.

(b) Role conflict will predict Life Satisfaction between scheduled caste and non-scheduled caste teachers significantly and differentially.

7 (a) The prediction of Life Satisfaction among scheduled caste teachers on the basis of conjoint effect of Attitude Towards Teaching and Role Conflict will be significantly higher as compared to their separate predictions.

(b) The prediction of Life Satisfaction among non-scheduled caste teachers on the basis of conjoint effect of Attitude Towards Teaching and Role Conflict will be significantly higher as compared to their separate predictions.

(c) The prediction of Life Satisfaction on the basis of conjoint effect of Attitude towards Teaching and Role Conflict among scheduled caste teachers will be significantly higher than among non-scheduled caste teachers.