CHAPTER III

REVIEW OF RELATED LITERATURE

In order to direct the research efforts in an appropriate and meaningful direction as also to capitalize on the trends of previous research, a review of research literature related to the under study is presented in this chapter.

VALUES AND JOB SATISFACTION:-

Few researchers have studied the impact of values upon job satisfaction.

Singh, H.L. (1974) conducted a study on 517 higher secondary school teacher of the union territory of Delhi and found that relationship between scores on values and scores on job satisfaction were more pronounced: teachers scoring high on theoretical values were significantly satisfied with their profession. Similarly teachers scoring high on social values were also highly satisfied contrary to this, teachers scoring high on economic and political values were not satisfied with their profession; the relationship was negative and significant in the case of economic values and political values.

Srivastava, Shobha (1986) conducted study on 987 university and college teachers (263 female and 724 male) of the districts of Faizabad division, she compared job satisfaction and professional honesty (Good character, sincerity towards work, mental health) and found that primary teachers of the area had high job-satisfaction and professional honesty. Female teachers as compared to male teachers, unmarried teachers as compared married teachers, urban teachers as compared to rural teachers, and non-agricultural family occupation background teacher were significantly higher in job-satisfaction. Professional honesty was higher than job-satisfaction in the teachers sample and the coefficient of correlation between these two variables was 0.256.
Cleamence, S.M. (1989) found that social dimension of value influenced their job-satisfaction rather favourable.

Aggarwal, M (1991) conducted a study on 338 female and 265 primary and secondary school teachers and concluded that economic and political values were found to be correlates of job-satisfaction.

Sanghi Seema (1992) in her study conducted upon public and private sector Engineers found that in public sector there was positive relationship for intellectual development, personal skill and achievement, kind of work and job-satisfaction. In Private sector values of financial benefit, supervisors and co-workers were positively correlated with job-satisfaction.

Rawat, S (1992) in his study found that the job-satisfaction had positive correlation with humanistic, creative, social and aesthetic values. How ever he found that job-satisfaction had negative correlation with political and economic values.

Ahmed, Q (1986) conducted study on 200 male under graduate teachers of Magadh University and found that some value preferences such as utilization, Achievement and economic gains were negatively correlated with job-satisfaction.

Balà, Mukesh (2002) in her study conducted upon 200 Government school teachers (100 male and 100 female) of Moga district of Punjab concluded that job satisfaction was positively but not significantly correlated with social value, democratic value, knowledge value, hedonistic value, power value, family prestige value and health value, where as religious value, aesthetic value and economic value were negatively but not significantly correlated with job satisfaction.

**ATTITUDE TOWARDS TEACHING AND JOB SATISFACTION:**

Teachers having favorable attitude towards their profession are generally Successful, properly adjusted and well satisfied with their job. This view is well Supported by the finding of studies conducted by Kalanidhi (1965), Teigland (1966), Neidt and Hellund (1967), Yee (1968), Aaron (1969), Bhogle (1970)
Singh, H.L. (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 sores on attitude and scores on satisfaction.

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

Whereas Gupta, S.P. (1980) in his study conducted upon 765 male teachers of primary schools, secondary schools and colleges of Meerut division and found that attitude and job-satisfaction of different groups did not differ significantly.

Goyal, J.C. (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)

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

Garg (1983) conducted a study on 460 teachers from 19 secondary schools of Badaun district and found that highly satisfied teachers possessed a more favorable teaching attitude and showed better teaching behavior than highly dissatisfied teachers.

Ramakrishnaiah, D (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.

Reddy, BP (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.
Naik, G.C. (1990) in his study conducted on adhock teaching assistants the M.S. University Baroda found that they were satisfied with their job mainly because of favourable attitude towards teaching.

Saxena, Nirmal (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.

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

Sunderarajan and Sabesan (1992) 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.

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

Conducting a study on the secondary school teachers of Banglore city Kulsum, Umme (1999) concluded that attitude towards teaching correlated positively and significantly with their job-satisfaction.

**TEACHER EFFECTIVENESS AND JOB SATISFACTION:**

Effective performance at a job is positively correlated with degree of satisfaction in the job, this view is supported by the finding of the studies conducted by Gupta (1955), Bidwell and Charles (1956) Satyanarayanan (1970), Lavingia (1974), Arora (1978) and Mutha (1980).
Edger and Ponder (1981) conducted a study and found that teacher effectiveness positively correlated to job satisfaction.

Padmanabhaiah, S (1986) carried a study on 960 secondary school teachers and found that job satisfaction, job involvement life satisfaction and family satisfaction together obtained a multiple correlation of 0.109 with teaching effectiveness.

Singh, T (1983) attempted to establish a relationship between teaching efficiency and job satisfaction as also socio-economic status and found a positive relationship.

Atreya, J. S. (1989) conducted a study on 600 teachers from 11 colleges of Meerut University and found that teaching effectiveness was significantly related to job satisfaction.

Grewal, J K (1995) in her study conducted upon 200 of rural and urban secondary school teachers of Ludhiana district of Punjab found that there was positive and not significant correlation between job satisfaction and teacher effectiveness.

Shah, Beena (1995) in her study found that there was positive relationship between teacher effectiveness and job satisfaction.

Kulsum, Umme (1999) conducted a study on the secondary school teachers of Bangalore city and concluded that job satisfaction was related positively to teacher effectiveness.

However ever Aggarwal (1988) found that more effective teachers had problems of adjustment due to social factors with less effective teachers emotional problems were dominant.
Grewal and Kaur (1990) in their study found that more and less effective trained graduate teachers did not differ significantly with respect to measures of satisfaction.

Raj, Tilak(2001) conducted a study on 100 secondary school teachers of 22 schools of Shimla district of Himachal Pradesh and found that teacher effectiveness was not significantly related with job satisfaction.

A general trend of the above mentioned studies suggest that the variable of values, attitude towards teaching and teacher effectiveness have a significant bearing upon job-satisfaction. However no such studies have come to notice of the investigator in which a comparison of job-satisfaction among teacher educators have been made in relation the variables of values, attitude towards teaching and teacher effectiveness. That is why, while conducting the present study, the job-satisfaction of teacher educators has been compared with values, attitude towards teaching and teacher effectiveness for sample as a whole and sub-sample based upon different level of satisfaction.

**HYPOTHESES:-** Directed towards the objectives of the study, the following hypotheses were formulated for verification :

1. (a) There is a significant positive relationship between Job Satisfaction and Values among male and female teacher educators.

1 (b) Significant difference does not exist in the relationship of Job Satisfaction with Values among male and female teacher educators at high, low and average level of satisfaction.

1 (C) There is a significant positive relationship between Job Satisfaction and Values among male teacher educators.
1. (d) There is a significant positive relationship between Job Satisfaction and Values among female teacher educators.

2. (a) There is significant positive relationship between Job Satisfaction and Attitude towards Teaching among male and female teacher educators.
2. (b) Significant differences do not exist in the relationship of Job Satisfaction with Attitude towards Teaching among male and female teacher educators at high, low and average level of satisfaction.
2. (c) There is significant positive relationship between Job Satisfaction and Attitude towards Teaching among male teacher educators.
2. (d) There is significant positive relationship between Job Satisfaction and Attitude towards Teaching among female teacher educators.

3. (a) There is significant positive relationship between Job Satisfaction and Teacher Effectiveness among male and female teacher educators.
3. (b) Significant difference does not exist in the relationship of Job Satisfaction with Teacher Effectiveness among male and female teacher educators at high, low and average level of satisfaction.
3. (c) There is significant positive relationship between Job Satisfaction and Teacher Effectiveness among male teacher educators.
3. (d) There is significant positive relationship between job satisfaction and teacher effectiveness among female teacher educators.

4. (a) The prediction of job satisfaction among male and female teacher educators on the basis of conjoint effect of values, attitude towards teaching and teacher effectiveness is significantly higher as compared to their separate predictions.
4 (b) The prediction of job satisfaction among male teacher educators on the basis of conjoint effect of values, attitude towards teaching and teacher effectiveness is significantly higher as compared to their separate predictions.

4 (C) The prediction of job satisfaction among female teacher educators on the basis of conjoint effect of values, attitude towards teaching and teacher effectiveness is significantly higher as compared to their separate predictions.