CHAPTER - II

REVIEW OF LITERATURE

INTRODUCTION

An attempt has been made in this to review research studies pertaining to job satisfaction of Teaching professionals in self financing institutions. The role of employers, Infrastructure and Environment in contributing to the satisfaction of faculties are examined. The teaching methodology, interpersonal relationship and discharge of work are also examined. The career development programs, compensation and other benefits are also studied. Though teaching is considered to be a noble profession, it has its own negative aspects, like in less than clean surroundings, salaries which are lower than those drawn by other faculties and limited perquisites. The literature (research paper and articles) pertaining to job satisfaction of teaching professionals with reference to self financing institutions are also reviewed.

Morge (1953), studied on the job satisfaction of the employees of white collar jobs. He found out through this research that fifty five male teachers were satisfied with their job while thirty five percent female employees were not satisfied with their job. Thus, the female employees were more satisfied than male employees; therefore the conclusion of the study was that gender was affected on the Job satisfaction.

Abraham Maslow (1954), suggested that human need from a five-level hierarchy ranging from physiological needs, safety, belongingness and love, esteem to self-actualization. He suggested that employees would be motivated to stay with an organization providing a climate where they could move up their individual hierarchy needs at a space suitable to them. Based on Maslow’s theory, job
satisfaction has been approached by some researchers from the perspective of need fulfilment (Kuhlen, 1963; Worf, 1970; Conrad et al., 1985).

**Bidwel and Charles (1956),** observe that the effective education is necessary to develop good image of the school, discussed about the structure of an organization, super ordination- subordination hierarchy: superintendent, principal and teacher. He also suggest that perfect management increases the teachers’ Job satisfaction.

**Herzberg et al (1957),** states that the job adjustment of female workers is often made more difficult because they must divide their interests and attention between the working world and their traditional role and that the social and psychological pressures toward marriage complicate the job attitudes of the unmarried female. They take up their jobs primarily for their livelihood, which is conditioned by job satisfaction.

**Herzberg (1959),** argues that the pleasure and displeasure may not be conflicting that the stipulation of certain job benefits may only serve to reduce the dissatisfaction and will not boost up the happiness. For example, making satisfactory parking will create dissatisfaction, Herzberg maintain that as long as fringe benefits, nice benefits and good holiday plans serves above all to reduce dissatisfaction and to keep people in the group. It does not lead to or work or enhanced presentation.

**Eckert and Stecklein (1961),** they found that aspects related to the nature of the work (such as "association with students," "helping young people grow") and working conditions (such as "fine colleagues," "intellectually stimulating associations") constituted the major sources of satisfaction, whereas recognition was little mentioned as a source of satisfaction. The "very satisfied" teachers were more often found in four-year institutions than in junior colleges, tended to spend more time in research and writing, and were more likely than the "dissatisfied."
Adams (1963, 1965), found that satisfaction is determined by size of the gap between expectation and reality, but introduces the concept that it is also determined by comparing his or her own input output ratio to other workers’ input-output ratios. Workers compare their own expenditure and contribution of effort, knowledge, experience, and skills for instance with those of others in their workplace or field and evaluate whether what they are receiving is equitable in comparison. Satisfaction results if they perceive equity in the comparison. Employees who perceive that they are over rewarded in comparison to others may attempt to increase performance to justify the reward while those who perceive they are under rewarded may decrease performance.

Vroom (1964), states that motivation was an outcome of the individual anticipated satisfaction from the positive or negative value of the reward, expectancy (ie. the belief a certain behaviour would earn the reward) and instrumentality (ie. the individuals belief the outcome would link to other outcomes. He also found that promotional opportunities, hours of work apart from supervision, the work group and job content were possible factors affecting job satisfaction. The literature reviewed suggested that promotion does have some effects on job satisfaction.

Prasad (1964), states that the personality and the relative elements of Job satisfaction. He had examined the effectiveness of age and experience. He had concluded after the end of the research that there was no any effect of the age of professionals and job-satisfaction, while job satisfaction increase with the frequencies of experience. Thus, the experience had significant relation with their Job satisfaction.

Herzberg (1966), suggested a two factor theory wherein job satisfaction is composed of intrinsic and extrinsic factors. He explains that (i) content (Intrinsic) which includes the challenges and interest of the work, perception of the worth of
the work (ii)context (extrinsic) which comprises of the amount payment, cohesiveness of work group etc. He also found that intrinsic factors contributed to job satisfaction and extrinsic factors were related to job dissatisfaction.

**Anjaniyulu (1968),** found that inadequate salary was one of the most common case for dissatisfaction among teachers. Those who are working under financial incentives had better job satisfaction than those who were under no such incentives. He also states that thirty seven percent teachers were not satisfied with their job. The responsible factors for this dissatisfaction were lack of accommodation facility, lake of parental co-operation and lake of physical facility.

**Blum and Naylor (1968),** found that job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with such specific factors as wages supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations on job, prompt settlement of grievances, and fair treatment by employer and similar other items.

**Kapoor and Rao (1969),** states that the job satisfaction of female employee. He had examined the age and attitude towards officers in this study. He had concluded through this research that more than twenty five years female employee and married female employee always oppose against injustice and struggle against management too.

**Lawler (1970),** found that satisfaction is an indicator of an employee’s motivation to come to work, satisfaction influences the motivation to perform a job effectively only very indirectly, and that performance can influence satisfaction directly under certain conditions. In looking at satisfaction and performance through this frame of reference, their relationship is important and should be monitored not to determine if satisfaction leads to performance, but because it tells something
about how awards, both intrinsic and extrinsic, are being given out in an organization.

**Mehndi and Sinha (1971)**, states the relationship between neuroticism and job satisfaction in school teachers. They covered seven areas of job satisfaction such as salary, hours of work, opportunity for self, expression, security, job status, interest, advancement. Though the teachers low on neuroticism, there were no significant differences in satisfaction score in two areas on an overall basis. The differences in the satisfaction scores are significant for all job areas except salary and hours of work.

**Anand (1972)**, states that the teachers who deal with all the policies and programmers of education. Thus the job satisfaction of teachers is of crucial importance. This relates to his identification with the profession and his willingness to be effective. “The feeling of being unfortunate to be in the teaching profession because of reasonable or unreasonable excuses is very likely to jeopardize teachers’ potential effectiveness”.

**Carrell and Elbert (1974)**, education a review of job satisfaction studies that included education as a variable indicates that the relationship between education and job satisfaction can be negative or positive for example, reported negative direct effects of education on job satisfaction. They concluded that younger workers, who have a higher level of formal education, may be dissatisfied with performing the routine tasks required in most jobs.

**Lavingia (1974)**, found that, the major finding that the primary school teachers were more satisfied than Secondary School teachers. Thus, the level of education was profoundly affected on Job satisfaction. Female teachers were more satisfied than male teachers. Unmarried teachers were more satisfied than married. Thus, Gender and marital status were significantly affected on the Job satisfaction.
Dan Lortie (1975), states that in the classic sociological study of school teachers, addressed this issue and asserted that there are three types of rewards that meet job-related needs which teachers can look for in their careers: extrinsic, ancillary, and psychic (or intrinsic). Extrinsic rewards, in his view, deal with money income, prestige, and power over others and generally are “objective” since everyone experiences them. Ancillary rewards are objective and subjective because they refer to objective qualities of work that may be seen as rewards (e.g. women with children might deem their work schedule rewarding whereas men might not). Psychic rewards are seen as subjective appraisals made in the day.

Siassi et al. (1975), opines that higher levels of job satisfaction in workers over 40 than in those under 40, regardless of their tenure in the job. They explained this result by suggesting that there is an increase in coping capacity with age, perhaps as a result of greater stability, ego strength and similar factors. They also stated that younger workers get satisfied from extrinsic rewards more than intrinsic ones.

Quitingu (1975), found that tenure in relation to job satisfaction factors. He used chi-square analysis to identify the factors affecting job satisfaction and found highly significant relationship between job satisfaction and each of the variables namely age, status, location of institution, years of experience, level of teaching assignment and marital status.

Keffer (1976), addressing to 164 subjects of field staff of Virginia polytechnic institute and state university extension division. He concluded that (i) females were found somewhat more satisfied than males, (ii) moderate U-shaped curvilinear relationships were found between job satisfaction and the demographic variables of age and length of tenure, and (iii) moderate linear relationships were found between income and performance rating and the measure of job satisfaction.
Behrman (1977), states that teacher-student relations can be used as a predictor of secondary school teachers’ job satisfaction; He demonstrated that perceived interpersonal relations with students, counselling the students, peers, and administrators were all significantly correlated with job satisfaction. He also found that teachers who perceived that they got along better with their students were more satisfied with their jobs.

Hafford (1977), While evaluating the factors leading to satisfaction and dissatisfaction among elementary and secondary school teachers in the state of Tennessee, He observed that older, more experienced and married teachers showed a greater degree of satisfaction than younger, less experienced, and single teachers, teachers with secondary source of income showed greater satisfaction with compensation and advancement, and there was no observed effect of race.

Hadaway (1978), while studying the differential effects of personal characteristics on the twenty job satisfaction scales of public high school business teachers, He revealed that sex and no-teaching work experience did not significantly differentiate any of the twenty job satisfaction scales and age significantly differentiated the authority and compensation scales.

Ronen (1978), studied the relationship between years of service and job satisfaction. According to Ronen, his hypothesis confirms that change in job satisfaction level with years of service looks like a U-shaped curve. During initial years at workplace, employee satisfaction decreases and stays low for several years, after which it rises. As maturity increases in an individual, the preliminary expectations decreases to a realistic stage, thus the employees’ expectations become more achievable and leading to more job satisfaction. Intrinsic satisfaction with a job contributes largely to overall satisfaction of works as time goes on. Hence, years of service are associated to both job satisfaction and dissatisfaction.
Barbash (1979), states that the association among Job Satisfaction and performance-allied actions has yet to be considerably verified. In spite of this, The Job Satisfaction may influence the output in some way of burnout, absence, lack of interest, income; amongst these, can lead, the work shortage of permanence.

Gruenberg (1979), presented several reasons for the inconsistent results of the investigations concerning the relationship between gender and job satisfaction. Males and females might occupy different job levels in the same organization. Their promotion prospects might vary, as might pay and the level of need satisfaction in the same job. Women might perceive stronger social satisfaction in a position that requires few skills and offers limited promotion opportunities than men do and thus might experience greater job satisfaction than men.

Gohel (1980), observes that the male school teachers have fewer Job satisfactions than female school teachers, the gender was significantly affected on the Job satisfaction, Teachers from urban area were more satisfied, the area of the school also affected on the Job satisfaction and, the effects of physical facilities also found on Job satisfaction.

Goyel (1980), found that large majority of teachers were teacher educators were favorably inclined towards their profession and were satisfied in the job. They were not well adjusted and had low professional interest. Emotional stability increased with job. Professional interest among educators increased with teaching experience in school. The major finding of the study was that the job interest, attitude and adjustment were profoundly connected and affected on the Job satisfaction.

Porwal (1980), states that the relation between Job satisfaction and personality of Higher Secondary School teachers.. The conclusions of the research were; (1) Unmarried teachers were more satisfied than married, (2) Marital status
was significantly affected on Job satisfaction, (3) Area, age and gender were significantly affected on the Job satisfaction and, (4) The frequency of experience was not affected on the Job satisfaction.

Nayak (1982), states that the Adjustment and Job satisfaction of married and unmarried female teachers. Findings of the study were; (1) there was no difference in the job satisfaction and teaching attitude of married and unmarried female teachers in the rural and urban and (2) differences were found in the adjustment of teachers according to whether they were lecturers or upper or lower-division teachers.

Chopara R.K (1982), identified six types of climate. Among the six climates the teachers in open climate schools showed the highest level of job satisfaction and schools with other five types of climates did not show significant differences among themselves. Teachers in open climate had significantly higher job satisfaction in the area of supervisor than closed climate schools. Identification with the institutions is significantly higher in open climate schools than parental and closed climate institutions.

Pearson and Seiler (1983), this area has not received attention because a high level of job satisfaction generally has been presumed to exist in a university setting. Several demographic, institutional, and personal factors have been shown to impact job satisfaction levels for faculty members. A large number of researchers have used a combination of variables such as gender, ethnicity, job achievement, nature of work, salary, collegial relationships, and rank and tenure to study their impact on faculty job satisfaction.

Davis et al., (1985), observes that the Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has
dismissed. Job satisfaction represents the extent to which expectations are and match the real awards. Job satisfaction is closely linked to that individual's behaviour in the workplace.

Joshi (1985), found that the job satisfaction of secondary school teachers of Dabhoi taluka. Findings of the research were, graduate teachers were more satisfied than postgraduate teachers, below forty years teachers were more satisfied with their job and educational qualification and age were significantly affected on the job satisfaction.

Emmons et al., (1985), states about the relationship with personality, particularly neuroticism and extraversion, two dimensions in the five-factor model of personality. One of the most consistently observed and replicated findings is that PA is positively correlated with extraversion but generally unrelated to neuroticism, and that NA is positively correlated with neuroticism but generally unrelated to extraversion. Thus, individuals who experience PA tend to be extraverted (e.g. friendly, active, optimistic), whereas, individuals who experience NA tend to be neurotic (e.g. indecisive, insecure, anxious).

Wright (1985), found a significant positive relationship between technology teachers’ perceived esteem and their job satisfaction. Esteem was derived from several sources, including pride in the profession, student respect, principal recognition, program respect, community support, and professional respect. Wright’s analysis, focusing on the discrepancy between desired and (perceived) actual esteem, found that satisfaction was closely related to principal recognition, satisfaction with teaching assignment, years in current assignment, and job “autonomy.” Salary was not a factor related to job satisfaction. The higher-order needs for esteem were most related to satisfaction.
Litt and Turk (1985), opine that surveyed high school teachers to identify sources of stress and dissatisfaction that might induce teachers to leave teaching. The result suggested that the role teachers perceived for themselves, the school climate, inadequate salary, low status and particularly the relationship with administrators may be extremely important in predicting job stress and dissatisfaction.

Skrapits (1986), explained interpersonal communication has the following characteristics: a relational context, knowledge of one’s relational partner, transmission of various symbols, and a functional purpose. This concept means “A symbolic process between two or more people, bound by a certain relationship, whereby each provides for the exchange or negotiation of resources”. He also expresses that this research highlights the fact that administrators who were friendly, relaxed, attentive, open-minded and better communicators contributed to great extent in providing job satisfaction for the faculty members.

Chopra (1986), found that the teachers working in schools with open climate are likely to show higher overall job satisfaction than their counterparts in closed climate schools. Further, in open climate school teachers exhibit higher job satisfaction in respect of two areas, namely 'supervisor' and 'identification with the institution'. The conclusion of the study was that the free atmosphere school teachers have higher job satisfaction, while strict atmosphere school teachers were dissatisfied.

Greenberg (1986), states that job satisfaction can also been correlated with factors related to the work itself or to the outcomes such as the rewards for excellence and performance directly derived from it such as the nature of employees' jobs, achievement of work, promotional opportunities and chances for personal growth and recognition. They also discussed that how employees react to the way
they are treated at work, their motivation to respond cannot be understood adequately and without taking into account perceived fairness of the outcomes and the procedure used to reach that outcomes.

Gupta (1986), explains the Job satisfaction at three different levels. Major findings of the study were Primary school teachers have positive relation with Job satisfaction concern to the achievement, affiliation with the Institute and tolerate some matters, while negative relation concern to egoism and safety of the job, there was positive relation found in secondary school and college teachers with two variables of respect and necessity of achievement; while negative relation found in safety and freedom some matters with their job and Secondary school and college teachers have satisfaction with their job.

Kleinfeld and McDiarmid (1986), states that teachers are highly satisfied about their relationship with students and their pay benefits. Large numbers of teachers are dissatisfied, however, with community amenities, their students' academic progress, and especially, school district management. Most of these teachers teach in Indian and Eskimo villages; yet they feel that inter organizational relationships with the district office cause them more stress than cross cultural relationships with the students and community. In many isolated rural schools, high teacher turnover erodes the quality of education rural students receive. Hartrick, Hills, arid Wallin found that six out of ten teachers employed in rural British Columbia were not teaching in the same district five years later. A recent study of teachers in rural Alaska found that majorities have taught at their present schools less than two years. Since the sources of teacher dissatisfaction depend on the specific conditions of the schools in which they teach, research on rural teachers' satisfaction with their work life should describe with some care the particular community and school context. Most teachers in rural Alaska work in isolated Eskimo or Indian villages of a few hundred residents. While a handful of these
communities are on the highway system, most are accessible only by light aircraft. These small communities offer few of the amenities teachers can take for granted elsewhere. While some school districts or communities provide modern teacher housing, in others teachers must rent cabins or plywood shacks. The conclusions of the study stated that Alaska's rural teachers to express satisfaction with their pay and benefits and to express discontent with the hardships of living in isolated Native villages without many amenities. Similarly, the number of teachers who express dissatisfaction with the distant district office was unexpected.

**Bhatt (1987)**, states the personality determinations of Job satisfaction of college teachers. Significant findings of the study were Female teachers were more satisfied than male teachers, there was no significant difference in the mean scores of married and unmarried teachers, Job satisfaction had no significant relation with the age and Job satisfaction had no significant relation with the variables like area of the work, educational qualification and experience.

**Sekhar and Ranganathan (1988)**, found that most of the teachers were satisfied with their nature of work, personnel policies, salary, personal achievement and their relationship with superiors and colleagues, working conditions in schools, concluded that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single-family teachers, more experienced and government school-teachers were more satisfied than others; age and marital status, however, had no relationship with job satisfaction. Economic and political values were found to be correlates of job satisfaction.

**Shrivastav and Sharma (1988)**, observe the relation between Job satisfaction and Job necessity. Findings of the study were that the safety, status and personal characteristics have no significant relation with Job satisfaction. There was negative relation between job necessity and Job satisfaction.
Esterhuizen (1989), states that the factors influencing job satisfaction among white teachers in South Africa, the variables that emerged from these studies were aspects pertaining to working conditions; interpersonal relations with managers, colleagues and learners; professional development; management style; and community involvement. Factors influencing job satisfaction among white teachers covered a broad spectrum, and included intrinsic as well as extrinsic factors.

Naik (1990), found that ad hoc teaching assistants of the M.S. University, Baroda, were satisfied with their jobs mainly because of their favourable attitude towards the teaching profession, financial consideration and the facilities which they were getting for further studies; marital status, age, experience and gender did not affect their level of job satisfaction; leadership qualities of heads of institutions promoted job satisfaction, and group goals and objectives were essential parameters in determining the job satisfaction of teachers. Sex, experience and background variables had no bearing on job satisfaction.

Eichar et al. (1991), explains that the trend of the labour market indicates that older workers play an increasingly important role in the workforce. In teaching, age is an important characteristic that determines teachers perceptions of their job. Senior teachers are recognized both in terms of their experience and age. The older teachers are often respected by younger teachers because their age is normally equated with their experience.

Pearson (1991), observed that employees expect their job to provide an accumulation of features (e.g. Pay and promotion) for which the employee has certain preferential values. The range and importance of these values vary across individuals, but when the accumulation of unmet expectations becomes sufficiently large, job satisfaction is lower, and there is a greater probability of withdrawal
behaviour. The significance of positive work environment in fostering job satisfaction has been clearly postulated by many researchers in the past.

Costa & McCrae (1992), states that the relationship between personality disposition and job performance is studied from a trait perspective, and more specifically the five factor model of personality dimensions. They also opines that compared to neuroticism, the extraverts are predisposed to experience positive emotions and positive emotionality likely generalizes to job satisfaction.

Colbert and Wolff (1992), states that the pressures faced during the first years of teaching have been found to discourage many beginning teachers from staying in the profession. Fifty percentage of new teachers dropped out of the teaching profession during the first five years. There appeared to be several reasons for this decline in enthusiasm. Studies were conducted on teacher job satisfaction and concluded that numerous factors were responsible for the dissatisfaction that teachers received from their jobs. They also stated that mentoring resulted in increased student engagement, increased use of best practices, and improvements in teaching effectiveness.

Konicek’s (1992), states that the relationship between diversity of workload and job satisfaction was assessed and identified as being not significant. Significant differences were discovered with respect to faculty perceptions of industrial training assignments. An increase in the number of negative statements concerning industry training assignments was accompanied by a decreasing satisfaction level with overall working environment.

Nair (1992), states that the Job satisfaction of the primary school teachers of Baroda city. Findings of the study were , No significant difference found between the teachers of government and non government school teachers, there was no
significant difference found between Training and Education degree teachers, there was no significant different found between married and unmarried teachers.

Furnham (1992), explains that categorized factors can have an influence on job satisfaction into three groups namely, Organizational policies and procedures that have to do with the nature of the remuneration package, supervision and decision-making practices, and the perception of the quality of supervision, Aspects of the total workload, the variety of skills applied, autonomy, feedback and the physical nature of the working environment and Personal aspects such as self-image, ability to deal with stress and general satisfaction with life.

Barber et al., (1992), had found that pay becomes an important ingredient in organizations. By providing cafeteria incentive plan, organizations can reduce the job dissatisfaction in the organization. Supervisor's supportive attitude towards subordinate generates positive feeling; co-workers have positive emotions towards their colleague. They also observes that employee satisfaction in one form or another has been related to such variables as turnover, absenteeism, productivity, group cohesiveness, general hygiene factors, job reward, personnel rights, labour, unrest and performance appraisal.

Sweeney and Mcfarlin (1992), states that the “prospects of job satisfaction are a result of the psychological comparison process”. Basically, assess the extent to which various aspect of their job (e.g. pay, autonomy work load). The JS of this research, shows that personal characteristics such as are gender, educational level, and length of services experiences and influence of job satisfaction.

Ramli (1993), revealed that few factors have been found as primary factors of teacher workload. Imbalanced job delegation, biased administrators, as well as unnecessary clerical work and miscellaneous tasks assigned apart from the core
business of the teachers by the superior had been found to be the primary factors of teachers’ workload.

**Magnus et al., (1993),** states that employees who are emotionally stable, extraverted, and conscientious may be happier at work because they are more likely to achieve satisfying results at work. Part of this effect may operate through job performance, such that conscientious employees perform better and are more satisfied with their jobs because of the intrinsic and extrinsic rewards that high performance provides. In part, it may operate through situation selection, such that extraverted employees are more likely to spend time in situations that make people happy, such as in social interactions. They also explains the five models with regards of job satisfaction, because of their essentially negative nature, neurotic individuals experience more negative life events than other individuals.

**Parasuraman and Greenhans (1993),** observes that gender differences in terms of satisfaction with one's job in their study on role stressors, social support, and well being among two-career couples. Women in the sample reported lower job satisfaction level than men. Work role stressors were negatively related to the job satisfaction of both genders; but family role-stressors and work-family-conflict had no relationship with job satisfaction for both genders.

**Tett and Meyer (1993),** observes that job satisfaction is divided into two driving factors namely external aspects and internal aspects. External aspects can be seen as organizational culture characteristics and internal aspects are personality, affective, emotions. From this it can be deducted that job satisfaction is also influenced by personality and emotions. When one looks at personality characteristics it seems that it can be taken into account as it affects the nature or outcome of the employee satisfaction.
**Tim Hall** (1993), states that the heads were found to derive most of their job satisfaction from interpersonal relationships, especially with the children and from their autonomy. And dissatisfaction resulted mainly from the amount of paper work, from the feeling of work overload and from the low status, which they felt, was accorded to their job.

**Huberman** (1993), found that women, more than men, would select teaching again if given the opportunity; on the other hand, men often saw teaching as an alternative rather than as the main focus of their career aspirations. If we extrapolate, female teachers may be achieving more satisfaction from teaching than male teachers because they purposefully choose this career Male teacher which has been unable to achieve their early careers goals may be looking beyond the classroom for satisfaction in such area as school administration.”

**Chandraiah** (1994), studied the job satisfaction of teachers as an effect of age. Major findings of the study are The middle aged and old aged teachers were more satisfied with their jobs as compared to the younger group of teachers. Age and job satisfaction has a significant positive relationship among younger, middle and old aged groups. Partialling out the effect of age, the relationship between experience and job satisfaction did not change the nature and extent of correlation significantly.

**Kepler** (1994), observes that the “Job Satisfaction (JS)” is in view to one’s manner or level of mind about the environment of their work. JS can be prejudiced by a selection of factors. For example, the excellence of one’s association with their administrator; the excellence of the bodily condition in which they work. JS is the fulfilment and gratification that comes from work. It is not the money, benefits or vacations. It is happened or worked, itself. Virtually, every job can provide a level of satisfaction. The public disagree in the level to which they convey the job
satisfaction and the explanation of those disagreement lies in the jobs nature; performed by the workforce.

**Tapodhan (1994),** observes that the Job attitudes of female teachers were more positive than the male teachers. Area was not significantly affected on the Job satisfaction, Marital status, educational experience and age were not significantly affected on the Job satisfaction, Types of school and Area of the school was not significantly affected on the Job satisfaction.

**Thakkar (1995),** states that the Job satisfaction of the principals of the Secondary school. Findings of the study were, Majority principals have neutral attitude, There was no significant difference found on Job satisfaction with age, area, educational qualification and marital status, and Educational Experience had significantly effect on Job satisfaction. Nine to sixteen years experience principals were found more satisfied.

**DeSantis and Durst (1996),** reported that gender and job satisfaction are not related due to several factors. For women, a job highly based on social satisfaction but short on skill utilization and career prospects may outcome as high job satisfaction. Whereas, in jobs low in socialization and high in career oriented are more for men. When these factors are considered, there is little evidence to state that there is relationship between gender and job satisfaction. There is no such convincing motive, to believe that equal education, job and promotions, opportunities to make use of one’s skills to face work challenge, women would be less satisfied than men at work.

**Bures, Henderson, Mayfield, Mayfield, and Worley (1996),** found that high level of spousal support leads to higher level of job satisfaction. The most interesting fact that came out from their study was that although high level-spousal support significantly reduces the work-stress-level of the male partners, no such
relation exists in the case of women. They also found that dual-career couples have also indicated that the country to which the couple belong and where they are employed also plays an important moderating role in relation to the impact of spousal support, and on work stress levels.

Clark (1997), states the importance of expectations in job satisfaction. All three papers found evidence supporting the hypothesis that part of the difference in job satisfaction between men and women (the latter reported higher job satisfaction) is due to the fact that women have lower expectations. The above mentioned notions revealed that male workers are reported to have better job satisfaction since they expect more in their career as compared to their female counterparts.

Spector (1997), opines that job satisfaction regards one's feelings or state-of-mind about the nature of their work, and can be influenced by a variety of factors, such as the quality of one's relationship with their immediate supervisor and upper management, the physical qualities of their working environment, and the degree of fulfilment that they find in their work. In other words, job satisfaction is how people feel about different aspects of their work.

Jadeja (1997), states that there was equal job satisfaction found in each levels of female teachers’ education, Primary Teacher Course, degree holder school teachers were more satisfied than having B.Ed. degree. There was no any effect on Job satisfaction of school management and medium of the school. There was significant difference found between married and unmarried school teachers. Experience was not affected on the Job satisfaction.

Ting (1997), describes that different characteristics of job such as pay, promotional opportunity, task clarity and significance, fringe benefits, Operating conditions, Nature of work, Job security, Rewards and skills utilization, as well as characteristics of organization such as commitment and relationship with
supervisors, empowerment, and co-workers have significant effects on job satisfaction.

**Norton and Kelly (1997),** states the following factors that contribute to increased teacher dissatisfaction and to teachers leaving the profession: Problems/ frustrations with the variety of administrative routines and accompanying paperwork; concerns about the evaluation of student performance and school grading practices; problems relating to student behaviour and handling of student discipline; problems related to teacher workload and expectations for assuming extra-curricular assignments; concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels; low pay; few possibilities for career promotion or growth; and the declining respect for the profession.

**Latham (1998),** explains that the importance on internal factors of job satisfaction. Their relations with students, in-class relations, students’ educational conditions, freedom in teaching methods, and class activities and relations with other teachers and managers play a bigger role in job satisfaction when compared to the external factors.

**Luthan (1998),** states Job satisfaction is an emotional response to a job situation. As such it cannot be seen, it can only be inferred. It is often determined by how well outcome meet or exceed expectations. Receiving fewer rewards will probably have a negative attitudes towards the work, the boss and or co-workers. On the other hand, if they feel they are being treated very well and are being paid equitably, they are likely to have positive attitudes towards the job. He also represents some of the related attitudes which are most important characteristics of a job about which people have effective response. They are the work itself, pay, promotion opportunities, supervision and co-workers.
Shann, M.H. (1998), have examined the quality of working life amongst teachers (National Foundation for Educational Research [NFER 2002], revealed that teachers have more job satisfaction than other workers. On the contrary, a survey disclosed that teachers are dissatisfied with their salaries and report more stress than other employees (NFER 2002). This is may be due to the fact that, for example, the same BBA graduates who work as a teacher and an executive receive different pay.

Zobal (1998), observes that Different people interpret compensation differently, compensation, reward, recognition, and wages are terms used in different situations. The compensation is defined by American Association is “cash and non-cash remuneration provided by the employer for services rendered” (ACA, p. 9). Salary was found to be the prime factor for the motivation and job satisfaction of salaried employees of the automobile industry from the results of the survey by Kathawala, Moore and Elmuti (1990). The survey tried to assess the various job characteristics and the way the employees ranked them as motivators and satisfiers. The results showed that compensation was ranked as the number one job element for job satisfaction and increase in salary for performance was ranked as the number one job element for motivation. Compensation is very valuable tool for retention and turnover. It is also a motivator for an employee in commitment with the organization which in result enhances attraction and retention (Zobal, 1998; Moncarz et al., 2009; Chiu et al., 2002). It also works as communicator when it is given to employee against his services which shows how much an employee is valuable for its organization (Zobal, 1998).

Linda Evans (1998), found that the factors affecting the teacher’s job satisfaction in some levels. Level I: Policy and condition of service. Pay structure. A well pay structure brings more satisfaction, Level II: Leadership style. (of head teachers or the senior teachers) organizational climate. It includes the pattern of management of the schools, method of accountability of the teachers, level of local
people interference, freedom of teachers etc. Level III: This level suggested determinants of job satisfaction are, typically, individuals needs fulfilment, expectations fulfilment or values congruence. Individual’s norms, values, personality and emotion reflect in this level.

Suryanarayana & Himabindu (1998), observes that the teaching Competency in terms of all demographic variables like Sex, Locality, Qualification, experience, type of Management and Type of institution do differ significantly, whereas the Job Satisfaction in terms of all demographic variables like Sex, Locality, Qualification, Marital Status, Experience, Type of Management and Type of Institution categories also do differ significantly.

Garret (1999), studied ‘Teacher Job Satisfaction in Developing Countries’. The study disclosed that the results from a literature review that examined teacher job satisfaction in developing versus developed nations. The review involved computer searches using keywords, manual searches of databases, follow-up of references from papers, requests to research institutions worldwide, and searches of dissertations. Overall, most work has been focused on secondary school teachers. Issues related to elementary teachers and principals have not received much attention. There was no generally agreed upon definition of job satisfaction or standardization of instruments used in the available literature. What little research had been done in developing nations was based on a set of theoretical assumptions that had been developed from findings in developed nations. The evidence available from mature educational systems identified a complex picture in which job satisfaction, itself a multi-faceted concept, was closely related to the other key factors of work life complexity and work centrality. Stress was produced, manifested, and coped with differently in different societies. The role played by stress in the normal working life of teachers in developing countries was a little-understood area.
Oshagbemi (1999), states that job satisfaction is an important topic of study because of its relevance to the physical and emotional wellbeing of employees. Apart from that, teacher job satisfaction is critical to the success of teachers, students, communities and school systems. Teacher job satisfaction is believed to be a predictor of teacher retention, a determinant of teacher commitment, and in turn a contributor to school effectiveness.

Xinma & Robert MacMillan (1999), found that Female teachers appear to be more satisfied with their professional role than are their male colleagues. The gap between male and female teachers’ expressions of satisfaction increase as belief in teaching competence increase that suggests that other factors beyond the classroom are at work. Male teachers’ professional satisfaction appears to be much more affected by the organizational culture of a school than does that of female teachers. That findings may imply that a difference in focus exists between and women throughout their teaching careers (Ben-Peretz, 1996) and the difference may lie, as Huberman (1993) noted, would selecting teaching as a career.

Connolly and Viswesvaran (2000), explains that meta-analysis of PA. job satisfaction relationships. Evidence also indicates that extraverts have more friends and spend more time in social situations than do introverts and, because of their social facility, are likely to find interpersonal interactions (such as those that occur at work) more rewarding.

Carroll & Ferrara (2000), explains that the rules and procedures under which the educators operate were viewed by them as a threat to their autonomy. Therefore rules and procedures which do not impinge upon autonomy would not promote job satisfaction but rules and procedures that do encroach upon autonomy would foster job dissatisfaction, thereby putting educators at risk for turnover and eroding educational quality.
Dinham and Scott (2000), states that the key outcome of their project has been the development of a “three domain” model of teacher career satisfaction which highlights “the growing yet variable influence and importance of societal based factors and forces which are acting to influence teacher and school executive career satisfaction, dissatisfaction and stress” (2000, p. 1).

Judge & Church, (2000), Jurgensen, (1978), explains that Research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, co-workers, and so forth, the nature of the work itself generally emerges as the most important job facet.

Jabnoun and Fook (2001), states that teachers were satisfied with all extrinsic components of the extrinsic factors, except for the salary. They were also satisfied with interpersonal relationships, such as their teacher-student relationships. Other than this, they were generally satisfied with administrative leadership. Female teachers also showed that they were more satisfied with teacher-student relations, and more satisfied with their development than their male counterparts.

Md. Hanafi, (2001), states that factors such as non-teaching duties, administrative work and several other activities resulted in reducing the job satisfaction of the teachers. In this research the factors such as organizational climate, opportunities for professional development and promotion prospects resulted in less satisfaction in the teachers’ job.

Panda (2001), states that the majority of college teachers of Assam and Orissa had highly favourable attitude toward teaching profession. A significant percentage of college teachers of Assam and Orissa had high or moderate degree of job satisfaction. But it was also found that more than 40 % female were experienced, urban and rural college teachers of Orissa have dissatisfaction in their job. College
teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their gender, experience, location and status. The college teachers of Assam and Orissa in general and their various categories were not different significantly in their degree of job satisfaction except in case of experienced teachers. There was significant and positive relationship between attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa in general and their different categories except in case of male and female and aided college teachers in Assam.

**Robbins (2001),** states that working conditions will influence job satisfaction, as employees are concerned with a comfortable physical work environment. In turn this will render a more positive level of job satisfaction. The worker would rather desire working conditions that will result in greater physical comfort and convenience. The absence of such working conditions, amongst other things, can impact poorly on the worker's mental and physical well-being.

**Ronit (2001),** explains the effects of principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' occupation perceptions on teacher satisfaction from the job. More specifically, it attempts to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals' leadership style and decision-making strategy. The most salient finding was that teachers' occupation perceptions strongly affected their satisfaction. Principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level.
Vyas (2001), states that the Job satisfaction of primary teachers with reference to their sex, marital status and educational qualification. Findings of the study were, There was a significant difference found between married and unmarried teachers, Marital status was affected on male teacher’s Job satisfaction, Married teachers’ gender was affected on the Job satisfaction, and The affect of different district found with reference to lower educational qualification.

Bhuyan and Choudhary (2002), studied the correlates of job satisfaction among college Teachers. They found that, There was no association between levels of job satisfaction and sex of teachers working in urban and rural colleges, There was no association between levels of job satisfaction and the localities of the institution. There was no association between levels of job satisfaction and marital status of the college teachers. There was no association between levels of job satisfaction and the experiences of the college teachers. Teachers were not happy with the facilities (classrooms, library, laboratory, teaching aids, etc.) available in the institutions for teaching and learning and the existing syllabus and curriculum. Teachers were happy with revised pay scale and promotional aspects in service of U.G.C but not happy with the retirement benefits (pension, gratuity, etc.), financial hardship at the institution level and service rule policy. Teachers were not happy with the academic environment of the institutions and felt that it was not conducive for professional growth of the teachers (non availability of reference books, research journals, periodicals, computer and internet facilities, etc).

Dinham and Scott (2002), has shown that teachers derive satisfaction by matters intrinsic to the role of teaching such as student successes, counselling students, positive relationships with parents and students, and personal growth. External factors such as salaries, holidays and working hours did not rank high in teacher satisfaction levels.
Skrapits (2002), observes that teachers now rated their working life more than other employees. They were more likely to experience job satisfaction and job security and to feel informed. On the negative side, secondary teachers wanted more involvement and responsibility compared to primary teachers, whereby they were neutral. The research suggested that gains in job satisfaction and freedom from stress could impact positively on job commitment.

Flynn & Mok (2002), observes that principals should be accessible to staff members when issues arise and assistance is needed. School leadership teams need to build supportive and friendly climates and provide avenues for regular constructive feedback. This is consistent with the job satisfaction dimensions of supervision, relationship with the principal and college domain.

Shahri (2002), opines that the main concern of the teachers for satisfaction is the workplace environment. As far as the workplace environment is concerned, teachers rate security as their main priority. Later in the study, teacher workloads remained the secondary concern of the teachers when it came to teachers’ job satisfaction.

Judge et al., (2002), suggests that extraverted individuals are more satisfied in the workplace, because work gives them an opportunity to experience an optimal level of arousal, whereas introverted individuals are less satisfied in the workplace due to too much stimulation. They also stated that, to the extent that when such negative situations occur on or with respect to the job, they would lead to diminished levels of job satisfaction.

Vyas (2002), studied the Job satisfaction of primary school teachers with reference to sex, marital status and educational qualification. The major findings of the study were Sex was not related to job satisfaction of primary school teachers in Porbandar and Junagadh districts of Guajrat. Married teachers were more positive
towards job satisfaction than unmarried teachers of primary schools. Educational qualification was not related to job satisfaction of primary school teachers.

Amudha and Velayudhan (2003), states that there was no significant difference in work autonomy between government and private college women lecturers. There was no significant difference in the occupational status between government and private college women lecturers. Both enjoyed more or less similar status. There was no significant difference in work schedule between government and private college women lecturers. There was significant difference in the work environment between government and private college women lecturers. The work atmosphere, drinking water and other facilities were not that good in Government College. The job satisfaction of the Government and private college women lecturers was more or less equal.

DeVaney (2003), states that powerful determinant of job satisfaction is relationship with the colleagues at the work place. If the relationship with the co worker is strong and in positive direction then the satisfaction level of the individuals will be high as discussed by the Crossman & Abou-Zaki,(2003). Similarly Lacy & Sheehan(1997) identified that one of the major predictor of job satisfaction is the relationship with co workers. So the employees having good relation with their colleagues can have a higher level of satisfaction

Pushpam (2003), studied the attitude towards teaching profession and job satisfaction of women teachers in Coimbatore The major findings of the study were Age, expertise, community, job of spouse and number of children of women teachers are independent of the job satisfaction of women teachers , Teachers working in aided schools, private schools, and Panchayat schools have higher level of job satisfaction than teachers working in government and corporation schools, Undergraduate teachers have higher level of job satisfaction than graduate and post-
graduate teachers. The job satisfaction of women teachers with secondary grade teacher training is higher than those with B.Ed. and M.Ed. degrees. A significant positive correlation was found between the attitude of women teachers towards teaching profession and the job satisfaction of women teachers.

Michalinos and Papanastasiou (2004), observes that, as much as the researcher assumed that intrinsic factors would be the major force in choosing teaching as their career, the findings however, proved that the researcher was wrong, as extrinsic factors such as salary and working conditions proved to be a determiner in choosing the career as well. This has clearly indicated that teacher motivation from extrinsic and intrinsic factors is related to job satisfaction.

Scandura and Williams (2004), states that the mentoring is used for development-orientation. When a supervisor provides mentoring, the relationship affects the protégés skill development and intentions to remain with the employer (McManus and Russell, 1997). On the other hand non-supervisory mentor may increase mentee’s confidence by providing access to outside organization (Scanduraa and Williams, 2004). The immediate supervisor support is very important in organizational change. Although the support of supervisor is not very crucial in satisfaction but it has positive impact on satisfaction (Griffin, Patterson and West, 2001).

Zembylas and Papanastasiou (2004), studied ‘Job satisfaction among school teachers in Cyprus’. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these motives influence the level of satisfaction held by the Cypriot teachers.
Khan (2005), observes that it is crucial for the government to back statements of commitment to the teaching profession with real action. It is also important for the government to include teachers in the developing of teacher policies, especially those that impact on their professional and general welfare. In describing this notion it is needed to know that the government through its agencies should be coordinated whenever teaching policies are about to be made.

Mullins (2005), explains that Job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative.

Daft (2005), observes the level of individual’s job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships within the working group and the degree to which individual success or failure in their work. He also defined leadership as an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes.

Raj and Marry (2005), studied job satisfaction of government school teachers in Pondicherry region. Major findings of the study are Job satisfaction of government school teachers (overall and at all level) in Pondicherry region was not high. Overall job satisfaction level showed that 39% by the govt school teachers had low (40% had average and 21% high) level of job satisfaction No significant difference was found in job satisfaction between gender, medium of instructions, local, educational qualification, salary and religion. There was no significant
difference among teachers irrespective of experience, age, subjects and type of schools.

Chung-Lim and Wing-Tung (2006), studied ‘Teaching Satisfaction Scale’ to measure Job Satisfaction of Teachers in China. In the present study proposes a teaching satisfaction measure and examines the validity of its scores. The measure is based on the Life Satisfaction Scale (LSS). Scores on the five-item Teaching Satisfaction Scale (TSS) were validated on a sample of 202 primary and secondary school teachers and favourable psychometric properties were found. As hypothesized, teaching satisfaction as measured by the TSS correlated positively with self-esteem but negatively with psychological distress and teaching stress. The TSS scores had good incremental validity for psychological distress and teaching stress beyond earlier Job Satisfaction Scales. The TSS offers a simple, direct, reliable, and valid assessment of teaching satisfaction. Future development of the TSS is discussed (Educational and Psychological Measurement).

Crossman and Harris (2006), classified the factors that might affect job satisfaction into three general categories. These are environmental factors such as the work itself and the environment, psychological factors such as personality, behaviour, and attitudes, and demographic factors such as gender. One of the most significant factors affecting job satisfaction, especially in the educational context, is the work itself, which is highly associated with the characteristics of the structure of the educational organization.

Rathod and Verma (2006), made a study on job satisfaction of teachers in relation to role commitment. It was found that there was significant influence of sex on job satisfaction of teachers. Female teachers were found to have more job satisfaction than male teachers. There was significant influence of training on job satisfaction of teachers. There was significant influence of experience on job
satisfaction of teachers. Senior teachers were found to have more job satisfaction than junior teachers. There was significant influence of role commitment on job satisfaction. Teachers having high role commitment were found to have more job satisfaction than teachers having low role commitment. There was significant influence of residential background on job satisfaction of teachers. Urban teachers were found to be more job satisfied than rural teachers. There was no significant influence of interaction between sex and role commitment on job satisfaction of teachers. There was no significant influence of interaction between training and role commitment on job satisfaction of teachers separately. There was no significant influence of interaction between experience and role commitment on job satisfaction of teachers. There was no significant influence of interaction between residential background and role commitment on job satisfaction of teachers separately.

**Chaudhary (2007)**, studied professional awareness vis-a-vis job satisfaction of college and university teachers in Assam. Major findings of the study are there was no significant relationship between professional awareness and job satisfaction of the college and university teachers. There was no significant relationship between professional awareness and job satisfaction of the college and university teachers with respect to their qualification. There was no significant relationship between professional awareness and job satisfaction of the experienced college and university teachers. There was no significant relationship between professional awareness and job satisfaction of rural college teachers whereas there was significant relationship between those two variables in case of urban college teachers. There was no significant relationship between professional awareness and job satisfaction of the aided college teachers, whereas there exists a significant relationship between these two variables in case of govt. college teachers.

**Joshi (2007)**, states that No significant different found between B.Ed. trainees Job satisfaction and Job stress, There was positive significant correction
found between job involvement and the job satisfaction of B.Ed. trainee. There was positive significant correlation found between job involvement and Job satisfaction of male teachers, and The teachers who are coming from separate family they have higher Job involvement than the joint family teachers.

Kaliski (2007), states that Job satisfaction is a worker’s sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one’s efforts. Job satisfaction further implies enthusiasm and happiness with one’s work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfilment.

Nwachukwu Prince Ololube (2007), observes that a study on “Professionalism, Demographics, and Motivation: Predictors of Job Satisfaction among Nigerian Teachers” and showed the result as the male teachers tend to be more dissatisfied with their teaching jobs than female teachers. As a result, the male teachers tend to leave the teaching profession earlier than female teachers. Regarding the type of Institution, there were five research findings. One of the findings revealed that Government school teachers were more satisfied with their job. The other revealed that there was significant difference among teachers working in different schools. Two of the findings indicated that overall Job Satisfaction was high among the public and private schools and college teachers. One of the studies discovered that the factors contributing to Job Satisfaction is autocratic administration.

Singh (2007), studied the job satisfaction of teacher educators in relation to their attitude towards teaching. It was found that Job satisfaction of teacher educators is positively but not significantly correlated to attitude towards teaching,
Job satisfaction of male teacher educators is positively but not significantly related to attitude towards teaching. The relationship between job satisfaction and attitude towards teaching of female teacher educators is positive but not significant.

Yarriswamy (2007), studied individual need strength, locus of control, job involvement and burnout of teacher educators of teacher training institutes in the state of Karnataka in relation to their job satisfaction. It was found that there is no significant difference in the job satisfaction between teacher educators working in government and aided teacher training institutes, and rural and urban teacher training institutes. There is no significant difference in the job satisfaction between male and female teacher educators. There is no significant difference in the job satisfaction between teacher educators with below 10 years of teaching experience and 10 years to 20 years of teaching experience, below 10 years to 20 years of teaching experiences, high locus of control teacher educators and teacher educators with low locus of control, high burnout with low burnout teacher educators.

Bozkurt (2008), found that educators reach the highest job satisfaction level by their job’s content and the lowest job satisfaction level by their salaries. In addition, results of the study indicated that teachers evaluated their jobs as pleasurable even though they mentioned negative conditions in which they performed their jobs.

George et al., (2008), states that the Job satisfaction is the collection of feeling and beliefs that people have about their current job. People’s levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their co workers, supervisors or subordinates and their pay.
Hussami (2008), observes that job satisfaction and dissatisfaction not only depend on the nature of the job, it also depend on the expectation what's the job supply to an employee. Lower convenience costs, higher organizational and social and intrinsic reward will increase job satisfaction (Mulinge and Mullier, 1998; Willem et al., 2007). Job satisfaction is complex phenomenon with multi facets (Fisher and Locke, 1992; Xie and Johns, 2000); it is influenced by the factors like salary, working environment, autonomy, communication, and organizational commitment (Lane, Esser, Holte and Anne, 2010; Vidal, Valle and Aragón, 2007; Fisher and Locke, 1992; Xie and Johns, 2000).

Chua (2008), states that Unfair distribution of workload also affects job satisfaction as being revealed by his work he added that the unfair workload distribution brings dissatisfaction among the teaching educators at teachers training institutes. The literature reviewed with regards of workload revealed that workload does influence job satisfaction, which leads to dissatisfaction of the workers (teachers), thus affecting job satisfaction.

Velnampy (2008), in his study "Job Attitude and Employees Performance of Public Sector Organizations in Jaffna District, Sri Lanka" concluded that job satisfaction does have impact on future performance through the job involvement, but higher performance also makes people feel more satisfied and committed. It is a cycle of event that is clearly in keeping with the development perspective. Attitudes such as satisfaction and involvement are important to the employees to have high levels of performance. The results of the study revealed that attitudes namely satisfaction and involvement, and performance are significantly correlated.

Kumar and Giri (2009), states that job satisfaction and organizational commitment differed significantly based on the work experience of the employees. They stated that experienced employees were more satisfied with reference job
satisfaction and organizational commitment but on the other side less experienced employees were less satisfied.

**Bloch (2009),** states that job satisfaction has a significant relationship with the performance of the work force, overall productivity and profitability of the organization. He also found that there is a constructive association among promotion and job satisfaction. Academicians are more motivated and committed to perform a job and also more satisfied if promotion opportunities are available to them.

**Arnett and Polkinghorne (2010),** identified the following factors as contributing to teacher’s satisfaction or dissatisfaction: nature of recent education reforms, inclusion of students with special needs, support and recognition from school administrators, teacher’s salary, physical conditions of the school, daily work of teaching itself, class size, student discipline and behaviour, lack of resources and lack of opportunities for career progression.

**Ayan and Kocacik (2010),** observes that personality has an extremely important effect on perception and evaluation of the work and environment of the individual, because behaviours of the individual are formed as a consequence of the continuous interaction between the environment s/he lives in and other individuals in the environment. In their opinion, individuals with high levels of satisfaction have more flexible and determined personalities and those unsatisfied with their jobs are individuals who are not realistic when selecting their goals, unable to cope with the environmental difficulties and have rigid personality structures. Besides, they named as influential factors organizational structure, management, culture, educational qualities, resources, tasks and duties of the school, size and composition of the class, talents of students, climate of the class, and relationships between students and the teacher.
**Geetha rani (2010),** found that Tamil Nadu’s higher education in engineering with the 70 percent share with above 50 percent share of enrolments in the private sector, still operates in a largely effectively under regulated space. The most acute problem is quality on account of lack of competent faculty. This coupled with a lack of accountability raises serious doubts as to its ability to address the huge latent demand for quality higher education in the state.

**Singh and Rawat (2010),** identified other factors that contribute to increased teacher discontentment: problems arising from changes in administrative routines, overwork – especially paperwork, students’ evaluations, schools’ grading procedures, behaviour problems, low pay, student indiscipline, few possibilities for career progression and the overall decline of society’s esteem towards teaching.

**Bhatti et.al. (2011),** investigated the relationship between job stress and job satisfaction among 400 university teachers in Pakistan. Management role, relationship with others, workload pressure, homework interface, role ambiguity and performance pressure was examined as determinants of job stress and the result revealed that there was a significant relationship between four of the constructs tested and there is significant negative relationship between job stress and job satisfaction. Result revealed that job stress had negative impact on their health.

**Kaur S (2011),** also made an attempt to examine the job satisfaction and occupational stress of the school teachers with a sample of 500 secondary school teachers. It was found that male teachers were more satisfied with their jobs and occupationally less stressed than the female teachers. It was also observed that rural school teachers were less satisfied and had relatively higher level of occupational stress as compared to urban school teachers.

**Necsoi V.D (2011),** identified the relationship between stress and job satisfaction among 70 University teachers of Romanian academics. Burns Anxiety
Inventory, Burns Depression Inventory and Warr Job satisfaction scale by Travers and Cooper were used and the result indicated that there was a negative correlation between stress and job satisfaction. High level of anxiety & depression were observed among female teachers. A low level of job satisfaction was found among female teachers, where male counterparts were found significantly opposite on these scales. Academic tenure showed substantially greater job satisfaction among them.

Wells (2011), states that the extent to which teachers support policies that provide bonus pay to teachers primarily on the basis of student performance, as measured primarily by student achievement results at the school- and/or classroom levels, and teacher performance, as determined by classroom evaluations.

Imran (2012), has made a study on job satisfaction of college teachers of Sivan district of Bihar and revealed that female teachers enjoy greater satisfaction than male teachers, married teachers get more job satisfaction than unmarried teachers and teachers working in government colleges get significantly higher satisfaction than teachers teaching in private colleges.

Khalid, S., Irshad, M. Z., & Mahmood, B. (2012), found that pay differential does exist between private and public universities in Pakistan and academicians in private sector universities were more satisfied with their pay, supervision, and promotional opportunities than the academicians of public university. On the other hand, academicians in public sector universities were found more satisfied with co-worker’s behaviour and job security. Private university academicians are more satisfied with most facets of their jobs than public university academicians. However, both private and public university academicians showed significant differences in the level of overall job satisfaction that they derived from the following facets of their jobs: Pay, relationship with co-workers, supervision behaviour, promotional opportunities and job security.
Mehboob, F., Sarwar, M. A., & Bhutto, N. A. (2012), observed that faculty members were generally satisfied with their job however female faculty members were more satisfied with their jobs compared to male faculty members. The facet “Work itself” was the most satisfying aspect while “Policy” and “Working condition” were the least satisfying aspects of job found in this study respectively.

Mousavi et al. (2012), observes that job satisfaction is divided into two driving factors namely external aspects and internal aspects. External aspects can be seen as organizational culture characteristics and internal aspects are personality, affective, emotions. From this it can be deducted that job satisfaction is also influenced by personality and emotions. When one looks at personality characteristics it seems that it can be taken into account as it affects the nature or outcome of the employee satisfaction.

Nagar, K. (2012), focused on studying three factors of burnout namely, depersonalization, reduced personal accomplishment, and emotional exhaustion. She found that job satisfaction is a significant predictor of a teacher’s commitment toward his/her organization. Since teachers satisfied with their jobs are more likely to be happy and have a stronger will to work hard, they may be more effective and successful in performing their roles. This satisfaction and positive feeling toward one’s job further promotes feeling of commitment toward the organization that acts as the very source of such satisfaction. Constant stress can result in decreased employee involvement with the job, decreased organizational commitment, and lower levels of job satisfaction. It may even result in increased levels of turnover and absenteeism. The cost of turnover to organizations can be high. Due to high work stress, the turnover of teachers is another important outcome of stress. She has suggested that one of the most alarming outcomes of decreased job satisfaction is its effect on health.
Natela Doghonadze (2012), found the factors which are increasing the job satisfaction are Decreasing class size, especially in courses demanding communication, Not overloading them, especially with paper and other additional work, Providing free training and other professional growth opportunities within work hours, Up-to-date technology, a good library and free access to electronic libraries, Competitive salary and opportunities for promotion, Providing a democratic management style, recognizing their high qualification, Increasing the feeling of belongingness (organizing social events and communication between colleagues, offering various benefits, rewards, etc.)

Om Raj Katoch (2012), found that female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction. Previous study investigated different aspect of job satisfaction among the college teachers, this study differs from those studies since it focus upon the comparison of job satisfaction between adhoc basis teachers and regular basis teachers.

Arumugasamy and Renu (2013), have studied job satisfaction of higher secondary school teachers in Kanyakumari district of Tamil Nadu and found that gender, age, experience and number of family members are the significant factors, and qualifications, marital status, locality of the school and nature of the school are insignificant factors in determining the job satisfaction of higher secondary school teachers.

Gupta and Manju (2013), have studied job satisfaction and work motivation of secondary school teachers of Haryana and found that private school teachers possess more job satisfaction than those working in government schools. Similarly, less experienced teachers have been found to possess greater job satisfaction than more experienced teachers.
Parsa et.al., (2013), examined the relationship between job stress and job satisfaction and responsiveness among 259 teachers in high schools of Urmia city. Parametric and non parametric test was used for the analysis. The result revealed that there was a significant and positive relationship between responsiveness and job satisfaction and significant and positive relationship between job satisfaction and job stress. A linear relationship was found between responsiveness of teachers, job satisfaction, age and job background. There was no relationship found between responsiveness and job stress.

A.Rajareegam, I.Christie Doss (2013), found that age, sex, marital status are the factors which influence the Job satisfaction of Engineering college teachers at Puducherry, using Fuzzy logic method. It was found that there is no significant difference between male and female, married and unmarried teachers.

RESEARCH GAP

Job satisfaction is pleasant and positive attitude possessed by an employee towards his job-life. Job satisfaction has been characterized as the feeling of effective responses of a person towards his job. He acts as a pivot for the transmission of intellectual and technical skills and cultural tradition from one generation to the other. The researcher after examining a number of doctoral theses, publications and research papers has identified "Research Gap". A lot of research scholars examined job satisfaction of employees in industrial sectors, between government and private universities and other areas. Very less research studies had been done to analyze the faculty job satisfaction in self financing Engineering colleges in and around Chennai city. Teaching at the college level has been a choice of profession by a large number of educated professionals in India. This profession on the face of it is more prone to job satisfaction and allows more leverage and comfort to its occupants. Institutional characteristics such as Institutional climate,
results, rewards and interpersonal relations, Institutional processes, clarity of roles and sharing of information and altruistic behaviour has emerged as a significant factor for job satisfaction. All these loadings belong to Institutional environment which play a dominant role in job satisfaction of college teachers. To the large extent no previous studies have considered these aspects in measuring the job satisfaction of the teaching fraternity of the self financing colleges in Tamilnadu. Previous studies Personal Characteristics such as higher intelligence quotient coupled with team building quality and emotional stabilizer promotes higher level of job satisfaction among college teachers. Higher socio-economic status and level of life satisfaction too encourage the college teachers for higher level of job satisfaction. Though previous studies suggest that some teachers in spite of having low professional awareness were satisfied with their jobs. Whatever may be the cause; this is an important area for investigation.

In this study, new dimensions such as Career Development and Academic program, Career Development Seminar/Conference and Career Development and Funding Project/Consultancy has been used to quantify faculty job satisfaction apart from other major dimensions like Teaching & Curriculum, Management, Participation and freedom in Decision Making, Discharge of Routine Work, Inter-Personal Relationship, Student care and Counselling, Compensation Rewards and Benefits, Other Benefits, Infrastructure and Environment, Infrastructure in general, Infrastructure Lab / Library, Infrastructure in terms of Teaching Aids.

**Conclusion**

The review of literature in this chapter has summarized the essence of various Research papers and articles. These were selected from refereed journals, magazines, newspapers and the web. These excerpts contain various views on faculty members, their professional responsibilities, opinions, satisfaction and
expectations from their job. The review also examines the job satisfaction factors in the self financing engineering colleges and the remedial measures to attain job satisfaction. The previous literatures on faculty job satisfaction has not done in a holistic way to cover the entire dimensions. A 360 degree of insight parameters to measure job satisfaction is necessary to understand the real cause for the attritions happening currently in the self financing institutions. Moreover not much studies have been undertaken in recent times to know the job satisfaction levels in self financing institutions. This current study is an attempt to explore the root cause of the attrition which is happening in the current self financing engineering colleges. Using fifteen dimensions which has not been done so far to understand the job satisfaction.