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 problem under study is presented in this chapter.

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

SEX

Job motivations are believed to be different for men and women. Brayfield, Wells and Strate (1956) found that job plays a more significant role in the lives of men than it does for women. A man's job is more closely tied up with the satisfaction of many needs; women on the other hand, generally consider job as of secondary importance because of their primary interest in home and family. Kuhlen (1963) found that occupation is psychologically more central to men
than women. A study conducted by Yaowapa (1990) on a sample of 235 subjects selected from the total population of four teacher's colleges in the north of Thailand found that men were more satisfied than women.

However, in contrast to the above mentioned studies, there are a large number of studies reporting female teachers to be more satisfied with their job than their male counterparts and a few have also reported no significant impact of the variable of sex upon job satisfaction of teachers.

Chase (1951) investigated the relationship between sex and job satisfaction and found that women teachers were more satisfied than men teachers. Zalenznik, Christensen and Roethlisberger (1958) found women to be more satisfied with their jobs than men, while both men and women in the group were getting the same salary and had the similar social position. Lavingia's (1974) study, conducted on a sample of 1600 teachers from primary and secondary schools of the state of Gujarat, found that female teachers were more satisfied than male teachers.

By taking a sample of 521 higher secondary school teachers of Delhi, Singh (1974) found that female teachers were more satisfied than the male teachers. Anand's (1977) and Kulsum's (1985) studies also reported the same finding.
By taking a sample of 300 primary and 300 secondary school teachers working in Lucknow, Dixit (1986) found that female teachers were more satisfied than the male teachers. The same result was reported by Samad (1986) who conducted his study on 175 teachers selected randomly from 18 government schools of Chandigarh.

Srivastava's (1986) study was conducted on a sample of 100 educational experts and 987 primary teachers of Faizabad division and it was found that as compared to male teachers, female teachers were significantly higher in job satisfaction.

A study conducted by Michael (1987) on a sample of 512 teachers of public schools in the Commonwealth of Virginia reported that white female teachers were more satisfied than the white males in job satisfaction.

Sundararajan and Rajasekar (1989) conducted a study on a sample of 278 teachers and found that the women teachers working in polytechnics have better job satisfaction than the men teachers working in them. Same finding was reported by Sangha (1989) and Kaile and Jaidka (1990).

By taking a sample of 100 teachers from 10 high and higher secondary schools of Ferozepur, Sharma (1991) found female teachers to be more satisfied with their profession.
than their male counterparts and job satisfaction among the male teachers, on the whole was pretty low.

Biswas and De (1994) conducted a study on a sample of 200 secondary school teachers selected from west and south districts of Tripura and found female teachers to be more satisfied than male teachers.

As stated earlier, a few studies have also reported no significant effect of sex upon job satisfaction of teachers. Studies by Anand (1971), Verma (1971), Englehardt (1973) and Weaver (1977) could not find any significant difference between job satisfaction of men and women teachers.

A study conducted by Goyal (1980) on teacher educators, selected from secondary teacher education institutions all over the country, found no difference in job satisfaction among men and women teacher educators.

By taking a sample of 200 teachers from 12 schools from the city of Abohar in Punjab, Gakhar, Markanda and Phutela (1984) found that female teachers were satisfied than male teachers but the differences were not significant. Padmanabhaiah (1986) also reported no significant difference in job satisfaction among men and women teachers. Sekar and Ranganathan (1988) could not establish any association between sex and high level of job satisfaction.
By conducting their investigation on a sample of 350 higher secondary school teachers of Madras city, Sundararajan and Vivekanandan (1990) also did not find any significant difference between the men and women teachers in respect of their job satisfaction.

By taking a sample of 155 teachers of the Annamalai University, Sundararajan and Minnalkodi (1991) found that there was no significant difference between men and women teachers in respect of their job satisfaction.

An overall view of the above mentioned studies suggests that sex plays a significant role in determining job satisfaction among teachers and, in a majority of studies, female teachers have been found to be significantly more satisfied than their male counterparts.

**EXPERIENCE**

Among the professional factors affecting job satisfaction, researchers have paid considerable attention to experience.

Studies conducted by the American Vocational Association (AVA) on home economists (1948) made the point that teachers with more experience were more satisfied. In dealing with the length of service, Herzberg et al. (1957) highlighted the points that workers begin with a high
morale, which drops during the first year of service and remains low for a number of years. As service increases, the morale tends to go up. They concluded that tenure bears a "u" shaped relationship to job satisfaction. Fomm and Geschwender (1962) found that workers with ten or more years of experience were significantly more satisfied than those with less experience. Hulin and Smith's (1967) study showed linear relationship between experience and job satisfaction. According to Siegal (1969), job satisfaction tends to decrease following the first year of service, but after six or seven years of service, it tends to increase to a moderately high level until it reaches a maximum for workers who have remained with the same company for about twenty years.

Bowling (1974) attempted to exhibit the relationship between the leadership behaviour of 87 student personnel officers and the job satisfaction of their departmental heads through correlational techniques and a significant positive relationship between experience and job satisfaction was reported.

Comparing teacher satisfaction and dissatisfaction through factor analysis, Himelstein (1975) found that more experienced teachers were more satisfied than less experienced teachers. While studying job satisfaction among
Chinese teachers, Chen (1977) also found a significant and positive relationship between teaching experience and job satisfaction, revealing the fact that teachers begin with low job satisfaction, which then tends to increase as teaching experience increases.

A study conducted by Gupta and Nisha (1978) on a sample of 45 male and 55 female secondary school teachers belonging to Rae Bareli district found that greater job satisfaction in experienced teachers. Amirtash (1983) found a significant and positive relationship between experience and job satisfaction.

The two way analysis of variance technique applied to the data of 192 teachers by Arkom (1983) gave results showing that faculty members with under ten years of experience were less satisfied than those with over ten years of experience.

Valusamy (1983) found that increased services seemed to correlate with higher job satisfaction. Dixit's (1986) study reported that, among the secondary school teachers, those with greater length of service were more satisfied.

Kaur (1986) conducted a study on a sample of 245 home science teachers working in Punjab, Haryana, Himachal Pradesh and U.T. of Chandigarh and found that experience was significantly and positively related with five dimensions of
job satisfaction namely institution, family life, security, profession and work load.

A study conducted by Suchart (1989) on a sample of 169 physical education instructors from 36 teachers colleges in Thailand found that years of teaching experience did contribute significantly to job satisfaction. Sundararajan and Ashrafullah (1990) found that teachers with more experience had better job satisfaction than their counterparts with less years of experience.

Sundararajan and Minnalkodi's (1991) study revealed that teachers with less than twenty years of teaching experience have better job satisfaction than their counterparts with more than twenty years of teaching experience.

Evidence of failure to locate any significant change in job satisfaction as a result of experience is also available. Cory (1974) made an attempt to test job satisfaction among 362 vocational teachers by employing the technique of analysis of variance and observed no difference in the job satisfaction with change in experience.

Bowen (1980) collected data on 100 teacher educators and concluded that they did not differ in their levels of job satisfaction with tenure. Gupta (1980) made an attempt to test job satisfaction among 765 male teachers of Meerut
division and observed that teaching experience was not significantly related to job satisfaction.


Pinchak's (1983) investigation of the factors behind job satisfaction among 449 teacher coordinators resulted in no significant mean differences in job satisfaction between groups classified on the basis of length of teaching experience.

Pratap and Srivastava (1983) worked on 100 workers belonging to two shoe companies located in the city of Kanpur and concluded that there was no significant relationship between experience and job satisfaction of workers.

By taking a sample of 320 subjects which included 80 college or university teachers, 80 engineers, 80 advocates and 80 doctors, Singh (1985) found that the relationship between experience and job satisfaction was not significant. A study conducted by Sekar and Ranganathan (1988) also revealed that job satisfaction was not associated with experience.

Two more studies reporting negative relationship
between the two variables also came to the notice of the investigator. In Porwal's (1980) study, an attempt was made to test job satisfaction among 200 teachers (out of them 100 were satisfied and 100 dissatisfied) and a negative relationship between the length of service and the level of job satisfaction was found.

Dhar and Jain (1992) collected data on 43 college and 4 university teachers, who were participating in a research methodology course conducted by Academic Staff College of Devi Ahilya University at Indore and concluded that length of service was negatively related to job satisfaction.

As the individual gains experience, he is likely to be more satisfied with job on account of independence in decision making, responsibility, awareness and increased capability of adjustment to the environment and this trend is also visible in a majority of the studies reviewed in the previous paragraphs.

ADJUSTMENT

Among the personality variables affecting job satisfaction, adjustment is an important one and a few researchers have explored the impact of this variable upon job satisfaction.

Sinha and Agarwal (1971) found that job satisfaction
and general adjustment among white collar workers were significantly related with each other ($r = 0.52$). They also found that home, social and emotional adjustment were also significantly associated with job satisfaction. In a study upon industrial workers, Singhal (1973) found that work adjustment made highest contribution to job satisfaction. Pandey (1973) and Gupta (1977) found significant positive relationship between home adjustment and job satisfaction and also between health adjustment and job satisfaction. Goyal (1980) conducted his study on a clustered random sample of teacher educators to find out the relationship between attitude, job satisfaction, adjustment and professional interests of teacher educators in different categories. He concluded that job satisfaction was associated significantly at 0.01 level with occupational adjustment ($r = 0.376$). Adjustment and job satisfaction are positively related has also been the unequivocal finding of Hoppock (1935), Heron (1952a, 1955), Herzberg et al. (1957), Medhi and Sinha (1971) and Anand (1977). Sanghi's (1992) study on a sample comprising 98 Engineers from private sector and 86 from public sector from six large organisations of Rajasthan reported that a positive significant relationship exists between job satisfaction and personal adjustment for the public sector group ($r = 0.39$).
but no such relationship was found for the private sector group. Nayak's (1982) study, conducted on a sample of 735 female teachers from higher secondary schools of Jabalpur district, reported that adjustment of female teachers had no significant effect upon their job satisfaction.

It seems natural that a well adjusted individual will have more job satisfaction than a maladjusted individual and this view has been confirmed by most of the researchers whose studies have been reviewed in this part of the chapter.

**ATTITUDE TOWARDS TEACHING**

Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. This view is well supported by the findings of studies conducted by Kalanidhi (1965), Teigland (1966), Neidt and Hellund (1967), Yee (1968), Aaron (1969), Bhogle (1970) and Arora (1978).

Singh's (1974) study reported that there existed a significant positive association between scores on attitude and satisfaction of higher secondary school teachers of Delhi.

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

A study conducted by Gupta (1980) on a sample of 765 teachers of Meerut division, concluded that attitude towards teaching as a career was positively and significantly related to job satisfaction of secondary school teachers.

Goyal's (1980) investigation, conducted on a sample of 300 teacher educators working in 45 institutions all over the country found the relationship between job satisfaction and attitude of teacher educators to be highly significant ($r = 0.435$).

By taking a sample of 400 teachers from 19 secondary schools of Badaun district, Garg (1983) found that female teachers had a more favourable attitude, a higher level of job satisfaction and a better teaching behaviour than their male counterparts. It was also observed that highly satisfied teachers possessed a more favourable teaching attitude and showed better teaching behaviour than highly dissatisfied teachers. Kulsum (1985) also found that teachers' attitude towards teaching profession correlated positively and significantly with their job satisfaction.

A study conducted by Sharma (1991) on a sample of 100 teachers working in ten high and higher secondary schools of Ferozepur, reported a high positive correlation ($r = 0.42$)
between teachers' job satisfaction and their attitude towards the profession.

By taking a sample of 81 teachers selected from 52 high schools in the Pondicherry region, Sundararajan and Sabesan (1992) found that their attitude towards teaching was positively and significantly related to their job satisfaction.

A general trend of review of the above-mentioned studies suggests that the variables of sex, experience, adjustment and attitude towards teaching have a significant bearing upon job satisfaction among teachers. However, no such study has come to the notice of the investigator in which a comparison of job satisfaction among scheduled caste and non-scheduled caste teachers has been made in relation to the above mentioned variables. That is why, while conducting the present study, the job satisfaction of scheduled caste and non-scheduled caste groups has been compared for samples as a whole and sub-samples based upon sex and experience and, then, the relationships of job satisfaction with adjustment and attitude towards teaching among scheduled caste and non-scheduled caste groups have been compared.

HYPOTHESES

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

1. Scheduled caste teachers are significantly more satisfied with their job than non-scheduled caste teachers.

2(a) Male scheduled caste teachers are significantly more satisfied with their job than male non-scheduled caste teachers.

2(b) Female scheduled caste teachers are significantly more satisfied with their job than female non-scheduled caste teachers.

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

4(a) There is a significant positive relationship between job satisfaction and adjustment among scheduled caste and non-scheduled caste teachers.

4(b) The relationship of job satisfaction with adjustment among scheduled caste teachers is significantly higher than for non-scheduled caste teachers.

4(c) Significant difference does not exist in the relationship of job satisfaction with adjustment among scheduled caste and non-scheduled caste teachers at high, average and low levels of job satisfaction.

5(a) There is a significant positive relationship between job satisfaction and attitude towards teaching among scheduled caste and non-scheduled caste teachers.

5(b) The relationship of job satisfaction with attitude towards teaching among scheduled caste teachers is significantly higher than for non-scheduled caste teachers.
5(c) Significant difference does not exist in the relationship of job satisfaction with attitude towards teaching among scheduled caste and non-scheduled caste teachers at high, average and low levels of job satisfaction.

6(a) Adjustment predicts job satisfaction among scheduled caste and non-scheduled caste teachers significantly and differentially.

6(b) Attitude towards teaching predicts job satisfaction among scheduled caste and non-scheduled caste teachers significantly and differentially.

7(a) The prediction of job satisfaction among scheduled caste teachers on the basis of conjoint effect of adjustment and attitude towards teaching is significantly higher as compared to their separate predictions.

7(b) The prediction of job satisfaction among non-scheduled caste teachers on the basis of conjoint effect of adjustment and attitude towards teaching is significantly higher as compared to their separate predictions.

7(c) The prediction of job satisfaction on the conjoint effect of adjustment and attitude towards teaching among scheduled caste teachers is significantly higher than among non-scheduled caste teachers.