CHAPTER II

REVIEW OF RELATED LITERATURE
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The review of related literature is an important part in the research. The review of the literature provides the researcher the particular field of knowledge which she requires in her specialized area. Unless the researcher has learnt what others have done and what remains still to be done in the selected area, the researcher cannot develop a research project that will contribute to furthering knowledge in her field. Thus the literature in any field forms the foundation upon which all future work must be built.

The researcher is always tempted to let a sketchy review of the literature suffice so that she can get started sooner on his own research project. The researcher, however, should make every effort to complete a thorough review before starting his research because the insight and knowledge gained by the review almost inevitably lead to a better designed project and greatly improve the chances of obtaining important and significant results.
Job satisfaction is as important in the teaching profession as it is in any other profession. A person who is satisfied with his job is also a person with a high morale. Job satisfaction improves performance as well as effectiveness of an individual. Generally it is observed that a competent person in any field, usually must enjoy a greater sense of job satisfaction.

On the concept of "Job-satisfaction among school teachers" as a research topic did not get the desired attention before 70's but during 70's some work has been done on this concept. Later on it is noticed that many scholars have put their hands on this and the reports were submitted to different universities in India for award of Master of Education, M. Phil, and Ph. D degrees. In the present chapter, studies done on job satisfaction in the field of education have been reviewed.

STUDIES ON JOB SATISFACTION IN INDIA:

Lavingia, K.U (1974): The main aims of his
study were to measure the degree of job satisfaction and to study the impact of job satisfaction on the stability of teachers from primary and secondary schools of the state of Gujrat. The sample consisted of 1600 teachers from primary and secondary schools.

He reports in his study that primary teachers were more satisfied than secondary teachers, female and young teachers were more satisfied than male teachers and job efficiency was positively correlated with job satisfaction.

**Anjaneyulu, B.S.R (1968):** In his thesis for the award of Ph.D degree in Education from Maharaja Sayajirao University, Baroda, the researcher found out causes of satisfaction and dissatisfaction among secondary school teachers and related them with the conditions prevailing in Andhra Pradesh. The study was conducted on 1000 teachers working in 102 secondary schools.

**Singh, H.L (1974):** The study was an attempt to know precisely what were the dominant values
of the teachers of higher secondary school of union territory of Delhi. Whether their attitude towards their profession was favorable or not, and whether they were satisfied with their jobs or not.

His findings reveal that teachers scored the highest on social and theoretical values and lowest on economic and political values. Age of the teacher did not make any difference to their values and attitude but sex did make a difference.

Unijal, M.P (1974): In this work the researcher wants to find out the differences in the motivational patterns of the satisfied and dissatisfied teachers of private and government secondary schools.

The main findings of the study were that the government school teachers were highly satisfied towards their job, while the teachers in the private schools showed both high and low satisfaction towards the job with respect to many of the need patterns and motivational
aspects and teachers of private schools displayed higher level of anxiety than the government school teachers.

Goyal, J.C (1980): This study was carried out at Delhi university. In this investigation the researcher has shown the relationship among attitude, job satisfaction, adjustment and professional interests of teachers of different categories and has found out the difference in attitudes, job satisfaction, adjustment and professional interest among teachers on the basis of sex, age, qualifications and experience. The sample consisted of 314 teacher educators working in 38 institutions.

The study concludes that attitude, job satisfaction and occupational adjustment among teachers were associated with one another, where as social and emotional adjustment and professional interests were not related with other variables but they increase with age and teaching experience.

Gupta, S.P (1980) Meerut University: The
study was done to measure and compare job satisfaction of primary, secondary and college teachers. To compare the job satisfaction of married teachers with that of unmarried teachers and to compare the job satisfaction of teachers of different age and experience of male teachers of Meerut Division.

His findings were that the marital status, age and teaching experience were not associated with the job satisfaction of primary and secondary school teachers. Where as unmarried college teachers were more satisfied than married college teachers and teaching experience was not associated significantly with the job satisfaction of college teachers.

**Kolte, N.V (1978):** This study was undertaken to identify the factors that are responsible for both the teachers satisfaction and dissatisfaction and to test the validity of Herzberg’s two factors theory of job satisfaction.

The yielded findings were that the achievement and work itself was found
responsible for the feelings of satisfaction while working conditions and salary were mentioned as the cause of dissatisfaction and Herzberg's two factor theory was not supported by the study.

Porwal, N.K (1980) Agra University: He studied personality characteristics of satisfied and dissatisfied teachers and reported that age and sex appeared to exert an adverse impact on job satisfaction. The sample of 200 teachers from higher secondary schools was selected using the stratified random technique.

Rao, S.N (1981) : The study aimed at investigating the relation of job satisfaction to several intrinsic and extrinsic factors in the teaching job assuming job satisfaction to depend on work adjustment of primary school teachers of Vellore and Chittoor districts of A.P.

A significant relationship between intrinsic motivation and job satisfaction was identified. The length of service was not related to job satisfaction, organizational identification and job
involvement and the external locus of control of teachers was significantly related to job satisfaction work and organizational identification.

Agarwal K.G (1981): He has done research on the topic "A critical study of job satisfaction of secondary school teachers". In his study, he has listed various factors which cause satisfaction and dissatisfaction among secondary school teachers working in Udaipur.

Chopra, R.K (1982): conducted study on job satisfaction of teachers and its relation with the organizational climate of schools and students achievements. The analysis of data revealed that overall job-satisfaction of the teachers in the open climate schools was significantly different from that of the teachers in the closed and paternal climate schools.

The objectives were 1) To study the relationship between principals stress proneness and their administrative effectiveness. 2) To study the relationship between principals adjustment and their administration effectiveness. 3) To study the relationship between principals job satisfaction and their administration effectiveness. 4) To study the relationship of stress proneness, adjustment and job satisfaction of principals combined with their administration effectiveness. The sample comprised of 423 principals of intermediate colleges.

The findings were 1) Stress proneness of principals was not significantly related to their administrative effectiveness. 2) No relationship was found between teacher based stress proneness of principals and their administrative effectiveness. 3) Higher authorities based principals stress proneness was not found to be related to their administrative efficiency. 4) Principals stress proneness, adjustment and job satisfaction combined together were found to be
significant predictors of their administrative effectiveness. 5) When only adjustment and job satisfaction were combined, the relationship dropped. 6) A very low correlation was found between principals stress proneness and their job satisfaction. 7) The adjustment of principals and their job satisfaction were found to be mutually related and related to their administrative effectiveness.

Amarsingh (Punjab University, 1985): Correlates job satisfaction among different professionals.

The objectives of his study were 1) To construct and standardize a job satisfaction scale. 2) To find out the incidence of job satisfaction amongst professionals. 3) To compare the incidence of job satisfaction amongst teachers, engineers, advocates and doctors. 4) To relate job satisfaction with job intrinsic and job extrinsic variables and age, experience, academic and professional attainment, mental status and family size. 5) To related job satisfaction with personality.
dimensions and traits such as self esteem, extraversion, introversion, neuroticism and emotional stability.

This study was conducted in two phases. In the first phase a sample of 320 subjects were selected randomly. It included 80 college or university, 80 teachers, 80 engineers, 80 advocates, 80 doctors. In the second phase the subjects were from amongst teachers, engineers, advocates, and doctors who had obtained scores equivalent to Q1 or below and scores equivalent to Q3 or above on the job satisfaction scale, were administrated.

The findings were 1) The job intrinsic variable correlated positively and significantly with job satisfaction of professionals viz. teachers, engineers, doctors and advocates. Job concrete and job abstract dimensions of this variable were also found positively and significantly correlated with job satisfaction. 2) The job extrinsic variable including psycho social economic and community growth factors were found to be positively related to job
satisfaction of professionals. 3) Age was found to be positive correlates of job satisfaction. 4) Experience correlated positively and significantly in case of advocates and doctors with job satisfaction, but in the case of teachers and engineers the relationship between experience and job satisfaction was not significant. 5) Size of family was negatively related with job satisfaction. 6) Married professionals were found more satisfied than unmarried professionals.

**Abdul Samad (1986):** He has studied in his work the climate of schools as well as the degree of job satisfaction of teachers and found out relationship between biographical characteristics and organizational climate.

His main findings were that the teachers in more open climate schools enjoyed job satisfaction than teachers of less open climate schools. No significant co-relation existed between organizational climate dimensions of hindrances, intimacy and aloofness.
Balwinder Kaur (1986): She has shown relationship between personal, professional and organizational characteristics and job satisfaction of home science teachers. The study was a correlational one where home science teachers working in schools, colleges and universities of Punjab, Haryana and the Union Territory of Chandigarh were selected.

Need satisfaction was found to be a correlate of job satisfaction where as professional characteristics did not act as a correlate of job satisfaction.

Dixit, M (1986): The study was designed to measure job satisfaction among primary and secondary school teachers and to observe the effect of sex, teaching experience and medium of instruction on the level of satisfaction of teachers working in Lucknow.

The researcher reports that in Hindi medium schools, primary school teachers were more satisfied than secondary school teachers. Where as in English medium schools the level of job
satisfaction among primary and secondary teachers was the same. Sex and teaching experience exerts an adverse effect on job satisfaction.

Mistry, T.C (1986): The investigation was an attempt to fill some of the gaps in the existing field of knowledge regarding job satisfaction, job involvement and achievement as an outcome variables of locus of central, motivational climate, participation in academic climate and various types of role stresses the teaching population faced.

No significant relationships were observed in locus of control and various dimensions of job satisfaction. The climate of academic motivation was found to be significantly associated with such dimensions as job satisfaction, involvement as well as over all satisfaction.

Nayak, KD (1986): This study aims at identifying the level of job satisfaction among married and unmarried female teachers and to study the difference in the adjustment of married and
unmarried female teachers of different categories.

The main findings were that no significant difference in the job satisfaction of married and unmarried female teachers was found and no significant difference was found in the adjustment of urban and rural married teachers of lower division and upper division categories where as married lecturers were found to have some adjustment problems with their environment.

Shah, K (1986): This work was undertaken to study the socio-economic conditions, educational status and motivational factors of primary school teachers and to inquire into their job satisfaction.

Most of the women teachers were satisfied with their job but still there were some who were dissatisfied with low pay scales and wished to remain in their job because they liked their job as the teaching profession traditionally commanded high esteem in the society.
Singh, V (1986): This study deals with job satisfaction among women working in different professions i.e. medical, clerical, teaching and administration.

The mean scores of the four professional groups in personal adjustment were 9.57 for administrators, 10.02 for the medical group, 9.6 for teachers and 10.79 for the clerical group. The adjustment of all the four groups was found to be satisfactory.

Srivastava, Shobha (1986): This is an investigation to examine the extent of job satisfaction and professional honesty among primary school teachers and to make suggestions for creating a suitable environment in primary schools.

The main findings were that primary teachers were found to have high job satisfaction and professional honesty. Female teachers as compared to male, unmarried teachers as compared to married and urban teachers as compared to rural teachers and non-
agricultural family occupation background teachers were significantly higher in job satisfaction and professional honesty.

Caste was not found to have a significant effect on either of the two i.e. job satisfaction and honesty and the two major factors of job dissatisfaction among the primary teachers were inadequate salary, and lack of physical facilities. Professional honesty was higher than job satisfaction in the teachers.

Theme of job satisfaction in research can act as an input for improving the process. While studying job satisfaction of graduate teachers in Coimbatore, Sekar G and Ranganathan S (1988) found that most of the teachers were satisfied with their nature of work, personnel policies, salary, personal achievement and their relationship with superior and colleagues, working conditions in schools, appreciation of god work and job security. Agarwal M (1991) in a study on job satisfaction of primary and secondary school teachers 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 has no relationship with job satisfaction. Economic and political values were found to be corrales of job satisfaction.

Clemence S.M (1989) found that role conflict affected job satisfaction of women teachers but social dimensions of value influenced their job satisfaction rather favourably. Naik G.C (1990) found that adhor teaching assistants of the M.S university, Baroda, were satisfied with their job 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 groups goals and objectives were essential parameters in determinig the job satisfaction of teachers sex, experience and background variables had no
bearing on job satisfaction

Rama Mohan Babu, V (1992) found that less experienced, favourable attitude towards teaching and efficiency of teaching corresponded with higher job satisfaction. Teachers working in open and autonomous climates were found to be having high job satisfaction compared to those working in a closed climate. Job involvement and general state of health and life had a positive effect on the level of job satisfaction.

Ramakrishnaiah, D (1980) concluded that college teachers attitude towards teaching had a bearing on job satisfaction and that the job involvement and job satisfaction are independent of each other.

Rawat S (1992) found that level of job expectation played a significant role in determining job realities of teachers as also the job satisfaction which had positive relations with humanistic, creative, social and aesthetic values and negative correlation with political and economic values.
Ray S (1992) concluded that the mental health of teachers are positively correlated with job satisfaction and attitude towards pupils. Reddy, B. P (1989) in his study found that over qualified primary school teachers had low job satisfaction while teachers younger in age had higher level of job satisfaction, which had positive correlation with attitude towards teaching and job involvement.

Saxena N (1990) while studying a sample of higher secondary school teachers, in Madhya Pradesh, did not find any difference due to gender, stream (science or arts) experience and other variables on job satisfaction.

STUDIES ON JOB SATISFACTION ABROAD:

Studies on job satisfaction have been conducted since the early 1900's, using a variety of theoretical constructs and measuring widely different dimensions of satisfaction.

Friedlander (1978) concludes that measures of general job satisfaction are more accurate predictors of faculty members desire to remain at
their job than measures of attitudes towards working conditions. He also found that autonomy, freedom to choose text books, programs and media's opportunities to be creative and work environment in general enhanced satisfaction.

Filan, Okun and Witter (1986) revealed that intrinsic work motivations, financial rewards, good supervision and opportunities for skill enhancement are all positively correlated with job satisfaction. They also found that job satisfaction related to such psychological variables as internal good setting, reality perception, personnal responsibility, self confidence and internal control.

Job satisfaction findings shared at NEA Higher Ed Conference

The National Education Association Higher Education Conference was held March 5-7 in San Antonio. The conference provided a forum for academic professionals, faculty, and support staff to come together, share experiences, and discuss topics of mutual interest. Session topics included retirement and benefits, professional unionism,
workplace morale, and the use of part time and adjunct faculty.

Dr. Linda Johnsrud presented the results of her case study research on job satisfaction among academic professional employees at the member institutions of the University of Hawaii system that range in classification from community colleges to Research I institutions. Dr. Johnsrud's study found that academic professionals employed at the community colleges indicated a higher level of job satisfaction than their counterparts at the comprehensive and research universities. The results of the study also showed the level of employee morale in the workplace to be higher for those employed at the community colleges. Even at institutions where morale among professionals was low, the research showed that work productivity remained high!

Larry Kuehn (1990) The survey was conducted by two researchers from Queens University Canada during 1990 24% of Ontario teachers were identified as having high satisfaction and 18% nationally, only 14% in B.C, got high satisfaction
from their work. That finding is consistent with the results showing B.C teachers at the top in stress levels.

Most teachers all across the country identified that student respect for them as a teacher is a key source of satisfaction in their job (92%).

Teachers were satisfied with the financial rewards or the level of respect for them in the community. The higher stress and lower satisfaction among teachers is reflected in how they feel about the career choice they made. A key factor in teacher satisfaction is the relationship with administrators. Teachers in schools in which principals provided helpful feedback, clearly communicated school goals and policies, and supported teachers in disciplinary and other areas were far more likely to be highly satisfied with their job.

In Canada-wide results, 43% of the high satisfaction group reported a good relationship with administrators. In contrast, only 4% of the low
satisfaction group reported a good relationship with administrators while 37% reported a poor relationship.

Despite the high stress and lack of satisfaction in some areas, most teachers across the country feel good about their job.

Kathy A Brown (1995) The focus of this study is the relationship among job satisfaction perceived amount of leisure, and leisure satisfaction in regard to female elementary school teachers. The understanding of how a woman's leisure influences her job satisfaction will provide leisure educators and counselors with valuable practical information. Therefore, insight into the relationship among these variables enhances not only an understanding of women's leisure, but also its influence on job satisfaction. Teacher Job Satisfaction Questionnaire was administered to 347 female elementary school teachers. The subjects ranged in age from 22 years to 62 years with a mean age of 40 and 13 years teaching experience. Multiple regression analysis was used to examine the strength of the relationships
among subjects, job satisfaction, leisure satisfaction, and perceived amount of leisure. The findings of this study indicate that female elementary school teachers who participated in leisure activities that provided psychological rewards, social interaction, and/or were considered to be relaxing, perceived themselves to have greater amounts of leisure. In turn, women who perceived themselves to have greater amounts of leisure also reported higher levels of job satisfaction. These findings provide empirical evidence regarding the work/leisure relationship of women and suggest further investigation in this area.

Mark Hildebrand (1996) University of Waterloo.

The purpose of this study was to explore how and why leisure might influence the job satisfaction of teachers. Leisure only rarely has been recognized as a possible variable that contributes to job satisfaction. However, several studies have been reported that suggest a relationship does exist. University workers were
found to perceive that their leisure contributed to their job satisfaction.

The majority of the teachers reported that their leisure did influence their job satisfaction positively. Leisure was seen by the teachers as providing opportunities to "relax" and "recharge". Other reasons were that their leisure allowed them to "leave the physical and mental challenges of the classroom and distance themselves from work" also saw their leisure as providing relief from job related stress which allowed them to experience the job as more satisfying. Stress relief was provided by the opportunity leisure gave to review what was on at work, and by the time it allowed for the improvement of "organizational skills making work more enjoyable and less stressful."