2.1 Organizational Climate:

Halpin and Croft (1963) identified eight dimensions of the school climate such as disengagement, hindrance, esprit and intimacy as reflected in the behavior of teacher and aloofness, production emphasis, thrust and consideration as reflected in the behavior of the principals. They reduced these eight dimensions to six broad and more comprehensive dimensions or types of climates i.e. open, autonomous, controlled, familiar, parental and closed, defining each of these with reference to the degree of presence or absence of the eight elements or dimensions of the climate. They developed a tool OCDQ (Organizational Climate Description Questionnaire) to measure these dimensions and types of the climate. The rationale underlying OCDQ was first assumed that something actually exists which can properly be called organizational climate. Further, it was also assumed that organizational climate is closely related to the perceived behavior of teachers and principals.

Hale (1965) reported significant relationship between language achievement and hindrance, esprit, aloofness and production emphasis respectively. Brown (1965) noted that principals tended to view their schools more favourably than teachers and specialists in the school perceived the climate more like administrators than teachers. Hinson (1965) found that in his total sample principals and teachers differed significantly in their perceptions of all the climates. He also reported that in all cases teachers tended to perceive the climate as more closed than in open climates. The principals tended to perceive more intimacy and esprit and less hindrance than teachers throughout the distribution of climate.
Rice (1968) reported a slight correlation between open climate and high achievement but found that there was no relation between closed and low achievement. He also noted that no significant relationship exist between OCDQ sub-test and student achievement.

Miller (1969) found that achievement areas were significantly related to disengagement, esprit, consideration and less to hindrance, intimacy and production emphasis. He also reported that composite achievement and its area were significantly related to openness and the most relevant areas were related to language skills, work study, arithmetic and problem solving skills etc. McLeod (1969) found a significant correlation between climate and staff size in elementary schools. Small schools were found to have more open climate as compared to the larger one.

Johnson (1969) found that there was significant difference between size of ‘open’ and ‘closed’ climate type elementary schools. He also found a significant difference in teacher perceptions in innovative schools. He found that the principals of these schools perceived their schools as more open but he found that in the least innovative schools both principals and teachers tended to perceive their schools as more closed.

Sharma (1974) replicated Halpin and Crofts’ study on a random sample of 1066 secondary schools in Rajasthan. As investigated the relationship between organizational climate, faculty size, faculty experience, faculty age and experience of the headmaster. He also determined relationship between organizational climate and school effectiveness. He found significantly positive correlation between headmaster effectiveness and school climate. He also observed significantly positive correlation between school academic achievement index and humanized thrust. A study conducted by Schneider and Snyder
(1975) also indicated that climate and satisfaction are positively correlated and almost the same result was found in a study conducted by Lafolite and Sims (1975) as they found organizational climate and organizational practices were related to job satisfaction.

Shelat (1975) made an attempt to measure and identify organizational climate, teacher morale and academic motivation of pupils. He found a relationship between organizational climate and leadership behavior, organizational climate and teacher morale, organizational climate and pupil motivation, organizational climate and pupil achievement at the S. S.C. Examination. He concluded that the organizational climate in rural schools was autonomous and paternal, whereas in urban schools closed and open types were found to be predominant. Lee (1975) found that the size of the school and the length of the experience of the principal were not related to climate of the schools.

An important comprehensive study was conducted by Kumar and Bohra (1979) on the relationship of worker’s job satisfaction with their perception about existing organizational climate. The obtained findings revealed that perceived organizational climate significantly affect worker’s job satisfaction. The workers perceiving organizational climate as democratic were found to be highly job satisfied as compared to those perceiving organizational climate as autocratic.

Crane (1981) attempted to study the relationship between teachers’ perception of actual climate conditions and their expectation of ideal climate and school size, teaching experience and teaching tenure. A thirty seven item questionnaire revised from ninety items questionnaire based on best models, which was reliably based on the test-retest procedure. The application of the questionnaire sought to determine if inverse relationship existed between perceptions of climate and experiences tenure and school
size. The data supported the hypothesis which proposed an inverse relationship between ideal climate and teaching experience. The data also supported the hypothesis which proposed an inverse relationship between ideal climate and tenure. There were no significant differences in the perceptions of school climate by principals and perceptions by teachers. Principals perceived climate generally more positive than did teachers.

Chopra (1983) investigated overall job satisfaction of teachers working in school with different climate condition. Organizational climate description questionnaire by M.L. Sharma (1978) and teachers Job satisfaction Inventory by Wall were used. Teachers working in school with open climate were found to be more likely to show higher overall job satisfaction than their counterpart.

Bailey (1988) concluded that school principals who desire to improve their school climate need to exhibit both high task oriented behaviors and high relationship behaviors with their teachers. Other studies have likewise underscored the importance of the leadership style of the principal to the development of a positive school climate (e.g. Bishop, 1991; Chen, 1990). Overall, the evidence seems quite strong since the school climate is the reflection of the quality of human interactions in the school, the leadership behavior of the principal is an important factor in building open/facilitative climate at all educational levels. Al-Gasim (1991) found a strong relationship between an open climate and principals who were high in both consideration and initiating structure dimensions.

Abu-Saad (1995) conducted a study exploring aspects of the Organisational Climate of all the Bedouin Arab schools in Israel, using a sample of 373 teachers drawn from them. His results revealed that whilst the leadership of the principal was the dominant factor in determining the organizational climate within these schools, other
factors included considerations of teaching load, levels of autonomy, qualities of school resources and the nature of relationships among teachers.

Weber (1995) found that the degree of difference in the climate regarding ethics between organizational units depend on how "insulated" the employees in that department were, with technical core employees having a more individual or local climate, while boundary-spanning employees had more of a cosmopolitan ethical climate. Taylor and Tashakkori (1995) found that a positive school climate is associated with increased job satisfaction for school personnel. Cook (1996) found that in elementary schools the mean size of the teaching staff is significantly smaller in open climate than in schools of other climate types and the mean teaching staff is significantly larger in closed climate type as compared to schools of other climate types.

Kulsum Umme (1998) analyzed the effect of organizational climate of school teachers. A sample of 586 secondary school teachers selected by two stage stratified proportionate random sampling technique were administered the School Organizational Climate Description Questionnaire (Sharma, 1972) and Job Satisfaction Inventory (Indiresan, 1974). Results reveal significant differences in the level of job satisfaction of teachers working in different school climates. However, there was no significant difference in the job satisfaction scores obtained in the open climate type and familiar climate type schools. Teachers working in parental climate and closed climate type schools did not differ in their level of job satisfaction.

Hundreds of studies have demonstrated the link between organizational climate and bottom-line performance measures such as volume, efficiency, productivity and customer perceptions of service quality. Typically, climate has accounted for 10 to 25 percent of
the variance in performance measures. In many cases it has even been possible to predict significant improvements in performance based on climate improvements (Spencer, Pelote and Seymour 1998).

Fisher and Grady (1998) conducted a study to investigate teachers’ perceptions of their schools and work environments. The study used the Image of Schools through Metaphor (ISM) Scale, in addition to the School Level Environment Questionnaire (SLEQ). The sample consisted of 162 teachers from 48 schools in the State of Tasmania, Australia. The sample was drawn from about twenty percent of the total number of schools in that State. The findings of the study indicated that there were clear patterned relationships between teachers’ images of their schools and their perceptions of work environments. The notable conclusion was that a positive school climate is one in which teachers perceived that they enjoy a good rapport between themselves and students, feel accepted by their colleagues, are encouraged and helped to further their professional development are relatively free of formal constraining rules and close supervisory practice have opportunities to participate in decision-making, judge that the school is in favour of planned change, experimentation and individualisation have access to adequate resources and are not subject to excessive work pressure. Therefore, the researcher concluded that the school with its various staff should work as a family or a team to achieve the satisfaction of all its members. Thus, Fisher and Grady (1998) considered that in order to understand the way teachers behaved, it was important to know the mental images they had of their schools.

Raja, Dharma, Thiagarajan and Ponnambala (1998) investigated teacher effectiveness and secondary organizational climate in 12 boy’s higher secondary schools
of which 8 were in urban and 4 in rural areas. A sample of 279 teachers of higher secondary schools were administered the Teacher Effectiveness Scale (Pramod Kumar and Mutha, 1976) and the School Organizational Climate Description Questionnaire (Halpin and Croft, 1963). Analysis of data revealed that teachers’ effectiveness did not differ significantly as a function of age, marital status, religion, caste, cadre, subjects taught, medium of instruction, qualification of the teacher and location of the school. It was seen that 11 schools had a controlled organizational climate and only one school had an autonomous climate. Teacher effectiveness was lower in these 11 schools.

Stephens (1999) studied the organizational climate of schools in relation to teacher’s qualifications and the type of school. A group of 345 teachers’ of 24 higher secondary and high schools of tutoring were administered the School Organizational Climate Description Questionnaire (Sharma, 1973). Result reveals that teachers with diverse qualifications differed significantly in their perception of organizational climate. Teachers working in high control climate schools affected by the Organizational Climate more than those working in low control climate schools.

Two studies conducted by Johnsrud and colleagues (1999, 2000) examined the morale of mid-level administrators. They found that organizational climate-related items such as trust, communication, guidance, feedback and recognition of competence from supervisors were significant contributors to overall morale.

Langston, McClain and Walseth (1998) found that successful first-year principals were able to understand, articulate and negotiate through existing norms of the school. The principal who did not have a successful first year was not able to gain support or access information in the climate that existed in the school. Even teachers who are yet to
become administrators realized the importance that climate plays ranking the work environment as the most important factor influencing a teacher’s decision to become a principal (Shen, Cooley and Wegenke, 2004).

Zohar, D. (2000) demonstrated that variation in behaviour at the level of the individual supervisor the group climate level of analysis affected safety behaviours and it was plausible that this would hold true for other aspects of climate.

Neal, Griffin and Hart (2000) investigated links between general organizational climate and specific safety climate and found that general organizational climate could influence perceptions of safety climate and that these perceptions of safety climate influenced safety performance through their effects on knowledge and motivation.

School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior (McEvoy and Welker, 2000).

A number of studies by Dennis Rose and colleagues (2001, 2002, 2004) have found a very strong link between Organizational Climate and employee reactions such as stress levels, absenteeism, commitment and participation.

A growing body of research indicates that positive school climate is a critical dimension linked to effective risk prevention and health promotion efforts as well as teaching and learning (Cohen, 2001; Najaka, et. al., 2002; Rand Corporation, 2004; Wang, et. al,1993).

Another study examined the organizational climate and its relationship to job insecurity in three different universities. Utilizing approximately 60 administrative staff interviews, Allen (2003) qualitatively identified the following organizational climate
related items as contributing factors to high levels of insecurity, lack of respect and trust, poor interpersonal relationships and not seeing oneself as a part of the campus community.

A number of cross-level studies have consistently demonstrated positive relationships between unit or organizational climate and individual outcomes such as performance, satisfaction, commitment, involvement and accidents (Ostroff et al., 2003).

Research reviews have shown that effective risk prevention and health promotion efforts are correlated with safe, caring, participatory and responsive school climate (Berkowitz & Bier, 2005; Catalano, et. al. 2002; Greenberg, et. al. 2003). Safe, caring, participatory and responsive school climate tends to foster great attachment to school as well as providing the optional foundation for social, emotional and academic learning (Blum, et. al., 2002, Osterman, 2000).

One of the fundamentally important dimensions of school climate is relational and how “connected” people feel to one another in school. There is a growing body of research which suggests that connectedness is a powerful predictor of adolescent health and academic outcomes (McNeely, et. al., 2002; Whitlock, 2006) and violence prevention (Karcher, 2002) and as a protective factor in risky sexual, violence and drug use behaviors (Catalano, et. al, 2004, Kirby, 2001).

Positive school climate promotes cooperative learning, group cohesion, respect and mutual trust or a climate for learning (Ghaith, 2003, Kerr, 2004; Finnan, et. al, 2003).

Liao and Chuang (2004) found that store-level service climate was related to individual service performance after accounting for individual-level personality traits such as conscientiousness and extraversion.
Over the last decade, research studies from a range of historically somewhat desperate fields (e.g. risk prevention, health promotion, character education, mental health and social-emotional learning) have identified research-based school improvement guidelines that predictably create safe, caring, responsive and participatory schools (American Psychological Association, 2003; Benninga, Berkowitz, Kuehn, and Smith, 2003; Berkowitz and Bier, 2005; Greenberg et al., 2003; Durlak and Weissberg, 2005).

A study by Heidi Bushell (2007) has found that Hart, Griffin et al.’s (1996) Organizational Climate model accounts for at least 16% single-day sick leave and 10% separation rates in one organization. Other studies support the links between organizational climate and many other factors such as employee retention, job satisfaction, well-being and readiness for creative, innovation and change.

Ghodsy Ahghar (2007) studied the influence of organizational climate of a school on the occupational stress of the teachers. The study results revealed that (a) 40.02% of secondary school teachers experienced occupational stress at a moderate or higher level, (b) the rate of occupational stress among teachers can be predicted using the scores on the school organizational climate, this predictability is highest for the open climate and gradually decreases through the engaged and disengaged to the closed climate, (c) among the teachers working in the disengaged and closed climate, the rate of occupational stress significantly exceeds that recorded among the teachers working in the open climate.

Hunter, Bedell and Mumford (2007) have reviewed numerous approaches to climate assessment for creativity. They found that those climate studies that were based on well-developed, standardized instruments produced far higher effect sizes than those studies that were based on locally developed measures.
School climate enhances or minimizes emotional exhaustion, depersonalization and feelings of low personal accomplishment (Grayson and Alvarez, 2008). Werblow and Jacob (2008) studied the relationship between school size and school outcomes influenced by school climate. Teachers’ perceptions of school climate influence their ability to implement school-based character and development programs (Beetset al., 2008).

Jennings (2009) revealed that positive and sustained school climate is associated with predictive of positive youth development, effective risk prevention, health, promotion efforts, students learning and academic achievement, increased student graduation rates and teacher retention.

Recently, Byrk et al. (2010) concluded that how the following four systems interact in ways that support or undermine school improvement efforts: (i) professional capacity (e.g. teachers’ knowledge and skills, support for teacher learning and school-based learning communities), (ii) order, safety and norms (labeled as “school learning climate”), (iii) parent school communities and (iv) instructional guidance (e.g. curriculum alignment and the nature of academic demands). These dimensions shape the process of teaching and learning. The authors underscore how their research has shown relational trust is the “glue” or the essential element that coordinates and supports these four processes which are essential to effective school climate improvement.

2.2 Teaching Attitude:

Verma (1968) viewed that impact of teacher training programme on the attitudes of student-teachers towards children and school work had been found consistently good and favourable. Sinha (1969) revealed by the survey that a little less than half (48.5%) of the
teacher had selected the profession of their own choice. Almost half of them came to it without liking. Those who had joined the profession on their own had expected to receive opportunities for further studies and research (70.4%) and had thought the teaching profession to be independent, ideal, honest and peaceful (65.8%) in overall attitude towards society. He also found some teachers displayed a very deep sense of alienation in their career. Seventy percent of them believed that honesty and hard work is contemporary. Indian society do not pay, (75%) felt that it was difficult to find a person who could be taken with full confidence. The survey did not find any significant difference between the conditions, problems and attitude of teachers of residential and non-residential universities. Younger teachers had more modernized attitude than the older teachers. Teachers with urban origin had more modern attitudes than those of rural origin.

Samantaroy (1971) computed correlation coefficient between the two variables, teacher attitude and teacher adjustment. The Pearson’s returned out to be .49 and was found to be significant. The chi-square test showed that there existed some degree of positive relationship between the variables like teacher attitude and teaching efficiency, thereby showing that superior efficiency causes favourable attitude and vice-versa. It also showed a positive relationship between the variables, teacher adjustment and teaching efficiency thereby showing that superior efficiency also causes good adjustment and vice-versa.

Singh (1974) in his study found that (1) Teacher scored the highest on social and theoretical values and the lowest on economic and political values, (2) Age of the teacher did not make any difference to his values only religious and political values differed to
age, (3) Level of education, training, management of school, location and size of the school had no significant bearing on values of teachers, (4) Values of teachers also offered according to the subjects they taught, (5) The professional attitudes of teachers were favourable than their attitude towards child centered practices and educational process was more favourable than their attitude towards teaching as a profession, classroom teaching, pupils and teachers, (6) There was no difference in the attitude of teachers due to difference in age, male and female teachers also differed in their attitude, (7) Teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration, (8) There was no difference in the level of satisfaction of teachers due to difference in age. Female and unmarried teachers were more satisfied with all the factors than the male married teachers, (9) There was significant positive relationship between scores on theoretical and social values and scores on attitudes, contrary to this there was negative relationship between scores on economic and political values and scores on attitudes, (10) Relationship between scores on values and scores on job satisfaction was more pronounced as teachers scoring high on theoretical values significantly satisfied with their profession. Similarly teachers scoring high on social values were also highly satisfied. Contrary to this, teachers scoring high on economic and political values were not satisfied with their profession. The relationship was negative and significant in the case of economic values and political values and (11) There was a positive and significant relationship between scores on attitudes and scores of satisfaction.

Dasgupta (1975) found that lack of vision for good setting and proper motivation for the teachers toward teaching profession, financial difficulties of the teachers,
insecurity of job in privately managed schools etc, were also some of the causes of frustration among teachers. Pupils’ moral degradation, lack of interest in work, poor examination marks and slow progress causes strain. Feeling of strain was found most frequent in urban, unexpected junior school teachers due to larger size of classes and low salaries.

Sukhwal (1977) in his study revealed that (1) Majority of the teachers favoured the profession, the difference between the favourable and unfavourable attitudes were highly significant, (2) The higher the age the greater was the increase in the degree of favourableness in attitudes towards the profession, (3) Experience played a great role in the development of favourable professional attitudes, (4) Qualification wise there was an increase in the favourable attitude towards the profession with the increase in qualification, (5) Trained teachers were found to posses more favourable attitudes towards teaching than untrained teachers, (6) Personal, social, educational, financial, professional, family and miscellaneous factors operated in selecting the profession, (7) The problems faced in the actual field of work were found to be related to the areas of personal, family, financial, time-tenure and other educational schedule. The area personal and educational accounted for the maximum number of problems.

Tripathi (1978) found that (1) Under rural-urban dichotomy of Intermediate colleges, only an autonomous climate, percentage difference was highly significant, (2) Under government and private dichotomy percentage difference on open climate was significant, (3) On professional attitudes the mean differences between teachers of rural and urban colleges, government and private colleges and male and females colleges were not significant, (4) There existed a statistically significant relationship between thrust and
attitude towards child-centered practices and (5) ‘Disengagement’ showed significant negative relationship with attitudes towards classroom teaching and teachers.

Bandarkar (1980) conducted a study on polytechnic teachers to know their attitude towards teaching profession and correlates it to the government polytechnics. The study revealed that attitude toward teaching profession was not significantly related to the qualification of the teachers. There was significant and positive relationship between the age of teachers and their attitude towards teaching profession.

Goyal (1980) studied the attitude of 314 teacher educators working in 38 institutions with different age groups possessing different qualification and teaching experience. The main objectives of the study were (a) To measure the attitude on job satisfaction of teacher educators of different categories based on sex, age, qualification, experience and (b) To find out the difference in the attitude of job satisfaction among groups of teacher educators based on sex, age, qualifications and experience.

The major findings of the study were:

(1) A large majority of teacher educator was favourably inclined towards their profession and was satisfied in the job.

(2) The attitude on job satisfaction of different groups did not differ significantly and

(3) Professional interest among teacher educators increased with teaching experience in school.

Nayak (1982) found that teaching attitude has a significant positive relationship with the job satisfaction of female teachers. Garg (1983) studied teaching attitude and teaching behavior of highly satisfied and dissatisfied teachers of secondary school teachers which were not found significantly correlated with their salaries. A positive and
highly significant relationship was obtained between teachers’ attitude and job satisfaction. Highly satisfied teachers possessed a more favourable teaching attitude and showed better teaching behavior than highly dissatisfied teachers.

Khatoon (1982) conducted a study to investigate attitude of in-service teachers towards their job. The result showed that majority of the teachers found liking towards their respective job. The female teachers have greater degree of job satisfaction than male teachers. Experience has been found to influence negatively the attitude towards teaching whereas qualifications are not found to have any effect on their attitude.

Som (1984) in his study of teaching personality pattern and their attitude towards teaching and related areas observed that female teachers tended to be higher than males in their attitude towards teaching profession and pupils. Kulsum (1985) in her study found that teachers’ attitude towards teaching profession and teachers’ effectiveness turned out to be the common predictors of both job satisfaction and job involvement.

Qureshi (1992) conducted a study on male and female teachers of some secondary schools of the A.M.U. Aligarh, on their attitude towards teaching profession. He found that there is significant difference between the attitude of male and female teachers toward their teaching profession. It was concluded that female teachers hold more favourable attitudes than their male counterpart.

Awanbor (1996) reported that teacher trainees had a negative attitude towards teaching and teacher trainees who had positive attitude towards teaching did so with strong reservation which ranges from the poor social image to the teaching profession.

Sozer (1996) investigated the attitudes of 231 pre-service teachers toward teaching profession in terms of several variables. It was determined as a result of the study that the
attitudes of pre-service teachers were positive and showing a statistically significant
difference favoring the females in terms of gender variable. Moreover, it was determined
that the attitudes of pre-service teachers did not demonstrate a statistically significant
difference in terms of their secondary school Grade Point Average (GPA) and the types
of high schools they graduated from.

Nazneen (1997) made a study on the attitude of secondary school teachers towards
teaching profession and found following results:

1. There is no significant difference in the attitude of male and female teachers towards
teaching profession.
2. There is no significant difference in the attitude of teachers on account of their
educational qualifications.
3. There is no significant difference in the attitudes of teachers toward teaching
profession on the basis of their religion.
4. There is no significant difference in the attitudes of teachers towards teaching
profession on the basis of their experience.

Khan (1998) made a study on of the influence of personal factors on teacher’s
attitude towards teaching job. The sample consisted of 228 secondary schools of
Azamgarh district, India. Sample consisted of 169 male teachers and 59 female teachers.
The investigator found that overall positive attitude toward teaching profession existed
among secondary school teachers. He also found significant difference in the attitude of
male and female teachers towards their respective job.

Erdem and Anilan (2000) investigated the attitudes of 196 pre-service teachers
from Department of Pamukkale University, Faculty of Education toward teaching
profession in terms of several variables. It was determined that although a statistically significant difference was found favoring those who had preferred teaching profession and no statistically significant difference was found in terms of gender.

Gupta (2000) carried out a study on the creative and non-creative Secondary school Teachers of Madhya Pradesh in relation to values, adjustment and attitude towards teaching. The investigator found that male and female teachers differ significantly with respect to attitude towards teaching profession. He also found significant relationship between creative thinking and attitude towards teaching for creative group.

Farooqui (2001) made a study on the perception of B.Ed. students towards teaching profession. He found that students irrespective of their gender had a positive perception towards teaching profession and at the same time he did not found significant difference in male and female students’ perception towards teaching profession. He again observed that female students had shown more positive attitude as compared to their counterparts.

Farooqui (2002) conducted a study on perception of B.Ed. students towards teaching profession, effects of gender discipline and academic level. She concluded that all the students irrespective of their gender have a positive perception towards teaching profession as they have favoured the positive statements and have gone against all the negative statements. No significant difference was found in male and female students’ perception towards teaching profession. On the other hand Dodeen et al. (2003) found that female teachers have more positive attitude than male teachers.

Simsek (2005) investigated the attitudes of total 288 pre-service teachers studying in a masters (without thesis) program at Yuzuncu Yıl University, Faculty of Education
toward teaching profession in terms of several variables. It was observed that there was no significant difference among the views of the participant students toward teaching profession in terms of gender, type of the high school of graduation and secondary school GPA. It was determined that Anatolian Teacher Training High School graduates were found to have better attitudes than the graduates of other schools those who had higher secondary education GPAs than those who had lower ones and males than females.

Kaya and Buyukkasap (2005) investigated the attitudes and concerns of 36 senior pre-service teachers studying at Physics Education Department of Kazim Karabekir, Faculty of Education in Ataturk University regarding teaching profession in terms of several variables. The data of the study were collected using Profile Questionnaire. The Scale of Attitude toward Teaching Profession, Concern Questionnaire and interviews. At the end of the study females were found to have more positive attitudes toward the profession than males because females viewed it as an ideal profession and they had more ambition to be a teacher.

Hasan (2006) made a comparative study of attitude of secondary and senior secondary school teachers towards teaching profession. The investigator found no significant difference in the attitude score of male teachers towards teaching profession teaching in secondary and senior secondary schools and also found no significant difference in the attitude of female teachers toward teaching profession.

Gurbuz and Kışoğlu (2007) investigated the attitudes of 117 senior pre-service teachers and 103 faculty of science and arts graduates enrolled in the masters’ without thesis program at Ataturk University, Kazım Karabekir Faculty of Education toward teaching profession in terms of several variables. It was determined in this study that the
attitudes of pre-service teachers showed a statistically significant difference in terms of gender variable favoring females.

Lasek and Wiesenbergo (2007) performed a Questionnaire of Attitudes toward Teaching Profession to 136 3rd year pre-service teachers in order to determine their attitudes toward teaching profession in terms of several variables. Pre-service teachers whose parents are teachers and female pre-service teachers were found to have more positive attitudes than the others.

Capri and Celikkaleli (2008) investigated the attitudes of 250 pre-service teachers studying at Mersin University, Faculty of Education toward teaching profession in terms of the variables of gender, program and faculty of study. It was determined as a result of the study that the attitudes of pre-service teachers were significantly affected from gender. In other words females were found to have more positive attitudes than males.

Hijazi (2008) conducted a study on the attitude of post-graduate students of A.M.U, Aligarh, towards teaching profession. She found that the sample as a whole had shown favourable attitude towards the teaching profession which was a matter of great satisfaction as there was no significant difference found in the attitude of male and female post-graduate students towards teaching profession.

Oylum (2010) studied teachers’ attitudes towards teaching profession and find out their burnout level and its relationship. The sample consists of 308 teachers from variety of branches. Maslach burnout Inventory and attitude Scale towards teaching profession were used to collect the data. The result revealed that the teachers in this study group have low level of burnout and their attitude towards teaching profession was found high. A significant correlation was found between burnout level and attitudes of the teachers.
Sylvester (2010) found that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession and their level of job satisfaction.

2.3 Adjustment:

Chaudhary (1957) conducted a study to investigate the adjustment difficulties of teachers and to bring out the potent and essential factors which cause such maladjustments. He carried out his study in West Bengal by taking a sample of 132 male and female teachers from six secondary schools. He used Thurston personality Schedule in this investigation. He found that nearly one fourth of the teacher’s population was maladjusted. On the basis of probable causes of maladjustment finally he listed the following factors such as emotional difficulties, occupational dissatisfaction, emotional disturbance or temperamental instability, unhappy married life and other family relation, unhappy sex experience, lack of security and constitutional deficiency.

Blair, et al. (1962) have referred certain classical studies on teacher’s adjustment and came to pertaining conclusion, “it is clear that although samples used, methods and findings differ, there is an agreement that a significant percentage of the teacher population is so maladjusted that it may have impairing effect on teaching performance.” The statement shows that a better adjusted teacher in the profession is desirable in order to make teaching more effective.

Adjustment has also been found associated with attitude and job satisfaction of teachers. For instance, Sinha and Agarwala (1971) found that job satisfaction and adjustment among white collar workers were significantly related with each other. They also found that home, social and emotional adjustments were also significantly associated
separately with job satisfaction. Samantroy (1971) inquired teacher attitude and its relationship with teaching efficiency. However, he found some degree of positive relationship between teacher’s attitude and teaching efficacy. And at the same time he also found that superior efficiency goes to favourable attitude as compared to disfavourable attitude towards teaching. For all practical purposes it shows positive relationship between teaching adjustment and teaching efficiency.

Singhal (1973) in a study on industrial workers found that work adjustment made highest contribution to job satisfaction. Pandey (1973) studied the teacher’s adjustment in relation to professional efficiency. He constructed his own inventory to measure adjustment in different areas like home, social, economic, institutional and ethical etc. It was found that all the areas of adjustment contributed towards others in the process of adjustment. Seetha (1975) while inquiring into the psychological and social factors affecting academic achievement found that no significant relationship existed between interest and academic achievement and between social adjustment and academic achievement.

Malhotra (1976) found that the main predictors of teacher effectiveness were home, health, social, emotional, dominance, submission verbal and non-verbal intelligence. Malhotra (1976) observed 250 teachers using FIAC and found a relationship between (a) demographic and professional variables and the indirect-direct teacher behavior, (b) teacher attitudes and adjustment and indirect-direct teachers behavior. Other findings of the study were as follows : (1) There was negative relationship between the age of teacher and indirect-direct teacher behavior, (2) The male and female teachers did not differ in direct-indirect teacher classroom behavior, (3) The teacher with bachelors’
degree were more indirect in their classroom behavior than were teachers with masters’
degree, (4) Teachers with less teaching experience were more indirect in their classroom
behaviour than teachers with high teaching experience, (5) Teachers with positive attitude
were more indirect in their classroom behavior than teachers with negative attitude and
(6) Poorly adjusted teachers were more direct in their classroom behavior than teachers
who were well adjusted.

Gupta (1977) while making a study of successful teachers found that success in
teaching was significantly related to the areas of home, health, social, emotional and total
adjustment and to professional attitudes, but had no relationship with academic
environment. Wadhwa (1977) in a study of background factors of graduate teacher’s
adjustment found that only college environment and teachers’ acceptance in the college
were perhaps related to teachers’ adjustment.

Panchal (1977) conducted a study of innovative proneness of teacher educators
of secondary school training colleges in Gujarat with respect to their age, experience, sex,
professional satisfaction, mobility and participation in service education, habit of reading
professional literature, professional training and academic qualifications. The sample was
N = (200) teacher educators. Some major findings of the study were (1) there was no
significant difference in the attitude of teacher educators towards innovations, (2)
academic qualifications of the teacher educators were not found significantly associated
with attitudes to innovation on the whole, (3) professional qualifications did not have
significant relationship with teacher educators attitude to innovation but M.Ed. degree
holders showed significant concern for teaching-learning process, (4) reading habits of
teacher educators did not make significant difference in the context of attitude towards
innovations and (5) professional job satisfaction was not related significantly with attributes of innovation. It seemed to be that attitude, job satisfaction, adjustment and professional interests are important variables. Their presence among teacher educators in a positive direction is likely to improve the standards in teacher education. It is also noticed that these variables among teachers are related with each other.

Goyal (1980) in his doctoral research on “Relationship among Attitude, Job Satisfaction, Adjustment and Professional Interests of Teacher Educators in India” found that men and women differ significantly at .05 level in their social adjustment.

Pandey and Monika (1996) examined the effect of profession on the social and marital adjustments on 100 non-working women. Subjects (aged 20-40 yrs.) completed Pramod Kumar’s Marital Adjustment Questionnaire and R.C. Deva’s Social Adjustment Questionnaire. The t-test was applied for comparisons of the two groups for marital and social adjustment. Significant differences were observed in the social and marital adjustments of working and non-working subjects. Non-working subjects obtained a significantly higher score on marital adjustment than working subjects. Results showed that social and marital lives are affected adversely by the profession of women.

Chattopadhyay et al. (2002) assessed the effects of personality patterns and model of personal adjustment on the job satisfaction and effectiveness of 60 married female high school teachers (age 35-44 years). Questionnaires focusing on personality characteristics, adjustment, teaching effectiveness and job satisfaction and anxiety were administered. Subjects who were satisfied with their job reported higher job effectiveness and better social and emotional adjustment compared to those who were dissatisfied.
Hashmi et al. (2006) studied the marital adjustment, stress and depression among working and non-working married women. The study was aimed at exploring the relationship between marital adjustment, stress and adjustment. Sample of the study consisted of 150 working and non-working married women. The results indicated highly significant relationship between adjustment, depression and stress. The findings of the study also show that working married women have to face more problems in their married life as compared to non-working married women.

Renuka (2008) designed a study to explore the personality and adjustment correlates of organizational commitment among college teachers of Haryana. Data were collected from 336 full-time teachers of 49 degree colleges of Haryana. Obtained data were analyzed by applying Product Moment Method of Correlation. Results were found to be significant at .05 level of significance. Obtained correlation revealed the factors G, H, L, M and Q3 of 16 PF to be significant personality correlates of organizational commitment among college teachers. Four of adjustment scales namely home, health, emotional and occupational emerged significant adjustment correlates of organizational commitment. Findings depict that college teachers temperamentally characterized as conscientious, rule-bound, venturesome, socially bold, trusting, adaptable, practical, regulated by external realities, controlled, high in self-concept control and having home, health, emotional and occupational adjustment tend to be more committed to their working organizations/institutions.

2.4 Job Satisfaction:

Singh (1974) measured teacher’s values and further studied their relationship between teacher attitudes and job satisfaction. The sample was (N = 521) teachers from
higher secondary schools and University of Delhi. It was found that teachers were found to be moderately satisfied with almost all factors but comparatively female teachers were more satisfied than the male teachers. Age did not affect job satisfaction. Level of education and training was also not related to the level of job satisfaction. Job satisfaction was also not associated with the teaching experience of teachers. Carrel and Elbert (1974) in a study found that the educational qualification of the employees was one of the significant determinant of job satisfaction.

Lavingia (1974) measured job satisfaction among school teachers. The specific objective was to study the degree of job satisfaction among various categories of teachers. The sample was (N = 1600) teachers from primary and secondary schools. Two job satisfaction tools were constructed by the investigator for primary and secondary teachers separately. The findings were observed as (1) female group were found more satisfied than male groups, (2) efficient performance of a job was found positively correlated with the degree of satisfaction, (3) teachers in the age group of 20-24 years were found to be more satisfied than older ones, (4) amount of satisfaction decreases with advance in age and dissatisfaction was found highest in the age group of 40-44 years for secondary school teachers and in 35-39 years for primary school teachers and (5) there does not seem to be any relationship between academic qualifications and job satisfaction among the secondary school teachers but among primary teachers those better qualified were found less satisfied. Finally, the findings indicated that job satisfaction was closely associated with the sex, age, performance and qualifications. Dwivedi and Pestonjee (1975) found that age of workers was related to their job satisfaction significantly. It is not only that job satisfaction is found to be associated with performance in one’s job, sex,
age, education, training and experience, it is also related with each other variables like adjustment, interest and attitudes of workers.

Flannery (1980) measured various purposes of his study in the following order (a) there was a relationship between teacher decision involvement and job satisfaction (b) teacher job satisfaction was related to teacher interest in decision issues, (c) teacher interest modified the relationship between decision involvement and job satisfaction and (d) the discrepancy measure derived from actual and deserved level of involvement, could account for more the variance in job satisfaction than the measure of actual involvement. Data was collected on site in 22 Wisconsin high schools and included 243 teacher respondents. The instrument consisted of three parts (a) the Decision Involvement Analysis Questionnaire (b) the Job Satisfaction Survey and (c) a Personal Data Questionnaire. The major conclusions were:

(1) Job Satisfaction was positively and significantly related to decision conditions.

(2) Teacher interest and expertise were highly correlated.

(3) There was significant relationships between perceived teacher influence, job satisfaction and decision conditions.

(4) There were no significant inter-relationships between and among perceived interest, decision condition and job satisfaction.

Nelson (1980) found that leadership styles of school administrators are related to job satisfaction. Kephart (1981) explored the relationship of teacher militancy to organizational structure and job satisfaction/job dissatisfaction among teachers employed in Nassau and Suffolk counties of New York State. The study sample comprised of 354 stratified randomly selected teachers who were employed in Nassau and Suffolk
countries of Long Island, New York State. The sample was drawn from each elementary level of schools i.e. junior high and high school. Factor analysis of the teacher Opinionnaire Item scale used to measure teachers perception of job satisfaction/job dissatisfaction resulted in a four factor solution. Factor analysis of the attitudinal Militancy Scale-3 (used to measure the dependent variable of teacher militancy) maintained its three factor solution. Canonical correlation and multiple regression/correlation analysis were used to test the research hypothesis that there are relationships of teacher militancy to organizational structure and job satisfaction. Analysis of the data partially supported the hypothesis that the two extreme dimension of attitudinal militancy were found to be related to the statistically significant anterior level to school organization and job satisfaction.

Horner (1981) studied what variable effect job satisfaction and thus, job productivity of the public school teachers. A sample population of the public school teachers in the 29 southern most countries of Illinois was selected to participate in the study. Each teacher completed a questionnaire yielding 12 values ranking for teachers. They also rated their job satisfaction and the effectiveness of their school official’s job effectiveness. Demographic data like sex, age, type of school, school size and education and experience levels were also measured. The results revealed that the most satisfied group of teachers were (1) female, (2) secondary school teachers who were, (3) 60 plus yrs of age with, (4) 21 plus years of experience displaying, (5) a high consensus of values with the school district, (6) high confidence in the school officials, (7) high value by the teacher for order, (8) low value by the teacher for physiological and self-actualization needs and (9) perception of the school districts value for truth as high and
for physiological and school inclusion as low over 90% of the teachers found satisfied with their job.

Askar (1981) conducted a study to determine the following as they relate to public school teachers in the State of Kuwait. He perceived degree of satisfaction with importance of nineteen selected personal and professional needs. The degree of influence of seven factors in teachers’ decision to pursue a career in education and factors seen by teachers as improvement imperatives for the Kuwait educational system. The population of the study consisted of 926 teachers representing the primary, intermediate secondary level school teachers. The data were collected with the help of a questionnaire consisting of nineteen questions in the major part, seven questions related to influential factors and an open question pertinent to the improvement suggestions. Based on the study’s finding the following conclusions were drawn (1) Feelings of inadequacy and unfairly determined economic returns exist among teachers, (2) The school environment is not conductive to teacher’s professional growth, (3) insufficient opportunities exist for career advancement. Sharma (1982) found a positive relationship between leader’s administrative behaviour and teacher’s job satisfaction. A low relationship between the principal’s administrative behaviour and student achievements was also perceived by teachers.

Chopra (1983) investigated the overall job satisfaction of teachers working in school having different type of climate and to identify the areas of job satisfaction in which teachers of schools having different types of climate differ. Forty two girls and boys of secondary and Senior Secondary school were taken. Organizational climate description questionnaire by M.L. Sharma (1978) and teacher Job satisfaction inventory
by Wall were used. Teachers working in school with open climate were found to be more likely to show higher overall job satisfaction than their counterparts is paternal and closed climate, namely high on espirit, humanized thrust, average intimacy, less of psycho-physical hindrance and production emphasis and low on disengagement, alienation and control were found to be conductive to high level teachers job satisfaction.

Navels (1984) determined the relationship that exists between the degree of teacher professionalism and the level of teacher job satisfaction. The sample consisted of 208 public school teachers from Kentucky. The teacher professionalism and the Minnesota Satisfaction questionnaire were used to determine the respondents’ perceptions of their degree of professionalism scale and their level of job satisfaction respectively. The findings indicated a significant relationship between the teacher autonomy and the intrinsic facets of teacher job satisfaction. No significant relationship was found between the other dimensions of teacher professionalism and the facets of teacher’s job satisfaction. Pay and chances of advancement were found to be the greatest source of dissatisfaction among the teachers. The chance to do things better for others was also found to be a great source of satisfaction among teachers.

Finger et al. (1984) explored the relationship between the perceived leadership behaviour of the quasi-administrator and teacher job satisfaction. In addition, the study also considered how the variables of the quasi-administrator’s prior assignment, teacher age and teaching experience affected teachers’ level of job satisfaction. The sample consisted of 131 teachers from New York City school system. The test instruments used were the Leadership Behaviour Description Questionnaire (LBDQ) and job satisfaction Index (JSI) and a personal data form. The results seemed to suggest that teachers who
perceive quasi-administrator as being high in both initiating structure and consideration will have a greater degree of job satisfaction as compared to those teachers who perceive their quasi-administrators as having any other leadership style. Age does not seem to be a factor in the degree of teachers’ job satisfaction since the differences in satisfaction between the age groups were found to be very marginal.

Solomon (1986) compared 120 Israeli public sector top managers to 120 Israeli private sector top managers. Both samples were evenly divided between manufacturing and service organizations and they constituted a good representative sample of Israeli work organizations. He gave the participants two questionnaires, the first one was Job Characteristics Questionnaire which consisted of 20 items including job reward policies, interpersonal job aspects, autonomy, feedback role stress etc and Organizational Climate Questionnaire which consisted of 19 items about reward structure and decision-making practices etc. He also made a query against perceived existence and satisfaction with the various job and organizational climate. The findings of the results revealed that private sector managers reported higher level of job satisfaction as compared to public sector managers. Borg and Falzon (1989) observed that more than twice as many male teachers’ likewise female teachers indicated dissatisfaction with their respective jobs. Correspondingly, female teachers have shown greater level of job as compared to their counterpart.

Taylor and West (1992) found that pay levels affect job satisfaction. They reported that those public employees who compared their salaries with those of private sector employees experienced lower levels of job satisfaction. Beegam (1994) conducted a study on “An analytical study of factors related to job satisfaction among college
teachers”. The sample of the study consisted of 415 teachers covering 204 males and 211 females on the basis of stratified random sampling from the college of Kerala. The result revealed that job satisfaction of the college teachers was found related to certain socio-demographic variables such as faculty, locale, religion, caste, community, education of spouse and mode of conveyance. Job satisfaction of college teachers was found related to certain personality variables like self-esteem, nationalism, spiritualism orientation and thoughtfulness.

Sudhira (1994) examined teachers’ job satisfaction and job stress among secondary school physical education teachers working under different management schools in Madhya Pradesh. The result obtained indicates that physical education teachers working in private and semi-government schools had significantly higher level of job stress as compared to those who were working in government schools. Among them the private school teacher had higher job stress. Physical education teachers working in private schools had significantly higher level of job satisfaction as compared to teachers working in semi-government and private schools. Panda, Pradan and Senapaty (1996) assessed job satisfaction of secondary school teachers in relation to their mental health, age, sex and management of schools. The sample of the study consisted of 102 teachers (74 male and 28 female) working in senior secondary schools in Karaput district of Orrisa. The major finding of the study indicated that mental health and age had significant interactional effect on secondary school teacher’s level of job satisfaction. But at the same time they did not found any significant difference between male and female secondary school teachers on their level of job satisfaction.
Nazir and Ahmad (1998) studied the source of satisfaction and dissatisfaction among teachers. This study was aimed to determine the source of satisfaction among teachers using Herzberg’s two factor theory of job satisfaction. The sample were comprised of 150 teachers from various college and universities of Jammu and Kashmir. The result provided only partial support for the theory and satisfaction and dissatisfaction were found to be independent measure. While hygiene factors contributed to both satisfaction and dissatisfaction motivators and even hygienic factors were not found to be mutually exclusive.

A study by Xin ma and Robert MacMillan (1999) on Influence of workplace conditions on teachers’ job satisfaction found that female teachers were more satisfied with their professional role as a teacher as compared to their male counterparts. Teachers who stayed in the profession for a longer period were found less satisfied with their professional role. Work place conditions positively affected teacher satisfaction followed by teaching competence and organizational culture. Significant interactions between teacher background characteristics and workplace conditions occurred. The gender gap in professional satisfaction grew with increased teaching competence.

A relevant study for the school teachers employed in public and private organizations was carried out by Ayalla and Zehava (1999). They found that public sector school teachers were more concerned with intrinsic job features whereas private sector school teachers were more concerned with financial (extrinsic) job features. Thus, it can be implied that private sector employees will be more satisfied with their job, if their pay level or fringe benefits (and other extrinsic rewards) are at a satisfactory level as
compared to the public sector employees who stress the importance of other job features such as, job conditions and coworkers etc.

Susskind et al. (2000) examined service employees’ behavioral intentions and attitudes and proposed a path model of how they are related to each other. The findings mentioned are perceived organizational support strongly and significantly influenced job satisfaction and organizational commitment despite the strong correlation, whereas job satisfaction was found to have a limited predictive impact on organizational commitment. Moreover, the intent to quit was influenced by both job satisfaction and organizational commitment. Research by Allen and Griffeth (2001) showed that job satisfaction is a strong predictor of turnover. Van der Westhuizen and Smith (2001) reported that there is a tendency worldwide towards job dissatisfaction in education. Their research indicated that educators display dissatisfaction with the introduction of a new educational policy, new post structures and unfair appointments. Hamermesh (2001) found that changes in compensation (increase or decrease) have concomitant impact on job satisfaction levels of employees.

Bhuyan and Choudhury (2003) conducted a study to determine the degree of job satisfaction of the college teachers with respect to sex, marital status and location as well as experience. A sample of (270) teachers working in various colleges, affiliated to Guwahati University of Assam was selected by stratified random sampling method for the study. A standardized Teachers Job Satisfaction Scale developed by Y. Mudgil, I.S. Mathur and P. Bhatia and a questionnaire prepared by the investigator were used for the collection of primary data. The result revealed that there is significant difference in the job satisfaction of male and female teachers but there is no significant difference in job
satisfaction between married and unmarried, between rural and urban and among experience of the college teachers. Morris (2004) postulated that teacher job satisfaction is affected by the work environment and strong principal leadership.

Buka (2005) studied the attitudinal differences between the public and private school teachers in Albania. The attitudinal variables were job satisfaction, job involvement, organizational commitment and behavioral intention. Data was gathered from totally 429 teachers working in public (N = 254) and private (N = 175) schools in Albania in high and secondary schools. Out of (N = 429) teachers, 73% were females (N = 315) and 27% were males (N = 114). The sample mean age was found to be 39 and it varied from 22 to 63 years. Results supported only the hypothesis which stated that the private school teachers are more satisfied with their jobs as compared to their colleagues working in the public sector. Although the hypothesis regarding job involvement and organizational commitment were not supported. It was also found that there were significant differences between the teachers working in the public and private schools with respect to these variables. Significant difference was expected for the turnover intention between the public and private sector teachers anyway the laid down hypothesis was not supported in this case.

Raj and Mary (2005) in their study (i) to find out the job satisfaction of the school teachers (ii) to find out the difference in job-satisfaction between teachers with respect to: (a) gender, (b) medium of instruction, (c) residence location, (d) educational qualifications, (e) salary range, and (f) religion and (iii) to find out the difference in job satisfaction among teacher categories based on age, experience, educational qualifications and the stage of school education. The sample consisted of 82 teachers of
Pondicherry (34 males and 48 females) were selected by random sampling technique. In the present investigation level of job satisfaction of Government school teachers (overall and at all level) in Pondicherry region was not found high. Overall job satisfaction level showed that 39% of the Government 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 instruction, location, educational qualification, salary and religion. There was no significant difference among teachers irrespective of experience, age, subjects and type of school.

Rim-Rukesh et al. (2006) investigated the level of job satisfaction among 230 randomly selected Colleges of Education educators. Five variables such as work load, pay, promotion, supervision and coworkers of Job Descriptive Index (JDI) was adopted for the study. The results showed that educators expressed a high degree of dissatisfaction with their present pay. Generally, educators were not satisfied with their job. The correlation analysis showed that there was a significant negative correlation between age, education level and academic rank and the various facets that determined job satisfaction.

Crossman and Harris (2006) found low job satisfaction as a possible cause for the current teaching crisis in the UK. He examined job satisfaction among secondary school teachers in different types of secondary school. The results indicated a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest. No significant difference in satisfaction was found when the data were analyzed by age, gender and length of service.
Pack et al. (2007) found that the factors predicting turnover intention strongly implying that rehabilitation professional’s should assist both workers and employers in identifying and addressing factors contributing to job satisfaction and employer support. The predictor of the intention to seek a new job, level of job satisfaction is affected both by conditions in the workplace and by the characteristics of the employees.

Ali and Akhtar (2009) in an attempt to ascertain the job satisfaction of senior secondary school teachers as a function of gender, job status and the level of education. Job Satisfaction Questionnaire administered individually to 100 teachers to gather information. The data were analyzed by means of t-test to see the difference between the mean job satisfaction scores of various comparison groups. The results revealed that, (i) the degree of job satisfaction among female teachers was found significantly more higher as compared to male teachers, (ii) Postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers and (iii) Teachers holding only postgraduate degree were significantly found more satisfied than the teachers holding Ph. D. degree.

Arti et al. (2009) conducted a study to know about the occupational stress and job satisfaction of government and private school teachers, whether there is any relation between occupational stress and job satisfaction. The sample consisted of 60 teachers in total. The results revealed that there was a significant difference between government and private school teachers on occupational stress and job satisfaction. Significant relationship has been found between occupational stress and job satisfaction of govt. school teachers but no such relationship existed among private school teachers.
Akiri and Ugborugbo (2009) studied the influence of teachers’ gender, educational attainment and teaching experience on teachers’ career satisfaction. Data was collected from nine hundred and seventy nine teachers in public secondary schools. The instrument used for the study was tagged teachers career satisfaction questionnaire (TCSQ). The results revealed that female teachers were slightly more satisfied than male teachers, the higher the educational attainment of teachers the lower the teachers’ career satisfaction and that the most experienced teachers were least satisfied.

Shafaqat et al. (2010) conducted a study to investigate a comparative study of job satisfaction in public and private school teachers. A sample of 150 public and private school teachers were selected for the study. Data analysis was conducted through t-test and ANOVA which showed that there is no significance difference between teachers’ job satisfaction of public and private school teachers.

Ofuani (2010) examined the job satisfaction of women in paid employment in Benin City to find out whether women in paid employment are satisfied with their jobs or not and to establish the effects of marital status, experience, academic qualification and relationship with superior officers of the women on their perception of job satisfaction. A sample of two hundred women was selected using stratified random sampling and the data instrument was a questionnaire called Job Satisfaction of Women in Paid Employment Questionnaire (J.S.W.P.E.Q). Data collected were analyzed using the t-test. The result of the study revealed that marital status, experience, academic qualification and relationship with superior officers had no significant effect on the job satisfaction of women in paid employment in Benin City.
Sanchez et al. (2011) conducted a study on a national school leadership in Chile. Surveys were administered during the year 2009 to school directors and teachers in 649 urban elementary schools across Chile’s three education sectors i.e. municipal schools, government subsidized private schools and non-subsidized private schools. While nearly all principals reported high levels of satisfaction and individual efficacy in the overall performance of their jobs, a substantial number expressed low confidence in their capacity to improve the quality of teaching and learning especially in municipal schools. Using correlation and regression analysis, the study explored the relationships between survey measures of principals’ efficacy and job satisfaction, professional education, years’ experience and practices in order to identify those factors that contribute to principal confidence in their ability to improve their schools. The analysis considers differences in school context (sector, size) and student performance (national achievement test scores) that may be linked to varying expressions of principals’ sense of efficacy.