CHAPTER-II

Review of Related Studies

2.0. Introduction

Literature review is an essential aspect of research work. Related literature provides the basic ground to the researcher for his/her problem of research. It is of great help to the researcher and works as guide for him/her. A review of related literature provides the academic guidance to the researcher, eliminates the risk of duplication of what has been done, helps the researcher to know whether evidence already available to solve problem. It may contribute to general scholastic stability to investigator by providing ideas, theories and explanations, help in formulating the problem and may also suggest the appropriate method of research.

Related literature refers to the similar or related studies made by previous research workers in the same field, thereby, lays a foundation for the entire investigation. It contributes a particular knowledge to the investigator and he/she notice the gaps in knowledge, thus it helps his/her findings to identify areas where investigation of facts, concepts, theories and bibliographies etc. are needed. The review of related literature is certainly helpful in acquainting the researcher with some current knowledge of the subject. As the review of related literature enables the researcher to define and delimit of his/her field of research. Moreover, the investigator gets the up-to-date information about the area of his/her problem. Another important aspect is also covered by the review of related literature is that the researcher gets clear-cut understanding about the research methodology. One can find out the appropriate methodology of research relating to one’s problem and accordingly the researcher can select the tools for the collection of data. In this way, review of related literature is an essential component for any of the investigator, which needs to be
done seriously and honestly for launching of the research study. It also helps the researcher to know about the tools and instruments, which proved to be useful and promising in the completion of present study. The related literature is immensely effective in providing the insight in to statistical methods for computing the results of the study in hand.

In the present work, the researcher has gone through some of the important and relevant studies conducted in India and abroad concerning job satisfaction and teacher effectiveness of secondary school teachers. Those relevant studies are described as under.

2.1. Studies Related to Job Satisfaction in Indian Context

Anand (1972) in one of his studies observed that women teachers were more satisfied than male teachers, age was found to be significantly related to job satisfaction of school teachers in a positive way and academic career of teachers were not significantly related to their job satisfaction (Sanyal, 2011, p-26-27).

Anjaneyllee (1974) studied on job satisfaction in the secondary school teachers in the state of Andhra Pradesh and found that the post graduate teachers were more dissatisfied than those with less educational qualification (Rahman, 2009, p-25).

Kolte (1978) carried out a study on job satisfaction of primary school teacher and the major findings were—(i) achievement was responsible for the feelings of satisfaction, (ii) the working conditions were cited as the cause of dissatisfaction (Rahman, 2009, p-25).

Reddy and Reddy (1978) in their study of job satisfaction of teachers working under different types of management, found that teachers employed under private management were the least satisfied (Sanyal, 2011, p-29).

Parwal (1980) studied on personality correlates of job satisfied higher secondary school teachers and the major findings of the study were- (i) age appeared
to extent an adverse impact on job satisfaction, (ii) sex produced differences in the level of job satisfaction, (iii) the unmarried teachers were more satisfied than married teachers of both sexes, (iv) a negative relationship exists between the length of the service and level of job satisfaction, (v) job satisfaction doesn’t differ with different scale of pay. Teachers of Govt. school were more satisfied than those are privately managed school (Buragohain, 2007, p-20).

Srivastave (1983) conducted a study on job satisfaction and organizational climate among university teacher. The major findings of the study were- (i) there was no significant difference between Lecturer, Reader and Professor on the level of Job satisfaction and perception of the organizational climate, (ii) most of the teachers have indicated satisfaction with their job and also most of the teachers have better organizational climate.

Kulsum (1985) studied on influence of school and teacher variables on the job satisfaction and job involvement of secondary school teachers in the city of Bongalore. The main findings of the study were- (i)teachers salary, their job performance, their attitudes towards teaching, their effectiveness, headmasters initiating structure and teacher job involvement can relates positively and significantly with their job satisfaction score, (ii)the teachers working in co-operation schools had the highest level of job satisfaction followed by teachers working in government, private aided, private unaided school, (iii) teachers attitude towards the teaching function and teacher effectiveness turned out to do the common predictions of both job satisfaction and job involvement (Rahman, 2009, p-27-28).

Dixit (1986) conducted a study entitled- “A comparative Study of Job Satisfaction among Primary Teacher and Secondary School Teacher”. The study was designed- (i) to measure the Job Satisfaction between primary and secondary school teachers (ii) to observe the effect of sex, teaching experience and medium of
instruction on the level of satisfaction with their profession. The main findings of the study were- (i) in Hindi medium schools primary teachers were more satisfied than secondary school teachers, (ii) in English medium school the level of job satisfaction between primary and secondary school teachers were same, (iii) female teachers were more satisfied than male teacher both at the primary and the secondary level, (iv) at primary level, the group senior most in age was most satisfied and the middle age group was least satisfied, (v) among the secondary school teachers, those wit greater lengths of service were more satisfied.

Kaur (1986) made a study entitled- “Job Satisfaction of Home Science Teacher: its Relationship with Personal, Professional and Organizational Characterization”. The main findings were- (i) from personal variables (age, intelligence, socio-economic status) and need satisfaction (including physical security, social ego and total need satisfaction) was found to be correlation to job satisfaction, (ii)professional characteristic (experience, salary and qualification) did not act as a correlate of job satisfaction. In factorial structure also, they did not show significant common variance with job satisfaction (Choudhary, 2002, p-64).

Gupta (1980) conducted a study entitled- “A Study of Job Satisfaction at Three Levels of Teachings”. The main objectives were- (i) to measure the job satisfaction of primary, secondary and college teachers, (ii) to find out the relationship between selected psychological variables and job satisfaction exhibited by primary school teachers and college teachers, (iii) to compare the job satisfaction of married teachers with that of unmarried teachers, (iv) to compare the job satisfaction of teachers of different age groups, (v) to compare the job satisfaction of teachers of different experience groups. The major findings were- (i) marital status, age and teaching experience were not associated to the job satisfaction of primary school teachers, (ii) teaching experience was not associated significantly with the job
satisfaction of college teachers, (iii) unmarried college teachers were more satisfied than married teachers, (iv) secondary school teachers and college teachers were almost equally satisfied with their job.

Ananda (1979) made his study on “Job Satisfaction Versus Work-role Variables”. The objectives of the study were to study teachers job satisfaction in relation to (i) work-role variable(s) (ii) personality variable(s). The main findings were-(i) fifty percent teachers working in schools are reported to be satisfied. (ii) There exist no linear relationship between age of the teachers and their scores of job satisfaction. (iii) The percentage of satisfied trainee working teachers is greater than that of satisfied trained working teachers.

Kumari (1988-89) made a study entitled - “A Comparative Study of Principals’ Behavior in Relation to Teacher’s Job Satisfaction and Pupil Achievement in Schools Affiliated to the CBSE and Assam Board”. The findings of the study were-(i) distribution of leadership behaviour scores of secondary school principals is neo-normal. (ii) principals belonging to the schools under the CBSE and Assam Board do not differ either in initiating or consideration characteristics or in total leadership behaviour scores (iii) efficient school principals cast no significant impact of the job satisfaction of their teachers. (iv) principals’ leadership style under the school managed by central government influence the academic achievement of students more than the principal’s leadership style under the school managed by the Assam Board counterparts. (v) male and female teachers do not differ in their perception about principal’s leadership behaviours. (vi) teachers of different age group do not differ in their perception about principals’ leadership behaviours (vii) teaching experience of teachers fails to influence their perception regarding principals’ leadership style.

Padmanabhaiah, (1986) made a study on “Job Satisfaction and Teaching Effectiveness of Secondary School Teachers”. The main objectives were- (i) to
develop an instrument for measuring teaching effectiveness. (ii) to find out the influence of personal and demographic variable on teaching effectiveness and each one of the job related variables and general satisfaction variables. (iii) to identify the personality characteristics that contributed to or affected teaching effectiveness. The findings were- (i) the teachers in general were dissatisfied with their job. (ii) the teacher in general were satisfied with the factor of job satisfaction (iii) all the personal and demographic variables except the variable ‘qualification of teacher’ could significantly influence the level of satisfaction. (iv) male and female teachers were not significantly influence the level of satisfaction and dissatisfaction.

Sekar and Ranganathan (1988) studied on “Job Satisfaction of Graduate Teachers in Coimbatore” and found that most of the teachers were satisfied with their nature of work, personnel policies, salary, personnel achievement and their relationship with superiors and colleagues, working conditions in schools, concluded that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single-family teachers, more experienced and government school teachers were more satisfied than others; age and marital status, however, had no relationship with job satisfaction.

Naik (1990) studied on “Job Satisfaction of Teaching Assistants of the M.S. University of Baroda”. He found that (i) most of the teaching assistants were satisfied with their job responsibility and the social conditions within the department. (ii) they did not differing their level of job satisfaction in terms of sex, age group, experience and marital status. (iii) the main intentions of joining as teaching assistants were favorable attitude towards the teaching profession, facilities for further study and financial considerations.

Shrivastav (1991) made her studies on, “Relationship between Job Satisfaction and Some Personal Traits of Professional Women”. The main findings were-(i)
relationship between job satisfaction and age of women working in all the three profession was not significant when the effect of educational qualifications, pay, professional experience, adjustment, socio-economic status and attitude were partial out. (ii) relationship between job satisfaction and educational qualification is not significant for women in teaching and medical profession when the effect of age, pay, professional experience, adjustment, socio-economic status and attitude were partial out. However, a moderately significant negative relationship is found for women working in banking/insurance profession. (iii) relationship between job satisfaction and pay of women working in teaching and medical profession was not significant when the effect of educational qualification, age, professional experience, adjustment, socio-economic status and attitude were partial out. (iv) relationship between job satisfaction and professional experience of women working in teaching and medical profession was not significant when the effect of educational qualification, age, pay, adjustment, socio-economic status and attitude were partial out.

Agarwal (1991) studied on “Job Satisfaction of Teachers in Relation to Some Demographic Variables and Values”. She found that (i) non-SC, urban and Hindi speaking teachers were found to be more satisfied, (ii) the male teachers had greater job satisfaction than female teachers, (iii) trained postgraduate teachers, single-family teachers and more experienced government school teachers were found to be more satisfied with their jobs. (iv) economic and political values were significantly related to job satisfaction. Caste, place of work and mother tongue of the teacher influence their job satisfaction whereas age and marital status did not.

Nogrum (1992) made a study entitled- “A Study of Job Satisfaction of Secondary School Teachers in Shillong and Leadership Characteristics of the Heads/Principals”. She found that (i) the type of management appeared to be associated with teachers’ job satisfaction, the government school teachers showing
significantly more satisfaction. (ii) no significant difference was found in job satisfaction between male and female teachers, between teachers from different religious backgrounds and between teachers with different lengths of experience. (iii) educational qualification appeared to be positively associated to job satisfaction. (iv) teachers tended to be more satisfied if they perceived the heads of the schools as being concerned with achievement of group goals and objectives.

Ray (1992) conducted a study entitled- “A Comparative Study of Teachers Attitude towards Pupils and Their Job Satisfaction”. He found that (i) the mental health of the teachers bore a significant and positive correlation with their job satisfaction and attitude towards pupils. (ii) teachers’ teaching experience, mental health, job satisfaction and their attitude towards pupils were positively and significantly correlated with their age. (iii) professionally satisfied teachers had a favorable attitude toward pupils. (iv) women teachers, on an average, cherished a favourable attitude towards pupils, had better mental health and were satisfied in their profession as compared to men (Singh, 2010, p-33).

Rama Mohan Babu (1992) studied on “Job Satisfaction, Attitude towards Teaching, Job Involvement, Efficiency of Teaching and Perception of Organizational Climate of Teachers of Residential and Non-residential Schools”. The main findings were -(i) there was no significant difference between the level of efficiency of men and women teachers. (ii) teachers with less experience exhibited higher job satisfaction, attitude towards teaching and teacher efficiency. (iii) teachers who had moderate to high workload exhibited higher job satisfaction, attitude towards teaching and teacher efficiency. (iv) teachers working in autonomous and open climates had a better attitude and were more satisfied with their job than those working in closed climates (Singh, 2010, p-31).
Gupta (1995) made an enquiry on “A Correlational Study of Teacher Job Satisfaction and their Teaching Effectiveness”. The objective of the study was to determine if any significant relationship exist between Job Satisfaction of secondary school teachers and their teaching effectiveness. The major findings were- the coefficient of correlation between overall dimensions of job satisfaction of teachers were significantly related with the teacher’s effectiveness which on those dimensions viz, salary and other benefits, community aspect supervision, family life, policies and practices and growth and practice were found no significant.

Ausekar (1996) conducted a study on “A Study of Job Satisfaction among Teacher Working in Government and Private Secondary Schools”. The objective of the study were – (i) to find out the factors contributing to job satisfaction in teachers. (ii) to find out the relative importance of each of sixteen factors. The major findings of the study was that teachers were satisfied with factors like promotion, recognition, independence, salary, job security, work itself, job status and educational policy.

Abraham (1994) conducted a study on “Job Satisfaction and Teacher Effectiveness: A Study on College Teachers”. The objective of the study was to explore the nature of relationship between level of job satisfaction, teacher effectiveness and length of service tenure and college teacher. The major findings were- (i) it was found that teachers who had a high and medium level of job satisfaction were more effective teacher than those with low level of job satisfaction. (ii) there was significant difference between the teacher effectiveness scores of teachers in the three grades taken for the study. (iii)there was significant difference between the job satisfaction of teachers in the three grades taken for the study.

Das and Panda (1995) made a study on “Job Satisfaction of College and Higher Secondary Teachers”. The major findings of the study were (i) there was no significant difference between in the degree of job satisfaction of college and higher
secondary school teachers. (ii) experienced college teachers did not have better Job Satisfaction than the inexperienced college teachers. (iii) there was no significant difference between the degree of job satisfaction of male and female college as well as higher secondary school teachers.

Panda, Pradhan, and Senapaty (1996) worked on “Job satisfaction of secondary school teacher in relation to their mental health, age, sex and management of school”. The objectives of the study were- (i) to study the effect of mental health on job satisfaction of secondary school teachers. (ii) to study the effect of age on job satisfaction of secondary school teachers. (iii) to study the interactive effect of sex on mental health of secondary school teachers. (iv) to study the effect of management of school on job satisfaction of secondary school teachers. The main findings were- (i) there was no significant difference between senior in age and junior in age in their job satisfaction. (ii) there was no significant difference between male and female teachers in their job satisfaction. (iii) there was no significant difference between government and privately managed secondary school teachers in their job satisfaction.

Beegam (1994) made a study on, “An Analytical Study of Factor Related to Job Satisfaction among College Teachers”. The objectives of the study were- (i) to examine the factors, which contribute to job satisfaction among college teachers. (ii) to study the impact of job satisfaction on certain other variables. The findings were - (i) job satisfaction of college teachers was found related to certain socio-demographic variables such as faculty, locality, religion, caste and community, education of spouse and mode of conveyance. (ii) job satisfaction of college teachers was found related to certain personality variable like self-esteem, materialism-spiritualism, orientation, gregariousness and thoughtfulness (Choudhary, 2002, p-72).

Baruah (1997) worked on “A Study of Role Conflict and its Correlation with Job Satisfaction of Secondary School Women Teacher: A Comparative Study in
Dibrugarh District”. The findings were-(i) there was significant difference of job satisfaction between women teachers of high socio-economic status. (ii) significant difference of job satisfaction was found between trained and untrained women teachers. (iii) no significant difference of job satisfaction was found between aged and young women teachers. (iv) women teachers belonging to high caste and low caste did not show any significant difference of job satisfaction.

Chandraiah (1994) conducted a study on “Effect of Age on Job Satisfaction among College Teachers”. The objective of the study was to study the job satisfaction of teachers as an effect of age. The major findings of the study were- (i) the middle aged and older aged teachers were more satisfied with their jobs as compared to the younger group teachers.(ii) age and job satisfaction had significant positive relationship among younger, middle and older aged groups (iii) it was observed that correlation coefficients obtained for the subjects age and job satisfaction, tenure of service and age, job satisfaction and tenure of service were all positive and significant, partial out of effect of age from experience.

Abu Saleh (1993-94) made a study on “Job Satisfaction in Relation to Sex, Area and Medium among Secondary School Teachers of Rangia Sub-Division”. The findings were- (i) urban and rural teachers of Rangia Sub-division does not differ widely from their job satisfaction (ii) sex factor has no affect on the job satisfaction of secondary schools teachers of Rangia Sub-division. (iii) English medium school’s teacher is highly satisfied with their job than the Assamese medium school teachers. (iv) there is no significant difference in job satisfaction of rural and urban teachers. (v) there is no significant sex difference in job satisfaction between male and female teachers.

Godiyal and Srivastava (1995) made a study on “A Study of Teachers’ Work Involvement, Job Involvement and Their Job Satisfaction”. The objective was to
study the teachers’ work involvement, job involvement and their job satisfaction. The major findings were-(i) English medium school teachers appeared more satisfied with their job and they were involved in their work and job (ii) among the other group of school teachers Saraswati Sishu Mandir teachers and District Board School teachers did not have a feeling of job involvement and work involvement and they were also satisfied with their job to some extent.(iii) the Government Model School teachers showed minimum feeling about their job and they were not much satisfied with their job rather they wanted to join another job, if they could get an opportunity.

Brahma (1992) and Borborua Sarma (1996) undertook a study on “Job Satisfaction Among the Graduate Teacher”. They study separately, but both of them found the same result that job satisfaction among graduate teachers had no significant relationship with factors like sex, age and marital status. (Buragohain, 2007, p-27).

Panda (1996) made a study on “A Comparative Study on the Attitudes towards Teaching Profession and Job Satisfaction of College Teachers of Assam and Orissa”. The main objectives of the study were- (i) impact of teacher education programmes on (a) teacher effectiveness (b) teacher job satisfaction. (ii) to find out the relationship between (a) teacher effectiveness and length of service (b) teacher effectiveness and length of service (c) teacher effectiveness and teacher job satisfaction (d) length of service and teacher job satisfaction. The main findings were (i) the impact of secondary teacher education on teacher effectiveness is found to be in appreciable. (ii)no significant difference between male and female teacher are found regarding effectiveness (iii)post graduate teachers are more effective than graduate teachers.(iv) no significant interaction effect is found between training and sex, and training and qualification but significant interaction is found between qualification and sex. (v) the study shows negative impact of teacher education
programme on job satisfaction i.e., trained teachers were found less satisfied than untrained teachers.

Bhattacharjee and Sumana (1999) conducted a study on “A study on Job Satisfaction of Secondary School Teacher of Cachar District of Assam”. The objective of the study was to study the Job Satisfaction among the various categories of secondary school teachers. The major findings of the study were- (i) there was no significant difference between male and female teachers in regard to their job satisfaction scores. However, the mean value indicate that female teachers were more satisfied with their jobs than their male counterparts. (ii) unmarried teachers were found to have significant job satisfaction than that of married teachers (iii) lower experienced group teachers has more job satisfaction than the higher experienced group teachers.

Das (2000-01) made a study on “A study of Job Satisfaction among Secondary School Teachers”. The study had been carried out the some objectives (i) to find out the causes of job satisfaction among teachers. (ii) to study the job satisfaction scores of teachers. (iii) to analyze the teacher job satisfaction in terms of their personal characteristics. (iv) to analyze the teacher job satisfaction scores in the light of institutional characteristics. The major findings were- (i) the causes of job satisfaction of teachers are attributed mainly two dimensions-(a) lack of hygiene factor in schools which include-interpersonal relationship with people in school, salary, job security, personal life, working condition and status and (b) lack of motivational factors which include- achievement, recognition, work itself, possibility of growth. (ii) the distribution of teacher’s job satisfaction score is neo-normal, slightly positively skewed and also slightly platykurtic. (iii) personal characteristics of teachers have positive impact on their job satisfaction scores. These are-(a) male teachers are more satisfied than their female counterpart. (b) more than a majority of
old teachers are moderately satisfied (c) married teachers are more satisfied in job than the unmarried teachers. (d) less qualified teachers are more satisfied than high qualified teachers. (iv) teachers serving in Assamese medium schools are more satisfied than teacher serving in English medium school, teachers in aided schools are more satisfied in job than the teachers in private school, teacher serving in rural areas are more satisfied than teacher serving in urban area.

Choudhary (2002) conducted a study on “Job Satisfaction amongst the Teachers of Colleges under Guahati University”. The main objectives of the study were (i) to determine the degree of job satisfaction among the college teacher. (ii) to find out the relationship between job satisfaction and work experience (iii) to compare the job satisfaction of the teachers working in the colleges of urban and rural (iv) to find out the relationship between job satisfaction of teachers and marital status and as well as sex difference. The main findings of the study were (i) teachers of general colleges working in rural and urban area of Assam have moderate job satisfaction and it was also found that job satisfaction is independent of sex, marital status and location of the institution. (ii) female teachers have high degree of job satisfaction than the male teachers in general (iii) there is no association between the level of job satisfaction and location, experience of the teachers and marital status.

Das (2002) carried out a study on “Professional Awareness among the College and University Teachers of Assam in Relation to their Job Satisfaction”. The major findings relating to the status of job satisfaction among the college and university teachers were- (i) there is no significant difference in the job satisfaction of the college and university teachers. Both the college and university teachers are equally satisfied with their job and the level of job satisfaction is average. (ii) there is a significant difference in the job satisfaction of both male and female teachers. Female teachers are more satisfied with their job than the male teachers. (iii) there is
no significant difference in the job satisfaction of the college and university teachers on the basis of their qualification. Both the Ph.D and non-Ph.D degree holders are equally satisfied with their job and the level of job satisfaction is average. (iv) there is a significant difference in locality and job satisfaction. The teachers from urban locality are more satisfied with their job than those from rural localities (Buragohain, 2007, p-25-26).

Phukan (2004) undertook a study on “Job Satisfaction among the Secondary School Teachers of Nazira Sub-division of Assam under Various School Managements”. The major findings of his studies were-(i) no difference was observed among the teachers of provincialised, ahoc and private schools regarding their educational qualification. (ii) teachers of private schools had better working condition than both provincialised and adhoc school teachers. (iii) untrained teachers had better attitude towards their profession than trained teachers. (iv) female teachers were more satisfied than male teachers regarding infrastructure facilities of their schools. (v) difference was not observed between male and female teachers regarding their attitude towards profession (Buragohain, 2007, p-26-27).

Raj and Marry (2005) studied on job satisfaction of government school teachers in Pondechery region. They found that (i) no significant difference was found in job satisfaction between gender, medium of instruction, local, educational qualification, salary and religion. (ii) job satisfaction of government school teacher (overall & at all level) in Pondechery region was not high. Overall Job satisfaction level showed that 39% by the government school teacher had how (40% had average and 21% high) level of job satisfaction. (iii) there was no significant difference among teachers irrespective of experience, age, subjects and type of school. Jhon Das (2005) submitted a dissertation for M.Ed on “A study on Job Satisfaction of B.Ed. College Teachers of Nalbari and Kamrup Districts”. The main findings were- (i) there was no
significance difference between male and female B.Ed college teachers in their job satisfaction. (ii) there was no significance difference between the rural and urban B.Ed college teachers in their job satisfaction.

Ratho & Verma (2006) studied on job satisfaction of teacher in relation to role commitment. They found that there was significant involvement of sex on job satisfaction of teacher. There was significant influence of training on job satisfaction of teachers. There was significant influence of experience on job satisfaction of teacher. Senior teachers were found to be more job satisfaction than junior teachers. There was significant influence of role commitment on job satisfaction. Teachers having high role commitment were found to be more job satisfaction than teacher having low role commitment. There was significant influence of residential background on job satisfaction of teachers. Urban teachers were found to be more satisfied than the rural teachers. There was no significant influence of interaction between training and role commitment on job satisfaction of teachers. There was no significant influence of interaction between sex and role commitment on job satisfaction of teachers separately. There was no significant influence of interaction between residential background and role commitment on job satisfaction of teachers separately (Singh, 2010, p-24).

Jamal (2006) studied “Organizational Commitment in Relation to Occupational Stress: Job Satisfaction, Employees’ Morale and Socio-emotional School Climate”. He found that occupational stress and employees’ morale as a whole and its components like workload, student misbehavior, classroom resources, poor colleague relation etc are predictors of organizational commitment and effective commitment (Singh, 2010, p-23).

Saikia (2010) conducted a study entitled- “A Study on Job Satisfaction of Private Degree College Teachers in Guwahati University”. The findings of the study
were- (i) teachers’ institutional characteristics have a positive impact on their job satisfaction (a) the main causes of their dissatisfaction is their meager salary. They do not get any pensionary benefit from their service (b) they are not satisfied with the administration of the college. It is due to the low related to the service, insufficient leaves in a year provided by the college authority, inadequate facilities for their educational/ vocational qualification etc. (c) most of the teachers are dissatisfied with the job security because of inadequate retirement benefits. (d) inadequate teaching materials, library facility etc. are also the causes of dissatisfaction of the teachers. (ii) teacher’s personal characteristics also have a positive impact on their job satisfaction, e.g.-(a) married teachers are less satisfied in job than their unmarried counterparts (b) male teachers are less satisfied than female teachers.

Singh (2010) made a study entitled- “A Study of the Job Satisfaction Level of Teachers of Government Schools of Aalo-East Block in West Sing District of Arunachal Pradesh”. The major findings were (i) teachers of government schools of Aalo-East Block of West Sing district in Arunachal Pradesh were very satisfied with their job. (ii) teachers of government schools at all levels were satisfied with their job. (iii) teachers of upper primary level had more job satisfaction than primary and secondary level. (iv) there was no significant difference on job satisfaction level between the male and female teachers of government schools of Aalo-East Block in West Siang district. (v) there was no significant difference on job satisfaction level between the trained and untrained teachers of government schools of Aalo-East Block in West Siang district. (vi) there was no significant difference on job satisfaction level between the assistant, junior and senior teachers of government schools of Aalo-East Block in West Siang district.

Goswami (2010) made a study entitled “A Study on Job Satisfaction of Degree College Teachers under G.U. of Greater Guwahati” and found that there is a
significant difference between Male (arts and science) and female (arts and science)
college teachers of greater Guwahati and G.U. regarding job satisfaction.

Nath (2011) made a study on “Organizational Climate and Job Satisfaction among Teachers of the B.Ed colleges Affiliated to Gauhati University”. The findings of the study were- (i) on the basis of recognition, the teachers of both government and non-government college remarked a higher degree of satisfaction. (ii) regarding the interpersonal relationship both government and non-government college teachers showed positive responses. (iii) regarding the salary government B.Ed college teachers are more satisfied than non-government college teachers. (iv) regarding the job security government B.Ed college teachers are more satisfied than non-government college teachers. (v) in context of administration both teachers expressed their satisfaction (vi) working condition of working place and job satisfaction has related (vii) there is no relation between personal life of teacher and job satisfaction in government and non-government college teachers.

Bhuyan, (2012) conducted a study entitled “ A Study of Job Satisfaction among Teachers Working in Engineering Colleges of Assam” and found that sex is the determining factor of level of job satisfaction and female teachers of engineering colleges under study have more job satisfaction than their male counterpart.

Hazarika (2013) conducted a study on “A Survey of Job Satisfaction among University Library Professionals in Assam” and found that the age, gender, marital status and year of experience have no effect on the job satisfaction of university library professionals.

Devi (2015) conducted a study on “Attitude of Elementary School Teachers Towards Teaching Profession and its Relation to their Job Satisfaction: A Study of East and West Imphal, Manipur” and observed that (i) the male and female teachers have shown similar level of job satisfaction, they do not differ significantly on their
job satisfaction. (ii) the urban teachers have higher level of job satisfaction than those teachers working in rural areas. (iii) there is no significant difference between trained and untrained teachers on their job satisfaction but the more number of trained teachers have shown high job satisfaction than that of untrained teachers.

Hazarika (2015) in his studies “Job Satisfaction of Library Professionals with Application of Information Communication Technology in University Library of Assam” and observed that there is no significant difference among the various academic qualifications of library professionals in application of ICTs at various universities libraries. Hence, educational qualification has no effect on job satisfaction level of library professionals.

2.2. Studies related to Teacher Effectiveness in Indian context

Over the past decades considerable investigation had been made on teacher effectiveness. In some studies teaching aptitude, academic grade, socio-economic status, teaching experience, age, job satisfaction and personality traits appeared to be sound predictors of teacher effectiveness. Though researcher have made many efforts to identify factors of teacher effectiveness, it is very difficult to find out the specific attributes and characteristics which make the teachers effective. Different researchers try to identify teacher effectiveness using different methods. Some consider students as a source of information for evaluating teacher effectiveness and for this, students must be well-known about the attributes of effective teacher. The feedback used by the teacher and reflection on classroom performance are also needed to evaluate teachers. As primary recipients of instruction, the literature is clear that student’s view of teaching effectiveness are appropriate for evaluating student-instructor interactions, instructor’s professional and ethical characteristics or behaviour, student workload, what was learned in the course or curriculum, fairness of grading, and the instructor’s ability to communicate clearly (Braskamp, Brandenburg, and org, 1984).
Ryans (1960) selected effective and ineffective teachers on the basis of responses of the teachers given against the “Teachers’ characteristics schedule”. Similarly, Balachandran (1981) identified effective and ineffective teachers by their self evaluations and students’ rating separately. He reported that self evaluation is higher than the student’s rating.

Studies have also been conducted to list the characteristics and qualities of effective teachers, Balachandran (1981) identified the characteristic of effective teachers as subject mastery, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, motivating concern for students’ progress and informal academic help.

Similarly, Kukreti (1990) found that successful teachers, as compared to unsuccessful one have favourable attitude towards children, interesting in teaching profession, feeling of social service, honesty, morality, punctuality and obedience. He suggested that during the training period, the activities and programmes should focus these characteristics in the teacher trainees.

Pandey and Maikhuri (1999) in their study “To Explore the Attitude of Effective and Ineffective Teachers” observed significant difference between effective teacher having high or low experience in terms of their attitude towards their profession than low experience ineffective teachers. Intelligence and knowledge in their respective subjects have been found to be fairly good predictors of teacher effectiveness as reported by Tharyani (1986).

Numerous studies have been reported regarding relationship between teacher effectiveness and intelligence from the elementary school level to college level. Kukreti (1992) working on a sample of 589 rural and urban secondary school teachers, reported significant correlation between successful teachers and intelligence and knowledge of the teachers.
Joshi and Parija (2000) in their study on personality correlate of teaching competence found that intelligence; emotion, submissiveness, soberness and toughmindedness did not contribute much to the teaching competency. But in the same study Joshi and Parija found that teachers possessing confidence have higher teaching competency while studying the teacher effectiveness of senior secondary schools teachers, in relation to their emotional intelligence. Dash and Behra (2004) found positive relationship between teacher effectiveness and emotional intelligence.

Khan (2001) while studying the work motivation among the teachers of senior secondary school of Delhi, observed the significant difference between teachers having high work motivation and the teachers having low work motivation with respect to teacher effectiveness.

Panda (2004) while studying prediction of teaching competency from creativity, intelligence and teachers’ attitude found a small positive correlation between teaching competency and creativity. The teacher while teaching, assessed teaching competency from the innovations in teaching. Both content knowledge and pedagogical content knowledge have been shown to be essential for teaching effectiveness as reported by Grossman (1991). Teachers became viewed as the prime source of information about teaching and knowledge was recognized as valuable in understanding classroom and teaching (Lytle and Cochran Smith, 1992).

Mayor and Moon (1996) described professional knowledge as the knowledge that teacher base their practice upon. This professional knowledge is therefore unique to the individual and to situation or content. Further, this knowledge is not formally acquired through instruction but rather through experience (Webb, 1995; Russel & Munby, 1990; Tumball, 1986).
Thus above studies despite that the causes of teacher effectiveness were due to many factors, which are observed by student as well as through self-evaluation of teachers themselves.

2.3. Teacher Effectiveness Vs Related Variables

Various scholars have studied the relationships between teacher effectiveness and variables like sex, age, locality, qualification and teaching experience. Maurya (1990) while studying the relationship between teacher’s attitude and teacher efficiency of pre-university and university teachers found sex difference both in proficiency and adjustment.

Reddy (1990) while studying the teaching behaviour of high school teacher observed a significant difference between the total teaching behaviour patterns of male and female teachers.

Thamilmoni (1990) also found that both male and female teachers were similar in respect of teaching competency.

Biswas (1995) also found that male and female teachers differed significantly on teacher effectiveness and the female teachers were comparatively much effective than their counterpart. But contrary to above findings Idrisi (1987), Kukreti (1990) and Indira (1997) reported that male and female teachers did not differ significantly in their teacher’s effectiveness.

Gogoi (2003) while studying the teacher effectiveness at secondary level in Demoria Block of Kamrup district (Assam) observed that sex has no positive significant impact on teacher effectiveness.

On the other hand Moheswari (2004) while studying the professional commitment of secondary school teachers observed that gender was the predictor of professional commitment.
Subbarayan (1985) had reported that teachers of 45 years of age or above did not differ significantly from those who were below 45 years of age. On the other hand Muthiah and Shymala (1993) showed a significant positive relationship between teacher’s age and teaching success. Pandy and Maikhuri (1999) observed that age of the effective teachers was not a differential factor in their attitude towards teaching profession. On the other hand Gogoi (2003) on his dissertation for M.Ed. degree reported that teachers above the 43 years are more effective than the teachers below 34 years. But Moheswari (2004) also did not find age to be the discriminator of professional committeemen.

Idrisi (1987) observed that locality of the school/college influenced the teaching effectiveness. Idrisi reported that urban teachers are more effective than the rural teachers. But no variation was observed in respect of teaching effectiveness in case of female teachers. Prakashan (1988) and Kukreti (1990) also found that urban teachers were more effective in teaching than the rural teachers. Soundararajan (2004) also found no difference between urban teachers and rural teachers regarding their teaching competency.

There are also some studies showing relationship between teacher effectiveness and teaching experience. Idrisi (1987), Kukreti (1990), Shah (1991) and Muthiah and Shymala (1993) predicted a positive relationship between teaching experience and teacher effectiveness. On the contrary, Singh (1988) reported that no significant relationship existed between teaching efficiency of secondary schools teachers and different ranges of teaching experience, i.e., up to 5 years, 6 to 10 years and more than 10 years did not differ significantly in this respect.

Ram Mohan Babu (1992) while conducting a study on job satisfaction, attitude toward teaching and efficiency of teaching of secondary teachers noted that teachers with less experience exhibited attitude toward teaching and teaching efficiency.
Biswa and Dey (1995) also reported no significant influence of teaching experience on the teacher effectiveness of college teachers working in private and Government colleges.

Das (1996) while conducting a study on impact of teacher training on teacher effectiveness and teacher job satisfaction in Assam found insignificant relationship between teacher effectiveness and teaching experience. Indira (1997) also reported that experience has no significant influence on teacher effectiveness. Similarly Moheswari (2004) also found that teacher experience is not predictor of teacher’s professional commitment.

Shah (1991) observed that level of educational qualification determined the teacher effectiveness to some extent. Das (1996) also found a significant relationship between teacher effectiveness and qualification of teachers. Soundararajan (2004) also reported that post graduate teachers have better teaching competency than graduate teachers. Rivkin and Kain (2005) also reported that qualification was not related to teacher’s teaching skills.

Deka (2007-08) made a study on “A study of teacher effectiveness at secondary level in Pub-Nalbari Block of Nalbari District (Assam)”. The main findings were- i) effective teachers posses self-confidence, establish rapport with learners and colleagues and also are skillful in utilizing the black board properly, (ii) effective teachers not only teach thing available in books prescribed for the class but they discuss with student about the current affairs off and on. Moreover, they are also impartial in manifold school activities (iii) neither old nor young teacher has any positive significant impact on teacher effectiveness (iv) teachers in private secondary schools are more effective than teachers in government secondary school (v) neither sex nor educational qualification has any positive significant impacts on teacher effectiveness.
Chetia Phukan (2007) conducted a study on “A study of teacher effectiveness and school organizational climate and their impact on student’s Academic Achievement”. The main objectives were- (i) to identify causes favourable for high teacher effectiveness and causes responsible for low teacher effectiveness as perceived by students and teachers. (ii) to analyze effectiveness of teachers in terms of their age, qualification, teaching experience, sex, locality of the school (iii) to study the teacher effectiveness on students’ academic achievement. (iv) to study the interactive results of teacher effectiveness and organizational climate on students’ academic achievement. The finding were- (i) no significant difference was found between male and female teachers in view of their effective teaching (ii) no significant variation was observed between the teachers of age thirty five or less than thirty five years and 50 years or more than 50 years as far as effective teaching concerned.(iii) no significant variation was observed when the teacher of different teaching experience or of different educational qualification (graduate and post graduate) were compared. (iv) it is observed that urban area school teachers were more effective than their rural area counterparts.(v) teacher effectiveness positively and significantly influence students’ academic achievement, i.e. high the teacher effectiveness, high the academic achievement. (vi) no interactive result between teacher effectiveness and school organizational climate was observed on students’ academic achievement.

2.4. Studies Abroad

Mc Chusky and Stranyer (1940) conduct a study on “Reaction of Teachers to the Teaching Situation: A study of Job Satisfaction”. The objective of the study was to found the relationship of job satisfaction with age, sex, experience of teachers. The findings showed that- (i) teachers of less experience (4-12 yrs) were less happy in their work than those of greater teaching experience. (ii) There were no significant
difference between married and single teachers in job satisfaction (Choudhury, 2002, p-76).

Van Dersa (1968) studied on factor facilitating job satisfaction and it was found that there was many factors facilitating job satisfaction such as organizational policy and management, supervision, salary, work condition and characteristics, opportunity for advancement (Drukpa, 2010, p-29).

Prob (1971) made his study on “An Investigation of the Relationship between Teachers’ Job Satisfaction and Selected Personal Characteristics”. The objective of the study was to find the relationship between job satisfaction and the selected personal characteristics. The major finding of his study was reported as there was significant relationship between job satisfaction and sex, age, education, teaching levels, school size, length of teaching experience and some other demographic variables (Choudhury, 2002, p-77).

Clement (1983) had studied on relationship between motivational factors and maintenance factors with job satisfaction of student activity staff in the community college of Massachusetts and was found that critical factors drawing job satisfaction were work characteristics, wages, supervision, opportunity for advancement, relation with colleagues, work security. Motivational factors and maintenance factors had relationship with all levels of job satisfaction. However, maintenance factors against job satisfaction had higher degree than motivational factors concerning wages, opportunity for advancement. Female staff and male staff had no satisfaction concerning opportunity for advancement. However, female staff dissatisfied rather male staff (Drukpa, 2010, p-29).

Mc Kee (1991) researched the leadership styles of community college presidents based on faculty perceptions, job satisfaction of faculty, and the possibility of a correlation between presidential leadership styles and faculty of job satisfaction.
McKee concludes that leadership style makes a difference in job satisfaction level. A high relationship/low task leadership style corresponded with high job satisfaction. Another finding was that the significantly lower job satisfaction experienced by faculty who had been over 15 years at their institutions.

Torres and Kapes (1992) conducted a study on “The Relationship between Work Value and Job Satisfaction for Community College Leadership Trainees: A Replication and Cross Validation”. The objective was to explore the work values and job satisfaction of minority professionals in community colleges and technical institutes who aspire the advance in leadership positions. The findings of the study indicated that the participants valued advancement altruism, authority, creativity and personal development and were satisfied with the activity and social service aspect of their work more than the norm group with which they were compared (Choudhury, 2002, p-77).

Pucel and others (1992) conducted a study “A Comparison of Factors Related to the Job Satisfaction and Experienced Technical College Instructors”. The objective of the study was to determine the factors associated with attribution and satisfaction among two year post secondary technical college instructors. The result suggested that the experienced and beginning teachers who stayed in technical education differed significantly on 8 of 11 job needs. Significant differences were found between the gaging of experienced and beginning teachers on six reasons for leaving technical education (Choudhury, 2002, p-78).

Mc Bride et al. (1992) examined the effect of ten job satisfaction factors, role ambiguity and role conflict on community college faculty’s propensity to leave. They found that as satisfaction levels of growth opportunities, salary, work, policy and administration and supervision decreased, turnover intent, an attitude not widely represented, increased. Propensity to leave increased as role conflict increased. Work
itself reflected the highest satisfaction level and salary the lowest. The generally satisfied faculty appeared to experience a moderate amount of role conflict and a very low level of role ambiguity. Age was the only demographic variable that significantly influenced propensity to leave.

Federiuk, et al. (1993) in Oregon conducted a cohort analysis study on specific factors importance in paramedic job satisfaction and job performance. The population of the study was private and public agency paramedics with sample size of 194. The result indicated that type of agency and gender affect job satisfaction. Male public paramedics are most satisfied, and female private agency paramedics are least satisfied with their jobs. Analysis of the attitudes toward paramedic job performance scale suggested that male paramedics are more likely to believe that female paramedics are not as capable of performing certain job functions. However, age and length of time on job were not significant determinants of job satisfaction in the analysis of covariance.

Pastone (1994) made a study on “Job Satisfaction and Female College Coaches”. The objective of the study was to examine job satisfaction among male and female college coaches of women’s teams. The coaches completed the job description index and the job in general index to measure their job satisfaction and general feelings towards their job. The study found out that both sexes had similar perceptions towards their job (Choudhury, 2002, p-79).

Shagbemi (1996) conducted a study on “Job Satisfaction of U.K. Academics”. The objective of the study was to find out the job satisfaction with respect to interaction with their colleagues and working conditions. A survey of teachers working on 23 Universities in England, Wales, Scotland and Northern Ireland had been carried out. The result showed that they were generally satisfied with their job. They were particularly satisfied with teaching, research and interactions with
colleagues. They were only moderately satisfied with departmental head’s behaviour and physical working conditions and expressed dissatisfaction with pay, promotion and performance of administrative duties (Choudhury, 2002, p-79).

Funderburg and Kapes (1997) conducted a study on “Work Values and Job Satisfaction of Arkansas Business Educators in Secondary School System and Community Technical Colleges”. The problem was to examine values and job satisfaction of Arkansas business educators in secondary school system and community/technical colleges. The findings were- (i) there were no differences between the job satisfaction of secondary and community technical college business educators. (ii) no gender difference regarding work value or job satisfaction was discovered among the community/technical college sub sample. (iii) among secondary level educators, males’ valued achievement, advancement, authority, autonomy, cultural identity, physical prowess, prestige and risk more than female did (Choudhury, 2002, p-79).

Robertson and Bean (1997) conducted a study on “Job Satisfaction for Women Faculty Members in a Predominantly Female Discipline”. The study based on some objectives- (i) factor associated with global job satisfaction for women faculty members in family and consumer science programs at land grant institutions. (ii) the extent to which these factors explain the global job satisfaction for these women faculty. (iii) the effect of covariates of age, rank and tenure on the global job satisfaction of the women faculty in these departments. The findings of the study were- respondents indicated high to very high levels of satisfaction with autonomy, work and relationship with students, opportunities to participate in academic decision making, role clarity, peer-relationship, workload and benefits. Low level of satisfaction were reported regarding opportunities for monitoring by senior colleagues, the balance between work and other activities and equity of policy.
Respondents also reported low levels satisfaction with working conditions, pay, recognition and general resources (Choudhury, 2002, p-80).

Niehoff (1997) made a study on “Job Satisfaction, Organizational Commitment and Individual and Organizational Mission Values Congruence: Investigating the Relationships”. The objective of the study was to find correlations between job satisfaction, organizational mission values Congruence. The findings were- (i) the job satisfaction composite score was significantly related to the demographic factors related to job functions, seniority and position. (ii) organizational commitment was associated with those variables that tend to increase attachment (i.e. age, religious affiliation and length of employment). (iii) female employee had higher levels of mission value congruence than males (Choudhury, 2002, p-80).

Corbin (1998) conducted a study on “Role of Perceptions and Job Satisfaction of Community College Faculty”. The objective of the study was to examine the role perceptions of fulltime faculty members at a large mid Atlantic community college, focusing on role conflict and level of job satisfaction. The primary conclusion drawn from the study was that faculty at these community college were generally satisfied with their roles. More differences in perceptions of job satisfaction and role conflicts were uncovered through the focus groups than through the survey (Choudhury, 2002, p-82).

Anlony and Valadez (1998) work a study on “An Exploration of the Job Satisfaction of American Part Time College Faculty”. The objective of the study was to examine factors associated with job satisfaction among part-time faculty at different types of institutions of higher education. The analysis of the study indicated those part time faculties were statistically less satisfied than full time faculty in terms of autonomy and students, but were equally satisfied with demands and rewards. Part-time faculties at two-year institutions were significantly more likely than part time
faculty at four-year institutions to value tenure enough to leave their present positions to achieve it. Part-time faculty were more satisfied there fulltime faculty to leave their current jobs for other opportunities (Choudhury, 2002, p-82).

Anna and Dianna (1992) studied “Teaching Special Needs Populations and Teacher Job Satisfaction”. Teachers’ perceptions of their jobs are strongly related to their perceptions of their students. This article confirms what one might expect: Working with students who are gifted and talented positively predicts job satisfaction, whereas working with students who have learning difficulties has a negative effect.

Zembylas and Papanastasiou (2004) studied “Job Satisfaction among School Teachers in Cyprus”. The research report examines job satisfaction and motivation among teachers in Cyprus– a small developing country in the Eastern Mediterranean. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers choose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these motives influence the level of satisfaction held by the Cypriot teachers.

Ronit (2001) studied- “The Influence of Leadership Style on Teacher Job Satisfaction”. This study disclosed the effects of principals’ leadership style (transformational or transactional), principals’ decision-making strategy (autocratic versus participative), and teachers’ occupation perceptions on teacher satisfaction from the job. More specifically, it attempts to find out how much of the variation in teachers’ job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals’ leadership style and decision-making strategy.

Butt and Lance (2005) studied “Secondary Teacher Workload and Job Satisfaction: Do Successful Strategies for Change Exist?” This report analyses the views of secondary school teachers involved in the transforming the school
workforce: Pathfinder Project—a project designed to address issues of teacher workload and job satisfaction.

Dorji (2007) carried out a study on job satisfaction of primary teachers under Samtse district of Bhutan to find out the significant differences on the level of job satisfaction by the socio-demographic factors and organizational factors. The populations of the study were the primary school teachers in the Samtse district of Bhutan with the sample size of 136 teachers. The result indicated that the overall job satisfaction was at the satisfied level. Both the motivation and hygiene aspects were at the satisfied level with very little difference in the mean scores. However, when the two aspects were compared the hygiene aspect was slightly higher than the motivation aspects. With regard to the significant difference on the level of job satisfaction by its socio-demographic factors and organizational factors, age, educational level, experience in teaching, position and their commitment were found to be statistically significant, while gender, marital status, size of the school and teaching load were not statistically significant.

Luyen (2009) studied on “Factors Affecting Job Satisfaction of the Staff in Cantho University of Medicine and Pharmacy-Vietnam”. The population of the study were the staff of medicine and pharmacy department of Cantho University of Vietnam and found that, the staff with different age, commitment level and work settings was found to have statistically significant differences with the level of job satisfaction while gender, marital status, educational level, year of experience and rank were not found to be statistically significant on the level of job satisfaction.

Drukpa (2010) conducted a study on “Job Satisfaction of Secondary School Teachers in Thimphu District of Bhutan”. The main findings were- (i) the overall job satisfaction level of teachers teaching in secondary schools in Thimphu district of Bhutan was satisfied. The aspect of job satisfaction like work, working condition,
policy and management and interpersonal relation were satisfied level and aspect like income, self esteem and intrinsic reward falls in a moderate level. (ii) the job satisfaction with regard to age was statistically significant difference. It is found that the teacher grow older and older the satisfaction level grows higher and higher. (iii) male teachers have higher level of satisfaction than females. (iv) the overall job satisfaction with regard to marital status proved no statistically significant difference. (v) the qualification does not have any impact on the level of job satisfaction. (vi) the teaching experience and overall job satisfaction has statistically significance difference. Teacher with teaching experience of more than 30 years had higher satisfaction level except that the teachers that had teaching experience of 21 to 30 years. (vii) master teachers are more satisfied comparing to the other types of teachers. (viii) the teaching hour or work load do not have any impact on the level of job satisfaction.

2.5. Conclusion

From the previous review of research it has been seen that a large number of studies were made on job satisfaction and teacher effectiveness. The results show both agreement and contradiction. This may be due to the factors such as difference in the nature of occupation studied, the subject investigated and the methods employed for data collection, level of employment and the variables related to a particular study etc. It has also been seen that most of the studies were based on primary school teachers, secondary school teachers, general college teachers, B. Ed. college teachers, engineering college teachers, different professionals, home science teachers etc.

Though various research works in the related field of study are found at both national and international levels, no significant study has been conducted on job satisfaction and teacher effectiveness on secondary level in this region. Therefore, it seems quite appropriate on the part of investigator to study on the topic “Job
Satisfaction and Teacher Effectiveness of Secondary School Teachers in Relation to Some Variables: A Critical Study in Assam".