CHAPTER III

REVIEW OF RELATED LITERATURE

3.1 STUDIES RELATED TO JOB STRESS

3.2 STUDIES RELATED TO JOB SATISFACTION
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Review of related literature is an important pre-requisite for actual planning and execution of any research work. The present chapter embodies a brief review of the researches done in the area related to the present investigation. A particular thing should not be neglected because it is of past, a new one should not be accepted because of its newness. It is only with the reference to old that a new thing can be learned. Alternatively, it is necessary to connect previous knowledge with the new idea to be grasped. It means that to learn a new thing our previous knowledge must be brought to the forefront. It is imperative for a review of previous studies on the subject before embarking upon making a fresh study. Thus, a review of the literature is important because, without it, one cannot acquire an understanding of his topic, of what has already been done on it, how it has been researched, and what the key issues are.

Since the early 1970s, the magnitude of research in teacher stress has increased steadily, and it is now a major topic of research in many countries (Kyriacou 2004; Troman & Woods 2001; Vandenberghe and Huberman 1999) However very few studies reported to date have explored occupational stress in the teachers who are especially engaged with teaching of children with special needs in different special educational institutions. ie
the special educational school teachers. Job stress is defined by National Institute for Occupational Safety and Health (NIOSH, USA) as, “the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker”.

3.1 STUDIES RELATED TO JOB STRESS

Research on stress is of great significance to modern society as it provides a new dimension to the understanding and dealing of social problems. A considerable number of studies have been reported about stress under in all segment of work environment. The results of these studies have revealed that certain jobs are more stressful than others. Stress is becoming a universal phenomenon affecting all kinds of employees. Stress is one of the most deliberating problems of all characters. The term stress was popularly used in the seventeenth century to mean hardship, strain, adversity or illness. In eighteen and nineteenth centuries, it was used to denote force, pressure strain or strong effort with reference to a person or object.

Ushasree and Jamuna (1990) conducted a study to examine the conflicts and job stress among school teachers. Due representation was given to gender and the age group of the sample were in between 35- 40 years group. The analysis of data did not reveal any sex difference in role conflict and job stress among teachers in the special schools. Both male and
female teachers were found to experience significantly greater role conflict and job stress compared to their counterparts in general schools.

**Akthar and Vadra (1990)** conducted a study of extra organisational stress among women teachers. The sample consist of 60 women teachers. The SFRS (Social Family Role Stress) scale developed by the investigators was used for measuring extra organisational role stress. The results indicated that for women teachers’ job tenure appeared as the significant predictor of social and family stress.

**Borg (1991)** studied occupational stress, job satisfaction and carrier commitment among primary school teachers of Malta. The study identified various factors that contribute to teachers stress viz., pupil misbehavior, time resource difficulties, professional recognition needs, poor interpersonal relationship. The study revealed positive correlation between job stress and job satisfaction of teachers in the primary schools.

**Borg, Riding and Falzon (1991)** in their study, occupational stress and its elements among Maltese primary school teachers found that the institutional climate such as students’ misbehavior, non-availability of professional appreciation, poor interpersonal relationships and lack of time/resources significantly contributed the teacher stress. Also found that stressed teachers are less committed and satisfied towards their job.
McCormick and Solaman (1992) studied teachers’ attributions of responsibility for occupational stress and satisfaction, in Australia. The study suggested that different level of stress exist at elementary and secondary level and pointed out that stress and job satisfaction are interrelated to each other.

Okebukola (1992) conducted a survey study with a sample of 150 science teachers. The study analysed the most stressful factors in the school includes difficulty in obtaining equipment, completing syllabi on time, teaching difficult topics, and teaching subjects that one is not trained for. The female teachers were found more stressed than the male, the less experienced teachers were more stressed than the experienced.

Biswa and De (1993) studied “The role of organisational climate on professional stress” with a sample contain 34 male teachers working in an open climate and 34 female teachers working in a domestic climate. The study revealed that the teachers working in an open climate have less composite professional stress, than the teachers working in a paternal climate. The study also found that the teachers in an open climate had less negative orientation towards different aspects of their job and professional lines.

Brown and Ralph (1994) conducted a study with teachers in the University of Manchester to find out stressors and stress management strategies. Sample involves 100 teachers. Study revealed that certain work-
related factors were common, even though causes of stress may different. These stressors are teacher’s relationships with colleagues, parents, pupil, innovation and change, administration and time factors.

**Soyibo (1994)** conducted a study in Jamaica. The sample contain 230 high school teachers and used 40 item self-report instruments to identify the significant stress factors. The study revealed that institutional, personal and environmental factors were identified as significant stress factors. Demographic variables that are proven to relate to someone’s job stressor health relationships include gender, age, marital status, job tenure, job title, and hierarchical level (Dua, 1994; Lind & Otte, 1994; Murphy, 1995), among which gender, age and hierarchical level were found to be the most significant. On the contrary, some studies reported that teacher demographic factors like age, sex, teaching experience, and length of training did not significantly correlate with perceived teacher stress (Chichon & Koff, 1978; Kyriacou & Sutcliffe, 1978b).

**Sundararajan (1994)** conducted a study on problems impeding effective role performances by higher secondary teachers. Major findings of the study were

1. The need for improving the institutional facilities
2. The administrative problems come next to the problems of facilities
3. There is a need to equip the teachers with improved methodology, so they may play their role effectively.

Mishra (1995) conducted a study to find out relationship between job related stress and depressed mood at work among the male teachers of higher educational institutions. Two psychometric instruments, namely, the Stress Scale and the Job Satisfaction Scale were administered to the sample population for the purpose of the study. These two scales were used for a sample of 70 male teachers employed in higher educational institutions in Lucknow. The results revealed that significant positive relationship of overall job-related stress like the task based stress, role based stress, boundary mediating stress and conflict mediating stress, with depressed mood at work among male teachers of higher educational institutions.

Sultana (1995) conducted a study to explore the level of organizational role stress among male and female teachers of non-professional and professional courses. A sample of 50 teachers each from professional courses and non-professional courses were compared on role stress. The analyses obtained are the following

a. No significant difference between professional male and female teachers where the inter-role distance, role stagnation, role expectation conflict, role overload, role erosion and role ambiguity was concerned.
b. Non-professional male and female teachers on the dimensions of role expectation conflict, role isolation, personal inadequacy, self-role distance and role ambiguity also showed significant difference.

c. There were significant differences between non-professional and professional male teachers on the role stress of role stagnation, role expectation conflict and role isolation.

d. There were also significant differences between professional and nonprofessional female teachers on the role stress dimensions of role stagnation, inter-role distance, and role overload.

**Mishra (1996)** conducted a study to compare the levels of occupational stress and job satisfaction among male and female teachers of higher educational institution. The study was conducted on a sample of 80 degree college teachers, 40 males and 40 females. The conclusions were: significant difference was found between the two groups in personal careers. Male teachers found to have maximum scores on under load area whereas female teacher obtained maximum scores on overload area.

**Abel and Sewell (1999)** in a survey of rural and urban secondary school teachers found that urban school teachers experienced significantly more stress than rural school teachers. In both types of schools, student misbehavior and workload were found to most significant predictors of stress in both types of schools.
Tang and Yeung (1999) in a study identified major sources of occupational stress for teachers were identified as follows: (a) misbehavior of students, (b) time and resource constraint, (c) lack of professional recognition, (d) poor relationship with colleagues, (e) curriculum demands, and (f) excessive workload. Of the six sources of occupational stress identified, misbehavior of students and workload were the most common sources of teacher occupational stress. It is important however, to keep in mind that main sources of occupational stress experienced by an individual teacher will be unique to him/her and will be contingent upon the specific complex interaction between their personality, values, skill and situations.

Wang (2001) conducted appraisal of occupational stress and strain in primary and secondary school. The studies revealed that higher stress levels among secondary school teachers were observed. The study also revealed that there is significantly higher level of job stress are seen among secondary school teachers than those in primary school teachers.

Kyriacou (2001) Teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher. He stated “the stress experienced by a particular teacher will be unique to him or her, and will depend on the precise complex interaction between his or her personalities, values, skills, and circumstances”
Sudheesh Kumar (2002) conducted a study on “quality of life and perceived causes of occupational stress among teachers”. The main objective of the study were to study the extend and levels of quality of life and occupational stress of teachers, to compare the quality of life and occupational stress of teachers with regard to the type and locale and management of institutions and to study whether significant gender difference exist or not in quality of life and occupational stress of teachers.

The findings of the study are: The highest percentage of high stress group of teachers is 21.9 and they are working in the urban institutions. The least percentage of high stress groups was male teachers (13 per cent). 75 per cent of rural teachers are come under the moderate stress group. The least per cent of this group is 57.8 (urban teachers). About 20 per cent of the teachers working in the urban institutions are in low stress group which is the largest percentage. The lowest percentage of teachers came under the low stress group is 11 per cent, the rural teachers. Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments, lack of career development, lack of communication, harassments in the school or college by peer teachers/ workers/ students/others, family and financial problems. Teachers stress erodes the peacefulness in the mind and life of teachers. It has negative effect on their work performance.
Shyla (2003) conducted a study on “Stress and burnout of secondary school teachers of Kerala”. Main findings of the study were the following: (1) There exists substantial relationship between stress and burnout of secondary school teachers. (2) There exists substantial relationship between stress and burnout of female secondary school teachers. (3) The interaction effect of sex and management on stress is significant. (4) There is no significant difference between male and female teachers with regard to their stress and burnout. (5) There is no significant difference between government and aided school teachers with regard to their stress and burnout.

Taken together the researcher concluded that students and teachers are experiencing stress and strain in the present educational system. Society, family and work place are providing demanding situations which led to emotional exhaustion, burnout, depersonalization and high stress. In such a condition teachers may fail to cope up with the situation and they cannot work for the expected level.

Teachers must perform various time-consuming tasks, such as teaching, grading, writing reports, parent conferences, and participation in professional and staff development. As a result, the pressure of not having enough time is highly correlated with teacher occupational stress (Bunting, 2000; Moriarty, Edmonds, Martin, & Blatchford, 2001; Niewiecki, 2006;
Xy, Zhu & Huang, 2005). This results in teachers feeling like they have little time to meet teaching demands (Bunting, 2000; Moriarty, et al; 2001).

Suri (2003) has conducted study to reveal Prevalence of Occupational Stress among Women Teachers in Jammu. The study revealed that

1. Significant difference existed in qualification among women teachers on occupational stress index scores. It has been caused by the women teachers belonging to low levels of qualification;

2. Due to low qualification of female teachers, significant difference was found among women teachers.

Alice (2005) concluded a study to find out the level of job stress among higher secondary school teachers of Idukki and Kottayam district of Kerala. The sample consists of 30 higher secondary school teachers of Idukki district and 30 teachers from Kottayam district also taken for the study. The occupational stress index of O K Sreevasthava and P Singh were used. Teacher stress has been found to be associated with a number of variables, including those intrinsic to the job, individual cognitive vulnerability and semantic factor. The study showed that stress is quite a personal matter and that the perception of the situation enables one to cope with it effectively. Being aware of the causes of stress and monitoring the valuable resources to manage stress effectively would enable the individual
to be well adjusted in a given situation. Meditation and yoga could become a regular practice of the teachers’ students and parents.

**Bindu (2005)** conducted a study on relationship between job stress and satisfaction coping skills of primary school teachers. The findings revealed that job satisfaction differentiates male and female primary school teachers and there is a positive relation between job stress and job satisfaction of teachers in the primary schools.

**Singh and Singh (2006)** in a study among 50 middle-aged female school teachers in Varanasi, observed that about 42% of the teachers have ‘high’ to ‘very high’ level of stress and were at higher risk of stress generated problems. Total 80% of teachers were having moderate social dysfunction score, 36% felt unhappy and 16 felt anxious.

**Brouwers et al (2006)** found that lack of social support among teachers was affecting teachers’ self-efficacy belief and causing burnout. On the other hand burnout was found to predict extent of perceived lack of social support.

**Liu Yan (2007)** conducted a research on the internal structure of middle school teachers’ occupational stress, the distinction of different teachers and the correlation between their occupational stress and personality traits. The conclusions drawn by the research are as follows:
1. In relation to occupational stress there is no significant difference between the teachers with varying qualifications.

2. Occupational stress is directly related to personality trait of teachers.

**Ravichandran and Rajendran (2007)** conducted a study among the Higher Secondary school teachers at Chennai, Teacher’s Stress Inventory developed by the investigator used to measure different factors of the job stress namely. Higher level of stress was reported among female teachers on perceived Personal Stress. No sex differences were found on any other factor except Teaching Assignment. Teachers’ qualification was also found to significantly associate with these two factors only. Age differences were found on factors Personal Stress, Teaching Evaluation, Facilities available at school and Organizational Policy Experience only. Differences based upon type of school were found on Facilities Available at School, Facilities Available at School, Organizational Policy Experience and Parental Expectations.

**Kaur (2008)** in her study on job stress of the school teacher found that women senior secondary school teachers are more significantly under job stress than their male counterparts.

**Reetha and Radhakanta (2009)** conducted a study on teachers’ accountability of the secondary school teachers to their job stress of teachers. The sample comprises of 120 secondary school teachers belonging
to both private and government secondary schools of Kurukshethra of Hariyana. The investigators found the relationship of teachers’ accountability with job stress revealed that job stress was found to have negative impact on accountability of secondary school teachers. Furthermore, teachers who are highly occupationally stressed are less accountable. On the contrary teachers who are less occupationally stressed are more accountable towards their job. In the study it was also found that female teachers are more accountable towards their job than their male counterparts.

Robert, M. K., et.al, (2009) conducted a study on teaching in the Yukon: Exploring teachers’ efficacy beliefs, stress and job satisfaction in a remote setting. This article presents a mixed methods examination of teachers’ job beliefs in the Yukon Territory in northern Canada. In study (1) used questionnaire to examine job beliefs for 221 teachers from the Yukon and western Canada. Teachers ‘self-and collective efficiency and workload stress were lower for Yukon teachers, but levels of overall stress and satisfaction were similar across settings. In study (2), the investigator conducted interviews to examine how geographical, community, and cultural factors were related to Yukon teachers’ job beliefs. Results showed that job stress and job satisfaction were influenced by physical and human geography, level of connections with the community, and by the
community’s cultural transitions. The findings highlight the influence of cultural and community factors on teachers working lives.

Aftab and Khatoon (2012) in their study revealed that nearly half of the total population of the secondary school teachers feel less stress in their job. According to gender males feel more stress towards job. Trained teachers feel more stress than post-graduate teachers and untrained teachers. From the point of view of experience, young teachers feel more stress than experienced teachers. The study and concluded the study that

1. Experienced teachers have less occupational stress
2. Male teachers experience less occupational stress
3. Married teachers experience less job stress
4. High income teachers feel less job stress
5. Permanent teachers feel less job stress
6. Teachers in public sector feel more stress

Lath (2012) conducted a study of Occupational Stress among teachers of privately managed schools and government schools in relation to age, gender and experiences. The different types of school teachers and found that all of them face different levels of stress. The results revealed that
1. Government school teachers specially males feel more stress

2. Factors such as age, gender and experience influence on the occupational stress

3. Due to overburden in government schools experienced teachers feel more stress

4. No significant difference was found in relation to stress among teachers working in private schools

5. In government schools young faculty feel more stress

6. Teachers of private schools feel less stress

Therefore, according to above reviews, there are many factors that contribute to stress among teachers. These factors include

1. The amount of time spent in class

2. Class preparation

3. Counseling students

4. In-service programmes

5. Inappropriate teacher pupil ratio

6. New innovations and technology

7. Changes in leadership
8. Lack of financial support

9. Weak interpersonal relationship

10. Time pressures and deadlines.

11. Poor administration

Therefore it may be concluded that in current scenario, teaching is also a more stressful profession.

3.2 STUDIES RELATED TO JOB SATISFACTION

Sultana (1995) investigated “The level of organisational role stress among male and female teachers of professional and non-professional courses”. Samples were selected fifty each from professional course non-professional course. Finding indicated that significant difference were observed between male and female teachers, non-professional male and females, significant difference between professional and non-professional female teachers on the role stress dimensions of inter-role distance, role stagnation and role overload. Stress was found to be negatively and significantly with job satisfaction in both the group.

Gupta (1996) studied the relationship between job satisfaction and personal values among teachers by administering the teacher’s job satisfaction scale. The results revealed that there exists significant correlation between teachers’ job satisfaction and their personal values.
Mary (1996) study on ‘the influence of job satisfaction on part-time faculty’s commitment to the collegiate function of community colleges’ found that job satisfaction was related to the faculty’s collegiate commitment and was significantly affected by job security, working conditions, accomplishment and supervisory relations.

Paranjpe (1997) in a study identified training areas for special education teachers on the basis of their Quality of Working Life (QWL) perception and job satisfaction by administering QWL Feelings and Conditions questionnaire and a job satisfaction schedule. The sample consisting of 240 special education teachers from 19 schools for handicapped children in New Delhi. The factors that emerged as significant to quality of working life and conditions were interesting job, institute’s policies, recognition and compensation received. Three categories of job satisfaction were identified as group interaction and improvement in interpersonal relationships, growth felicitation progress and working conditions.

Kulsum (1998) analysed the effect of organizational climate of schools on Job Satisfaction of secondary school teachers on a sample of 586 secondary school teachers selected by a two stage stratified proportionate random sampling technique, who were administered the School Organisational Climate, Description Questionnaire and Job Satisfaction Inventory. Results revealed 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 paternal climate and closed climate type school did not differ in the level of Job Satisfaction.

Yadav and Halyal (1999) investigated the influence of job involvement and family involvement on job satisfaction. A sample of 500 married male teachers who had at least 5 years of teaching experience were taken. The result showed that job involvement and family involvement were positively related and an additive interactional influence on job satisfaction and marital satisfaction.

Mishra (1999) explored the moderating effect of investigation of personality on the relationship between intrinsic job satisfaction and occupational stress of 250 blue-collar industrial workers by administering the mental health inventory, occupational stress index and SD employees inventory. It confirmed that the moderating effect of integration of personality on the relationship between intrinsic job satisfaction and occupational stress.

Nandi (1999) studied the role of job satisfaction of 315 school teachers, by administering the job satisfaction scale and the self-rated performance scale. Findings indicated that job satisfaction had no influence
on the self-rated performance of school teachers. However, there were
difference in the nature of job satisfaction among teachers.

**Wright and Lee (2000)** explored a study on ‘a multiple constituency
analysis of the relationship between employee commitment and job
performance’. The study revealed a positive relationship with interpersonal
citizenship and contextual job performance.

**Yadav and Halyal (2000)** conducted a study on the relationship
between big-five factors of personality with a sample of 349 male teachers
on job satisfaction. The result showed that emotional stability and surgency
had a significant positive relation with job satisfaction.

**Jasovsky (2001)** on a study “The effect of occupational image on the
relationship between organizational citizenship behavior, job satisfaction
and organizational commitment among hospital staff nurses”, the study
revealed that job satisfaction and organizational commitment have higher
level of organizational commitment behavior.

**Anilkumar (2002)** conducted a study on “perceived stress of teachers
in relation to job satisfaction and certain personality characteristics”. The
findings of the study reveal that

1. Male teachers experience more stress due to role antiquity, role
   conflict and diverse responsibilities entrusted to them other than
   teaching.
2. High school female teachers are less found to have stress

3. Government school teachers are more stressed and worried about lack of facilities in the institution, discipline problems, workload and inadequate resources than teachers working in private schools.

4. Urban school teachers are found to be more stressed with the quality of relationship with colleagues, head, office staff, pupils and parents

Taken together, the studies reviewed and reported above by the researcher reveal that students and teachers are experiencing stress and strain in the present educational system. Society, family and workplace are providing demanding situations which lead to emotional exhaustion, burnout, depersonalisation and high stress. In such a condition teachers may fail to cope with and they cannot work up to the expected outcomes.

Lanzo & Antony (2003) studied the level of Job Satisfaction of middle school teachers from selected affluent sub-urban public school districts in Essex County, New Jersey in order to report and analyse the aspects of the job. It was found that although teachers were dissatisfied with the aspects of salary and opportunities for promotion and were experiencing high levels of stress, most of them were satisfied with their job in general. It was concluded that the role of administrator greatly influenced the level of satisfaction among teachers preliminary through the school climate that the administrator created. Teachers that reported an ability to express their
personal and professional needs to building g administrators through open
lines of communications, reported being satisfied with the teaching
profession and also having a stronger commitment to the mission of the
school.

**Gakhar et al. (2004)** conducted a study to find out the predictive
efficiency of variables of self-concept, anxiety and attitude towards teaching
on the job satisfaction of teachers of general and scheduled category. The
study was conducted on a sample of 90 scheduled cast and 260 general
category teachers. Variables of self-concept contributed 4.80 % variances in
predicting job satisfaction of teachers of the scheduled cast. Job satisfaction
of scheduled cast teachers were found to be more as compared to general
category teachers. Male and female teachers of both categories were not
found to be significantly different in their job satisfaction.

**Banura (2004)** highlighted that there was no significant difference in
any of the dimensions of job satisfaction of beginning teachers based on
mentoring model. Analysis of the differences between groups on job
satisfaction according to year of teaching revealed that there were significant
difference I job satisfaction among the promotion and contingent rewards
respects of the job.

**Mary and Raj (2005)** made an attempt to study the job satisfaction
of government school teachers in Pondicherry region. The study showed that
job satisfaction of government school teachers in Pondicherry region is not
high that falls in the average job satisfaction level. Overall job satisfaction levels of the government school teachers were found to be low. No significant difference was found in job satisfaction between gender, medium of instruction, locale, educational qualification, salary and religion. Also no significant difference was found among teachers in respect to experience age, subject and type of school

**Ololube (2005)** in his study exposed the relationship between the level of teachers’ job satisfaction, motivation and their teaching performance in Rivers State, Nigeria. The results revealed that the teachers are dissatisfied because of the strategies existing in the teaching profession which include management, teaching facilities, wage and other remunerations, financial and non-financial benefits. The job satisfaction of teachers was strongly linked with pay level and their prosperity conditions. However, it is also entangled with non-financial benefits, such as professional improvement, principal position and participation in management (Lee 2006).

**Ololube (2006)** studied the differences and relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. While the data were analyzed using multiple statistical procedures: mean point value, standard deviation, and variance, t-test of significance and ANOVA. The survey results revealed that overall; teacher related sources of job satisfaction seem to have a greater influence
on teaching performance, as teachers were also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

**Rahman and Parveen (2006)** studied “job satisfaction: A study among Public and Private University Teachers of Bangladesh”. This paper explores the factors contributing to the satisfaction and dissatisfaction of the public and private university teachers of Bangladesh and also searches for influential factors. It has been found that there is a significant difference between public and private university teachers regarding job satisfaction on different factors. The results reveal that teachers’ age and job experience do not have any significant influence on job satisfaction.

**Seenivasam, C. (2007)** studied job satisfaction of higher secondary school teachers. A job satisfaction scale was administered to collect data. The sample comprises 82 teachers working in government higher secondary school. Mean standard deviation was calculated.

The result shows that: the age groups were not a significant factor on job satisfaction of teachers. Teachers satisfied with their job irrespective of their sex; Male teachers were dissatisfied with the variable interaction in the work; Female teachers were dissatisfied with the component “nature of communication”; all the teachers were irrespective of their qualification were satisfied with their job. The professional teachers were dissatisfied
with the factors “opportunity for carrier advancement, nature of communication, job security, curricular issue and community involvement.

Platsidou, Maria and Agaliotis, Ioannis (2008) conducted a study of burnout, job satisfaction in Greek special education teachers. Result showed that 67 Greek special education teacher’s reported average to low levels of burnout. They stated moderately high levels of satisfaction with their job, the principal, and the school organization as a whole; they also reported average satisfaction with work conditions and low satisfaction with prospects of promotion and pay. Four factors were identified on the job-related stress factors: teaching in a multi-category classroom programme organization and implementation, assessment of students, and collaborations with other special education experts and parents. The special education teachers perceived none of these issues as particularly overwhelming. Moreover, few significant effects of age, gender, and family status were identified.

Ali and Akhtar (2009) studied the influence of job status, gender and levels of education on job satisfaction of senior secondary school teachers. The study was conducted on 80 senior secondary teachers, (Male-40 and Female-40; post graduate teacher-45 and part time teachers-35; PhD holders-51 and non-Ph.D. -29) randomly selected from both gender. The result revealed that the degree of job satisfaction among female teachers was found significantly more in comparison to male teachers. Post graduate
teachers holding PhD degree showed significantly greater degree of job satisfaction than part time teacher holding only post graduate degree.

**Neelakandan (2010)** conducted a study to find out the level of job satisfaction of teachers in relation to organizational health. The sample included 420 teachers of all levels from Guddalore district of Tamilnadu state. Random sampling technique was adopted for the selection of sample for the study. Job Satisfaction Scale developed by Dr. Amar Singh and T.R. Sharma (1999), Organisational Health Description Questionnaire by Dr. Haseen Taj (2000) were used. The results revealed that teachers differed in job satisfaction in relation to organizational health.

**Sylvester (2010)** conducted a study to assess the attitude of teachers towards teaching profession and their job satisfaction and to find out if the expressed attitude and job satisfaction were influenced by their characteristics like gender, location, educational qualification and teaching experience. The study was a survey type and made use of Teacher Attitude Inventory and Job Satisfaction Inventory as research tools. A random sample of 100 teachers was selected from 15 private colleges in Madurai city. The findings indicated that 52% of the teachers have high attitude and 48% of the teachers have low level of job satisfaction. Job satisfaction is a primary requisite for any successful teaching – learning process. It is a complex phenomenon involving various personal, institutional and social
aspects. If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals.

Singh, J.D and Pal, S. (2011) a study was conducted on “job satisfaction and teaching effectiveness of primary and upper primary school teachers of Bikaner region”. The investigator has selected the sample of 400 teachers of four districts (Sri Ganganagar, Hanumangarh, Churu and Bikaner) in Bikaner region. Descriptive survey method with three points rating scale was adopted for the study. Normal job satisfaction and normal teaching effectiveness was found according to opinion of 70% and 73.5% respondents of Bikaner region. The significant difference was found in the job satisfaction of rural and urban PST sand UPSTs of whole Bikaner region. There was no significant difference in the job satisfaction of male and female PST sand UPSTs of whole Bikaner region. There was no significant difference found in the job satisfaction of PSTs and UPSTs with regard to experience and qualification of whole of Bikaner region. There was significant difference in teaching effectiveness in male and female PSTs and UPSTs with regard to experience and qualification of whole Bikaner region.

Seema (2012) studied the effect of gender, academic stream and the effect of teaching experience on self-efficacy, job satisfaction and attitude towards teaching of teachers working in teacher training institutions in Haryana. The study concluded that male teachers had more occupational
self-efficacy compared to female teachers. Job satisfaction is not influenced by the gender of teachers. Science teachers were found to be more satisfied with their job than arts group teachers. The study explored that more experienced teachers had more job satisfaction than less experienced teachers. Further female teachers had more favorable attitude than male teachers. Science group teachers and more experienced teachers had more favorable attitude towards teaching than arts group teachers and less experienced teachers.

Aftab and Khatoon (2012) conducted study to examine the influence of a set of independent variables i.e. teaching experience, salary, gender, qualification, subjects taught and marital status on the occupational stress of 608 secondary school teachers working in 42 schools of Uttar Pradesh (India). The Teachers Occupational Stress Scale was used for data collection. For analyzing the data t-test and ANOVA were used. Results of the study indicated that nearly half of the secondary school teachers experience less stress towards their job. Gender wise males reported more occupational stress towards job than the females. From the qualification point of view, the trained graduate teachers exhibited higher occupational stress than post-graduate teachers and untrained teachers. With respect to teaching experience, occupational stress was found highest among teachers with 6-10 years of experience and least experienced by teachers with 0-5 years of experience. Monthly salaries, marital status, subjects taught are not
found to make any significant influence on the occupational stress of secondary school teachers.

**Subir Ahmad Bhat, Javed Ahmad Puju (2012)** studied occupational efficacy and job satisfaction of educational administrators in higher education in Kashmir. The results confirm that the effective educational administrators were found to be more satisfied with their job than ineffective educational administrators in higher education. Moreover effective educational administrators had better Psycho - social orientation, economic adjustment, community and national awareness than ineffective educational administrators.

**Madhu Gupta and Manju Gehlawat (2013)** compared the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables. Job satisfaction and work motivation were treated as dependent variables. The independent variable comprised as gender, type of school teaching experiences and educational qualifications. The findings of the study revealed

(1) No significant difference was found in the job satisfaction and work motivation of male and female teachers.

(2) Significant difference found among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation,
(3) significant difference was reported in the work motivation of teachers having graduate and post graduate qualifications.

**Raja Babu (2013)** attempted to study the perceptions of teachers towards professional satisfaction at primary level and the differences in between the perceptions of headmasters and assistant teachers in relation to demographic variables such as gender, age, qualification, experience, type grade of schools, locale etc. Teachers expressed high perceptions towards overall professional job satisfaction. Locality (urban/rural), age, management, gender, experience etc. did not influence professional satisfaction significantly. But different age group respondents differed significantly high in their perceptions towards satisfaction. Similarly B.A/B.Sc qualified teachers were more satisfied towards professional aspects than that of M.A/M.Sc, and other qualified teachers.

**Srivastava, Sh, And Chabra, S. (2014)** attempted to find out if the expressed level of job satisfaction of teachers was influenced by their gender or educational qualification like NET and PhD. The researcher adopted a descriptive survey with a sample of 80 teacher educators working in self-financing colleges were randomly selected. The study resolved that teacher educators are satisfied with their job; there is no significant relationship between gender and level of job satisfaction and qualification having a significant effect on job satisfaction.
CONCLUSION

The review of literature and studies helped the investigator to identify the various aspects of job stress and job satisfaction. The amount of research conducted on job stress of teachers has far-reaching consequences on the entire system of education. Thus, researches in the area of job stress seems to be most relevant. The review of Literature studies has helped the investigator to have a clear perspective of problem chosen for the study. It also helped in deciding specific objectives as well as in the formulation of hypotheses for the current investigation.