CHAPTER-2
REVIEW OF RELATED LITERATURE

2.1 Introduction:

“Review of Literature”, this phrase includes review and literature. The term ‘review’ means organizing the knowledge of the specific area of research from the writer’s perspective and the term ‘literature’ is used with reference to content of the subject underlying the study. Review of literature helps the researchers to avoid repetition of ideas that are discussed previously. It also aims at interpreting previous studies and manifesting their usefulness for further research that has to be undertaken.”¹ The purpose of the study of research works done in the same field is to understand the areas that remain unexplored. The study of related literature and research work is highly required and is utmost important as it provides us with clarity of the work that is required to be done. It helps us to plan and organise the area that would be of interest and further research.

Job satisfaction is the most interesting field for many researchers, as it helps to understand attitude in workers. Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction. This chapter has thrown light on the literature concerning job satisfaction of teachers. In order to build a creative framework for the problem, the current state of knowledge related to the study was reviewed from the available literature. The main topic and subtopics that are critically examined and discussed throughout this chapter are: Nature, Role and Objectives of Teaching, Role and importance of a teacher, code of professional ethics for college teachers, factors affecting the teachers’ job satisfaction, and other subtopics. A vast plethora of material is available on the topic of job satisfaction of teachers in the form of research papers, theses etc. There are ample international and local researches which have been conducted in the area of teachers’ job satisfaction. These studies come up with different findings. Some argue that teachers are satisfied with their job while others say the opposite. Some of the important reports of research studies related to the

problem under investigation, to which the researcher has tried to lay his hands upon, are reviewed as under;

2.2 Nature, Role and Objectives of Teaching:

“The importance of education is realised, not only for the preservation and transmission of culture but its importance is also instrumental in the Social, Economic, Political and Vocational spheres. But presently, preparation for vocation is taken by many, as the fundamental aim of education. Earning of livelihood has become completely dependent upon education. Therefore, education is a complex social, cultural and ethical process which is designed in a social or cultural context. It is much related to social structures, cultural environments, values and ideals of people, society and the government altogether. These are the dynamic factors because of which the definition of teaching has been changing along with time, place and society. In brief, proper definition of teaching should:

i. Identify whether teaching is a process of product
ii. Clearly indicate its constitutional factors
iii. Reveal objectives, and
iv. Say something about its organisational and structural aspects.

• Definitions of Teaching:

i. According to Morrison, “Teaching is a disciplined social process in which teacher influences the behaviour of the pupil that is not very experienced, and helps him to develop according to the expectation of the society of the society. Teaching now, is reduced to the binds of only what the teacher says in the classroom.”

ii. Gage defined teaching as “A relationship that is very personal between the teacher and the taught, these results in changes in the behaviour.”

iii. Clarke broadened the scope of teaching and included all those organised activities that may result in modifying the behaviour of the learners.

iv. Green gave a very narrow and misnomer concept of teaching when he called it a profession and said that, “A teacher teaches for the development of a child.”

• Nature and characteristics of Teaching:

If we consider its nature, teaching is
i. **Dynamic, Social and Humane**- Teaching cannot be considered as a fundamental concept because it comes under the impact of social and human factors which are dynamic in themselves.

ii. **Both, Arts and Science**- Teaching is both an art as well as a science. It needs exercise of talent and creativity which makes it an art and involves repertoire of techniques, procedures and skills which when studied systematically, described and improved makes it a science.

iii. **Diverse in Application**- The process of application is diverse in nature. Its various forms are: Formal, training, informal, instructional, formational, conditioning, indoctrination, talking, directional, showing, doing, remedial, etc.

iv. **Professional Activity**- It is a professional activity involving teachers and students with a view to the develop students’ personality. Professionalism helps students in being regular and creating a harmony with their objects towards those that they are concentrated upon.

v. **A specialized task**- it is a specialised task which may need a set of skills for realisation of certain objectives.

vi. **An interactive process**- The communication skills prove to be a dominating factor in the process of teaching. Thus Teaching is an interactive process that is carried out with purpose and objectives.

vii. **A system of actions**- Teaching process has a system of actions that vary in form and relate with the content and the pupil’s behaviour under the prevailing physical and social conditions.

viii. **Collection of various modes**- Teaching is a collection of various modes of own. It is a very broad term. Terms like conditioning, training, instructions, indoctrination denote the kind of teaching. They form a part of teaching but are not synonymous with teaching. These are the various modes of teaching which contribute towards the teaching process.

ix. **Subjected to analysis and assessment**- Teaching can be analysed and assessed. This process provides a feedback for further improvement.

- **The Role of Teaching:**
  
The role of teaching with respect to its various modes is as follows:

i. Teaching – To bring about behavioural changes in students.

ii. Conditioning – To improve the learning skills of students.
iii. Training- Shaping the behaviour and conduct.
iv. Instruction- Acquisition of knowledge.
v. Indoctrination- Formation of belief.

- **Objectives of Teaching:**

  Major objectives of teaching are as follows:
  i. To bring desired changes in pupils.
  ii. To shape behaviour and conduct.
  iii. Acquisition of knowledge.
  iv. To improve the learning skills of students.
  v. Formation of belief.
  vi. To provide social and efficient members to the society.”

2.3 **Code of Professional Ethics for College Teachers:**

1. **Goal of Higher Education in our Country:**

   “The basic purpose of education is to create skill, knowledge and awareness of our glorious national heritage. The achievements of human civilisation possess a basic scientific outlook and are committed to the ideals of patriotism, democracy, secularism and peace. In the Preamble to our constitution of India, one sees these principles enunciated. Higher education produces leaders for the society as well as economy and in all areas of activities. They should be committed to the aforesaid ideals. Higher education should strive for academic excellence and progress of arts and science. Education, research and extension should be conducted in conformation with our national necessities and priorities. They should also ensure our best talents make appropriate contributions to international endeavor based on societal needs.

2. **Teachers and their Rights:**

   Teachers should enjoy the civic and political rights of our democracy. Teachers have a right to adequate emoluments, social position, just conditions of service, professional independence and sufficient social insurance.

3. **The Code of Professional Ethics:**

   A. **Teachers and Their Responsibilities:**

      The person who is adopting teaching profession should adopt ideals of the profession. A teacher is constantly scrutinised by his/her students and the society.

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Therefore, every teacher should see that he is compatible with his precepts and practice. The national ideals of education which have already been set forth must be teacher’s own ideals. The profession further requires that the teachers should be calm, patient and accessible and amiable in disposition.

**Teachers should:**

i. adhere to a responsible code of conduct and attitude expected of them by the community;

ii. manage their personal life in a manner according to code of the profession;

iii. express freely and openly at professional meetings, seminars, conferences etc. and play a vital role towards contribution of knowledge;

iv. be an active member of professional organisations and contribute to improve education and profession through them;

v. perform professional duties in the form of teaching, tutorials, practicals and seminars; work conscientiously and with dedication;

vi. co-operate and assist in carrying out functions related college responsibilities and assist in appraising applications for admission, advise and counsel students as well as assist the conducting of university and college examinations, including supervision, invigilation, evaluation etc.; and

vii. Active participation in extension of co-curricular and extra-curricular activities that would also include community service.

**B. Teachers and the Students:**

**Teachers should:**

i. respect the rights and dignity of the students in expressing their opinions;

ii. deal justly and impartially and in an unbiased manner with students not considering their caste, religion and their physical, political, economic and social background;

iii. recognise the differences in intellectual capacities of students and try to meet their individual needs;

iv. encourage students to improvise their attainments, mould their personalities in a way that would lead to self development as well as contribute to community welfare;

v. inculcate in students, the scientific outlook and respect for physical labour.

vi. be affectionate towards the students and not vindictive; pay complete focus on the attainment of the student during the assessment of merit;
vii. always be available for the students even beyond their class hours by helping and guiding students without an expectation of remuneration or reward;

viii. help students to develop sensitivity towards our national heritage and national goals,

ix. refrain from inciting the feelings of unhealthy competition or rivalry amongst students, colleagues or the administration.

C. Teachers and colleagues:

Teachers should:

i. treat their colleagues and subordinates in the profession in the same manner as they themselves wish to be treated

ii. render assistance to other teachers for professional betterment;

iii. refrain from lodging unnecessary allegations against colleagues to higher authorities;

D. Teachers and Authorities:

Teachers should:

i. carry out their professional responsibilities in accordance to the existing rules and adhere to procedures and methods

ii. co-operate to formulate policies of their own institution by accepting various offices and discharge responsibilities which the authorities may demand;

iii. should not engage himself in conducting private tuitions.

iv. co-operate through their organisations in the formulation of policies of the other institutions and accept responsibilities;

v. co-operate with the authorities for the betterment of the institutions by keeping in view their interest in conformation with dignity of the profession;

vi. should adhere to the terms and conditions of the contract;

vii. give and expect due notice before a change of position is made

E. Teachers and Non-Teaching Staff:

i. Teachers should consider the non-teaching staff as colleagues and equal partners in a achieving the educational objectives

ii. he should cooperate in the function of joint staff-councils covering both teaching and the nonteaching staff.

F. Teachers and Guardians:

Through the teachers’ organisations and bodies, teachers should maintain a regular contact with the guardians by reporting their ward’s performance. There
should be a productive exchange of ideas with respect to the wards as well as the development of the institution

**G. Teachers and Society:**

Teachers should:

i. Recognise the fact that education is a public service, strive to keep the public informed about the educational programmes which are being provided;

ii. work towards the improvement of education in the community and strengthen its moral and intellectual life;

iii. be aware of social problems and take part in activities that would be conducive to the progress of society and the country as a whole;

iv. perform the duties of a citizen, participate in community activities and shoulder responsibilities of public offices;\(^3\)

**2.4 Role and Importance of Teacher and his job satisfaction:**

“Indian Education Commission (1966) has treated a teacher as one of the most important factors in achieving the objective of national development. Teachers are the most important resources in schools, colleges and universities. They are the key figures for any changes required in the educational field. Right from the ancient times a teacher is regarded as a ‘Guru’ who teaches and guides the students and prepares them to face the challenges of life. A teacher is respected everywhere for his knowledge, purity and perfection. Any college or university is handicapped in the absence of a teacher. A college teacher plays an important role in creation, maintenance and improvement of the quality of higher Education. A teacher can be viewed as the one whose profession includes teaching, instructing, impacting knowledge and innovations, and guiding and empowering learners to go through the learning process smoothly and dedicatedly. A teacher is a classroom practitioner, who translates the educational philosophy and objectives into knowledge and skills. He creates new knowledge by promoting innovations, critically appraises the past and its traditions and cultures to strengthen the social and economic fabric of the nation. Education is basically the influence which the teacher exerts on the students that are entrusted to his care. Effective teachers are a dire requirement in the classroom. Even

\(^3\) “Teacher’s Statute” retrieved from www.unipunipune.ac.in
the best curriculum and perfect syllabus remain ineffective in the absence of an effective teacher.

Satisfaction of the teaching component will bear important and fruitful consequences. It means that if the teachers are happy, devoted and committed, it will help them to bring out their best qualities to benefit their schools, consequently benefiting students, parents, and the society as a whole. Teachers’ satisfaction has been shown to be a predictor of teacher retention, which determines the teacher’s commitment, and, in turn, contributes to school effectiveness. Commitment refers to an individual’s attraction and attachment to the work as well as the organization. In addition, the commitment and effectiveness of teachers depend on their motivation, morale and job satisfaction. His role, today, has become exceedingly crucial in the national attempt to bring about the expected positive changes in the society like the national progress and national integration. Today it is found that the quality of education in schools and colleges is fast deteriorating. In such a situation any scheme of improvement in teaching can be successful only if there is a wholehearted involvement of teachers in it. Thus teacher’s role is very important in enhancing the quality of education. The Secondary Education Commission (1952) considered the teachers role and responsibilities. Teachers shape the destiny of children. Teachers can play a dynamic role only if they have desirable behaviour as well as satisfaction in life.

In order to perform his role effectively, it is necessary for a teacher to be aware of the professional demands and obligations placed on him/her by the profession as well as the society at large. Further, the role of teachers in effectively influencing the future of our progressing national development has become increasingly important. A high rate of production with utilization of both human as well as material resources leads to the development of a country. There is a general feeling today that the teachers are unsatisfied with their jobs. There seems to be a growing discontent towards their job. This has led to the deteriorating standard of education. In spite of the implementation of different plans and programs, by the Government, to improve their job satisfaction Teachers remains dissatisfied.”

4 Kaur Gurinder (2010), “Job Satisfaction of College Teachers of Punjab With respect To Their Personal, Professional and Organizational Characteristics” Ph. D. Thesis submitted to Guru Nanak Dev University, Amritsar
“The availability of competent teachers with the required knowledge, skill and attitude is a key factor for improving the quality of education. Yet the lack of job satisfaction may affect the productivity of those well qualified and highly skilled directly or indirectly through burnout, absenteeism, apathy and turnover, all of which can lead to a lack of work continuity. Teacher’s less satisfaction on their job makes them reflect frustration in work environment. Their frustration will be evident through different conditions. The non-committed and dissatisfied workers are the biggest danger to the society. This dissatisfaction reflects on their work which lacks enrichment, fulfillment of schools goals and objectives frequent teacher absenteeism from school, aggressive behaviour towards colleagues and learners. All of these negative results lead to poor quality teaching. Other studies show that job dissatisfaction is often leads to feelings of gloom, despair, anger, resentment and futility. Nowadays much has been said about the professions like doctors, lawyers, engineers, etc. Experts talk about the facilities given to them. Yet, it is unfortunate that the facilities given to teachers are in no way comparable to others. However, many are said to be taking up teaching profession as a career not because they are interested in it but because they are not able to get any better employment option.

Thus, a lack of job satisfaction has serious impacts on the teacher, as well as on the educational system. In addition, it seems that one of the basic factors that affect the achievement of educational objectives of students is the great dearth of knowledgeable and committed staff in schools and colleges with the required quality and quantity. Shortage of professionally skilled faculty and lack of thorough knowledge are the major educational problems faced in schools which affect student's output. Teacher’s opportunities for promotion are also likely to lay an influence on job satisfaction. Promotion opportunities cater to personal growth, accelerated responsibility, and enhanced social status. Limitations or lack of opportunities of teacher’s for promotion affects educational outputs negatively. Good amount of salaries not only assist people to attain their basic needs, but also play an instrumental role in satisfying the higher level needs of people. Monetary and other kinds of equitable incentives encourage their job satisfaction.

An unsatisfied teacher is a loss not only to himself but also to the entire society and in turn it spells a tragedy to the country’s future. Individual’s dissatisfaction, irrespective of the profession in which they are engaged, results in professional stagnation and deterioration. It proves to be suicidal if it occurs in the
teaching profession. Lack of public recognition of the teachers is a sore point for the country. Modern day teachers suffer from neglect, indifference and insecurity. According to Luthans (1998), if people work in a clean, friendly environment they were find it easier to work. If the opposite happens, they find it difficult to accomplish tasks. When needs are not fulfilled, it affects an individual psychologically, morally and economically. If teacher’s moral is diversely affected, it is unfair to expect optimum devotion in their profession.”

A lot is always expected from the teacher, with very little recognition and insufficient facilities. Under these circumstances, it is essential that the proper understanding concerning satisfaction emanating from the job be obtained.

2.5 Factors Affecting Teacher’s Job Satisfaction:

“Job outcomes include intrinsic and extrinsic work outcomes. While understanding the reactions of people to their jobs are evident through the difference between extrinsic and intrinsic outcomes. Generally intrinsic outcomes are those objects or events, which come through the employee’s, own efforts. Involvement of any other person is not required. To put it in a simple manner, it is an outcome which is clearly related to action on the employee’s part. Such outcomes typically are considered to be solely in the areas of professional and technical jobs; and yet all jobs are said to have potential opportunities for intrinsic outcomes. Such outcomes involve the sense of responsibility, challenge, and recognition. They result from the job characteristics like variety, autonomy, identity, and significance. Extrinsic outcomes, however, are objects or events, which are outcomes of the employee’s own efforts along with other factors or people who are not directly involved in the job itself. Salaries, incentives, working conditions, colleagues, and even supervision are sources of extrinsic outcomes.

Job-satisfaction depends on the levels of intrinsic and extrinsic outcomes and the jobholder’s perception towards these outcomes. These outcomes hold a different value system for different people. For some people, responsibility and challenge involved in the work may have a neutral or even a negative effect. For some others, such work outcomes may have a high positive value. People differ in their perspectives that they attach to these job-outcomes. These differences alone would

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5 Desta Ayele(2014), “Teachers’ Job Satisfaction And Commitment In General Secondary Schools Of Hadiya Zone, In Southern Nation Nationality And People of Regional State” M.A.project submitted to Jimma University, Ethiopia
account for the different levels of job-satisfaction for essentially the same job tasks. In addition to that another important individual difference is job-involvement. People differ in their outlook towards an extent, like: 1) Work is a central life interest; 2) they actively participate in work; 3) they perceive work as an essential to self-esteem. People who are not involved in their work cannot be expected to realize the same amount of satisfaction compared to those who are. These variables account for the fact that two employees could report different levels of satisfaction for the same performance. A final individual difference is the perception of equity of the outcome in terms of what would be a fair reward for him. If the outcomes are perceived to be unfair in relation to those of others in a similar job, requiring a similar effort, the job holder will experience dissatisfaction and seek means to restore the equity, either by seeking greater rewards (primarily extrinsic) or by reducing effort due to lack interest which is an outcome of dissatisfaction. Thus it is seen that job performance includes many potential outcomes. Some are of a primary value to the organization, e.g., the objective outcomes. Other outcomes are of primary importance to an individual i.e. job satisfaction.

Job satisfaction is one of the most important attitudes of an employee and its origination at a workplace. Job satisfaction can enhance individual and organizational performance by increasing work motivation and organizational citizenship behavior. It also does this by reducing negative behavior such as turnover, burnout, apathy, and absenteeism. Quality of teaching highly depends upon job satisfaction of the teachers. The committed and dedicated teachers mould skilled individuals. Commitment and dedication largely depends upon their job satisfaction. Various factors affect job satisfaction of teachers. With an aim to study them, these factors have been arranged according in two dimensions, namely, extrinsic and intrinsic factors. Extrinsic and intrinsic factors often work hand in hand to influence job satisfaction. The extrinsic factors include outside the system aspects such as salary, promotion opportunities, harmonic relation with colleagues and the superiors etc. Extrinsic sources of job satisfaction are determined by the conditions that are beyond the control of the employee. Intrinsic factors are related to psychological rewards such as the opportunities to use one’s abilities, a sense of challenge and achievement, receiving appreciation, positive recognition and treatment met out with care and consideration. The psychological rewards are those that can usually be determined by the actions and behaviour of individual managers. It also refers to motivation that is driven by an
interest and enjoyment in the task itself. This exists within the individual rather than dependence on any external pressure. Intrinsic factors include factors like Challenging work, responsibility, Achievement, Recognition, advancement, growth and development. Following Extrinsic and Intrinsic Factors of teachers Job Satisfaction have been taken into account for the purpose of the study.

A. Extrinsic Factors of Job Satisfaction:-

1. Salary:-

Job satisfaction is directly related to salary. There are basically two reasons behind this. Firstly, money is an important instrument of management’s concern for them. When pay is considered as fair, based according to job demands, individual skill level, and community pay standards, satisfaction is likely to result. What needs emphasis is the fact that it is not the absolute amount that is paid, rather it is one’s perception of fairness that really matters. There has been a persistent controversy over the importance of salary to workers. If one person is to compare himself with another who is earning more but is as similar in his standing on dimension related to pay, the comparison would be disappointing and would lead to dissatisfaction on the part of the comparer. Those who live in a big city generally get higher salary as compared to people who live in small city. In addition to this those with a high need for status require a higher income than those who care little for status. If they do not get an adequate salary, there is dissatisfaction. Salary must be consistent with the existing socio-economic condition. It means one has to cope with the society with the help of one’s salary. At least living expenses will be covered by that salary. When one’s salary cannot meet up with that, one has to look for other earning sources. They set an example that when their salary fails to afford to their family expenditures, they are forced to look for private tutoring. This leads to reduced efforts in the classroom environment. Sometimes the teachers get more money from private tutoring rather than the salary they draw from the school. This results in decrease of interest and sincerity towards their school jobs. Teachers should get appropriate salary according to his qualification, skills and abilities. His salary should be sufficient to satisfy all important needs. He should get the salary in time. In addition to that he should get regular increment in salary. All these factors relating to salary increase the job satisfaction of teachers as well as his commitment towards the job.
2. **Promotion Opportunities:-**

Job satisfaction considerably affects promotional opportunities. The desire for promotion is generally strong among employees as it changes the job content, pay package, nature of responsibility, independence, difference in status and the like. Although chances of promotion are better in the private sector an average government employee can hope to get two or three promotions in his entire service. College teachers should be satisfied with the promotion opportunities available to him as a teacher as compared to other professions. Promotion process and procedure should be fair in the college which should be free from bias. merit and quality work of teachers should be taken into account while the teacher is promoted to higher post.

3. **Supervision:-**

Supervision and job satisfaction have a positive relationship with each other. Supervisors, who establish a supportive personal relationship with subordinates by taking personal interest in them, contribute to the employee satisfaction. The teacher’s response is in line with this statement. They expect moral support which satisfies them in the work place. On realising the role of supervision in creating satisfaction, there have been a number of supervisory roles suggested for the purpose. Following are the actions for maintaining satisfaction.

1. Create a good physical environment
2. Remedy the sub-standard conditions
3. Developing open lines of communication
4. Transfer discontented employees
5. Change the perception of dissatisfied employees
6. Good Grievance redressal system
7. Providing ample recognition to teachers
8. Allow for participative management
9. Conduct morale building programmes

4. **Work group:-**

The work group does serve as a source of satisfaction to individual employees. Primarily it provides group members, with opportunities for interaction which each other. It is well-known that, for many employees workplace satisfies the need for social interaction.

The work group is an even stronger source of satisfaction when members share similar attitudes and values. Having colleagues with similar attitudes leads to
fewer frictions on day-to-day basis. Good support and guidance from senior colleagues in college increase the moral and job satisfaction of teachers which leads to success in performing his duties. Cooperative and friendly relation between teacher and all staff members of his department and college improves the work environment in college.

5. Working Condition and Infrastructure:-

Working conditions contribute to job-satisfaction. A conducive working environment with an employee’s physical comfort, contribute to job-satisfaction. Temperature, humidity, ventilation, lightings and noise, hours of work, cleanliness of the work place, and adequate tools and equipment also prove to be contributing features which affect job-satisfaction. Interrelation of working conditions and satisfaction contradict the two-factor theory of motivation. According to this theory, working conditions are a part of maintenance factors which, when provided, help eradication of dissatisfaction. And the opposite of dissatisfaction is satisfaction but not complete satisfaction. An institution/organization with conducive working conditions will affect its performance and will improve unbelievably. Working conditions have a sensible impact on an employee’s job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for work.6 In contest to the college, it is necessary to have sufficient modern teaching aids like LCD projectors, Smart boards, LCD TV, Laptops, virtual classrooms, etc. In addition to that, College should have decent infrastructure and learning resources i.e. Ventilated and Spacious Classrooms, furnished staff rooms, internet etc. all these factors create positive attitude in the minds of teachers which results in higher job satisfaction.

7. Fairness:-

Teachers should be treated fairly in their college. This relationship between perceptions of justice and job satisfaction is very strong. Most of the basic and many of the secondary human needs can be satisfied by remunerating the employees fairly. Nature of job, living expenses, pay scales of other organisations, the wage structure and scales should be properly evaluated and determined. Everybody conspires for a desirable growth and development in his life. Organisational promotions satisfy various physiological, social and psychological needs of the people. Management also

needs to arrange promotional training and education to enable employees to get promotions. This provision generates loyalty, respect, hard work, discipline, initiative, courtesy, co-operation and hopes and aspirations in the behaviour of the incumbent and they are driven towards organisational objectives. No discrimination should be made between all the teachers of the college on the basis of Caste, Creed, Religion etc.

8. **Job security:-**

Job security is a great motivating factor for any teacher. Security is a great psychological need of a man and hence must be satisfied for building up the morale. The stability in the tenure of a teacher is most essential because it takes time to get used to a job. There are some external factors that have an influence on our job security. Our individual job security is more influenced by personal factors like education, personal experience, one’s developed skill, personal performance and capability. According to Henry Fayol instability of tenure of a teacher is the cause and effect of bad management. A very high rate of institutional turnover or change of employee increases the cost of selection and training and creates a bad name to the organisation. It also causes instability and insecurity in the mind of the employee. When one has a high level of job security, one will often perform and concentrate one’s effort on working more effectively than an employee who is in constant fear of losing his job. The overall performance of individuals teams as well as institutions are significantly affected by job security. Security is considered in the sense that the payment is regular, no scope to be fired and a secure pension plan after retirement. Permanency of any job is directly linked with job satisfaction. It reduces tension and thus guarantees devotion to the job.

9. **Status and Welfare Facilities:-**

It refers to the social status of a person and satisfies egoistic needs. Status may be given to an individual, group or institution. Members or groups are recognised by their status in the society. The status of his group helps a member to understand his role and rights, Status is a important motivator. It affects the behaviour of employees within the organisation. Employees enjoy their respective status which is based on the position, title, wage level, seniority, skill, age, education, and expertise the showcase at their workplace. People are known by their position or status. For example, Professors, Doctors, Engineers and Professionals are known by their positions in society. Management can create certain status symbols in the organisation. There may
be superior accommodation facilities, provision of peons, personal assistants etc are status symbols.

The teachers are honoured by both the students as well as by their parents and relatives. It is believed that the teachers build up the student’s life. Teaching is an esteemed job in India. In society, the teachers always have a dignified position. They are considered as engineers who build the nation. Thus honour and dignity is considered as an important factor of job satisfaction to the respondents. The welfare facilities which the college management provide to teachers have significant positive impact on job satisfaction of teachers. It also create good image about the college management in the minds of teacher. College should provide various adequate Welfare schemes for staff in their college e.g. Loan facility by the institution, Advance Salary, Provident Fund, insurance, Pension, various types of Leaves etc. Welfare Facilities provided by college enhances standard of living of teachers.

10. Organisational Culture:-

By culture, we mean that complex whole that include factors such as knowledge, belief, art, morals, law, custom and other norms, responsibilities and habits acquired by a man in the society. The two terms are keys to the concept of culture; history and shared phenomenon. With regards to the first, it may be stated that cultural morals of a society are passed on from generation to generation. The second key is basis to culture. It implies that the cultural ethos is shared among the members of a society. Culture is the common perception shared by the members of an organisation. Organisation cultures are unique and distinct. We can differentiate between one organisation from another in terms of culture. The success of any organisation depends upon the culture it has developed. This culture is the invisible power governing the organisation. In case of college there should be healthy cooperative culture which creates strong bonding among all stakeholders of the college.

B. Intrinsic Factors of Job Satisfaction:-

1. Nature of Work

Most employees crave for intellectual challenges at their job places. They want opportunities of using their skills and abilities and are happy to get a variety of tasks with freedom and regular feedback about their performances. These

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characteristics make jobs mentally challenging. Jobs that have little challenge create conditions of moderate challenge with employees experiencing moderate pleasure and satisfaction. The nature of the teacher’s job should be such that it gives maximum joy in teaching. He should use his all skills and knowledge in teaching profession. Teaching profession should provide mental peace and pride to teacher.

2. **Age:-**

"It is seen that Performance depends on age. Old senior executives complain about the inability of the new young generation to take tough decisions related to terminating or accepting resignations of people and paying attention to other details and paper work. The young managers find the old ones rigid who restrict themselves to use paper and rules as ends in themselves. Differences in the perceptions of old and young executives are due to their generation gap. Age and job satisfaction are linearly correlated with each other. However, changes in technology have altered this equation. In jobs, where workers are subjected to dramatic changes, cause their skills to become obsolete. Considering the computer, satisfaction of older employees tends to be lower than that of younger ones. Majority of the researchers agree that job satisfaction is high among young workers and tends to go down after the first few years of employment. Some researcher talks about a finding that with an increase in age the job satisfaction also increases. The relationship between job satisfaction and the number of years in the job is complex and closely parallel. During the early stages of employment, new workers tend to be satisfied with their jobs. This early period in the job involves the stimulation and the challenge of learning new skills and developing new abilities. After a few years in the job, there is a growth of discontent which comes with the feeling of increased self expectation. The worker feels that his progress not as rapid as he would like it to advance."  

3. **Education and Qualification:-**

"Education has significant effect upon individual behaviour. An increased level of education serves to increase an individual’s expectations about positive outcomes. These outcomes are generally - satisfactory job, high income level and a good choice of occupation. This is the concept of a “good life.” Dissatisfaction occurs when outcomes do not match expectations. Individual behaviour is greatly affected by the type of formal education received can also affect. Education can be general or

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special. The former includes areas like arts, humanities and social science whereas the latter covers disciplines such as engineering, medicine, computer science etc. Generalist education tends to both attract and develop individuals differently as compared to an education in the specialities. Specialist programmes are relatively narrow and focused. Whereas generalist programmes expose individuals to a broad range of subjects which are designed to enhance an overall understanding of concepts and issues. A person’s educational qualification is an important variable to determine the level of job satisfaction. The qualification is directly related to one’s occupational position. Generally, highly educated individuals are attached to higher status jobs. The more qualified a person is, more better he is at coping with complex work situations. Modern day parents are ready to spend a fairly good amount of money making children capable of getting good jobs. Everyone expects a proper utility of his or her academic qualification. The individual’s effort is to have a job which can lead him/her reach the topmost echelon of that job. These jobs have a good opportunity of promotion and thus go on in time and in a disciplined way which is desired by people. Educational qualification is needed for recruitment as well as for selection and promotion of the candidate. If performance and merit are taken as reference, then only the right person will progress in the job and thus be satisfied. If there is no satisfaction, the teacher will be demoralized and less motivated."

4. **Achievement and Recognition:**

This includes the personal satisfaction of completing tasks, solving problems, and seeing the result of one’s efforts or the potential of the individual to tackle any sorts of problem related to work i.e. the capacity to do the work effectively. Succeeding at a task is important to the high achievers. Though people with a high need for achievement are often wealthy, their wealth comes from their ability to achieve goals. In most societies, goal achievements are rewarded financially. High achievers prefer immediate feedback on their performance, and they generally undertake tasks of moderate difficulty rather than those that are either very easy or very difficult, their goals are achievable and practical. Every person wants his work to be recognised and appreciated by his superiors. When he knows that his performance is known to his superior, he will try to improve it at every step the recognition may be in the form of praise, a pat on the back, a letter of appreciation, entry in actual

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confidential report etc. If there is a lack of recognition of performance, and every person’s is treatment is on the same footing then good performers will not like to put their best efforts. In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal and organizational goals with great interest.”

The teacher’s progress in his job should be as per his expectations. There should be absence of bias factor for giving recognition and reward to staff members in their college

5. Marital Status:-

Marital status influences rate of absenteeism, turnover and satisfaction of teacher. Generally married teachers have fewer absences, undergo fewer changes and are more content with their jobs compared to the unmarried ones. Marriage imposes additional responsibility, hence the need for steady job and steady income.”

6. Responsibility and Challenging Work:-

Job design is the process through which managers plan and specify tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets the organizational requirements for high performance, offers a good fit with individual skills and needs. The modern interest of quality of work life is developed through an emphasis on job enrichment. Job enrichment focuses on satisfying high order needs. By giving challenging work to teachers, their growth and self actualization can be encouraged because motivation is increased, performance automatically improves.

The organisational relationship becomes effective with delegation of authority and extraction of responsibility. Authority and Responsibility work together. Responsibility means the responsible attitude shouldered by the individual at work. This includes both the responsibility and authority in relation to the job. Organisations should have an authority structure that defines who reports to whom, who takes the individuals’ or groups’ decisions and what decisions are empowered to make. According to Henry Fayol, there should be the balance between the authority and responsibility. The well structured allocation of authority and responsibility develops good human relations and avoids conflicts. Every teacher should get enough

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opportunity to participate in extracurricular activities of college such as N.S.S., N.C.C., Placement, Student Welfare, etc. but his teaching activity should not be affected by extracurricular activities assigned to me. The college teacher should be satisfied with the student responsibility. He should have sufficient time to meet the educational needs of my students.

7. **Professional Growth and Development:**

Teachers’ professional growth/development refers to the process that encourages and enables them to acquire the set of knowledge, skills, values and behaviour which are essential for them to perform their various expected professional courses in the classroom, school and society, as well as enabling them to update their knowledge. Training is defined as the organized activity to improve the recipient's performance or to help him or her to attain the required level of knowledge or skill. Learning is useful in developing effective training programmes. A social learning theory, particularly, tells the organisers, that their training should offer a model that will grab the trainee’s attention, provide motivation and help the trainee to record what he or she has learned for later use, provide opportunities for practice of the new behaviour, and provide positive rewards for accomplishments. Staff development refers to the development of supporting, technical and professional staff in organizations, in which they are a large proportion of those employed. Scholars believe that these development activities help a person to make positive contributions to the organizations. Training and development programmes improve the motivation and satisfaction level of teachers, increase their skills and knowledge, and also expands the intellect and overall personality of the employee. Thus, an organization should identify the need of training programs for the employees and organize such programs by collaborating with necessary stakeholders.

The college teachers should get proper motivation for participation in Professional Development Programmes such as seminars, workshops, FDP, Orientation Courses, and Refresher Courses etc. In addition to that college should organises adequate number of programmes for academic development of teachers. He should get leave and reimbursement of workshop/seminar fees when he participate in such programmes.

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2.6 Research studies related to Teacher’s Job Satisfaction:

Following are the important studies related to teachers’ job satisfaction. Some of these studies are conducted abroad while some of them are from India. The related literature is reviewed under the following area with their important findings and facts;

A. Research studies at Ph.D. Level
B. Research studies at M.Phil Level
C. Research articles published in Journal

A. Research studies at Ph.D. Level:

At Ph.D. level various researches related to job satisfaction of teachers were studied. These studies are listed chronologically as follows;

13 Weinroth (1977) studies concluded that mature teachers i.e. age group above 55 had greater job satisfaction especially in the intrinsic areas even with lower motivation as compared to (1) the young, childless and inexperienced teachers, and (2) older, experienced teachers who had pre-school children expected less work load, work pressure. They were found to be less satisfied with the amount of pressure on the job than older, experienced teachers who had school going children.

14 Mishra (1999) undertook a study of teacher’s effectiveness, their attitude towards teaching, level of aspiration and job satisfaction at the level of the elementary school teachers. He found that teacher’s effectiveness had a significantly positive correlation with job satisfaction. He also found that there existed a significant two-factor interactional effect on the teacher’s attitude towards teaching and their job-satisfaction on the teacher’s effectiveness of teaching. Teachers with high attitude towards teaching and low job satisfaction showed highest mean scores of effective teaching; whereas teachers with low attitude towards teaching and low job satisfaction showed lowest mean in the teacher effectiveness score.

Bibhuti Bhushan Panda (1996) undertook a comparative study of the teacher’s attitude towards their teaching as a profession and job satisfaction of college teachers in the regions of Assam and Orissa. The major objectives of the study were; i) to do investigation of a teacher’s attitude towards their teaching profession and the extent of job satisfaction of college teachers of Assam and Orissa ii) to investigate if there was any significant difference in their teaching attitude, based on their gender, experience, locality and Grant criterion of college iii) to find out if there is any significant difference in the extent of job satisfaction of teachers based on their gender, experience, locality and the Grant criterion of college. The sample of the study consisted of 400 college teachers, 200 each from Assam and Orissa. Analysis of present study revealed that majority of college teachers of Assam and Orissa were found to have a favourable attitude towards teaching profession and they were satisfied with their jobs. In order to conclude the findings of the study, the research revealed that college teachers had starting losing faith in their profession. The researcher suggested many suggestions for satisfaction of the teachers. He suggested that social status of teachers should be raised and they should be given various monetary and non-monetary benefits.

Sonkamble M.B. (2003) in his Ph.D. thesis studied the relationship between role perception and job satisfaction of college and university teachers in The University of Pune. The objectives were; i) finding out how the college and university teachers perceived their roles under various conditions inside as well as outside the college and university ii) finding out the causes and effects of job satisfaction of college and university teachers iii) to study the relationship between teacher’s perception of their roles and their satisfaction with their jobs. He took sample of 615 college and university teachers working in affiliated private and granted colleges as well as the different departments of Pune University. The analysis of data revealed that most of the college and university teachers were satisfied in their jobs and they had highly favourable role perception of their respective jobs. The study also revealed that there was a positive correlation between the role perception and job satisfaction of college teachers.


and university teachers of Pune University. This positive correlation was also found between urban and rural, male and female as well as older and younger teachers.

17Karen S. Myers Giacometti (2005) described the various factors affecting Job Satisfaction and retention of teachers as beginners. In this nationwide study, a combination of factors that affected teachers’ satisfaction and retention were examined. Domains that discriminated between teachers who chose to stay or leave the teaching profession were investigated. The researcher-developed questionnaire which was administered to 450 teachers randomly. According to him, there are 7 domains that affect the job satisfaction of teachers. The domains are: (1) compensation, (2) pre service preparation, (3) external forces, (4) school culture, (5) in-service training, (6) motivation to teach, and (7) emotional factors. He proved that the strongest relationship between a teacher’s satisfaction level and choice of leaving or staying in the profession is highly determined by emotional factors. This area includes stress, burnout, motivation, self confidence, and commitment. Efforts to retain teachers in this profession should include interventions that are specific to the domain the emotional factors. Teachers who stayed in this profession felt that there was more emotional support than leavers, and this trend needs to continue. Teacher effectivity is not enhanced over a night. It does not happen even after one semester of student teaching. Maturation into an effective teacher requires guidance and continuous support from a variety of sources as well as the willingness of a novice teacher to ask for and accept help from experienced teachers and administrators. Compensation and benefits appeared to have a moderate effect on teachers in making their choice of leaving or staying. Raising salaries and increasing benefits will surely help in retaining some teachers in this field.

18Rajashri Yogeshwar Bam (2006) undertook an experimental study of student teachers from the University of Pune to understand their extent of creativity in teaching. The basic objective of the study was to find out the present status of Creativity in Teaching of student teachers from B. Ed. colleges of the University of Pune. This study covered student teachers who studied in the Marathi as a medium of

language in all colleges of Education affiliated to the University of Pune. The findings of the present study highlighted the need to develop creativity in teaching.” The same could be done using some techniques, appropriate learning material and creating specific classroom atmosphere.

19 Lata Murthy (2007) in her Ph.D. thesis submitted to S.N.D.T. Women’s University, Mumbai made a comparative study of job satisfaction, motivation and communication satisfaction of teachers in aided vis-a-vis unaided schools in Mumbai. The basic objectives of the study were; i) to determine and find out what aspects of teaching promote job satisfaction for aided and unaided school teachers. ii) To find out whether there is any relationship between gender, age, experience and qualification with job satisfaction of aided and unaided schools teachers. iii) To analyse the extent of job satisfaction in aided and unaided school teachers. iv) To calculate the satisfaction level of teachers working in aided and unaided schools with respect to the eight dimensions as measured by the questionnaire. The study was conducted in Mumbai covering 16 schools. The sample for the study was 215 teachers from aided schools and 171 teachers from unaided schools. The general intension of this descriptive empirical study was to determine the level of job satisfaction and the extent to which that influenced the motivation level of the teachers. A survey design was used for the data collection. The major findings and conclusions of the study were :- i) Unaided school teachers were more satisfied than aided school teachers. ii) Salary, working conditions, working hours led to dissatisfaction due to its absence and presence of motivators such as achievement and recognition lead to increased motivation. iii) Overall unaided school teachers were found to be more motivated than aided school teachers. iv) Teachers of both aided and unaided schools were dissatisfied with interpersonal communication with their school management and peers. They were satisfied with respect to their internal communication with their supervisors and students. All in all the resultant study indicates that unaided teachers were more satisfied with respect to interpersonal communication than aided school teachers. Based on these conclusions, the researcher suggested that management of both schools must improvise on the aspects that have led to dissatisfaction in teachers as it does provide an incentive for real efforts to improve the aspects of job

satisfaction. Taking appropriate steps to improve job satisfaction will become feasible to boost the staff morale, increase organisational citizenship behaviour and the overall performance.

Kamble Mohan (2009) in his Ph.D. thesis that was submitted to the University of Pune, conducted a comparative study of educational development of professional colleges affiliated to the University of Pune. Four types of Professional colleges like Education, Medical, Engineering and Law Colleges were included by him in this study. Government Colleges and colleges of deemed universities were excluded. He took sample of 18 professional colleges out of 69 professional colleges in Pune University. In his opinion, granted colleges are those colleges which satisfy the conditions of U.G.C and central government for getting a grant. With this purpose, he conducted a pilot study. He conducted interviews of selected teachers, principals and directors of some professional colleges. His study revealed that there is no difference in educational administration of granted and non-granted colleges. He further concluded that the role played by principals/directors and professors is vital for an all round development of these colleges.

Gunrinder Kaur (2010) in her Ph.D. thesis revealed that the job satisfaction of teachers is of utmost importance to administrators and educationists, who have to frame policies, take decisions and create conditions which will help teachers to maximize their efficiency and thus, derive greater job satisfaction. The area of her study was the college teachers from the State of Punjab. The sampling method used was stratified non-probability convenience sampling. The frame used for this sampling was General Degree Courses colleges affiliated to Guru Nanak Dev University (GNDU), Amritsar. Punjab Agricultural University, Ludhiana (PAU). Familiarity of the area and easy accessibility of the investigator were kept in view and the – GNDU was selected for the present investigation. The total sample included 400 respondent college teachers from 51 General Degree Course’s colleges of GNDU according to location of college, gender and the type of management. The results derived from the study were; i) College teachers are found to be satisfied with their

\[\text{Kamble Mohan (2009), “The comparative study of educational development of professional colleges affiliated to university of Pune”. Ph.D thesis submitted to University of Pune.}\]

\[\text{Kaur Gurinder (2010) “Job Satisfaction of College Teachers of Punjab With respect To Their Personal, Professional and Organizational Characteristics” Ph. D. Thesis submitted to Guru Nanak Dev University, Amritsar.}\]
job. ii) Compared to urban college teachers, rural college teachers were found to be more satisfied. iii) With respect to gender, it was found that the male category was more satisfied as compared to the female counterparts. iv) Most importantly, it was discovered that in terms of Job Satisfaction of the Government Owned, Government Aided and Self Financed college teachers, the Government Owned college teachers were at the top, followed by Self Financed and then the Government Aided college teachers. iv) There was no significant relationship found between the level of job satisfaction and the age factor of female college teachers, Government Aided and Self Financed college teachers.

Ranjit Singh (2010) in his study on Physical Education teachers, found that Male teachers are better satisfied in their jobs as compared to female Physical Education teachers. He conducted a survey type study to find out significant differences among Physical Education male as well as female teachers working in government, private and public schools in both urban and rural areas of Haryana. The objective was to study the variables related to their job stress, job satisfaction and adjustment. Teachers working in rural areas were more satisfied in their jobs as compared to teachers working in urban area schools. 300 Physical Education teachers (180 male and 120 female) working in government (N=116), private (N=92) and public schools (N=92) were selected randomly from 10 different districts from Haryana. In the male category, 90 teachers were from the urban and rural schools of Haryana whereas the female category consisted of 65 and 55 teachers from urban and rural schools respectively. The entire group on whom the study was conducted consisted of teachers having a minimum experience of 3 years in the field of Physical Education. Most of the teachers were individually contacted by the investigator. He also managed to contact them during the zonal, district and state level school competitions conducted by the Haryana School Education Directorate. The results showed a higher level of satisfaction existed with the Physical Education teachers working in government schools as compared to the teachers working in private and public schools.

23 Lalita Kumari (2010) in her Ph.D. thesis submitted to Acharya Nagarjuna University, Guntur, conducted a study of Adjustment, Job Satisfaction and Administrative Problems related to secondary school Head Masters. Objectives of her study were i) to understand the levels of adjustments required at the level of a secondary school head master. ii) to probe and understand the influence of age, sex, experience, locality, type of management, medium of instruction upon the adjustment of secondary school head masters and iii) to understand the level of job satisfaction of secondary school Head Masters iv) to look into the levels of administrative problems of secondary school Head Masters. The study was conducted on a sample of 200 secondary head masters. The major findings of the study were; i) Secondary School Head Masters differ in levels adjustment, ii) they differ in level of Job Satisfaction. iii) they differ in Administrative Problems iv) No significant relationship was found between Adjustment and Job Satisfaction of Secondary School Head Masters v) There was no association between Adjustment, Job Satisfaction and Administrative problems of Secondary School Head Masters.

24 Brenda C. Voris (2011) conducted a study of teacher efficacy, job satisfaction, and alternative Certification in early career special education teachers. Responses from the Job Satisfaction Survey indicated no significant difference in the level of satisfaction between groups. Both alternative and traditionally certified special education teachers indicated satisfaction with their jobs. Within the study, it was found that the high degree of job satisfaction was high among the special education teachers. This conclusion is found to be in agreement with the current research findings. This study indicated that job satisfaction among the 1,000 teachers that were surveyed increased from 40% in 1984 to 62% in 2008. Differences in teaching setup (collaborative, resource, combination) did not have any significant effect on the degree of teacher’s self-efficacy. The sample included special education teachers working in elementary, middle, and high schools across all areas of special education. Their special education settings varied from collaborative to resource room or a combination of both. Three affective job satisfaction measures were considered for use in the study: (a) Facet Free...
Job Satisfaction Scale (Quinn & Staines, 1979), (b) the Job Diagnostic Survey (Hackman & Oldham, 1975), and (c) the Brayfield Rothe Job Satisfaction Index (1951) as modified by Warner (1973).

Satish Kumar (2011) in his Ph.D. thesis submitted to Maharshi Dayanand University, Rohtak made a comparison of Effectiveness of Teacher Educators in different types of Teacher Educator Institutions in relation to their Anxiety, Stress and Job Satisfaction. All the B.Ed. Institutions/Colleges i.e. Government, Government aided and Self-financed institutions/colleges existing in the State of Haryana comprised to be the population of this study. The sample of the study included 200 teacher educators taken from Government and Self-financed teacher education institutions of Haryana. The major objectives of the study were; i) Comparison of the teaching efficacy of teacher educators working in Government and Self-financed teacher education institutions having high and low anxiety. ii) To understand the relationship between teaching efficacy and job-satisfaction of teacher educators working in Government and Self financed teacher education institutions. Based on the above mentioned objectives and a thorough study, there were certain major findings which were as follows: i) the teacher educators working with the Government institutions were found to be more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions. ii) The teacher educators working in Government teacher education institutions having a high anxiety level were more effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions. iii) The teacher educators working in Government teacher education institutions with high Job-satisfaction were found to be effective in teaching as compared to the teacher educators working in Self-financed teacher education institutions. iv) Even those teacher educators working in Government teacher education institutions with low Job-satisfaction were found to be more effective in teaching as compared to teacher educators working in Self-financed teacher education institutions. Some of the educational implications arising out of the result were as follows: i) The teachers will get enlightened about the difference between the teaching effectiveness of the Government teacher educators and the Self-

financed teacher educators having a high or low anxiety level. ii) The teachers will come to know about the difference between the teaching effectiveness of the Government teacher educators and the Self-financed teacher educators that have a high or low stress level. iii) The teachers will know the difference between the teaching effectiveness of the Government teacher educators and the Self-financed teacher educators with a high or low level of job-satisfaction.

**Sunita Bhadoria(2011)** in her Ph.D. thesis made a comparative analysis of job stress and job satisfaction among women teachers working in government and private schools. The basic objectives of the study were; i) to find out the causes of job stress and job dissatisfaction among teachers of government and private schools. ii) to help and encourage the administrators of education to use various measures to decrease the job stress among teachers in order to ensure job satisfaction and render qualitative education for school children. iii) to help the academicians in planning Teachers’ training programmes in order to habituate teachers with factors leading to job stress in future. The sample selected for the study was a set of 400 teachers which included same number of teachers from government and private schools from Gwalior. The findings of the study clearly revealed that women teachers in government schools had better job satisfaction than women teachers in private schools. Based on the conclusion of these findings, the researcher gave certain recommendations such as; i) the teachers in private schools should be given payment packages which are competitive with the government school teachers. ii) There should be qualitative training programmes arranged for women teachers in both types of schools on regular basis. iii) The workload needed to be reduced.

**Sunita Goel (2011)** had undertaken the study of ‘Teacher Effectiveness of School Teachers In Relation To Their Job Satisfaction, Personality and Mental Health’. The Main objectives of the study were; i) to study teacher effectiveness and its relation with job satisfaction and personality of school teachers. ii) to identify the teacher effectiveness of school teachers in terms of gender iii) to study teacher effectiveness of school teachers in terms of locality. The study was conducted on a sample of 600

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government teachers of Punjab. The Descriptive method of research was used in the study. Results of this study showed that female school teachers were more effective than male teachers. According to the present study, female school teachers are found to be more effective than male teachers. It may be because women teachers are found to be more pupil oriented as compared to male teachers, stronger in human relation and personal attitudes, at the same time, highly motivated towards work. They are committed to their personal feelings. They also utilized good public relation skills, demonstrated cooperation and were sensitive. Consequently they spent more time in improving the classroom climate. The results of the present study revealed that urban school teachers were more effective as compared to rural teachers. The major conclusions of the study were; i) Majority of the teachers were found highly effective. ii) Nearly half of the teachers in the sample had high degree of job satisfaction. iii) Majority of the teachers scored high in decisiveness, responsibility and heterosexual personality iv) The factor of effectiveness in teachers having high job satisfaction was thus more as compared to the teachers having a low level of job satisfaction v) Job satisfaction and personality dimensions were found to be positively correlated

**28Thomas Meagher (2011)** conducted an investigation on the correlation of teacher’s professional development, teacher’s job satisfaction, and teacher’s working conditions. The study was guided by four research questions. The responses from the questionnaire that consisted four research questions were separated on the basis of schools’ low-income rates as reported in the school’s Illinois School report Card. Pearson correlation coefficients were calculated from the data that was collected and the teacher’s ratings were measured on the basis of the Likert items. The results showed that the area of teacher’s working conditions called ‘Professional Development’ had the strongest positive relationship with the variable 'Teacher’s Professional Development as measured by the Pearson correlation coefficients.

**29D.Sugumar (2011)** in his Ph.D. thesis conducted a study of job satisfaction among the teaching faculty of self financing Arts and Science Colleges which were affiliated

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to Bharathidasan University, Tiruchirapalli. The main objectives of the study were: 1) To study the level of job satisfaction level among the teaching faculty with respect to the workplace conditions. 2) To understand the level of job satisfaction of the teaching faculty towards the compensation of the Institution. 3) To understand the job satisfaction level among the teaching faculty towards its Institution’s Infrastructure. 4) To analyze the job satisfaction level among the teaching faculty towards the professional development of the Institution. 5) To offer suggestions for improved job satisfaction level of teaching faculty working in the same Institution. Sample for the study was 400 teachers of selected self financing colleges. The study showed that workplace conditions, professional development and infrastructure significantly created an overall job satisfaction of the teaching faculty, strategic attention needed to be given specifically for the compensation dimension which was closely associated with overall job satisfaction. Formation of consortium at the state level would be the best choice to exercise compensation dimension with reasoning.

Zeenat Zahoor (2011) conducted a study on influence of organisational climate, teaching attitude and adjustment on the Job Satisfaction of Teachers. The main objectives of the study were; i) Finding the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of male and female teachers of government as well as private school teachers. iii) Study the difference between private and government school teachers on the various aspects of teaching attitude. iv) Determination of the difference between private and government school teachers on the level of job satisfaction. v) Finding the difference between male and female teachers of government as well as private schools teachers on job satisfaction. The sample consisted of a total 300 school teachers, out of which, 150 teachers were from private and 150 teachers were from government schools. Each group consisted of 75 male and 75 female school teachers. The major findings of the present research were as follows; i) Teachers of private and government schools differed significantly with each other on dimensions of organizational climate namely (disengagement, controls, production emphasis and humanized thrust). ii) Teachers of private and government schools differed significantly in their teaching attitude. iii) Teachers of private and government schools differed significantly in terms of adjustment. iv)

Zeenat Zahoor (2011), “Influence organisational climate teaching attitude and adjustment on the Job Satisfaction of Teachers” Ph. D. Thesis submitted to Aligarh Muslim University, Aligarh, UP.
Teachers of private and government schools differed significantly in terms of job satisfaction. vi) Male and female teachers of private schools differed significantly with each other in terms of their teaching attitude, adjustment and job satisfaction. v) Male and female teachers of government schools did not differ significantly with each other in terms of teaching attitude, adjustment and job satisfaction.

31 G. Balmurgan (2011) submitted his doctoral thesis entitled “A study of the influence of organisational climate and personality characteristics on the Job Satisfaction of College Teachers” to Bharathsan University, Tiruchirappalli, Tamilnadu. Main Objectives of the study were: i) To look into the extent of job satisfaction of college teachers and to classify the respondents on the basis of their responses. ii) To discover the strength of the personality characteristics of college teachers. iii) To investigate whether there is any relationship between the job satisfaction of college teachers and their personality traits. iv) To find out the soundness of organizational climate of college teachers. v) To discover if there is any relationship between the job satisfaction and organizational climate of College teachers. vi) To find out whether there is any difference between the job satisfaction of aided and unaided college teachers. The study was based on two facts. The sample for, the study was 480 college teachers. The following important conclusions were drawn from the entire study; i) The mean job satisfaction score of the sample of teachers was found to be significantly above the neutral point. ii) Teachers were satisfied with six of the nine job factors. iii) There was no difference between teachers working in Government and Private Institutions with respect to their job satisfaction. iv) Male and female teachers did not differ significantly with respect to their job satisfaction. v) Male teachers experienced a greater self esteem in their job as compared to their women counterparts. vi) Teachers who had exceeded the required qualifications did not differ from those who had only the minimum required qualification in their overall job satisfaction.

32 Farah Mukhtar (2012) in his Ph.D. thesis submitted to Iowa State University conducted a study of Work life balance and job satisfaction among the teaching staff at Iowa State University. This study used the existing database from the Iowa State University.

University 2009-2010. This research was an attempt to determine if: (a) work life is influenced by academic discipline group: (b) job satisfaction is influenced by academic discipline, and (c) there is a relationship between teacher’s work life and job satisfaction and whether this relationship is influenced by academic discipline group, and (d) if academic discipline has a unique effect on teacher’s work and life balance. The study utilised the exploratory factor analysis (EFA), confirmatory factor analysis (CFA), t-test and multiple regressions. Participants for this study included 143 experienced teachers. Results indicated that the work life balance and job satisfaction had no importance among academic disciplines at ISU. However, the results showed that there is an important relationship ($r = .595$) between work life and job satisfaction. While calculating and demographing the results and professional experience, it indicated that age and climate and culture were significant base for work life balance. The results also showed that female teachers have lower job satisfaction. Age, climate, culture, and collegiality were also found to be base for job satisfaction. The results also indicated that the level of job satisfaction was lower for hard pure disciplines as compare to soft pure disciplines.

33Arvind Sharma (2014) in his Ph.D. thesis submitted to IIS University, Jaipur studied the public and private sector Universities in Rajasthan. He had selected a sample of 600 employees. 300 from the private sector and 300 from the public sector. His major objectives of the study were: 1)Evaluation of the level of job satisfaction Higher Education sector in Rajasthan.2) To make a comparative study and find out the extent of job satisfaction in both public sector and private sector 3)To find out the important factors that lead to job satisfaction among faculty members of Universities.4)To conduct a research on the relationship between the critical factors.5)To discover the most important factors that have an effect on job satisfaction through factor analysis. 6) To analyse the perception of employees towards their organisation.7) To conduct an investigation on the attitude of the employees towards their work.8) To identify the motivating factors of the employees. His study revealed the following major findings: 1) A respectable position of teachers with due community respect for education as a career is of vital importance for the job satisfaction of teachers. 2) The teachers working in community financed organisations

were found to be completely satisfied as compared to teachers operating in personal organisations. 3) It was found that there was no difference in the teachers with respect to quality of education and innovation in education; in both community and personal financed organisations. 4) With respect to teachers operating in personal organisations, it was found that the level of job satisfaction was higher in the female teachers as compared to male counterparts. 5) There was no factor found in terms of job satisfaction of male and female teachers operating in community financed organisations.

G. Jerin Rose (2014) in her Ph.D. thesis submitted to Manonmaniam Sundaranar University, Tirunelveli, has compared the socio-economic conditions of Aided and Unaided College teachers making a special reference to the K.K. District. A sample of 150 teachers from both aided and unaided colleges was selected for the purpose of the study. A proportionate stratified random sampling method was used in the study. The specific objectives of the study were; i) to analyse the development and growth of Education our country, India. ii) to examine the teacher’s familial relationships and their socio-economic conditions. iii) to conduct an assessment of the teacher’s expenditure pattern and income of the aided and unaided college teachers. iv) to examine the attitude and professional profiles of the aided and unaided college teachers. It was concluded in the study that several factors played prominent roles in enhancement of the socio-economic conditions of college teachers. Finance was found to be the major factor. Teachers being the backbone of the Education system were an admitted fact and the study concluded that prime importance must be given to maintaining the teacher’s economic conditions to the higher possible levels.

B. Research studies at M.Phil. Level:

Ramakrishnaiah (1980) in his study found that level of job satisfaction was more in the private sector teachers as compared to Government sector college teachers. There was no significant difference between job satisfaction level of teachers belonging to different socio-economic strata and between the junior college teachers and degree college teachers.

P. Subramani (2002) conducted a study on Job Satisfaction among Arts and Science College teachers in Namakkal District of Tamilnadu. The case study method was used and applied on a sample of 100 teachers of Arts, and Science College. Major objectives of the study were; i) to find the level of job satisfaction, teacher’s inspite of disparities in income. ii) to find the level of job satisfaction inspite of the difference in the kinds of educational institutions. iii) to measure the extent of job satisfaction among teachers inspite of the difference in service benefits. iv) to study the influence of incentives on job satisfaction among college teachers. The study shockingly revealed the fact that self-financing college teachers were working for salaries as less as Rs. 5000 per month. In this situation, job satisfaction is out of question. So the management of self-financing colleges have to pay more salaries to college teachers. Work load in self-financing colleges is burdensome on the teachers. The number of working periods can be reduced.

Shamima Tasnim (2006) in her M.Phil dissertation conducted the study of job satisfaction of female teachers teaching in Primary schools. The objective of this study was to analyse the job satisfaction among the female teachers of government run primary schools in Bangladesh. Both the qualitative and quantitative approach of research was used for this study. 57 Government run primary schools’ teachers were interviewed by the researcher. Cluster Sampling had to be done owing to the huge size of population. Different clusters were developed within the population for cluster sampling. In this study the schools from urban and rural clusters were taken. Dhaka Metropolitan area was chosen for the urban cluster and for rural cluster, Barisal district was chosen. The resultant the study discovered that both male and female teachers (100%) were highly dissatisfied because of the poor salary structure. This profession was chosen willingly by most of the teachers. On the other hand big number of male teachers did not like this profession and some male teachers chose this job as there was no other choice. A big number of male and female teachers are satisfied with this profession because of its stability. Both the male and female teachers having higher degrees than the required qualifications are dissatisfied but the
teachers having minimum qualifications were found to be satisfied. Both male and female teachers gave importance to the role played by the head teacher.

38John O’Brien (2013) conducted a study of teacher’s autonomy, job satisfaction and their relation to teacher’s retention. This study was conducted with the purpose of critically analysing the factors leading to job dissatisfaction. The loss of autonomy, salary considerations, and student behavioural issues were the leading indicators of teacher attrition from the teaching profession. The continuous new recruitments in place of the departed led to great monetary waste as well as deterioration of quality. The research was categorized into three sections: (a) teacher retention, (b) teacher’s job satisfaction, and (c) teacher attrition. The findings indicated that numerous reasons that led to teacher attrition. Colleges that trained teachers have been disconnected to the real world of teaching. Their teaching methods that provided strategies were not in keeping with the reality in schools. These teaching methods courses, though well-intentioned, failed to prepare the beginning teachers due to the restrictions that are placed on them when they enter the world of education, such as compulsory scripted plans, lack of preparation time, and lack of administrative and colleague support. It is of utmost importance that induction and mentoring programs become unanimously implemented in all district schools in the United States in order to hold back teachers in the classroom.

39Desta Ayele (2014) investigated teachers’ job satisfaction and commitment in the general secondary schools of Hadiya zone in south of Ethiopia. The purpose was to investigate relations of teachers’ job satisfactions and commitment. The internal and external factors of teachers’ job satisfaction as well as, the levels of teachers’ commitments were examined. To accomplish this purpose, the study employed a concurrent nested research design. A total of 159 individuals had participated in the study. Among them 119 teachers, 16 vice-principals, 8 supervisors and 8 education office expertise were included through census technique. Questionnaire and interview were the instruments used for data collection. The analysis of the quantitative data was carried out by using percent, mean, standard deviation and Pearson product


39 Desta Ayele(2014) “Teachers’ Job Satisfaction And Commitment In General Secondary Schools Of Hadiya Zone, In Southern Nation Nationality And People of Regional State” M.A.project submitted to Jimma University, Ethiopia
correlation coefficient. Results revealed that teachers’ showed a significant and positive relationship between their job satisfaction and commitment. Higher the levels of job satisfaction gave higher levels of commitment in the study area. The mean and standard deviation of teachers, principals, vice-principals and supervisors’ revealed that the external factors have more influence than internal factors on the teachers’ job satisfaction.

C. Researches published in Journal:

40Bernard and Kulandaivel (1976) conducted study of job satisfaction of teachers in relation to various factors such as economic background, gender, number of dependents, education of teachers and grant of schools. After a detailed study he concluded that (i) teachers coming from very high economic background rank last in the job satisfaction, (ii) teachers with less number of dependents were most satisfied than the teachers with more number of dependents. (iii) The education of teachers had nothing to do with the job satisfaction of teachers, (iv) the female teachers were more satisfied than the male teachers and (v) the teachers of aided schools appeared to be more satisfied than the teachers from municipal and government schools.

41Anand (1977) in his studies found that no significant relationship existed between the number of years served as a principal and rating of subjects and their overall job satisfaction. The years of experience by teachers had no role to play in the determination of job satisfaction.

42K. Nayak (1982) conducted the comparative study of job satisfaction of married and unmarried female teachers. The basic objective of the study was to study the differences in the level of job satisfaction and adjustment between urban married and unmarried female teachers and rural married and unmarried female teachers. For the purpose of the study he took the sample of 735 female teachers teaching as lower division teachers, upper division teachers and lecturers in higher secondary schools of Jabalpur. Out of the total sample, 375 teachers were married and remaining was unmarried. The major finding of the study was that there is no significant difference

42 Sonkamble M.B.(2003), “To study the relationship between role perception and job satisfaction of college and university teachers in Pune University, Pune” adopted from Ph.D thesis submitted to University of Pune
in level of job satisfaction of married and unmarried female teachers of urban and rural areas.

43 Lowman (1984) in his study pointed out that award were a common method of giving public recognition but they were too, scarce for everyone who deserved them. The study revealed that majority of the respondent’s college teachers neither felt secure nor were satisfied with their social status, chances of promotion and fringe benefits. It was suggested that the government of Pakistan should make all possible efforts to satisfy the teachers according to recommendations made by various Commissions and the provisions of different policies. If the element of dissatisfaction is mitigated, then the talented persons are likely to be attracted towards this profession in comparatively large numbers. The real situation could be revealed by a scientific survey, a sample of 300 teachers was equally drawn from male and female teachers. An interview schedule was again taken with 20 teachers to remove any existing errors or omissions before finalizing it.

44 D. Ramkrishnaiah (1989) conducted the study of job satisfaction of college teachers. The objectives of the study were 1) to study the general level of job satisfaction among college teachers 2) to find out the correlation between the job satisfaction and demographic and personal variables such as marital status, qualification, experience, age, size of family. 408 college teachers equally distributed between male and female, two type of management i.e. government and private and two levels of teaching i.e. junior and degree college teachers from three district of Andhra Pradesh were selected as a sample for the study. Multistage Stratified Random Sampling procedure was used for the study. The major findings of the study were i) Teachers in general are satisfied with their job ii) The type of management and sex of the teachers did not have any significant effect on the job satisfaction of teachers iii) the other various factors such as marital status, qualification, experience, age, size of family did not have any significant effect on the job satisfaction of teachers.

44 Sonkamble M.B.(2003), “To study the relationship between role perception and job satisfaction of college and university teachers in Pune University, Pune” adopted from Ph.D thesis submitted to University of Pune
Rice and Schneider (1994) addressed the relationship between teacher involvement in decision making and their increased job satisfaction. This was an empirical study and the purpose of this empirical study was to test whether previous studies conducted in the 1980s showed increased job satisfaction when teachers were given more participation in the decision-making process. The investigators’ intention was to see if any changes appeared in the data over a 10-year period and whether teacher involvement and job satisfaction increased or decreased over that period of time. Samples for the study were chosen from public schools, specifically from the middle or junior high schools in the state of Wisconsin. The first study conducted in 1980s revealed that twenty two of the original schools agreed to participate in this new study. The updated follow-up study had the same decision-making involvement analysis questionnaire which was used previously and was broken down into two parts: (a) four questions measuring variables with a 4-point Likert-type scale and (b) a job satisfaction survey made up of 27 items which assessed nine scales. The scales were as follows: (i) career future, (ii) financial aspects, (iii) administration/supervision, (iv) working conditions (v) school identification, (vi) co-workers, (vii) pupil-teacher relations, (viii) work load, and (xi) community relations. The results concluded that the more a teacher was involved in the decision-making process, the more was the job satisfaction; was affirmed. Likewise, having less involvement confirmed less job satisfaction.

Abraham (1994) conducted a study on job-satisfaction of college teachers. A study of college teachers found that (i) Teachers who had a high level of job-satisfaction were more effective in teaching as compared to those with a low level of job satisfaction (iii) there was a significant difference between the job-satisfaction of the teacher in the three grades like Science, Arts and Commerce.

Senapaty, Panda and Pradhan (1995) examined the job satisfaction of 102 secondary school teachers. Among them 74 were male teachers and 28 female teachers. They were further categorized as 54 govt. and 48 private school teachers.


working in 12 secondary schools in the district of Koraput (Orissa). The basic objective of the research was to study the effects of age, mental health, sex and type of management on teachers’ job satisfaction. The Job Satisfaction Scale prepared by Anand (1992) was used to conduct the study. The results showed that (1) there is no significant difference between govt. and privately managed secondary school teachers; with respect to their job satisfaction (2) no significant difference between secondary school teachers with respect to the level of their job satisfaction, and (3) no significant interactive effect of sex and management of school on teachers’ job satisfaction.

48 Oshagbemi (2000) administered a study to investigate the effects of gender on the job satisfaction of UK teachers. His study was based on a questionnaire that included several demographic questions such as gender, rank and age etc. This test was performed on 1,102 university teachers. Out of these, a total of 554 responses were received and analyzed. The analysis results proved that gender was not a significant factor affecting the job satisfaction of university teachers directly. Overall, female academics at higher ranks namely, senior lecturers, readers and professors, were found to be satisfied with their jobs as compared to male academics of comparable ranks.

49 Siddique, Malik and Abbass (2002), determined teacher’s level of Job satisfaction in Faisalabad City. They analysed various factors of job satisfaction and their effects on the performance of college lecturers. The factors upon which they were analysed were - their salaries, chances of promotion, fringe benefits. The sample consisted of 300 randomly selected college lecturers. The analysis revealed that majority of the respondents were not completely satisfied with the existing pay scales, security of service, fringe benefits, chances of promotion and social status.

50 Ololube (2006) conducted a study to assess the differences and relationship between the level of teachers’ job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. This study revealed that job satisfaction and motivation were

highly essential for the continual growth of educational systems all over the world. The study further revealed that job satisfaction and motivation ranked alongside professional knowledge and skills, in genuinely determining educational success and performance. The survey results also revealed that the related sources of job satisfaction of teachers seemed to have a greater impact on their teaching performance, as teachers are also unhappy with the educational policies.

51**Chaudhary (2007)** conducted detailed study of professional awareness with relation to job satisfaction of college and university teachers in Assam with regards to qualification, experience, institution, type of management of college, and location of college. The study revealed that there was no significant relation between professional awareness and job satisfaction of university and college teachers in general. The experienced teachers being in the profession for a longer period of time appeared to have developed better awareness of their profession, irrespective of their job satisfaction. However new teachers felt insecure in their job. This led to internalization and intellectualization of the values of the teaching profession. They dedicated themselves to the service that their profession stands for. The study also pointed out the relationship between professional awareness and job satisfaction of the government college teachers. It was found that they were exposed to different trainings that led to professional growth. They were also provided with better perks, promotional and retirement benefits resulting in security that led to job satisfaction. But this had not been the case with aided college teachers. They could not derive satisfaction out of their jobs because of irregular payments of salaries, lack of proper avenues for professional growth and lack of privileges like retirement and pensions etc.

52**Tillman and Tillman (2008)** undertook the study to determine the relationship between teacher’s length of service, salary, supervision and teachers’ job satisfaction. Quantitative co relational research methods were used with a Job in General (JIG) survey. They used a convenience sampling method for the study. 81 certified teachers in South Carolina were selected for the study. The three basic hypotheses: (a) teacher’s length of service will be positively correlated with job satisfaction, (b)

teacher’s salary will be negatively correlated with job satisfaction, and (c) supervision will be positively correlated with teacher’s job satisfaction; were studied. One could say that the data did not provide enough support for hypothesis one (length of service) or hypothesis two (salary). Some support was provided for hypothesis three (supervision) by the data acquired in the survey. Finally, the researchers concluded that the two groups of people in an organization who affect job satisfaction are co-workers and supervisors.

Sooch (2009) pointed out various factors and their effect on the satisfaction of life of teachers. With this aim of study, he conducted the study of the impact of some variables like, sex, level of teaching, subject of teaching, teaching experience, type of school management, location of school and marital status of school teacher’s on life satisfaction. He took samples of 600 elementary as well as secondary level school teachers. He used five-point rating scale for the study of life satisfaction. ‘T’ test was used for testing the hypotheses. The t-value that was calculated between the mean values of different categories of teachers indicated that they did not have any significant influence on the life satisfaction of the teachers. The reason was that the teachers who had their schooling in the urban areas were more satisfied with their lives as compared to teachers who completed their schooling in rural areas. It could be because the teachers who studied in urban area had a better exposure, better facilities and better care during their schooling period.

Alam (2009) in his studies investigated the relationship between job stress and job satisfaction. He took a sample of 300 university academicians from Klang Valley area in Malaysia. The determinants of job stress which were examined in the study included, management role, workload pressure, relationship with others, role ambiguity and performance pressure. The results showed that workload pressure, role ambiguity and performance pressure were the main reasons for job stress. But managerial role and relationship with superiors, colleagues and subordinates had no significantly direct effect on job stress. The results also manifested significant negative relationship between job stress and job satisfaction.

Mahmood et al. (2011) discovered that male teachers are less satisfied with their jobs as compared to their female counterparts. The location of the school was not a significant factor for their job satisfaction. Overall, teachers were found to be less satisfied with the working conditions, compensation, advancement, and supervision/human-relations. He also concluded that most of the teachers whom he interviewed were satisfied with their job, but the dissatisfaction came out of the lack of administrative support and excessive demands put on them; which led to job dissatisfaction. The researchers opined that it is important that administrators of schools support their teachers by fostering a supportive stature and listening to teachers’ ideas and suggestions.

Dr. Roshan Lal and Sarabjit Singh Shergill (2012) presented their views regarding the job satisfaction of male and female teachers in their research paper. They made a comparative study of job satisfaction and the attitude towards the education system among male and female teachers of degree colleges of the Punjab and Haryana State. Teaching is regarded as one of the noble professions. It is therefore important that those individuals who are a part of the teaching profession should be dedicated and competent in their work. If he/she is satisfied with his/her job a teacher can perform to the maximum of his/her capacity. Along with the attitude towards it, every profession has certain aspects responsible for job satisfaction, and teaching is not an exception. Unless and until a teacher derives satisfaction from the job performance and develops a positive attitude towards education in itself, he cannot initiate desirable techniques and results to cater to the needs of the society. Only the satisfied and well-adjusted teachers can think of the well-being of the pupils. According to authors, teachers must have the ability to be satisfied with their respective jobs. Therefore educational programme should inculcate these qualities in a teacher, so that he/she may be in his/her best position to impart education to students. The attitude of the teacher is the important factors which prove to be contributive towards the nature and extent of their participation in the education and related


educational programmes. By building teachers’ with a desirable attitude or by moulding their attitudes towards desired, effective and productive education can help the process of learning on part of the pupils. The total sample size for the study was restricted to 200 teachers of Punjab and Haryana State. The ‘T’ test was used for testing of hypothesis. The study clearly showed that that the teachers were completely satisfied with their jobs. Results showed a similar extent of job satisfaction in terms of male and female teachers. The study further manifests that teacher teaching the degree colleges showed an unfavourable attitude.

56 Bogler and Nir (2012) analyzed the effect of teacher empowerment taking into consideration the extrinsic and intrinsic factors of job satisfaction from teaching. The basic object of the study was to investigate whether a there was a correlation between teacher empowerment, their perceived notion of school support, and the teacher’s intrinsic and extrinsic job satisfaction. The samples for the study involved were 2,565 teachers from 153 Israeli elementary schools. The research concluded that self-efficiency was the main motivational factor for teachers pertaining to job satisfaction, while some of the variables such as earned status and respect were also important attributes for the teachers. He further stated that their research was valid as it was derived from a wide range of elementary schools and included 2,565 teachers. But, since the research was conducted in Israel, an absence of data was evident on the expectations of the country’s 21 school system in relation to expectations in the American system.

57 Annierah Maulana Usop (2013) in his research article conducted a study about Work Performance and Job Satisfaction among Teachers of the Division of Cotabato City, Malaysia. This study was related to the work performance ratings of respondents with respect to diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, learning environment. It also included job satisfaction rating in terms of: school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth. The correlation was used to find out the relationship between teacher profile, and work performance to job satisfaction. The subjects in the study

were 200 elementary teachers from purposefully selected twelve public schools in the Division of Cotabato City. The respondents had to be full-time teachers with at least two-years teaching experience in the organization. Results of the study stated that most teachers were from 31-40 age brackets. Majority of them were females, married, had a college degree and the further master’s unit. Sixty-four percent of them had 11 to 15 years of service experience. Therefore, the findings concluded that the teachers were contented with their job satisfaction terms as stated above such as school policies, supervision, pay, interpersonal relations, and responsibility. This implies that a satisfied teacher will also do productive work. Furthermore, if the teachers are contented with their job, they will improve performance. The learning processes that are taught are made more effective and efficient; this in turn will help to produce high level competitive learners.

58 Xuong-Kiet Vuong & Minh-Quang Duong (2013) in his research article made a comparative study of Job Satisfaction Level between Male and Female Faculty at the Vietnam National University of Ho Chi Minh City. The purpose of this study was to discover the job satisfaction level of teachers in the Vietnamese universities. Five member colleges of Vietnam National University of Ho Chi Minh City were selected as a statistical sample and 200 members were given the questionnaire for an efficient survey. Descriptive analysis was computed to examine the general level of job satisfaction of academic members. T-test was enabled to examine the job satisfaction level between male and female faculty in Vietnamese universities. The findings of study showed that most of the academic members of Vietnamese universities were satisfied with their job. It was also learnt that Male faculty members were more satisfied than gender their counterparts. Academic members were satisfied with the teaching support equipment, perks such as working insurance, teacher’s promotion, gender equality, in-service teaching training, in-service research training, work autonomy.

Dr. P.G. Panneerselvam (2014) in his research paper expressed his views about Job Satisfaction Among Teaching Staffs of Business Schools in India. His study examined the relationship between job dimensions and its influence on job satisfaction of teaching staffs of B-schools in India. This study was explored the dynamics of job satisfaction among teaching staffs of Indian Business schools. The dimensions of the study and the sampling procedure adopted for the present study was taken as Independent Job Dimensions that consisted of Satisfaction on Salary (SS), Satisfaction with Work – Schedule (SW) and Dependent Job dimension as Job Satisfaction (JS). The present study measured influences on Job satisfaction among the Teachers in B Schools. A Self-administered questionnaire with items related to the study dimensions was developed and extended. Analysis of the data was conducted through Structural Equation Modelling. Measurement model was assessed for all five scales The results obtained in EFA showed that all the scales were one-dimensional in nature, except the SU scale. Various forms of construct validity i.e. convergent discriminate predictive and criterion validity were assessed. While the first three were the part of the measurement model, the last was part of structural model. Evidence of all forms of validity was found in the study. Factors that have the ability to radically change a teachers’ perception from satisfaction to dissatisfaction over time, especially in the context of developing countries need to be explored.

2.7 Summary of review of literature:

From the review of literature given above regarding studies on job satisfaction among teachers, it may be said that many studies have investigated different aspects of job satisfaction, their effects on teaching and the necessary measures to improve the job satisfaction of teachers, to improve their efficiency and effectiveness in teaching. Some studies have attempted to find out causes of job dissatisfaction among teachers in particular whereas some studies have clearly mentioned the effects of teacher’s dissatisfaction on their work. To study teacher’s job satisfaction, most of the investigators prepared their own job satisfaction scales. Review of literature developed a clear insight in selecting the problem and stating the objectives for the present study. However there are very few researches on the aspect of the “Grant” criteria of the colleges. The present study therefore can be considered as an extension of previous researches adding the criteria of the “Grant” factor of colleges.