CHAPTER II
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REVIEW OF RELATED LITERATURE

A review of literature relevant to the study is an important and essential part of the research process. It is a valuable guide to defining the problem, recognizing its significance and suggesting promising data gathering devices, appropriate study design and sources of data.

An effective research is based upon sound conceptual and empirical knowledge. A review of related literature helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. It helps the researcher to understand the existing knowledge in the selected research problem, provides a background for the study at hand and makes the researcher aware of the gaps which need to be filled.

A review of research requires critical thinking to organize and arrange related studies in their proper perspectives.

Need of Review of Related Literature

Good emphasizes the need of reviewing the literature when he states that “The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of problem, background for selection of procedure and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking.”

Review of related literature is needed due to the following reasons:

It helps in
• discovering important variables.
• identifying what has been done and what needs to be done in one’s chosen field of research.
• synthesizing the available studies to have perspective for the study.
• determining meanings, relevance and relationship with the study and its deviation from the available studies.
• providing theories, ideas, explanations or hypothesis which may be useful in the formation of a new problem.
• formulating research hypothesis on the basis of available studies. Thereby providing the sources for the hypothesis which are to be tested.
• avoiding replication of methodology, in determining the techniques of data collection, statistical procedures to be adopted i.e. quantitative and qualitative analysis of research and conclusions drawn. Therefore, it gives researcher an indication of direction of the study.
• justifying researcher’s endeavour in the field.
• letting the readers know that the researcher is aware of what has been going on with regard to the current and related topics.
• locating comparative data and findings useful in the interpretation and discussion of results

The main aim of the present research was to study selected characteristics of the teachers working in schools run by BMC and thus the researcher has done a review of empirical literature on characteristics such as professional commitment, job satisfaction and teacher expectations of students’ performance. The research also
included a study of the nature of teachers' work in terms of the nature of teaching students from disadvantaged sections of the society, infrastructural facilities available to the teachers in their school and the adequacy of pre-service and in-service teacher education programme. Hence the researcher has also reviewed the literature based on slum and disadvantaged children and on pre-service and in-service teacher education programme. Most of the students in the BMC schools are first generation learners and the teachers face problems such as lack of parental support or involvement, drop-outs, stagnation and wastage. Thus this study also includes reviews based on the problems prevailing in the primary schools.

Literature in this chapter is organised in two broad sections:

I. Studies Conducted in India: These are further classified into research on Primary Students in India including research on (i) Drop-Outs and Stagnation and (ii) Disadvantaged Students, research on Human and Material Resources in Primary Schools, Teacher Education Programme, Role Performance of Teachers, Job Satisfaction of Teachers and Professional Commitment of Teachers.

II. Studies Conducted Abroad

I. STUDIES CONDUCTED IN INDIA

(A) Research on Students in Primary Schools

It included researches on drop-outs and disadvantaged students. These researches are as follows:
(i) Research on Drop-Outs and Stagnation

Thakur, Sarma, Mahanta, and Goswami\(^1\) (1988) studied the drop-out rate, the stagnation rate and the rate of regular promotion in the primary school of Assam. The sample consisted of 1200 primary schools of the state, which covers 4% of the total primary schools of Assam. The random stratified sampling technique was used to select the sample. The true Cohort method was used to compute drop-out, stagnation, regular promotion, etc. A schedule was prepared to collect data regarding enrolment, grade repetition, drop-out, etc. The major findings of the study were as follows: The ratio of drop-out, stagnation and regular promotion were 16:13, 46 : 19 and 37 : 68 respectively. The gross wastage due to drop-out and stagnation was 62.32%. Out of every 100 pupils admitted into class I of a primary school, only 38 completed the primary course in the stipulated time; 16 dropped out from the school and 46 completed the primary course after repeating grades. The rate of drop-out was the highest in class I. The rate of drop-out for boys was 16.96% and that for girls 15%. The rate of stagnation for boys was 39.74% and for girls 54.87%. The rate of regular promotion was 43.3% for boys, but 30.12% for girls. The rate of drop-out and the rate of stagnation had been highest in the Schedule Tribes area and the least in the urban area. In the urban area the rate of regular promotion was the highest but the least in the char area. Out of the 22 sub-divisions, Nalbari sub-division recorded the lowest rate of drop-out (9.66%) and the Mangaldoi sub-division recorded the highest drop-out rate (29.40%). In respect of stagnation, Mangaldoi recorded the lowest (39.10%) and Borpeta recorded the

highest (70.98%). As regards total wastage, Borpeta recorded the highest rate 89.41%, Dilbrugarh recorded the lowest.

Gupta and Srivastava\(^1\) (1989) conducted study to estimate the extent of educational wastage in terms stagnation and drop-out at primary stage in nine educationally backward states, namely, Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. The available data indicates that a large number of children in the age group 6 to below 11 years in these states either did not enrol in the school or if they did, they got out from it soon after getting enrolled. A two-stage sampling scheme was adopted for selecting the schools, separately, from the rural and the urban areas of each states. The first stage of the primary sampling units (PSU) were selected by using probability-proportional-to-size (PPS) samplings with replacement, whereas, the simple random sampling without replacement (SRSWOR) scheme was applied for picking up the second stage sampling units (SSU) from the selected PSUs. Blocks in rural areas and towns in urban areas were considered as the PSUs while schools with primary sections formed the SSUs. A questionnaire was used to collect the relevant data from the selected schools. The reconstructed Cohort method was used for estimating stagnation and drop-out rates. In this method, a group of pupils entering class I is followed in terms of their getting promoted from one class to the next, repeating a class or dropping out of school, without actually keeping track of the Cohort from year to year, till they complete the cycle of drop-out in between. The Cohort is reconstructed by assuming 1,000 pupils instead of

actual enrolment in class I in the first year. The findings of the study were as follows: The overall drop-out rate of the primary stage was more than 60% in the states of Andhra Pradesh, Bihar, Jammu and Kashmir and West Bengal, whereas in Assam, Orissa, Rajasthan and Uttar Pradesh it was less than 50%, and in the case of Madhya Pradesh it was around 58%. The drop-out rate among SC as well as ST pupils was higher than that of pupils of all communities in all the states except in Jammu and Kashmir. More than 60% of the pupils completed the cycle without repeating in Jammu and Kashmir, Orissa and Rajasthan whereas in the states of Andhra Pradesh, Assam, Bihar and West Bengal only about one-third of the pupils completed it. In all the states three-fourth of the total years spent in excess are attributable to drop-outs while the remaining are attributable to in repeaters who have completed the cycle.

Chavare\(^1\) (1991) studied the problems of students dropping out of the primary schools of the Pune Municpal Corporation. From one administrative division of the total seven divisions of the Pune Municipal Corporation primary schools, only three schools-one boys’, one girls’ and one Urdu medium-were selected in a random and stratified way for studying drop-outs between 1983-84 to 1989-90 from Yerwada Division. Each of the three schools together had 332 drop-outs (113 boys, 145 girls, 74 Urdu) and of these 33 were selected for intensive study. Interview schedules for drop-outs, their parents, teachers and heads of schools/centres in-charges were used as tools. The collected data were treated with percentages. The findings of the study were as follows: All the teachers in the selected three

schools were trained and qualified but there were inadequate equipment / aids, unsatisfactory seating arrangements and want of drinking water. Of the total 332 drop-outs, 32%, 15%, 12% and 18% have dropped out respectively, from standards I, II, III, IV -in all 225 (68.6%). Of the 332 drop-out, 40% were BC and the rest non BC. The Muslims were 55%. The majority (55%) of parents was illiterate and only 48% had education up to standard IV.18% of parents were daily bread-earners and hence did not bother about the education of their wards. Twenty-three of the 33 families were large in size and were below poverty line. Parents had no time to attend to their wards and watch their progress. The majority of students (over 70%) had no books, exercise books, slates, pencils and uniforms. Over 70% students did not get the time to study as they were required to do household chores. Most of the friends of the drop-outs worked outside, or at home looking after siblings and hence the drop-outs also felt like copying them. Most of drop-outs came from hutsments and hence were found to be addicted to tobacco, TV, and video watching. Most of the parents want their wards to work and earn rather than learn.

Moneyamma\(^1\) (1991) conducted a study to assess the extent of and identifies the causes and correlates of wastage among Scheduled Castes and other communities pupils at the primary stage. A sample of 986 primary school pupils, drawn on the basis of random sampling from 15 schools located in four revenue district of Kerala, was selected for the study. Further studies were carried out on 260 drop-outs, 260 parents of drop-outs, 200 repeaters and 400 primary

school teachers. Data were collected with the help of semi structured interviews, questionnaires and a rating scale. The data were statistically treated by calculation of percentage, mean, SD, critical ratio, chi-square values, rank order coefficient of correlation and ANOVA. The findings of the study were as follows: The enrolment percentages of Scheduled Castes pupils were significantly lower than those of other communities pupils for all the standards and for all the years studied (1975-76 to 1984-85). Some findings were available for boys, girls, urban and rural school pupils. The drop-out and stagnation percentages of Scheduled castes pupils were higher than those of other communities pupils for all the standards and for all the years (1975-76 to 1984-85). The same were the findings in case of boys, girls, urban and rural schools. The highest percentages were available for standard VII for both Scheduled Castes and other communities. Within Scheduled Castes and other communities pupils, the stagnation figures were higher for boys than for girls and higher for those from rural schools. The higher percentages of drop-out were found in the case of children from standard V for Scheduled Castes and other communities. The characteristics of drop-outs and repeaters were similar: middle position in family and having more than one sibling. The causes and correlates of drop-outs and repeaters could be classified as i) person related ii) family related iii) school related. Boys and girls within Scheduled Castes and other communities were found to be different in terms of causes cited for drop-out. Financial problems had been identified as the major cause for drop-out by Scheduled Castes pupils, parents and teachers. The major remedial measures suggested were a) to increase the financial concessions to Scheduled castes students b) to make teaching more effective, and c) to provide for vocational education.
Gyaneswar\(^1\) (1992) studied the extent of stagnation and drop-out in the schools of Manipur. The retention of pupils in one class for more than a year and the consequent dropping out of pupils from school before completing the prescribed course are the major constraints in the process of Universalisation of Elementary Education (UEE) in our country. These phenomena not only cause wastage of the resources put in to education but also hamper socio-economic change and the development of the country. A sample of 50 schools (27 schools from urban areas and 23 schools from rural areas) was drawn from a district of Manipur, namely Bishenpur in Manipur valley, by using a simple random sampling technique. The tools used included Headmaster’s Inventory of pupils drop out and interview schedule. For analysis of data the indicators determined were: wastage and stagnation by the Cohort Method; rate of repeaters and rate of drop-outs. The data analysed pertains to the years 1980-1985. The overall rate of drop-out and stagnation was determined by the Cohort Method, with 1980-81 as the base year. The findings of the study were as follows: The rate of wastage and stagnation amongst pupils in rural schools was higher (47.3%) than that amongst urban schools (24.8%). The rates of wastage and stagnation amongst boys, girls and scheduled tribes in rural schools were 40.9%, 55.2% and 92.8%. They were higher than those in urban schools, viz. 25.6%, 21.8% and 75.0% respectively. On comparing the same statistics for scheduled tribes and scheduled castes, the rate was higher amongst scheduled castes (100% and 92.8%). For every 100 children enrolled in class I, only 69.0% reached class V during 1984-85 and for boys

and girls these figures were 72.4% and 68.8% respectively. The rate of repetition was generally higher in upper classes. In 1980-81, the base year class I, it was 0.97% while in the consequent three upper classes II, III and IV, the repeaters percentage rose to 3.67%, 6.75% and 6.48% respectively. The rate of repetition was greater in rural schools than that of the urban schools. As regards scheduled tribe pupils, the rate of repetition in the upper classes in urban schools was higher than that in rural schools.

(ii) Research on Disadvantaged Students

High quality basic education is necessary to end the transmission of poverty from one disadvantaged generation to the next. Health and infrastructure improvements can build a framework for every person to live a life free of poverty. But if a country’s most disadvantaged students do not receive a high-quality education, these students will be largely unable to escape the intractable and abject poverty that characterizes too many disadvantaged communities.

Suriakanthi¹ (1982) studied the language development of selected socially disadvantaged rural pre-primary children in terms of the total number, types and length of sentences, type of questions, total number of words, vocabulary of use and of recognition, cases, tenses and content of vocabulary of recognition. The sample of the study was made up of 250 socially disadvantaged and 138 socially advantaged rural pre-primary children attending pre-schools in Madurai District, Tamil Nadu, selected by applying the cluster sampling method. Techniques used in the study for the collection of

data were observation of spontaneous speech, observation of elicited speech and a picture-vocabulary test. The findings of the study included that the socially disadvantaged children were deficient in their language development when compared with the socially advantaged children. The significant difference that were observed in the language development of socially disadvantaged and advantaged children tended to disappear at the end of the pre-school years, the language development of socially disadvantaged children was slower than that of the advantaged children. The sex of the child influenced language development among socially disadvantaged children, in terms of the total number of sentences and words spoken. Boys were superior to girls. Among advantaged children, the sex of the child did not influence language development. Educational level of parents was found to affect language development of both disadvantaged and advantaged children.

Shaikh¹ (1983) conducted a research to study the life of slum dwellers of Kisanwadi of Baroda in terms of their educational, social, economic, health and occupational conditions. The sample was obtained by the stratified random technique. It included 25 families with father, mother and one child from each family. The research tools comprised questionnaires and interview schedules. The findings of the study were as follows: The percentage of school-going children in the age group 6-14 was 72.33. Uneducated females outnumbered the uneducated males. About 27% of males and 5.36% of females had received education up to the secondary level. Only 23.94% of the total population were earning members. About 56% of males were

employed, 13% were self-employed, 24% worked on daily wages and the remaining were unemployed. About 93% of the women, were unemployed, 2.31% were in service, 1.58% were self-employed and 3.26% were on daily wages. Gambling, drinking, prostitution and juvenile delinquency were widespread among slum dwellers. Parents of 22 out of the 25 families could not get education themselves but they had a positive attitude towards education. The children of 13 families had got education and they showed a positive attitude towards education. The children of six families had received education but showed a negative attitude towards education. Some of the reasons for not receiving education were helping parents in their work, minding younger children at home, and poverty. The parents engaged their children in their in their family craft and did not see any purpose in education.

Manjula¹ (1984) conducted an investigation to study concept learning in the advantaged and disadvantaged school children. The study adopted 2 X 3 factorial design with two castes-upper (Brahmins and Lingayats) and depressed (SC and ST) and three SES group-low, average and high forming six groups in all, children from upper caste, high SES families constituted the advantaged group and children from depressed caste, low SES families constituted the disadvantaged group. The sample of the study was stratified on the variables of caste and SES, and matched for the variables of age and class. It consisted of 300 standard VII children (both boys and girls) between 11 and 13 years of age selected from different schools in Mysore and Bangalore. The required data were collected using appropriate tools, viz., three

concept learning tests; Non-verbal Group Test of Intelligence for children; Socio-Economic Status Scale (urban). Analysis of covariance was employed to test all the hypotheses and the strategy adopted in learning the concept was analysed by using chi-square test. The findings of the study were as follows: The performance of the high SES and the advantaged group was better than that of the low SES and the disadvantaged group on all the concept learning measures. The performance of the high SES group was significantly better than the performance of the average SES group on all the concept learning measures except in conjunctive concept learning scores in the depressed caste. The performance of the average SES group was significantly better than the performance of the low SES group on all the concept learning measures except in object categorization scores and percentage of adequate responses. The effect of caste was not uniform on the different concept learning tasks. High SES children and advantaged children tended to be focusers; low SES children and disadvantaged children tended to be scanners; the average SES group was found to adopt all the three types of strategies in the conjunctive concept learning task. High SES children tended to adopt the utilized trial strategy; average and low SES children tended to adopt the waste trial strategy whereas advantaged and disadvantaged children did not differ from each other in the strategies adopted in the verbal concept learning task. The two caste groups did not differ from each other in the strategy adopted in the conjunctive as well as verbal concept learning task. The performance of the SES advantaged-caste disadvantaged group was significantly better than that of the caste advantaged-SES disadvantaged group on conjunctive concept learning, verbal concept learning and complex task in verbal concept learning. The first group
of children tended to be focusers and the second group of children tended to be scanners in the conjunctive concept learning task whereas no difference was found between the two groups in the strategy adopted in the verbal concept learning task. High intelligence and high achievement were associated with better concept learning. Boys and girls did not differ from each other in concept learning.

Raghavendra¹ (1984) conducted a study to compare the value preferences of the socially disadvantaged and the socially non-disadvantaged secondary school pupils in classes VIII to X. Using the stratified random sampling method, seven institutions were chosen. Of them, the students enrolled in Classes VIII, IX and X stratified under sex, age and social class, served as sample of the study. The Allport Vernon-lidzey study of Values (Telugu-adapted version by S.Narayana Rao) was used as the tool to collect the data. Mean, SD, Anova, ‘t’ test and profile similarity coefficient were used to treat the data. The major findings of the study were as follows: The socially disadvantaged and socially non-disadvantaged pupils significantly different with regard to two values, namely, theoretical and religious. In religious value, the socially disadvantaged pupils scored higher than the socially non-disadvantaged pupils. Generally, the socially disadvantaged pupils were found to entertain more superstitions and they were traditionally oriented. They were religious-minded and orthodox. The socially disadvantaged pupils got significantly lower scores in theoretical value than the socially advantaged. In social value, there was a significant difference between class VIII and class IX only. There was a progressively increasing tendency of economic

and social values from Class VIII to X, in contrast to the above, political value score decreased progressively from Classes VIII to X. Boys and girls significantly different with regard to measures of personal values, namely theoretical, social and aesthetic values in favour of girls, indicating that girls were more aesthetic-minded than boys. On theoretical and social values, boys scored significantly higher than girls.

Somrit\(^1\) (1985) conducted a study to investigate the surrounding status of slum areas and to gather general information about the non-formal education (NFE) programmes in slum areas in the Bangkok Metropolis of Thailand. First, a stratified sample of slums was selected for study and then from these slums only samples of residents, students and organizations were selected. The number of families in a particular slum locality was the stratifying variable. There were 225 slums out of which 30 were covered under a ‘door-to-door’ survey. In all 504 respondents from the residents who lived in the slum areas and who ranged between 15 and 49 years of age were chosen by systematic random sampling from the 30 slums. In all, 300 NFE students who got training between 1981 and 1983 were selected from 30 slums. 22 government and private organizations working for non-formal education in slums were selected for the study. The findings of the study included that the number of females staying in slums was higher than males. The majority of the slum-dwellers were Buddhists having elementary education who had migrated from different parts of the country in search of jobs. There were 18 projects

for providing occupations, three programmes for religion and language teaching and few for imparting specialized knowledge. There were 12 governmental organizations, two foundations and eight associations and assemblies working for slum improvement. The majority of students had finished elementary educations. The majority of students had joined volunteer training and found the experience of NFE useful for their occupation. The slum dwellers needed training in sewing, cooking and baking for increasing their income. They were also interested in getting training for prevention of disasters like fire, etc. Many training programmes were not found suitable due to lack of proper consideration of the goals, time and cost of the programmes.

Koul¹ (1986) conducted an investigation to study and compare the effects of mastery learning strategies on achievement motivation and test anxiety of socially disadvantaged group in Himachal Pradesh. Three groups randomized pre-test-post-test design was used in the conduct of the study. Two groups of 20 students each were selected at random from each of the sections A and B of the tenth grade of Kalpa High School and a cluster of all 20 students studying in the tenth grade of Giabong school were chosen for conducting the study. For imparting instruction in social studies two groups of 25 students each were randomly selected from the tenth grade students of the Kalpa school and a group of 25 students was randomly chosen from the students of the tenth grade of the Sangla school. For measuring Achievement Values and Anxiety Inventory (AVAi), Achievement Motivation Test (1978) by Prayag Mehta was used while the Test

Anxiety Scale by V.P. Sharma was used to measure test anxiety. The findings of the study were: The achievement motivation, of the students studying science, taught through mastery learning strategies was significantly higher than that of groups taught through conventional methods of teaching. However, both the mastery learning strategies, namely, LFM and PSI, were equally effective in enhancing achievement motivation. Achievement motivation (measured with TAT) of the science group imparted instruction through Keller’s PSI was found to be significantly higher than that of groups imparted instruction through Bloom’s LFM and conventional methods of teaching were found to have the same effect on achievement motivation. Achievement motivation (as measured by AVAI) of the group of social studies students imparted instruction through PSI and conventional methods of teaching was significantly higher than that of the LFM group. Achievement motivation (as measured by TAT) of the groups taught through mastery learning strategies did not differ significantly from that of the students imparted instruction through conventional methods in social studies. Master learning strategies were found to be significantly equally effective in affecting the test anxiety of the groups of students as compared to conventional methods of teaching. However, there was a decrease in magnitude of the test anxiety of students imparted instruction through mastery learning strategies.

Premala Bai\(^1\) (1986) conducted a study of the extent and problems of educational facilities offered by the government of Karnataka to

the scheduled castes at the primary school stage with special reference to Bangalore. This is a historical study based on a study of official reports, records and documents. The data have been analysed qualitatively. The findings of the study showed that late enrolment of children need for children to work at home non-availability of higher primary schools within walking distance and lack of commuting facilities were identified as some of the major problems of enrolment and non-utilization of educational facilities. The other significant problems faced by SC children were lack of textbooks, underpayment of benefits provided for under the educational facilities provided by government, insistence by the schools on payment by parents towards transportation of facilities such as free textbooks, uniforms, midday meal, etc. from the department to the school, and difficulties in getting birth certificates and caste certificates promptly for enrolment and utilization of facilities. The estimated enrolment in the age group 6-10 years was hardly 65%. The proportion of non-Scheduled Caste enrolment was higher than that of Scheduled Caste enrolment. However, the growth rate in enrolment of Scheduled castes over the years was always higher than that of non-Scheduled Castes. This trend was more pronounced at the lower primary than at the higher primary stage. Historical factors in the form of better educational atmosphere, traditions and records of performance, in addition to non-historical factors such as organizational and administrative efforts were identified as promoting enrolment growth as well as growth rate.

Tripathi\(^1\) (1986) attempted to study the self-image, self-disclosure

and self-observation of the behaviour pattern among socially advantaged and disadvantaged school going adolescents in district Ambala of Haryana state. The sample was selected through a multi-staged randomized procedure. Firstly two schools each belonging to four different socio-economic status categories i.e. high, moderately high, moderately low and low socio-economic status schools were selected. From each school 100 students were taken. 400 adolescents of 13+ to 16+ years formed the sample of the students. Apart from students, five teachers from each of these schools and eight principals in all formed the sample of the study. The study was a normative survey. The tools used were: the Jalota General Mental Ability Test (1984), the Kulshreshtha Socio-Economic Status Scale, the Sinha Self-Disclosure Inventory, the Sharma Sociometric Questionnaire (1977), the Rutter Child Behaviour Rating Scale, the Sharma Socio-Economic Status Scale of Schools, the Sharma self-Image Questionnaire (1977) and the Self-Observation Scale. The major findings of the study were as follows: The total self-image of students was higher in low socio-economic status schools as compared to that in high socio-economic status schools. None of the adolescents had a low level of self-image in any type of socio-economic status schools. Moderately high socio-economic-status schools and moderately low socio-economic-status schools did not differ in the area of self-image. Self-disclosure was the highest in low-social-economic status schools as compared to that in high socio-economic status schools. The area ‘Study’ was most disclosed and ‘Sex’ least disclosed in all the four types of schools. ‘Mother’ was the most preferred figure as target person in all the types of SES schools and ‘teacher’ was the least preferred figure. Self-observation was higher in low SES schools than the high SES schools. In self-observation, the highest mean was
found in family relations and the lowest in sexual attitude in all the types of SES schools. Only sexual attitude showed a negative direction in adolescent self-observation; intelligence level in high SES schools and moderately high SES schools was significantly higher than that of moderately low and low SES schools. Intelligence was not significantly correlated with self-image, self-observation and self-disclosure. Only the areas of 'vacation' in self-disclosure were significantly correlated with intelligence. Total self-disclosure and total self-observation were not significantly correlated in all the four types of SES schools. Total self-image and total self-observation were significantly correlated in all the four types of SES schools. Sociometric status was significantly correlated with total self-disclosure in high and low SES schools. Sociometric status did not differ significantly in different types of SES schools. Socio-economic status did not influence sociometric status. Normal adolescents were not rejected by their peers in any type of SES schools. The more the emphasis on sophistication and the more the complexities in environment at the school, the lower the behaviour patterns. Female adolescents were higher in self-image, self-disclosure and self-observation in all the types of SES schools as compared to their male counterparts. Significant difference was found between male and female adolescents, except in the variable of intelligence. Significant difference was found in males in the variables of self-image, self-observation, self-disclosure, intelligence and socio-economic status in all the types of SES schools. Female adolescents differed significantly in all the four types of SES schools on self-image, self-disclosure and self-observation. Lower caste adolescents had higher self-image, self-observation and self-disclosure in all types of SES schools. Upper caste and lower caste adolescents significantly differed from each
other in self-disclosure, and SES in middle and low SES schools.

Patel¹ (1987) conducted a study to compare the cognitive and personality differentials of the disadvantaged and advantaged secondary school children. The study was a descriptive, exploratory survey. As per design of the study a sample of 270 students (140 boys and 130 girls) with an age range of 13 to 15 years was selected from the eight high schools of Orissa. The sample subjects were administered the test of creativity, test of intelligence, personality word list, colour word interference test, achievement motivation test, child behaviour rating scale and an interview schedules. The data were analysed with the help of chi-square, t-ratio, F-ratio, correlation, multiple correlation and regression analysis. The finding of the study were as follows: All the three groups, viz., scheduled caste, scheduled tribes and the advantaged children, different significantly in their achievement in academic subjects, intelligence, self-concept, creativity teacher estimation, linguistic, competence and achievement motivation. On all the variables related to academic achievement, the advantaged children closed significantly higher than the scheduled caste and scheduled tribe children. All the three groups differed significantly in their aspirations regarding education, occupation and income. The advantaged children aspired significantly higher than the scheduled caste and scheduled tribes children for their education, occupation and income. The subject English was positively and significantly related with intelligence, teacher estimation, and word record card in the case of the scheduled caste group. The subject

Oriya was positively and significantly correlated with almost all variables expects creativity, emotional aspects of teacher estimation, in the case of scheduled caste, scheduled tribe and advantaged groups. The subject Hindi/Sanskrit was positively correlated with perceived self, ideal self, social self and social aspect of teacher estimation in the case of scheduled caste and scheduled tribe groups. The academic subject mathematics was found positively correlated with intelligence and achievement motivation in the case of the scheduled group, but in the case of the advantaged group it was significantly related with intelligence and self-concept. The subject general science was positively correlated with intelligence and achievement motivation in case of the scheduled caste group, with intelligence and creativity in the scheduled tribes group, and with intelligence, linguistic competence and achievement motivation in the advantaged group. The subject of history/civics was significantly related with self-concept in the scheduled caste group with intelligence and creativity in the scheduled tribe group, and with intelligence and achievement motivation in the advantaged group. The subject geography was significantly correlated with ideal self and achievement motivation in the scheduled caste group, with intelligence, creativity and the motivational aspect of teacher estimation in the scheduled tribe group; and with self-concept and linguistic competence in the advantaged group. Total achievement was positively related with self-concept, the social aspect of teacher estimation and achievement motivation in the scheduled caste group; with creativity and teacher estimation in the scheduled tribe group; and with intelligence, self-concept, creativity, linguistic competence, and achievement motivation in advantaged group. In the case of scheduled caste, academic achievement in English was predicted by intelligence and perceived self; in Oriya, by
intelligence, self-concept, creativity and teacher estimation; in mathematics, by intelligence self-concept and creativity; in general science, by intelligence and self-concept; in geography, by self-concept; and in total achievement by intelligence, self-concept, creativity teacher estimation and achievement motivation. In the case of scheduled tribe children, all the independent variables, viz., intelligence, self-concept, creativity, teacher estimation and achievement motivation, contributed significantly towards prediction of achievement in each academic subject, i.e. English, Oriya, Hindi/Sanskrit, mathematics, general science, history/civics, geography and total achievement. The same was the case with advantaged children where all the independent variables significantly contributed towards achievement in academic subjects, except general science, history/civics and geography where self-concept appeared as a more significant predictor.

Ayishabi\(^1\) (1988) conducted a comparative study of certain cognitive abilities of disadvantaged and advantaged students of standard VIII. The study was conducted on a state-wide sample of 860 standard VIII students of Kerala selected by the stratified random sampling technique. Standardized tests were used to collect data regarding all the cognitive abilities. The tools used were the Verbal Group Test of Intelligence, Test of Science Aptitude, Non-verbal Group Test of Intelligence, Paper Form Board Test, and Test of Spatial Ability (Block Counting). The analysis included a test of significance for difference in mean scores and two way classification

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analysis of variance with a 2X3 or 3X3 factorial design. The findings of the study showed that the disadvantaged students especially the girls, differed in their cognitive abilities of all kinds (verbal, numerical, and spatial) from their advantaged counterparts at the beginning of the operational stage. Parental attitude towards girls’ education and the incidence of domestic work by the children did not affect cognitive abilities. SES had a consistent significant effect on cognitive abilities. Family size, caste, locale, and sex did not affect cognitive abilities to a considerable extent. SES did not have considerable interaction effect with family size, caste locale, and sex on cognitive abilities.

Patel¹ (1988) conducted a study on the problems of first generation learners in standards I to IV in Ahmedabad city. If the problems of these pupils are known to the teachers, they can help students properly in their studies and their adjustment. The sample comprised 100 students (boys and girls) studying in standards I to IV, in Ahmedabad Municipal Corporation Schools. The tools used included Personal Data Sheet and Problem Check list. Frequencies, percentages, averages and standard deviations were used to treat the data. It was found that there were a larger number of girls as first generation learners as compared to boys. The number of first generation learners went on decreasing year after years. There were more first generation learners among the non-backward class than in the backward class comprising Scheduled Castes, Scheduled Tribes and other backward classes known as Baxi Panch castes. Scheduled Tribes students faced more health problems, followed by Baxi Panch

castes, the non-backward class, the backward classes and Scheduled Castes. Further, there were more problems related to body parts/organs. In problems with the self also, Scheduled Tribes groups faced more problems, followed by Baxi Panch castes, the backward class, Scheduled Castes and the non-backward castes. As regards specific problems, a majority of the students suffered from nervousness. As regards economic problems too, Scheduled Tribes ranked on the top, followed by Baxi Panch castes, the backward class, the non-backward classes and Scheduled Castes. Further, it was found that poverty was at the centre of the economic problems. With regard to educational problems, Baxi Panch castes were more at a disadvantage followed by Scheduled Tribes, the non-backward class, the backward class and Scheduled Castes. The lack of suitable environment for the study was found to be the main reason. On social problems, Baxi Panch castes had more problems followed by the backward class, Scheduled Castes, the non-backward classes and Scheduled Tribes. As regards family problems, Baxi Panch castes had more problems followed by the non-backward class, the backward class Scheduled Castes and Scheduled Tribes. It was found that the parents of these first generation learners were unskilled workers.

Venkatramana¹ (1988) conducted an empirical investigation and a comparative study of the vocational needs and occupational choices of the socially disadvantaged and the socially non-disadvantaged for proper utilization of man power resources. The design employed in the present investigation was a 2X2X2 design with two localities (urban and rural), two sexes (boys and girls) and the socially

disadvantaged / socially non-disadvantaged pupils. The subjects for the investigation were selected by employing the random sampling procedure. The tools used for the study were Raven’s Standard Progressive Matrices and the personal data sheet. Mean, standard deviation and ‘t’ test were used to interpret the results. 2X2X2 analysis of variance was carried out to test the significance of the difference between the vocational need scores of both boys and girls belonging to socially disadvantaged and non-disadvantaged groups, and hailing from rural and urban areas. On the basis of the vocational preferences of the subjects, they were classified into seven occupational-choice groups. The categories were medical, engineering, administrative, teaching, legal, clerical and semi-skilled. The significance of the difference between their vocational-need scores was computed by means of the ‘t’ test. Chi-square was computed to test the relationship of the variables. Cattell’s RP was used to draw the profiles of sex, locality and mental ability groups. The major findings of the study were as follows: Pupils hailing form the socially disadvantaged families and socially non-disadvantaged families did not differ significantly in their vocational needs. There was a significant resemblance between the boys and girls with regard to their vocational need profiles. Irrespective of the sex, the vocational-need-‘service’-was assigned the highest value by both urban and rural subjects. With regard to the vocational-need profiles, there was significant resemblance between urban and rural subjects. The high mental ability group differed significantly from the low mental ability group in 11 out of 17 vocational needs. Socially disadvantaged pupils differed significantly from the socially non-disadvantaged pupils in their occupational choices. Boys differed significantly from the girls with regard to their occupational choices.
The occupational choices of the pupils were significantly related to the locality. The high mental ability group differed significantly from the low mental ability group in their occupational choices. There was a significant relationship between the occupational status of the fathers and occupational choices of the pupils. There was a significant relationship between the occupational status of the mothers and occupational choices of the pupils. The educational status of the mothers and the occupational choices of the pupils were significantly related to each other. There was a significant relationship between the educational status of the fathers and the occupational choices of the pupils.

Bhargava¹ (1989) conducted a survey of the educational facilities offered to the weaker sections of the society with specific reference to the scheduled tribes in Orissa. Two educational districts Keonjhar, i.e. Keonjhar Sadar and Anandapur constituted the sample of the study. Four schedules, viz. Village information form, school information form, opinionnaire and parent interview were used to collect the data for the study. Frequencies and percentages were used for interpreting the results. The finding of the study were as follows: Educational facilities in the non-tribal district were better than those in the tribal district. This was true for the primary stage too. Educational facilities in the Scheduled Tribes habitations were found to be poor in comparison to those in other habitation in the district. Educational facilities for the middle stage were better in the non-tribal district Anandpur, then in the tribal district Keonjhar Sadar. The percentages of population served within various distance limits for all habitation

were higher than the corresponding percentages for the Scheduled Tribes habitations in both the districts. The non-tribal district was better placed than the tribal district with regard to the middle stage facility, based on habitations with a population of 500 or more. From Keonjhar Sadar District, 3,551 children, including 1,589 girls, were attending the non-formal centres from Anandpur, 2,818 children, including 1,027 girls were attending the non-formal centres. Keonjhar Sadar District had 724 primary, 169 middle and 75 secondary schools in the rural areas, while Anandpur District had 367 primary, 133 middle and 54 secondary schools in the rural areas. In Keonjhar Sadar District, 96% of the primary schools had school buildings. A majority had their own buildings and a small percentage had rent-free buildings. In Anandpur District, too, 96% primary schools had buildings but all schools had buildings of their own. As regards classrooms, a large majority (72%) of primary schools in Keonjhar were short of classrooms; in Anandpur District 51% of primary schools were short of classrooms. Schools in Keonjhar District had better drinking water facilities. As regards library facilities, 20% of primary schools had a library in Keonjhar, as against 40% in Anandpur. Around 40% and 59% of primary schools in Keonjhar and Anandpur, respectively, were short of blackboards. There were 1,465 teachers in the 724 primary schools of Keonjhar District, as against 941 teachers in the 367 primary schools of Anandpur district. The pupil-teacher ratio in both Keonjhar and Anandpur was 31 to 40. As regards the enrolment ratio for per 10,000 of population, Keonjhar District had 1,157 against 1,365 for Anandpur District. The pass percentage in respect of various classes in Anandpur District was higher than that existing in the Keonjhar District. The drop-out rate was found to be much lower in Anandpur as compared to Keonjhar.
Both Keonjhar and Anandpur districts had incentive schemes such as textbooks, free uniforms, stipends and mid-day meals.

Sachchidananda, Sinha and Ramesh\(^1\) (1989) studied the problems of education among the disadvantaged groups. A representative sample of district, features and students was drawn for the purpose of the study. The data was collected with the help of a questionnaire. The findings of the study were as follows: The majority of the school and college students from amongst the Scheduled Castes devoted more time to their studies than to domestic work. College students devoted more time to their studies than the school students. The bulk of the students did not participate in extra-curricular activities. Most of them had high academic aspirations. College students of this group participated more in political events then the school students. Among Scheduled Tribes students also, college students studied for longer hours. The school students of this group needed coaching. Both the school and college students of this group took part in extra-curricular activities. The majority of the students in both the communities offered Arts subjects. Though the majority of the school and college students belonging to Scheduled Tribes had not faced any appreciable problem in taking advantage of special programmes which had been introduced for them, the Scheduled Castes students had experienced such problems. Most of the school and college teachers regarded their Scheduled Castes and Scheduled Tribes students as inferior to their counterparts in other communities. It was found to be a general experience of the teachers that many students of these communities were not serious about their studies and they enrolled simply to take

advantage of the scholarship scheme.

Kakkar\(^1\) (1990) studied the personality characteristics and educational problems of scheduled castes students as compared to their non-scheduled castes students in educational institutions in the state of Punjab. A sample of 300 students (SC-105, non-SC-195) were selected from educational institutions both in rural and urban areas in the state of Punjab on the basis of stratified random sampling. Nine tests / tools, viz. Bernreuter Personality Inventory, California Test of personality, Minnesota Personality Scale, Berneuter Adjustment Inventory, California, Psychological Inventory, Gordon Personal Inventory, Gordon Personal Profile. Problem check-list and Kakkar's SES were used in the study. Several statistical techniques such as analysis of variants, mean difference, variability, correlation coefficients, differences between correlations, inter-correlations, multiple correlations and partial regression coefficients were used to analyse the data. The findings of the study were as follows: Scheduled castes students were found to be possessing all the personality characteristics that were a prerequisite to progress in life. They were found to be higher than there non-scheduled castes counterparts in vigour and ascendancy; equal to others in cautiousness, personality relations and responsibility and lower than others in original thinking, emotional stability and sociability. Scheduled castes were not found to be inherently inferior to others in their potentialities but given suitable opportunities and financial assistance they could do well. With regard to the relationship between personality characteristics and educational problems, SC students

may be similar to non-SC students with respect to most personality characteristics. With regard to the relationship between personality characteristics and socio-economic status, they were similar to non-SC students in vigour and higher cautiousness. No significant relationship was found between educational problems and socio-economic status in the case of scheduled caste students, while it existed in the case of others. Bigger and responsibility affected the personality characteristics of scheduled caste students. Educational problems and socio-economic status together affected the personality traits of scheduled caste students. Scheduled caste students were not found to be as inadequate in their personality characteristics as they were often considered to be. The inadequacies were small and surmountable.

Gautam¹ (1990) conducted a study of creativity, values, educational achievement and attitude towards education among Scheduled Castes and other castes students. Two hundred and seventy Savaran, 270 Scheduled Castes and 270 backward classes candidates were selected through random sampling. The data was collected with the help of Verbal Test of Creative Thinking, Personal Value Questionnaire, and Teaching Attitude Inventory. ‘t’ test and correlation were used as statistical techniques for processing the data. The findings of the study showed that no significant difference was found in creativity on the basis of caste, sex and subject selection. A significant difference was found in personal values among the students of different castes and sex. A significant difference was found in teaching attitude among the different castes. Different castes,

sex and subject groups differed significantly in their achievement scores. A significant difference was found in creativity, values, teaching attitude and achievement among the different groups formed on the basis of sex and subject. Castes, sex and subject selection played no role in promoting or demoting creativity, while caste and sex influenced values.

Kaul, Ramachandran and Gupta¹ (1991) asserted that in the context of the national imperative of universalisation of elementary education, a major concern today is the unsatisfactory standards of achievement demonstrated by children from the low socio-economic strata despite continuation in primary schools. Home variables had been identified as one of the significant factors influencing school achievement. For any home investigation programme in this context, it is necessary to identify the specific variables influencing school achievement. The sample was selected from section of mothers of children from class V of three girls’ and three boys’ schools of Municipal Corporation of Delhi in the resettlement colonies. The total sample included 26 mothers of high achievers and 26 mothers of low achievers with 13 mothers of boys and 13 of girls in each group. High and low achievers were identified from the children’s schools and were matched on intelligence and socio-economic status. The mothers of these 26 pairs thus identified and constitute the sample. The data was collected with the help of Parental Child Interaction Schedule, Parental Behaviour Scale, Parental Aspirations Scale, Scale for Measuring Parent Attitude towards School, Scale for measuring Parental Attitude towards Play, Questionnaire for assessing facilities

for play, inventory for assessing facilities for language development, the personal data sheet and Cattell’s culture-free intelligence test. The data obtained from mothers’ interviews coded / scored for each variable separately and subjected to the ‘t’ test of significance. The findings of the study were as follows: Parent-child interaction emerged the only significant variable. While the differences were not significant, the means for variables were consistently in favour of high achievers. Since the parent-child interaction was the only variable that emerged clearly significant, it is concluded that the crux of the home input apparently lies in the home climate created by the parents, which, if democratic and interactive, favours school achievement. Parental attitude towards school and facilities available to children for play also appeared to be potentially crucial variables, which, in larger sample size, could have emerged significant. In the context of school achievement, a crucial undercurrent running through the responses of the mothers of high achievers was the perceived value of education by them, which, along with a democratic and interactive approach, possibly provided the motivational base to the children that helped to spur them on to higher levels of academic achievement.

Ramakrishna¹ (1991) attempted to study the disparity between first generation (FG) and non-first generation (NFG) learners’ achievement with respect to parental education, socio-economic status, nature of subjects, exposures, etc. The sample comprised 50 pupils (10FG and 40NFG) of Classes VI to VIII (age-group 9-13 years) from Vivekananda Residential School, Karim Nagar, Relevant

data were collected using Questionnaire and Socio-economic Status Scale. That apart, the achievement of pupils in quarterly and half yearly examinations from official records were also used in the study. Mean, standard deviation and ‘t’ test were used to treat the data. The findings of the study showed that the overall achievement was greater for FG than NFG. The achievements of FG and NFG in language and non-language were the same. The achievement of language was greater among FG than the NFG. Parents’ education did not have much influence on pupils’ achievement in language. The achievement in half yearly examination was higher than in the quarterly examination. The mean value for FG increased from 67.5 in quarterly examination to 74.0 in half yearly examination. The corresponding figures for NFG were 57.5 and 65.8. The ‘t’ value was significant in favour of NFG. In quarterly and half yearly examinations the achievement of FG with low socio-economic status was higher than those of high socio-economic status.

Reddy¹ (1991) conducted study of psychological strategies for the emotional development of socially disadvantaged groups. In spite of various facilities in terms of free hostel, scholarships, etc. provided to Scheduled Castes and Scheduled Tribes students and in spite of as much as 93.4 Crore rupees spent per year by the Social Welfare Department, Government of Andhra Pradesh, on educational facilities, there had still been a low profile of Scheduled Castes and Scheduled Tribes students in their studies, more particularly in their performance in Mathematics and Science. Two important reasons were explored but they were not found to be effective. In view of this,

it was suggested that some strategies for raising their performance in their studies should be tried out.

Two studies were carried out in 1986 as part of an educational, vocational guidance and training project in the Department of Psychology at Osmania University, Hyderabad, in which some strategies for raising the standards of Scheduled Castes and Scheduled Tribes students in their studies were suggested. It was found that if some psychological strategies were tried out, these would be rather effective or helpful in raising standards in the performance of Scheduled Tribes students in their studies. Some psychological strategies need to be evolved along with development of social programmes to improve their achievement in their studies.

Das¹ (1992) studied Level-I and Level II abilities of socially disadvantaged children in relation to the effect of home environment, caste and age. The sample of the study consisted of Brahmin and Harijan primary school children belonging to restricted and enriched home environments, taken from two age levels: 6 to 7 years (Class II) and 8 to 9 years (Class IV). Three tests measuring Level I abilities, viz Digital-Span (forward), Free Recall and Serial Recall were used along with four tests measuring Level II abilities which included Raven’s coloured Progressive Matrices, Figure Copying, Digit-Span (backward) and clustering. Mean, SD, three-way analysis of variance and the Scheffe test were used for statistical analysis of the data. The findings of the study were as follows: For all the Level I tasks, the mean scores revealed that at both the age levels, the performance

of advantaged children was better than that of the disadvantaged children, although it was at a low level. In the case of Level II tasks, socially advantaged children performed significantly better than their socially disadvantaged counterparts. The results showed a cumulative deficit on the part of the socially disadvantaged children in all the tests of Level II abilities. The caste effect in the Indian Cultural Context was to be more significant than the home environment.

Kamble¹ (1992) conducted a study, aimed at finding out the impact of the facilities given by the government to backward classes primary pupils on their achievement and on their drop-out rate in Devgad Taluka, Maharashtra. The data was collected by the researcher from 25% of the primary schools of Devgad Taluka, from all the headmasters and teachers with the help of a questionnaire and a rating scale from records of the social panchayat samiti and government circulars. The results were presented in terms of percentages. The findings of the study were as follows: The facilities given included mainly textbooks, uniform, writing materials and nutritious lunch. Seventy percent of the headmasters opined that more than 74% students took advantage of the facilities. The facilities were found to be ignorance of parents, environment and attitude towards education. Eighty four percent of the students who availed of the facilities were regular in attendance. Seventy two per cent of the headmasters opined that the government facilities were useful in arresting wastage in defecation but were not useful in increasing the pass percentage. The suggestions made by the headmasters for improvement in facilities were: the meals should be more nutritious;

the uniforms should be supplied every year and the quality of the cloth should be good; textbooks should be supplied to everybody; assistance in the form of uniforms, textbooks, etc. should be given in the beginning of the year; awareness and importance of education should be created through orientation classes regarding the facilities among rural backward classes parents; midday meals should be given; travelling allowance should be given to enable students to go to examination centres for appearing for examinations. On analyzing the results of Standard IV examinations for the years 1988, 1989, 1990 the researcher found that 50.53% of the 1,132 students, who appeared in the examinations, passed in all the subjects. The pass percentage of drop-outs during the years 1988, 1989, 1990 in Devgad Taluka was 11%, 12.5% and 8.5%. This was lower than the national rate for drop-outs.

(B) Research on Human and Material Resources in Primary Schools

Sarma, Dutta, Bineeta and Sarma¹ (1991) conducted study to identify the problems of primary schools and to find out the correlation between pupils achievement and pupils’ physical facilities and daily attendance in the classes III and IV. Four questionnaires were developed to collect data from pupils, assistant teachers, headmasters and guardians. Information and opinions collected with the help of proforma were tabulated and classified. Their relative importance was worked out in terms of percentage. The findings of the study were as follows: Lack of physical facilities at school was the major problem of the primary schools: Forty six percent of the

schools did not have school buildings. Forty two percent of the schools had adequate sitting arrangement for their pupils. Lack of facilities for health and hygiene was a serious problem. Sixty one percent schools did not have facilities for proper drinking water, seventy three percent did not have lavatories and fifty four percent did not have urinals. Games and sports were part of curricular activities of the primary schools, but fifty four percent of the schools did not have a play ground and eighty five percent did not have any materials for games and sports. In 4% of the schools, there was only one teacher, in 19% there were two teachers and in 8% there were three teachers. The teacher-pupil ratio was found to be very high in one school (1:110) and that too in a tea garden school, in 24% of the school the ratio was between 1:11-1:20, in 48% it is between 1:21-1:30, in 28% of the schools the ratio was between 1:31-1:43. The government of Assam supplies textbooks free of cost to its pupils but 87% of the teachers considered irregular supplies of textbooks as a major problem. 71% of the teachers considered guardians’ lack of cooperation as a serious problem of primary education. 64% teachers and headmasters considered pupils’ irregular attendance as a major problem. As regards the professional qualification of the teachers, all the headmasters were trained. In case of assistant teachers only some had undergone normal / basic course. 53% of the teacher did not apply training methodologies in the actual teaching-learning situation. There was a significant correlation between pupils’ academic achievement in class III and IV. This implies that if proper academic guidance is given, good students will tend to show better results in future. The correlation between pupils’ regular attendance and their academic achievement was found to be insignificant. The correlation coefficient was found to be insignificant between pupils academic
achievement and physical facilities at home. It was found that 35% of the schools had no blackboards. In 81% of the schools, no teaching aids were available.

Mattoo and Chand\textsuperscript{1} (1992) conducted a study to identify the problems of teachers in single-teacher/two-teachers primary schools with respect to infrastructure facilities, utilization of other basic facilities, multi-grade teaching, parent and community relations, personal and administrative problems, etc. The study was carried out in three states-Bihar, M.P and Rajasthan. The total sample for the study comprised 642 teachers from single-teacher/two-teacher primary schools of Bhopal, Jabalpur, Indore, Sagar, Gwalior, Bilaspur, Ratlam, Bikamer, Ajmer, Jodhpur, Udaipur, Kota, East Chamaran, Patna and Ranchi districts. A comprehensive questionnaire in Hindi language was prepared for data collection. The data were tabulated and percentages of the responses were computed. It was found from the study that the most of the single/two-teacher primary schools lacked physical and educational facilities like urinals, school buildings furniture, library facilities, black-boards, chalk, etc. About 80% of the primary teachers expressed that they needed a short training in handling Operation Blackboard materials in their classrooms. All the responses clearly pointed out difficulties like overcrowding and lack of interest in ‘multi-grade teaching’ and 86% primary teachers needed orientation in multi-grade teaching. Among the problems faced by primary teachers, administrative problems, personal, health and stay-arrangements at the place of posting were the more pronounced ones.

Abbası¹ (2004) investigated elementary school facilities in two developing countries – India and Iran. 86 elementary schools were selected through simple random sampling from elementary schools of Mysore city (50 schools of India) and Arak city (36 schools of Iran). The tool of study was ‘checklist of school facilities (CSF)’ developed by investigator. ‘t’ test and chi-square were used to analyse the data. Results of the study reveal that Indian schools do not have adequate classrooms and classrooms are overcrowded. Also, in Iran the number of schools with new buildings was more than in India. The number of government schools in Iran is more than in India. In Iran the number of schools with new buildings was more than in India. The number of staffroom and principals room is more in India than in Iran. More than 1/3 of Indian schools have no sufficient number of teachers.

(C) Research on Teacher Education Programme

Education is a deliberate and conscious activity on the part of civilized societies to help their members lead a socially meaningful and happy life. It determines the prosperity, welfare and security of the people of a country whose goals are extremely sacred and whose influences are permanent and developmental and are placed in the hands of appropriate and dedicated facilitators, i.e., the teacher who can be trusted to perform a noble, laudable and challenging role in the educational process. The quality and efficiency of education and its contribution to national development squarely rests on the quality and competence of teachers and the quality of teachers depends to a large

extent on quality of teacher education received by him/her. The Education Commission (1964-66) has echoed in its report: a sound programme of professional education of teachers is essential for the qualitative improvement of education. Effective school education anticipates effective teacher education. Teacher education is of utmost importance and a core condition to ensure highly proficient teachers and quality education. NCTE stated, “Teacher Education means programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools and includes non-formal education, part time education, adult education and correspondence education.” The teacher preparation takes place in institutes or colleges of teacher education.

Since independence, several committees, commissions and other regulatory bodies have made strenuous effort for the enhancement of the teacher education programme. Despite the continuous efforts, the quality of teacher education programme is not up to the expected level. The existing system of teacher education programme is conventional and unresponsive to the recent social, economic, political and technological changes particularly the challenges posed by information and communication technologies, globalization, and growing rate of knowledge obsolescence.

Joshi (1984), Goyal and Aggarwal (1984), Patel (1993) and Rajamony (1993) were of the view that the performance of the students and the quality of education depended upon the effectiveness or quality of teachers.
SCERT, Andhra Pradesh\(^1\) (1981) conducted a study of an evaluation of in-service training programme for primary teachers in the selected government and aided teacher training institutions. The sample of the study consisted of 500 primary school science teachers who attended the in-service training programme in government and aided teacher training institutes in the twin cities of Hyderabad and Secunderabad. The sample also included 100 key personnel who were attached to the programme as coordinators, principals and teacher educators. In the study, a questionnaire and an observation schedule were used as a tool. The findings of the study were as follows: The key persons of the course felt that a) adequate staff was not there, b) individual attention was not possible in the course, c) science consultants were not provided, and d) there were no books through which modern concepts could be developed. The participants felt that a) there was too much interference from the deputy education officers, b) the headmasters were reluctant to send them to in-service training programme c) there was a lot of paper work which had to be completed for attending the training programme. The participants felt that the training programme was good and helped in developing knowledge about new concept in science. The participants felt motivated to implement most of the teaching strategies taught during the course. The participants felt that skills to be used during classroom teaching were not adequately practiced during the training programme. Adequate stress was laid on the learning of concepts in science rather than teaching of the concepts. The teacher educators laid more stress on pupil participation in the classes. The laboratory techniques employed during the training programme were quite

useful but could not be practiced in the schools. According to the participations, the teacher educators laid great stress on using environmental resources during teaching science but were not able to use the resources themselves. The participants had the feeling that the course had high academic value but it was not possible to implement many of the activities because of the heavy syllabus in the primary classes. The key personnel felt that the teachers who were invited to the in-service training programme did not have adequate knowledge of science. Both key persons and participants felt that the budget was not enough for the training programme.

Bordoloï (1990) attempted to critically evaluate the teacher-education in Assam at the primary level during the post-Independence period with special reference to curriculum and in-service training. In this evaluative research, questionnaire, interview and observation were used as tools. A sample survey of 27 primary schools was conducted. Information was collected from old records, documents books, magazines, periodicals, school annual reports, office registers, office files, newspapers, reports of different committees and commissions, curriculum and syllabi of basic training centre and the B.T. course of Gauhati University and Dibrugarh University. Information was also collected from interviews and from questionnaires circulated to the Principals, Basic Training Centres, headmasters/headmistresses, teacher-educators and teacher-trainees.

The major findings of the study showed that despite the existence of 22 training centres to train lower primary teachers there was still a

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backlog of untrained lower primary teachers in Assam and the quality entrants in these institutes was not up to the mark. They also suffered from lack of adequate physical and educational facilities. Organization and evaluation of practice teaching were not scientific. Supervision of practice-teaching was not satisfactory. The B.Ed. curriculum was found to be too heavy for one academic year. The curriculum of the Basic Training Centre seemed to be practical in outlook but theoretical in practice. Trained teachers did not get the chance to apply the techniques of teaching they learnt in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their courses.

Pranchbhai\(^1\) (1990) conducted a survey of reactions of primary and secondary school teachers of western Nagpur regarding the comprehensive in-service education programme for the guidance of the teachers under the National Education Policy. A total of 150 primary school teachers and 200 secondary school teachers comprised the sample of the study. The teachers belonged to schools in west Nagpur. A pre-tested questionnaire and interviews were used to collect the data. The percentages of the responses from the teachers were calculated. The findings showed that around 85 to 90% of the teachers from primary and secondary schools expressed the opinion that the attitude of the teachers towards the in-service education programme had not change due to the non-cooperation of the head of the institution and lack of motivational background confirmed teachers’ lack of interest and lack of professional gain. Teachers were

not genuinely interested in the in-service education programme. In-service education must be made compulsory for teachers and must be made more interest so that teachers welcome it. Teachers should be motivated for participation in such type of programmes.

Reddy¹ (1991) attempted at improving the quality of pre-service teacher education of primary school teachers in terms of physical facilities, staff pattern the teaching-learning process, the curriculum and the evaluation process in Andhra Pradesh. The population consisted of the teacher-educators working in 23 TTIs / DIETs in the state of Andhra Pradesh. They were post-graduates with M.Ed., with minimum 50% marks in both degrees. The researcher used a questionnaire to collect the data. Chi-square and percentages were calculated while treating the data. The major findings of the study were as follows: The sex ratio of the teacher-educators who responded was 4:1 (men and women respectively). Four out of five teacher-educators were young, i.e. below 39 years of age. Many teacher training institute (DIETs) did not have the required physical facilities. However, all these TTIs, having been upgraded as DIETs were getting facilities funded by the Government of India. The present staff pattern was considered inadequate to maintain quality in the pre-service teacher education. The study suggested that the 1+5 staff pattern should be changed to 1+9. Further, the study revealed the following which should be borne in mind while appointing teacher-educators: qualified postgraduates in the concerned subjects with relevant methodology in B.Ed and M.Ed., with proper aptitude and attitude, and having a minimum three years’ experience of teaching

should be treated as eligible candidates. Teacher-educators were strongly recommended to follow and implement the activity method and stress equally on all the four components, viz. knowledge, understanding, application and skills to bring quality into teacher education.

Das¹ (1992) attempted to find out whether the one-year training programme for the teachers of primary schools of Assam can bring about significant change in their attitude towards the teaching profession. Teacher trainees of the Training Institute of Assam undergoing this training programme and teacher-trainees of DIET Udarporn, Cachar of the session 1991-92 were involved in this study. The teachers’ Attitude Inventory prepared by Ahluwalia was used. The study followed a pre-test, post-test design. Mean, SD and ‘t’ test were used in treating the collected data.

The training programmes were effective for both rural and urban teachers regarding the development of attitude. Teaching experience alone could develop the proper attitude towards the profession. Teachers in urban areas were better qualified than their counterparts in rural areas. It was recommended that emphasis has to be given to co-curricular activities along with academic subjects.

(D) Research on Role Performance of Teachers

George² (1982) studied to describe the role expectations, role performance and Training needs of teachers of English in the


secondary schools of Kerala. The sample for the study consisted of 320 secondary school teachers, 40 language experts, 100 parents, 100 teacher-trainees and 200 secondary school pupils. The tools and techniques used were rating scales, observation and interview schedules. The statistical techniques employed were calculation of means, SD, testing of the significance of difference between means for correlated and uncorrelated groups, the product-moment coefficient of correlation, the rank order coefficient of correlation and the chi-square test. The findings of the study showed that the expectations from teachers of English as perceived by the rating groups were very high, for professional, personal and academic roles and moderate to high for social role. The different rating groups showed differential patterns in their ratings of role expectations and role performance. The role performance rating scores were significantly lower than the role expectation rating scores for all rating groups. The main difficulties experienced by teachers in improving their role performance were preoccupation with domestic affairs, the single optional system at the B.Ed. course, poor standards in English of pupils, inadequate library facilities and heavy work load.

Dhondiyal¹ (1984) conducted an investigation to study the effects of teacher expectations on the sociometric status of primary grade pupils. The sample consisted of 240 children divided in to three equal groups. Sociogram analysis provided a sociometric score and emotional expansiveness score and a social receptiveness score. The tools used were as sociometric questionnaire, personal data schedules

for students and teachers, a student rating scale, an induction acceptance scale for teachers and an expectation induction form for teachers. The major findings were: There was no effect of experimentally induced positive expectations on populars' sociometric status, emotional expansion and teacher ratings. Though there was a significant effect on social receptiveness among neglectees, there was significant improvement in teacher ratings only. There was no effect of induced negative expectations on emotional expansion and teachers' ratings of both the populars and neglectees; it resulted in significant improvement in social receptiveness of populars. Negative induction of teacher expectations significantly lowered their social receptiveness with no effect of negative induction of teacher expectations on the sociometric status of populars. Sex of populars did not interact significantly with positive and negative induction expectations on populars' sociometric status and emotional expansiveness. Positive induction of teacher expectations was found to facilitate a significant improvement in the case of sociometric status, emotional expansiveness and teacher ratings. Negative expectations helped improve sociometric status of grade IV populars and social receptiveness of grade V populars. Age of a neglectee was more significant in determining the effect of positive and negative induction of teacher expectation, particularly positive induction on sociometric status and social receptiveness than the grade to which he belonged. The level of acceptance of positive induction of expectations regarding social status of populars did not interact significantly in relation to sociometric status and emotional expansiveness though it was more conducive to improvement in social receptiveness and teacher ratings of populars. The level of negative induction acceptance by teachers influenced the effect of
negative induction of teacher expectations on teacher rating score of populars; it was not effective in creating an improvement differential across the two experimental groups of populars.

Ramana\(^1\) (1985) conducted a study to analyse the role performance of lady teachers and its determinants. A sample of 225 female teachers was selected from the municipal corporation schools of Vishakhapatnam city. Of these teachers, it included 123 primary, 61 upper primary and remaining 41 secondary school teachers. The data were collected with the help of an interview schedule which consisted of structured questions relating to social and academic characteristics, family background, role performance, attitude about social matters, life style, life pattern, job satisfaction, commitment to job relationship with other members in the job, professional aspiration and achievement, and social and professional aspiration and achievement, and social and professional awareness. The findings of the study showed that the role performance had positive and significant correlation with modernity variables like opinion and attitude towards society, life patterns, life style and exposure to mass media. Religion, caste, type of family, marital status and level of school classes taught did not emerge significantly for their association with role performance. Teachers with high aspiration and achievement motives depicted better role performance. The level of role performance on the part of lady teachers was basically a function of modernity besides being influenced by teaching experience, professional aspirations and achievement and nature of relations with role-set members.

Ram Gopal¹ (1987) conducted an investigation to study the role conflict and its effect on role performance of extrovert and introvert senior secondary school teachers of Delhi University. The sample of the study consisted of 200 teachers selected from 20 schools of zones of the north district of the Delhi Administration. The tools used in the study were the Teacher’s Role Conception Inventory, Principal’s Friends’ and Students Expectation of Teacher’s Role Inventory, Teacher’s Role Performance Inventory, the Maudsley Personality Inventory. The data were analysed with the help of t-test. The findings of the study showed that both the extrovert and introvert teachers who had high role conflict demonstrated poor role performance as compared to those teachers who had low role conflict. The extrovert school-teachers were not equally affected by the role conflict persisting in their schools. The introvert school teachers differed significantly with regard to their high and low role conflict group. The extrovert and introvert school teachers having high role conflict did not differ with regard to their role performance. The performance of extrovert teachers did not differ significantly from the role performance of introvert school teachers with regard to their low role conflict. The extrovert school-teachers differed significantly in their own expectation of teachers’ behaviour and the principal’s role as expected them. The introvert teachers differed significantly with regard to their teacher’s role conception and principal’s expectation of teacher’s role. The extrovert and introvert teachers did not differ significantly with regard to their teacher’s role conception and friend’s expectation of teacher’s role. The extrovert and introvert

teachers did not differ with regard to their role conception and students’ expectation of teacher’s role. The extrovert and introvert teachers differed significantly with regard to their role conception and students’ expectation of teacher’s role the extrovert and introvert teachers differed significantly with regard to their teacher’s role conception and teacher’s role performance. The extrovert and introvert teachers differed significantly with regard to their principal’s, and friends’ expectation of teacher’s role.

Pazhaniswami\(^1\) (1989) conducted study to investigate how different strata of society perceive teachers and to draw profiles comparing role performance and role expectation. The researcher selected Tamil Nadu State for the study. Twenty urban and twenty rural areas were selected at random- one from each district. Since Madras district does not have any rural area, 10 rural and 19 urban areas were selected from there. Further, 20 houses and school were chosen at random from each of the rural and urban areas. From these schools and houses, 1,522 respondents were selected. But finally, the researcher got 1,055 subjects who served as the sample. The multi stage random sampling technique was adopted for selection of the sample. An Opinionnaire on teachers as perceived by society was used. Critical ratio, ‘t’ test and graphical representation were used while treating the data. The findings of the study were as follows: There was no significant difference between urban and rural people in their global perception of teachers. There was a significant difference between the age groups below 20, 30-39, 42-49 and 52-59 in their global perception of teachers, but there was no significant difference

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between other age-groups in their global perception of teachers. There was a significant difference between different professional strata in their global perception of teachers. There was a significant difference among the different income groups of the society in their global perception of teachers. There was a significant difference between males and females in their global perception of teachers. There was a significant difference only between the educational classes - standards I-V and standards XI-XII; standards I-V and degree and degree and diploma classes and standard VI-X and degree and diploma classes; but there was no significant difference between other educational classes in their global perception of teachers. There was no significant difference between urban and rural people in their global expectations from teachers. There was a significant difference only between the age-groups below 20 and 30-39, but there was no significant difference between other age-groups in their global expectations from teachers. There was a significant difference between the following professional strata in their global expectations from teachers: Farmer v/s teachers, farmer v/s educational administrators, farmers v/s industrial workers, doctors v/s government employee; and teachers v/s lawyers. There was a significant difference between the income groups below Rs. 1,000 and Rs. 1,000 to Rs. 2,000 but there was no significant difference between other income groups in their global expectations from teachers. There was no significant difference between males and females in their global expectations of teachers. There was no significant difference among the different educational classes of society in their global expectations from teachers.
Bhargava\(^1\) (1992) attempted to study the attributional analysis of teachers’ expectations about the performance of their students in secondary schools. A pilot study was conducted on three independent models representing teachers from primary, secondary and higher secondary schools to select the final samples which consisted of 386, 292 and 304 teachers respectively in the three different models. Individual Interviews and Teachers’ Expectation Scale were used. ANOVA, ‘t’ test and regression analysis were employed to treat the data. It was found from the study that the teachers teaching in secondary schools in rural areas formed expectations about the performance of their students on the basis of exemplary and non-exemplary characteristics and social-status information of the students. Teachers’ expectations were not based on the performance related variables; other variables did contribute in this process. It was also found that teachers’ backgrounds, educational qualifications and satisfaction showed a significant effect on the expectation process of the teachers.

(E) Research on Job Satisfaction of Teachers

Shah\(^2\) (1982) conducted investigation to study the socio-economic background of Primary School Teacher and Job-satisfaction. The sample was drawn from 155 primary schools of nine wards of Varanasi Corporation area. On the basis of stratified random sampling technique, out of 78 primary schools (managed either privately or by the corporation) 525 teachers were selected for the study. Out of these


525 teachers, 475 teachers could be interviewed. Data were analysed with the help of simple percentage. It was found from the study that most of the women teachers (88.2%) were satisfied with their job. Teachers reported that there were very few opportunities for professional growth, and other facilities like pension, residence and medical benefits were not provided. Almost all the women teachers had a sense of satisfaction in performing the dual role of a housewife and a teacher. Though the women teachers were dissatisfied with the low pay scales of primary school teachers, they liked the job because the teaching profession traditionally commanded high esteem.

Balwinderkaur¹ (1986) conducted an investigation to study the job satisfaction of home-science teachers and its relationship with personal, professional and organizational characteristics. The study was a correlational one, where a sample of 245 home-science teachers working in schools, colleges and universities of Punjab, Haryana and the Union Territory of Chandigarh were selected through a stratified random sampling technique. The tools used in the study were Raven’s Standard Progressive Matrices (1960), the Jalota Socio-Economic Status Scale, the Srivastava Need Satisfaction Scale, the Halpin and Croft Organizational Climate Description Questionnaire (1963), the Halpin Leader Behaviour Description Questionnaire (1966), the Gupta and Srivastava Teacher Job Satisfaction Scale (1980). The data so collected were analysed through factor analysis and step-up regression analysis. The findings of the study were as follows: From among personal variables (age, intelligence, socio-economic status and need satisfaction), need satisfaction (including physical security,

social, ego and total need satisfaction) was found to be a correlate of job satisfaction. Professional characteristics (experience, salary and qualifications) did not act as a correlate of job satisfaction. In factorial structure also, they did not share significant common variance with job satisfaction. Eight of the 11 organizational characteristics, viz., disengagement, hindrance, spirit, thrust, consideration, initiating structure, consideration and total leadership behaviour appeared as correlates of job satisfaction. Disengagement and hindrance emerged as significant predictors of job satisfaction in step-up regression analysis. The remaining organizational characteristics, namely, intimacy, production emphasis and aloofness were not found to be potent predictors of job satisfaction. The predictive efficiency (percentage contribution of variance) of professional characteristics to the criterion variable of job satisfaction was higher than that of organizational and professional characteristics. Personal and organizational characteristics conjointly were found to be better predictors of job satisfaction than when taken separately. Job satisfaction and its various dimensions clustered together in factorial structure on the same general factor of satisfaction followed by the appearance of one or more dimensions of job satisfaction in subsequent group factors.

Dixit\(^1\) (1986) conducted a comparative study of job satisfaction among primary school teachers and secondary school teachers. The sample for the study consisted of 300 primary and 300 secondary school teachers working in Lucknow. The data regarding job satisfaction were collected with the help of a Likert-type scale

devised by the investigator. The main findings of the study showed in Hindi medium schools, primary school teachers were more satisfied than secondary school teachers. In English medium schools the level of job satisfaction among primary and secondary school teachers was the same. Female teachers were more satisfied than male teachers both at the primary and the secondary levels. At the primary level, the group senior most in age was most satisfied and the middle age-group was least satisfied. Among the secondary school teachers, those with greater length of service were more satisfied. Among the primary school teachers, those teaching in Hindi medium schools were more satisfied than those teaching in English-medium schools. Among the secondary school teachers, those teaching in English-medium schools were more satisfied than those teaching in Hindi-medium schools.

Padmanabhaiah¹ (1986) conducted a study of job-satisfaction and teaching effectiveness of secondary school teachers. A total of 960 secondary school teachers (180 schools situated in both rural and urban areas) from all the three regions of the state served as subjects for the study. The tools used included a job satisfaction scale, a job discrimination index, a family and life satisfaction scale and a rating scale. The data were analysed employing appropriate statistical techniques like chi-square, critical ratio, F-ratio and Multiple R. The major findings were as follows: The teachers in general (72 per cent) were dissatisfied with their job. The teachers in general were satisfied with the factors of job satisfaction – HM, suitability, students and co-teachers and were dissatisfied with factors like policy matters, physical facilities, management policies, nature of work and activities

of others. All the personal and demographic variables, except the variable 'Qualifications of the teachers', could significantly influence the level of satisfaction with various job factors but not the total job satisfaction. Male and female teachers were not significantly different in the level of their overall job satisfaction/dissatisfaction. There was non significant difference between the teachers working in rural and urban areas in their level of satisfaction/dissatisfaction with their job as a whole. But the two groups were significantly different in their level of dissatisfaction with policy matters and management policies. The teachers working in high schools were significantly more dissatisfied with physical facilities than those working in junior colleges. This may be due to very poor physical facilities existing in most of the high schools. Married and unmarried teachers were significantly different in their level of satisfaction with only three job factors, viz., policy matters, suitability and students. The three groups of teachers with low, average and high discrimination indices were significantly different in the level of their satisfaction with all the job factors as well as with their job as a whole. Among the 16 Personality Factors described by Cattell, Factors C, L, N and Q2 and the other personality factor, Neuroticism of the teachers could significantly influence their level of job satisfaction.

Samad1 (1986) conducted a study of organizational climate of Government High Schools of Chandigarh and its effect on Job Satisfaction of Teachers. The data for the study were collected from 175 teachers selected randomly from 18 government high schools of Chandigarh. They were administered the Halpin and Croft

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Organizational Climate Description Questionnaire and the Gaba Teacher Job Satisfaction Scale. The findings of the study showed that teachers in more open climate schools enjoyed job satisfaction than teachers of less open climate schools. Teachers in more open climate schools were more satisfied with respect to 'principal, colleagues, the facilities provided in schools and Miscellaneous regarding Personal Characteristics' than teachers in less open climate schools. There was a positive correlation between dimension of esprit and four sub-scales of job satisfaction, viz., principal, colleagues, students and some characteristics. A significant positive correlation was found between the dimension of thrust and sub-scales of job satisfaction, viz., principal, manager, colleagues, emoluments, facilities, students, miscellaneous regarding personal characteristics. The dimension of consideration was significantly related with six sub-scales of job satisfaction: principal, manager, society, emoluments, facilities and miscellaneous regarding personal characteristics. Female teachers were more satisfied with their job than their male counterparts. Teachers of 20-30 years of age were less satisfied with sob scale 'principal' of the Job Satisfaction Scale than teachers with 42 years or above age. Teachers with least years of teaching experience (0-5years) indicated significantly less satisfaction with 'Principal' than teachers with more years of teaching experience.

Srivastava\(^1\) (1986) conducted a study to examine the extent of job satisfaction and professional honesty among primary school teachers. The sample of the study consisted of 100 educational experts-university/college teachers, administrative staff, etc, and 987 (263

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female and 724 male) primary teachers selected from the randomly chosen primary schools in proportion to the population of each district of Faizabad division comprising both rural and urban areas. The tools of the study were a Job- Satisfaction Inventory, Professional Honesty Preference Record, a Questionnaire on Reasons for Job-Dissatisfaction and a Check-list. The data were tabulated and analysed using suitable statistical techniques. The findings of the study were as follows: The primary teachers of the area were found to have high job-satisfaction and professional honesty. Female teachers, as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers and non agricultural family occupation background teachers were significantly higher in job-satisfaction. Young teachers as compared to old teachers, junior teachers as compared to senior teachers, and high academic achiever teachers as compared to low achiever teachers were also significantly higher in job-satisfaction. Caste was not found to have a significant effect on either of the two. The major factors of job-dissatisfaction among the primary teachers were inadequate salary, lack of physical facilities (space, equipment, etc.), problems in getting arrears, exploitation by officers, etc.

Shanker¹ (1987) conducted a study of teacher responsibility and its relationship with school climate and job-satisfaction of teachers at the secondary school level in Moradabad District. Out of 900 teachers in the population, 748 were selected randomly. To collect the data, the Responsibility Feeling Scales, Teacher’s Job-Satisfaction Scale (JSS) and Organizational Climate Descriptive Questionnaire were

administered to the sample subjects. Coefficient of correlation, mean, SD, and t-test were used to analyse the data. The main conclusions drawn were as follows: On the job-satisfaction scale, excepting on 'Responsibility feeling teachers', teachers of the arts stream scored significantly higher marks than teachers of the science stream. Comparing urban and rural teachers, urban teachers were found to express more satisfaction on all the dimensions of JSS excepting 'responsibility not feeling teachers', than rural teachers. Both male and female teachers working in 'autonomous' and 'controlled' school climate were found more responsible and highly satisfied. Teachers of the science stream belonging to 'open', 'autonomous', 'controlled' and 'familiar' climate were found significantly more satisfied and more responsible than the teachers of the same faculty of paternal and closed climate schools. Teachers of the arts stream of familiar, controlled and paternal climate had scored significantly higher mean values on both responsibility feeling and job-satisfaction scales than their counterparts of the remaining three climates (open, autonomous and closed). As compared to rural teachers, urban teachers were found more satisfied with their job. Teachers, job-satisfaction did not show any significant relationship with the dimensions 'Psychophysical Hindrance' and 'Production Emphasis' of the organizational climate scale.

Das¹ (1988) conducted a study pertains an investigation of secondary school teachers' job satisfaction and job motivation in relation to age, sex, qualifications, environment and type of school, in Cuttack District of Orissa. The sample consisted of 230 secondary

school teachers drawn randomly from 35 government and privately-managed schools in Cuttack District. The tools used included the Job Satisfaction Scale and Motivational Scale. The data were analysed by using the statistical techniques of 't' test, percentages, chi-square and product moment correlation. The major findings of the study were as follows: It was found that 92% and 24% of the rural and urban teachers, respectively, were positively motivated towards teaching and 62% and 46% of the trained and untrained teachers, respectively, and 53% each of the male and female teachers were positively motivated towards teaching. Again, 77.6% and 25.33% of the government and privately managed school teachers, respectively, were positively motivated. 2.64% and 47% of rural and urban teachers, respectively 67.33% and 20% of the trained and untrained teachers, respectively, 65% and 26% of female and male teachers, respectively were found satisfied with their profession. Teachers who were motivated were also found highly satisfied in their jobs.

Goswami\(^1\) (1988) conducted a study of job satisfaction among teachers of the central schools in relation to some demographic and professional factors. The study had 512 central school teachers (CST) as a sample, using the stratified random technique. The researcher used an Opinionnaire on job satisfaction among teachers. The statistical measures used included mean, standard deviation, 't'-test and chi-square. The major findings of the study were as follows: The CST of the north-eastern (NE) region were found to be satisfied on income, job security, status as perceived by self, pleasure of achievement in job, leadership and supervision, interpersonal

relations and group behaviour in school, while they were dissatisfied on fringe benefits, stability in job, chances of promotion, working conditions in schools, status as seen by others, and recognition and approval. The needs corresponding to job context factors were more important than needs corresponding job context factors in the involvement and job satisfaction of CST of the NE Region. The CST of all cadres except PRT of the NE region were generally dissatisfied with their jobs. Female teachers are more satisfied with their jobs than male teachers. In CST of the NE region job satisfaction tended to decrease with advancement in age and increase of length of service. The CST of the NE region with graduate qualifications was more satisfied with their jobs than teachers with undergraduate and post-graduate qualifications.

Atreya¹ (1989) conducted a study of teachers’ values and job satisfaction in relation to their teaching effectiveness at degree-college level. The study was an ex-post facto research wherein 600 teachers from 11 colleges of Meerut University were selected through random sampling. The tools used for the study were a new Test for study of Values by Gilani; the Teachers’ Job Satisfaction Questionnaire of Kumar and the Teachers’ Effectiveness Scale (adapted form by Kumar and Mutha). The data were treated with ‘t’ test, partial correlation and multiple correlation. The major findings of the study were as follows: It was found that at degree level, teaching effectiveness was significantly related to values and job satisfaction. Teaching effectiveness was found to be a normally distributed trait. The effective teachers markedly differed from ineffective teachers on

the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

Dhulia1 (1989) attempted to study to administrative styles, job satisfaction of teachers and institutional perception of students as related to school climate. The sample comprised 30 principals, with 470 teachers and 470 students drawn by the proportionate allocation technique of sampling. The tools used included the School Climate Description Questionnaire (SCDQ), a Principals' Administrative Style Scale (PASS), Teachers' Job Satisfaction Scale (TJS) and Students' Institutional Perceptational Scale (SIPS) for secondary level. The collected data were treated with correlation. It was found from the study that all the variables mentioned in the study-JJS-SIP-TJS-SC SIP-SC were identified to be positively and significantly correlated with each other on the basis of different types of administrative styles, AS-LFS-AS respectively. The highest agreement was seen with the democratic style as well as the laissez-faire style whereas the lowest agreement was seen with the autocratic style. Hence the democratic style and the laissez-faire style can be located at the positive point and the autocratic style at the negative point of administrative style.

Gonsalves2 (1989) conducted a critical study of the job satisfaction of the primary teachers belonging to Zilla Parishad and private schools. The sample comprised 793 teachers from 137 schools of Vasai Taluka. The data were collected through official records of the


school, and a tool specially constructed to measure the job satisfaction of the teachers. The data were analyzed by using statistical techniques such as percentage and critical ratio. The findings of the study were as follows: The percentages of teachers who satisfied with their jobs were less than 50% the with respect to all types of teachers. The teachers were dissatisfied with their job because of their transfer to remote places and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys, etc. The teachers were found to be genuinely interested in teaching but reference books, audio-visual aids, etc. were not available in the school. The teachers were quite satisfied with respect to the Education policy, the teacher-administrator relationship, teachers' ethical values, time with them and teachers' service conditions.

Ramakrishnaiah¹ (1989) conducted study of the job satisfaction of college teachers in relation to variables like attitude towards teaching, management, sex, personality, etc. Four hundred and eighty college teachers, equally distributed between the two sexes, two types of management (government and private) and two levels of teaching (Junior college lecturers and degree college lecturers) served as the subjects for the study. The sample was selected by a multi-stage stratified random sampling procedure from three district of Andhra Pradesh. The study was of a 23-factorial design. A Job Satisfaction Scale, an Attitude Inventory, Cattell's 16 personality Factors, questionnaire and a personal data sheet were used to collect the data. Anova test, profile similarity coefficient and multiple regression were used to analyse the data. The major findings of the study were as

follows: The teachers, in general, were satisfied with their job. Three factors which contributed to dissatisfaction and six factors which contributed to satisfaction were identified. Considering overall Job Satisfaction teachers working in junior college were less satisfied than those working in degree college. The type of management and sex of the teachers did not have any significant influence on the Job Satisfaction of the teachers. A similar analysis was carried out for each of the nine job factors and results and results presented. Those who had more favourable attitude were more satisfied with their job. The different variables like qualification, marital status, experience, age, size of family or personality factors did not have any significant influence on the overall Job Satisfaction of the teachers. Similar analysis was carried out for the different job factors also. The personality profiles of satisfied and dissatisfied teachers were similar. The type of the management, sex r level of teaching had no significant effect on the attitude of the job satisfaction. Young teachers had a more favourable attitude than middle-aged teachers. Other variables, like qualification, marital status, experience and size of the family, did not have any influence on attitude. Among the 16 personality factors, factors A, B, C, G, L, N, O, Q1, Q3 had a significant influence on attitude. The personality profiles of teachers who had more favourable and those who had a less favourable attitude were similar. 7.35% of variance in job satisfaction and 19.27% of variance in attitude was predicted by the different variables included in the study.

Reddy¹ (1989) conducted an in-depth study of the job satisfaction

(JS), attitude towards teaching (ATT) and job involvement (JI) of primary school teachers in relation to some variables like sex, marital status, experience, personality factors, etc. The sample of the study comprised 300 primary school teachers selected by the multi-stage stratified random sampling procedure. A Job Satisfaction Scale, a scale to measure Attitude Towards Teaching, a Job Involvement Scale, Cattell’s 16 Personality Factors Questionnaire and a personal data sheet were used to collect the data. Analysis of variance, ‘t’ test and multiple regression were used to analyse the data. The major findings of the study were as follows: Considering overall job satisfaction (JS), the teachers were satisfied with their job. Considering JS as measured by different job factors, the teachers exhibited a significant level of satisfaction with the job as measured by eight factors, while they exhibited a significant level of dissatisfaction as measured by seven factors. Considering overall JS, women teachers were more satisfied with their job than men teachers, while men teachers were more satisfied than women teachers on one factor. Suitably qualified teachers were more satisfied with their job, young teachers were more satisfied with their job than middle-aged and aged teachers; this was true for overall JS. There was a significant difference between the level of JS of teachers classified as high, middle and low on the basis of their ATT. There was a significant difference between the level of JS of teachers classified as low, middle and high groups on the basis of their job involvement in the case of seven factors. There was a significant difference between the level of attitude of teachers classified as high, middle and low on the basis of their JI. There was a significant difference between the level of attitude of teachers classified as high, middle and low on the basis of their personality scores. There was a significant difference between
the level of JI of teachers classified on the basis of their qualification attitude towards teaching and personality, as measured by four factors. 84.33% of the teachers felt psychologically well-involved in their job. 96.40% of the variance in JS was accounted for by different job factors. The total variance in JS predicted by different independent variables was 27.7%. The total variance in ATT contributed by different independent variables was 39.1%. 49.1% of the variance in JI of the teachers could be predicted by the different independent variables included in the study.

Ray\(^1\) (1990) attempted to study the attitude of teachers towards pupils and their job satisfaction. The investigation had an experimental design wherein a sample of 100 teachers (male and female) of five schools of Cuttack City (Orissa) was chosen through random sampling. The tools used were the Mental Health Scale, the Job Satisfaction Scale, and the Teacher's Attitude Towards Children Scale. The data was treated with mean, SD, correlation, hi-square, and 't' test. The major findings showed that the mental health of teachers bore a significant and positive correlation with their job satisfaction and their attitude towards children. Teaching experience, mental health, job satisfaction and teachers' attitude towards children were significant and positively correlated with their age.

Shukla\(^2\) (1990) conducted a survey and study of the causes of discontentment prevailing among the teachers of primary and secondary schools. The survey method has been used in the study.

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Five hundred male and female samples were selected. A questionnaire was prepared and distributed among the male and female primary and secondary school teachers and their answers obtained. Mean, standard deviation, standard error and critical ratio of the reasons of discontent were calculated. The major findings of the study were as follows: The study showed that the reasons of discontent amongst the primary and secondary male and female teachers were similar. Generally the factors causing discontent were: Economic: Both male and female teachers were not getting sufficient salary and allowances as required. Due to this they felt dissatisfaction. This was the main reason for discontent. Social: In ancient times the place and status of teachers was high and respected. But nowadays the teaching profession has lost its position and the teachers seek shelter and sympathy from the society. The other causes were: In India about 85% of teachers belong to middle-class families. These teachers do not get a sound background and this affects the working capacity of the teachers. Since in India the society is divided into castes and sub-castes. There is no doubt that the feeling of inferiority among inferior castes creates discontent among the teachers. In India most of the problems and disputes are created by the administrative authorities. The bureaucrats do not know the technique and ethos of the profession and this is one of the important cause of discontent.

Srivastava¹ (1990) conducted a study of change proneness and job satisfaction among teachers with reference to teacher values. Using the random sampling procedure, 300 teachers (150 male and 150 female) from the primary, secondary and higher levels were selected.

The tools used included Mukhopadhyaya's Change Proness Inventory, Job Satisfaction Questionnaire of Pramod Kumar and Teachers' Value Inventory of H, B, L Singh. Mean, standard deviation, correlation and significance of correlation by Fisher's 'Z' formula were used to analyse the data. The major findings of the study were as follows: Teachers—male and female—at all the three levels of institutions were fairly change-prone by nature and they had fairly high job satisfaction. Female teachers had more job satisfaction than male teachers. In the case of primary teachers, there were significant sex differences in the relationship between social values and change-proneness. In the case of secondary teachers, significant sex differences in the relationship between economic value and change-proneness, political value and change-proneness and religious value and change-proneness were found. In the case of degree teachers no sex difference in the relationship between different values and change-proneness was found. In the case of primary teachers and secondary teachers, no sex difference in the relationship between different values and job satisfaction was found. In the case of degree teachers there was a significant sex difference in the relationship between theoretical value and job satisfaction.

Agarwal¹ (1991) studied job satisfaction of teachers in relation to some demographic variables and values. In the present survey, the sample comprising 338 female and 265 male primary and secondary school teachers was administered the Job Satisfaction Test, the Teachers Personal Blank and the Value Test. Mean, SD, 't' test and bi-serial correlation were calculated for the analysis and interpretation

of data. The major findings of the study were as follows: Non-scheduled caste, urban and Hindi speaking teachers were found to be more satisfied. The male teachers had greater job satisfaction than the female teachers. Trained post graduate teachers, single-family teachers and the more experienced government school teachers were found to be more satisfied with their jobs. Economic and political values were significantly related to job satisfaction. Caste, place of work and mother tongue influenced job satisfaction whereas age and marital status did not.

Natarajan¹ (1992) conducted a study to examine the influence of different types of school climate on teachers' satisfaction and the achievement of the pupils. Thirty out of 42 higher secondary schools in Tirupattur Educational District constituted the sample for the study. Twenty-two belonged to the urban area and eight to the rural area. Again fifteen schools were under government management and the remaining fifteen were managed by private agencies. More than 75% of post-graduate teachers numbering 256 participated in the study. The tools used were the School Organizational Climate Description Questionnaire (OCDQ) developed by Sharma, Job Satisfaction Scale and the pass percentages of the schools in the public examination were taken as the achievement of the pupils. The statistical techniques used to test the hypotheses were mean, SD, "t" test, chi-square test, ANOVA and product-moment correlation. Major findings of the study were as follows: The higher secondary schools of Thirupattur Educational District were found to have all the six types of climates. Out of thirty schools there were seven

schools with open climate, two schools with autonomous, seven with familiar, two with autonomous, seven with familiar, two with controlled, six with paternal and six with closed climates. No rural school was found to have autonomous and controlled climate. There existed a significant sex difference in the job satisfaction of teachers. Job satisfaction of teachers was not found to be influenced by the difference caused by the place of work, viz. rural, urban school and type of school, viz. boys, girls and mixed schools or by the type of management, viz. government and private schools and the subjects they taught. Teachers age and their experience were not related to their job satisfaction. The teachers of open climate schools had very high level of job satisfaction. No other group was found to have such a high level of job satisfaction. There was no difference in the achievement of students in schools having different organizational climate.

Rawat¹ (1992) attempted to study the expectations and realities of job, job satisfaction and value pattern of secondary school teachers in relation to their sex, organization, locality and level of teaching. The sample comprised 569 fresh teachers of secondary schools of Bareilly, Moradabad and Rampur Districts and was selected by the multi-stage random sampling technique. The sample represented the variations in sex, locality, type of organizations and level of teaching. The tools used were the Personal Data Schedule, the Teacher Job-Expectation Scale of Shah and Rawat, Teacher Job-Realities Scale of Shah and Rawat, the Job-Satisfaction Scale of Uniyal and Eight Value Scale of Shah. The collected data were treated with mean, SD, ‘t’ test

and product-moment correlation. It was found from the job satisfaction scores of female, C.T.-grade and government school teachers were significantly higher than their male, other-grades and aided school counterparts. Job expectation, job reality and job satisfaction showed strong positive relationship with humanistic creative knowledge, social and aesthetic values and negative relationship with political and economic values.

Ray\(^1\) (1992) conducted investigation to study the factors of job satisfaction and the attitude of secondary teachers towards pupils. In the present study, the Mental Health Scale, the Job Satisfaction Scale and the Teacher Attitude towards Children Scale were developed and used. Further, the researcher also used the Minnesota Teacher Attitude Inventory. The data were treated with percentages, mean, SD, correlation chi-square, ‘t’ test and regression analysis. The findings of the study were as follows: The mental health of teachers bore a significant and positive correlation with their job satisfaction and attitude towards pupils. Teachers’ teaching experience, mental health, job satisfaction and their attitude towards pupils were positively and significantly correlated with their age. Professionally satisfied teachers had a favourable attitude towards pupils. Women teachers, on an average, cherished a favourable attitude towards pupils, had better mental health and were satisfied in their profession as compared to men.

Singh\(^1\) (1992) conducted an investigation to study the organizational correlates of job satisfaction as well as role conflict among secondary school teachers of Allahabad District. The sample consisted of 400 secondary teachers, 200 males (100 urban and 100 rural) and 200 (100 urban and 100 rural). The tools used included Teachers’ Job Satisfaction Scale, Role Conflict Opinionnaire, School Organisational Climate Description Questionnaire and Leadership Behaviour Description Questionnaire. Product-moment coefficient of correlation, ‘t’ test and analysis of variance were used to analyse the data. The findings of the study showed that female teachers had more job satisfaction than male teachers. Rural teachers had more job satisfaction than urban teachers. Job satisfaction was positively related ‘esprit’, ‘production emphasis’ and ‘humanised thrust’ but negatively related with the ‘disengagement’ and ‘psycho-physical hindrance’ dimensions of organizational climate. Job satisfaction was positively related with the ‘initiating structure’ and ‘consideration’ dimensions of the leadership behaviour of principals. Teachers working in the ‘open’ climate were more satisfied than teachers working in the ‘autonomous’, ‘controlled’, ‘paternal’ and ‘closed’ climates. Teachers working under the ‘HH’ pattern of leadership behaviour were more satisfied than teachers working under the ‘LH’ pattern.

Usmani\(^2\) (2006) conducted a study of job satisfaction in relation to their personality type and type of school. In the present study, an


attempt is made to investigate the level of job satisfaction among senior secondary school teachers in relation to their personality type (Type A, Type B and Type AB) and the type of school. The teacher ratio was calculated to find out the significance of the difference between the sample means. The results revealed that there exists no significant difference in the level of job satisfaction among teachers of personality type A, B and AB and also between the teachers of government and government-aided schools. It was found that there exists significant difference in the level of job satisfaction of teachers of government and private schools and between government-aided and unaided or private schools.

Kapoor\(^1\) (2007) conducted a study to find out teacher effectiveness and job satisfaction of home science teachers of government and private secondary schools. The study used survey method. The sample consisted of 50 home science teachers comprising 25 from private schools and 25 from government schools of Agra city, teaching secondary classes. The tools used in the study were teacher effectiveness scale and job satisfaction questionnaire. Mean, SD, ‘t’ values were computed. It was found that teachers from government school appeared to be more satisfied (at 30\%) than their counterpart from private schools (25\%). It clearly means that they have better relation to classroom, class room management and personality characteristics and teaching, skill, relationship with pupils, fellows teachers, principals and parents. The study indicates that a particular type of administration and environment of the school influences the

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teaching effectiveness. The difference in mean value of job satisfaction between government and private school teachers is not very significant. The inter correlation between different groups of teaching effectiveness and job satisfaction is very high, positive and significantly related to each other which indicates that group is having positiveness and job satisfaction to enhance the total effectiveness. The teachers as they are satisfied with their service rules and facilities, find time to concentrate on academic affairs to become part of academic excellence of the students and institutions.

(F) Research on Professional Commitment of Teachers

No innovation or change can be implemented without teachers’ awareness, involvement and commitment. Professional commitment in education, in the modern sense is a recent arrival. Teaching profession had its roots in missionary work in ancient times. Teachers were sages who adopted teaching as a mission. Commitment was presumed to be a natural ingredient of teaching from its very beginning. Cambridge International Dictionary of English says, “Commitment means to promise or to give you loyalty or money to a particular principle, person or a plan of action.” In his theory of commitment, Salancik emphasized that the commitment of an employee must be reflected in his behaviour rather than his attitude.

The need for the improvement and enhancement of professional commitment of teachers is now universally emphasized and highlighted in educational circles and forums.
Bisaria\(^1\) (1991) tried to study the mobility patterns and professional commitments of higher secondary teachers of Delhi. Fifty schools were identified for conducting the study. The tools of the study were pilot-tested in three higher secondary schools of Delhi. After appropriate revision of the tools, a survey was conducted of all the teachers teaching higher secondary classes in the sample schools. An interview schedule was used for principals whereas the students were interviewed informally. The finding suggested that the general scheme of transfers after a certain length of stay at one school was not conducive to commitment. In fact, frequent transfers and a majority of the mobility patterns were negatively correlated to the professional commitment; therefore, it might be a good policy, if transfers were done only after an assessment of the performance of teachers. Upward mobility was conducive to professional commitment but downward and horizontal mobility were negatively correlated with professional commitment. It was also found that under normal circumstances women teachers detested going to school more so when the distance between their home and the school was too large.

Kanchan\(^2\) (2005) conducted a study on professional commitment of teacher-educators in relation to their teaching experience, job satisfaction and optimistic pessimistic orientation. The sample consisted of 250 teacher-educators working in different colleges of teacher education in the state of Punjab and Chandigarh. The data obtained on the five segments of professional commitment-


commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence, and commitment to basic human values was found to be significantly correlated at 0.5 levels. The said results can also be constructing as evidence in favour of the authenticity of the tool in terms of its reliability and validity. From the results it can be safely assumed that the inculcation and manifestation of professional commitment on the part of teacher-educators relating to its different segments tends to take place simultaneously. It would not perhaps be incorrect to assume that the conditions underlying the development of different segments of professional commitment by and large are the same and operate to generate the ingredients of every segment. Professional commitment in the field of education does not develop in splits and at its action level it cannot remain restricted to any one area falling within its jurisdiction.

II. STUDIES CONDUCTED ABROAD

Joseph and Jorge¹ (2004) studied the effectiveness of CONAFE in improving basic education for Mexico’s most disadvantaged students. CONAFE compensates for the early disadvantages of some students by providing extra resource to the schools enrolling those students. CONAFE’S compensatory programs do not operate schools, but rather give extra support to all indigenous, some secondary and selected other rural schools. To identify students with similar backgrounds the researcher used a propensity score matching algorithm that identifies comparable CONAFE and Non-CONAFE

students. Three types of databases were used for this evaluation: student-level test, databases containing test scores and student background information, school-level database containing data on student repetition and failure and school-level background databases with data from school principal and school teacher questionnaires.

In 1996 Mexico’s Secretariat of Public Education (SEP) selected 3000 schools to include in its test-score sample. Each year, SEP adjusts the schools and students in the sample to ensure that it represents Mexico’s national profile.

It is found that in primary schools, CONAFE students effectively learned new material throughout primary school and that CONAFE added value in math instruction, but no significant impact of CONAFE on Spanish scores. Indigenous students learn a significant amount of new material as they proceed through primary school. CONAFE student gained in Math scores by 6.5 points against non-CONAFE non-indigenous students and by 5 points annually against comparable CONAFE non–indigenous students.

Predictable, CONAFE students had significantly higher repetition and failure rates than did non-CONAFE students. CONAFE appeared to decrease repetition rates by an average of 0.13 per cent per year, which represents an elimination of 6 percent of inequality in repetition rates between comparable CONAFE and non-CONAFE students. Overall, CONAFE decreased failure rates by 0.3 percent per year but effect was largest for the less disadvantaged group.
Hughes\(^1\) (2006) conducted a study of teacher evaluation practices and teacher job satisfaction.

Determining teacher quality has become a critical focus for public school administrators due to the codification of the No Child Left Behind Act of 2001. Recruitment and retention of quality teachers is not only beneficial for continual student achievement but cost effective for school districts. The purpose of this study was to determine the relationship between teacher evaluation practices and teacher job satisfaction as measured by the Teacher Evaluation.

Profile and one subscale of the Teacher Job Satisfaction Questionnaire. The quantitative study was conducted administering the Teacher Evaluation Profile and the Teacher Job Satisfaction Questionnaire to all certificated teachers in a rural, mid-size school district located in the mid-west. The data from both instruments were analyzed using the Pearson product-moment. Demographic data pertaining to gender, years of teaching experience, and teaching assignment grade level were collected and were used as predictors for multiple regression analyses.

A significant relationship was found to exist between the Teacher Evaluation Profile subscale Evaluator Perceptions and the Teacher Job Satisfaction Questionnaire subscale Work Itself. No significant difference resulted from the multiple regression analyses using the predictors of gender, years of teaching experience, and teaching assignment grade level. Recommendations for future studies are to

\(^{1}\)Hughes, N. A Study of Teacher Evaluation Practices and Teacher Job Satisfaction. http://edt.missouri.edu/Fall2006/Dissertation/Hughes
replicate the study using different subscales of the Teacher Job Satisfaction Questionnaire.

Several investigations tried to identify and to assess the importance of different aspects of the work and their relation to job satisfaction. Studies of Katz and Kahn (1966), Porter and Lawler (1965), Rosen (1966), Vroom (1965), Vianelle and Wiessman (1974) have shown that jobs at higher hierarchical level are associated with power, authority, social status, prestige, responsibility, better pay and rewards and have positive effects on job satisfaction. Lawler and Hall (1970, 1976) reported that job involvement attitudes, higher order need satisfaction attitudes and intrinsic motivation attitudes are separate and distinct kinds of attitudes toward a job. Friedlander (1965) stressed the importance of achievement, recognition and challenging assignments as major aspects of job satisfaction. Centers and Bugental (1966) distinguished between intrinsic and extrinsic factors. Intrinsic factors like self-expression, autonomy, etc., are important determiners of job satisfaction at higher occupational levels while extrinsic factors like pay, security, co-workers, etc., are important at lower occupational levels. Halpin (1966) stressed the nature of work itself and the opportunity it affords for advancement as important factors. Wolf (1967) considers achievement and advancement in addition to security as important in job satisfaction. Blood (1967) found that the work values a person brings to a job may be related to his job satisfaction. Investigations of Heron (1952, 1954, and 1955) have pointed to the importance of job performance resulting in job satisfaction. Lawler and Hall (1970) reported job satisfaction to be unrelated to job performance, but they held that it was related to job involvement.
One of the most frequently studied correlates of job satisfaction is job level. A positive relationship between the level or status of the worker's job and his job satisfaction had been reported by a large number of investigations (Mann 1953, Morse 1953, Gurin, Veroffi and Feld 1960, Kornhauser 1964). Most investigations suggest that the positive relationship found between level and satisfaction is due to the fact that positions at higher levels provide more rewards than those at lower levels. Jobs at higher levels are generally more highly paid, less repetitive, provide more freedom, require less physical effort etc., then the jobs at lower level.

The study was carried out on a sample of 450 subjects. The data were collected through ABBPS (AB Behaviour Pattern Scale) and TJSQ (Teachers Job Satisfaction Questionnaire). Teacher job satisfaction relates positively to participative decision-making, higher autonomy at work, work environment conditions, and ultimately leads to improved student achievement (Ferguson, 2000; Jacobson, 2005; Mertler, 2002; Pearson & Moomaw, 2005; Singer, 1994). Goodlad (1990) found that teachers who chose an occupation in public education because of inherent professional values expressed higher levels of satisfaction and greater commitment than did their counterparts who went in to teaching for economic reasons. Reyes and Shin (1995) found that teacher job satisfaction is a determinant of teacher commitment and related to teacher retention. Latham (1998) and Mertler (2002) suggested the best ways to strengthen the teaching profession would be to: (a) make teaching a more satisfying career, (b) encourage young prospects to become teachers, and (c) motivate experienced teachers to stay in the profession. Harris (1995) surveyed a national sample of over 1000 American teachers and found only
seven percent very satisfied with the profession, compared to 38% who were somewhat satisfied or very dissatisfied and indicated they would change careers in the near future. Colgan (2004) reported 14% of the teachers new to the profession leave after one year, and the cumulative rate of teachers leaving the profession after five years is 46% (National Education Association, 2004).

Russell¹ (1970) conducted research on organizational involvement and commitment to organization and profession. This research investigates the effects of professional and nonprofessional types of organizational involvement on the compatibility of organizational and professional commitments for junior college teachers. Hypotheses are examined about the effects of professional and nonprofessional criteria of performance, authority over subordinates, and kind of supervision on the compatibility of these two commitments. It was found that the two commitments are more likely to be compatible when the involvement is professional than when it is nonprofessional. The implications of this for the treatment of professional employees are discussed.

The Center for Effective Schools (CES)² (1992) at the University of Washington surveyed the teacher expectations and student achievement. The sample was the staff of 87 elementary and secondary schools in four urban school districts (Chicago, Detroit, Indianapolis, and Milwaukee) as part of the data collection activities


of the Academy for Urban School Leaders, which was sponsored by the North Central Regional Educational Laboratory (NCREL). The surveys, based on CES research, were designed to assess staff perceptions of their school on nine school variables (instructional leadership of the principal, staff dedication, high expectations for student achievement, frequent monitoring of student progress, early identification of students with special learning needs, positive learning climate, multicultural education, and sex equity).

The survey results on the high expectations for student achievement variable indicated that a large percentage of the 2,378 teachers who responded did not have high expectations for the academic achievement of students in their schools. The results clearly indicate that the teachers in these urban schools do not expect their students to be successful even though they believe that the students possess the potential to learn.

**EPILOGUE**

A review of related literature indicates that some researches have been done on SC / ST students, educational development of tribals, educational opportunity of disadvantaged or slum children and so on. Some studies have also been done on educating out-of-school children. These studies have focused on academic achievement, lifestyle, problems faced, adjustment and attitudes of these children. A study has also been done on the nature, scope and effective utilization of the facilities given to the backward class students. Not many researches have been done on the infrastructural facilities available to the teachers. But very few of these studies have been done on teachers teaching students from the poorer or disadvantaged sections
of the society. Researches have been done on infrastructural facilities in backward cities. Very few of these researches have been done on samples selected from a metropolitan city like Mumbai.

Many researches have been done on job satisfaction of teachers of secondary level but few researches have been done on job satisfaction of teachers of BMC primary schools. Most of the researches done are of survey type and not correlational type. A few researches have been done on role of teachers and work of teachers. However, a large majority of such studies are on secondary schools. Also, very few of prior studies have attempted to develop a profile of teacher characteristics. It is also observed that very few researches have been done on the professional commitment of the teachers.

**Contribution of the Review of Related Literature to the Present Study**

A review of related literature helped the researcher to determine the sample of the study in that she decided to study primary school teachers teaching in BMC schools situated in Greater Mumbai. It helped her to identify the variables of the study, viz., job satisfaction, professional commitment, teacher expectations and role performance of these teachers. It enabled the researcher to determine the methodology of the study in terms of correlational research, survey research and development of a profile of teachers. It enabled the researcher to determine the components of the survey which included the nature of teachers’ work. Finally, it helped the researcher to interpret the findings of the present study.