CHAPTER 2

Review of Related Literature
REVIEW OF RELATED LITERATURE

2.1 Introduction

In the previous chapter one, we dealt with the introduction of the problem and its background. In this chapter an attempt has been made to present a brief review of researches available in the particular field concerning the problem. Without knowing the past we can not do something new in any field. If we want to do something new it is necessary to scan the past of that particular subject of the field and its related literature. Survey of related literature is an essential pre-requisite to actual planning and execution of any research work. It helps the investigator in selection of problem, stating the problem, defining it, in delimiting and in writing various objectives and formulating hypotheses. The survey of related literature gives the researcher an understanding of the research methodology which refers to the way study is to be conducted. The chapter is divided into following sub-sections.

- Studies on Professional Values
- Studies on Teaching Aptitude
- Studies on Job Satisfaction
- Conclusion
2.2 Studies on Professional Values

There are number of research studies conducted in the area of professional values of teachers. Professional values of teachers are correlated with impact on students, method of teaching employed, different aspects of college curriculum and other major decisions for action in the teaching learning process, attitude of teacher, professional commitment, working conditions, gender, salary, qualification, marital status, teaching experience, type of teacher training, type of schools, location, training, etc. The major findings are discussed below.

**Sood and Anand** (2010) studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. The data were gathered through ‘Scale for Professional Commitment of Teacher Educators’ from 135 teacher educators of 25 B.Ed. colleges of Himachal Pradesh. Results showed that the level of professional commitment of B.Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession. The paper discusses certain suggestions for enhancing the professional commitment level of B. Ed. teacher educators.

**Pandey** (2007) studied whether teachers have the relationship with awareness of and adherence to values inherent in fundamental duties.
The sample comprised of 900 teachers of both sexes (450 male & 450 female) teaching in Govt. aided and recognised primary and secondary schools located in urban and rural areas of Varanasi and tribal areas of Sonebhadra District. Following tools were used:

- Fundamental Duties Awareness Questionnaires for Teachers (FDAQT) constructed by the investigator;
- Values inherent in Fundamental duties questionnaire for teachers (VFDQT) prepared by the investigator.

The following findings were observed:

- There exists a significant positive relationship between awareness of and adherence to values inherent in the Fundamental Duties among primary male teachers. Contrary to this, for environmental and law abiding values no such significant relationship was observed.
- For female primary school teachers, it was observed that adherence to values inherent in the Fundamental Duties strengthens with increase in awareness of Fundamental Duties. Contrary to this, no such significant relationship was observed for social, spiritual, knowledge and value for excellence.
- For male primary teachers, adherence to patriotic, social, cultural, spiritual, knowledge and excellence values increases with increase in awareness of Fundamental Duties.
- For female primary teachers, adherence to patriotic, cultural, environmental and law abiding value strengthens with increase in awareness of Fundamentals Duties.

**Jolideh and Yeshodhara** (2007) studied the work values among high school teachers of India and Iran. In India, data were collected in Bangalore city in south part of India. Iranian data were collected in Sanandaj city in west part of Iran. A sample of 71 (37 Indian and 34 Iranian) high school was selected randomly. From the selected schools, 721 teachers were selected using stratified random sampling technique. The questionnaire having 24 items on work values developed by Elizur (1984), thoroughly tested in various cultural contexts (Borg, 1986; Elizur et.al 1991) was used for this study. The scale was administered to all respondents in its original English version for India and Persian version for Iran. MANOVA (Multivariate Analysis of Variance) was employed to find out the significance of difference between countries, age groups and subjects taught for work values. In the present investigation, countries (India and Iran), age groups and subjects taught (Arts and Science) were taken as independent variables and sub-component of work values were taken as dependent variables. The major findings of the study are as follows:

- In cognitive component, Indian and Iranian teachers had statistically equal scores. In material component, high significant difference was obtained between Indian and Iranian teachers, whereas Iranian teachers had significantly higher work value than
Indian teachers did. In affective component, Iranian teachers had significantly higher scores than Indian teachers and high significant difference was obtained between Indian and Iranian teachers. In case of total work values of Indian and Iranian teachers statistical significant difference was obtained, whereas Iranian teachers had significantly higher work value than Indian teachers did respectively.

- Age groups did not have any significant influence over any sub-component or the total scores as the obtained.
- As in the case of age groups, subject taught did not have any significant influence over work values.
- In rest of the sub-components and total work value, non-significant interactions were found. From the mean values, it is clear that in India as the age increases mean values of cognitive work values decreases linearly, whereas in Iran as the age increases this does not happen. From the mean value of sub-component and total work value of India and Iran, it can be seen that the age group of 30-39 is a different group that in all the score mostly has the upper score.
- None of the interaction effects was found to be statistically significant as all the obtained F values for interaction effects were found to be non-significant indicating that pattern of work values was same for teachers with different subjects taught irrespective of the country they belonged to. Indian and Iranian science
teachers in work value and in all sub-components had the highest score.

- There were high significant differences between Indian and Iranian teachers in their material and affective sub-components of work values and as there was a significant difference for total work value.
- There was no significant difference between teachers with different age groups in their work values in India and Iran.
- There was no significant difference between teachers with different subjects taught in their work values in India and Iran.

Kukreti, Saxena, and Gihar (2005) made a correlational study between values and teacher competence. Objectives of the study were:

- To study the value pattern of the competent and incompetent teachers
- To study the value pattern of the competent and incompetent teachers in respect to their sex

Multi-stage random sampling technique was adopted. 300 teachers were selected randomly from 15 secondary schools of Baswara district of Rajasthan. The major findings of the study were:

- Both the groups of teachers were found almost similar on religious, social and aesthetic values.
- There is no significant difference between competent and incompetent male teachers on aesthetic, social and humanistic
values. But in comparison to incompetent female teachers, the competent female teachers were found to have higher mean scores on knowledge, creative and humanistic and religious values.

- In case of economic and political values, incompetent teachers had scored significantly higher mean value than competent teachers.
- Competent female teachers had shown more inclination towards religious activities in comparison to their ineffective counterparts.

**Joseph** (2003) studied professional commitment of primary school teachers in relation to working conditions and selected personal factors. The major findings of the study were:

- A significant positive relationship was found between professional commitment and working conditions.
- A significant negative relationship was found between professional commitment and gender also between professional commitment and salary.
- A significant relationship was found between professional commitment and qualification.
- The four regression models show working condition to be the strongest predictor of professional commitment followed by gender, salary and qualification
- Marital status, teaching experience, type of teacher training and type of schools do not contribute significantly in the prediction of professional commitment
Diwan (1993) analysed and compared the leadership behaviour and value patterns in organizational context of principals from senior secondary schools and the different management including government, government-aided and unaided. The study comprised of 20 senior secondary schools principals of West district of Delhi and five teachers from each of the schools were selected through stratified random sampling method. A tool to measure value patterns in organizational context was prepared by the investigator used to collect data. It was found that

- Value patterns possessed by the principals depend upon their likings and dislikings of certain things. In the organizational context, they hold beliefs specific to the issues according to importance they accord to them.
- The Value patterns possessed by the principals and the leadership behaviour differed with the nature of institutions
- The principals of government schools for boys and girls showed possession of all the three dimensions of value patterns – personal, functional and relationship.
- All principals exhibited leadership behaviour in accordance with the value patterns they held
- The principals’ satisfaction depended upon how well his values found expression in his daily life style.

Gupta, Rani and Gupta (1985) found that a person with good academic career and good attitude towards teaching profession is likely
to be an effective teacher. In their study they emphasized that academic achievement and attitude towards teaching profession has anything to do with teaching efficiency so that we can develop ways and means to test teaching before admitting them to a training college and to minimize the chances of entering of wrong persons. The data was collected from (50 boys, 45 girls) student teachers to two training college (B T C) with the help of two test inventories “Teacher’s Rating Scale” by R.C. Deva, “Teacher’s Attitude Inventory” by S. P. Ahluwalia and Academic Achievement Record. The major findings of the study are summarized as – (i) there is positive relationship between Teaching Efficiency and Professional attitude towards teaching profession. The correlation is very low in the case of male student teachers, while the condition is better in case of female. Positive favourable attitude towards teaching profession makes the work not only for career but also more satisfying and professionally rewarding. (ii) There is no relationship found between teaching efficiency and academic achievement in both the sex. (iii) There is a quite significant difference among the sample means, i.e. mean of male teaching efficiency and attitude towards teaching profession and female teaching efficiency and attitude towards teaching profession. (iv) There is a significant difference among mean of male academic achievement and the mean of female academic achievement. (v) Sex plays a great role in respect to variable teaching efficiency and attitude towards teaching profession.

Gupta and Gupta (1985) Studied the relationship among teaching efficiency with anxiety and family relationship of high school teacher’s
of Moradabad District. The sample collected for the study was of 100 High School Teachers (male & female) teaching from IX to X classes. The data was collected with the help of Teacher’s Rating Scale – R.C. Deva, Sinha Anxiety Scale and Family Relationship Questionnaire – Y.K. Gupta and N. Gupta. The findings of the study are given as – (i) Anxiety influences teaching efficiency of male and female teachers. (ii) Comparatively the influence of magnitude of anxiety on teaching efficiency is small in case of male teachers. (iii) Bad family relations affect teaching efficiency of teachers. But, female teacher are found more affected toward this fact. (iv) there is a positive relationship between anxiety and family relationship of the teachers. (v) Anxiety level of female teachers increases due to bad family relationship in the family of female teachers which exerts an influence on their emotional stability.

Mishra (1984) in her study revealed that professional attitude of a teacher and his personality adjustment are important factors, because these two play an important role in teacher’s personal and professional life. Likert type rating scale “Attitude of Teachers towards teaching profession” and Bells adjustment inventory” were used to collect the data. A simple of 200 teachers was taken randomly from the government and private schools of Indore city. A positive relationship was found between the two variables which is significant at 0.01 level. The results reveal that there is a significant relationship between professional attitude and personality adjustment. If a teacher has positive professional attitude then his personality adjustment is also
good. This is natural because well adjusted personality of the teacher, relieved of and free from all unnecessary tensions, makes his life happy. Only in such conditions he will be positive and feel satisfied with his profession. In other words it may be said that a teacher with positive attitude will derive vocational satisfaction from his work, and consequently in different spheres of his life and his personality adjustment will be better.

**Gupta and Shamsherry** (1982) studied that a person will develop an attitude for teaching after undertaking a professional training. In other words, the achievement of the students will have a direct relation with the attitude of their teachers regarding professional training. If teacher’s attitude and teaching experience have any significant influence and relations, then one can predict the efficiency of the teacher by knowing his attitude towards professional training.

**Agarwal, Gupta and Saxena** (1980) studied a relationship between teaching efficiency and professional attitude and their adjustment in daily life situations. According to them favourable attitude and better adjustment always produce good and efficient teachers. A sample of 100 male and 100 female student teachers were taken from Govt. Raza P.G. College, Rampur and D.A.K. College, Moradabad. The main findings of the study were as (i) There is a positive relationship between teaching efficiency and attitude towards teaching profession in both male and female. (ii) There is no relationship between teaching efficiency and adjustment in both male and female student teachers. (iii)
Attitude towards teaching profession does not have any relationship with adjustment irrespective of sex differences. (iv) Sex does not play any role in respect of the variables (teaching efficiency, attitude towards teaching profession and adjustment).

Yadav (1979) studied the role of intelligence, scholastic achievement, socio-economic status, values and needs as motives for vocational preferences. The descriptive method of research was used. Thurston’s Interest Schedule, R. K. Tondon’s Group Test of Intelligence, Jalota and Kapoor’s Socio-economic Status Scale Questionnaire, Personal Values Questionnaire by Sherry & Verma and Tripathi Personal Preference Schedule. The findings of the study were that (i) intelligence had positive relationship with vocational preferences of art students in physical science, biological science, executive, computational, persuasive, linguistic, humanitarian and artistic areas while for science students the relationship of intelligence with vocational preferences in physical science, biological science and computational areas are negative; (ii) Scholastic achievement had positive correlation with preferences in biological sciences for are students and negative correlation with preference in biological sciences, executive, persuasive, linguistic and computational areas for science students; (iii) the most preferred vocational fields for adolescents were executive, linguistic and physical science areas and (iv) Among the values family prestige, health, hedonistic, democratic and aesthetic were significant motives for vocational preferences of adolescents.
NCERT (1979) (Educational Survey, Unit) determined the extent of the teacher’s acceptance of the role in which they find themselves. The aim of the study was to know how teachers reacted to various issues related to their professional life and efficiency, and how the above reactions were related to the factors like management, area, sex, age, experience, academic and professional qualifications, etc. The sample size was to 6,558 teachers of middle section of 377 schools attached to high and higher secondary schools and intermediate colleges of all the states including some union territories. Major findings of the study were: the attitude of teachers differed significantly under different management, (ii) the tenure of service did not affect the attitude of teacher’s (iii) the attitude of male and female teachers showed more positive attitude towards the profession than older teachers, (v) experience and positive attitude were inversely proportionate, (vi) training appeared to be a contributing factor in the development of apparent positive attitudes towards profession.

Ahluwalia (1978) in his study developed a teacher Attitude Inventory to measure the change in the professional attitudes of the student teachers as a result of teacher education course of one academic year duration. After an initial tryout of 300 items 150 items were finally selected for the inventory. It was standardized on a group of 2169 student teachers, i.e. five percent of the total population of B.Ed. students in Hindi speaking states. The reliability of the TAI was calculated by split half method which came to be 0.79. The inventory was validated through the application of ‘known group’ and stimulus group techniques. The
major findings of the study were: (i) the new TAI was a reliable and a valid tool for the measurement of teacher’s attitudes; (ii) the mean attitude scores, as a general rule, were found to decrease in place of improving at the end of training programme; (iii) the mean attitude score were changed either positive of negative as a consequence of the nature of training programme provided by different institutions; (iv) sex wise and institution wise mean attitude score differences were found but these were not significant; and (v) Sex was not found to be either a determinant or differential of change in professional attitudes of student teachers as a consequence of teacher preparation programme.

Nair (1979) studied the impact of certain sociological factors like family background, caste, religion, sex and location on the teaching ability of teacher. Two hundred secondary school teachers from the Trichur (Kerala) were selected giving equal representation to government and private schools to rural and urban areas, and to men and woman teachers. The findings of the study revealed that – (i) teachers parental socio economic conditions had a negative influence on teaching ability; (ii) the private school teachers in general were found to have better teaching ability than government school teachers; (iii) sex was not found to be affecting teaching ability; (iv) the locality of the schools had no significant influence on teaching ability and (v) a positive relationship existed between age and teaching ability; and (vi) caste and religion were not found to be affecting teaching ability.
Arora (1978) in her study revealed certain teacher characteristics that differentiate effective teachers from ineffective teachers. She observed that a majority of effective teachers as against ineffective teachers decided quite early in life to join the teaching profession. Effective teachers occupy themselves in activities connected with school work and in-service programme. The efficiency of teachers is very well affected by their traits, job satisfaction, socio-economic and family conditions etc.

Tripathi (1978) in his study tried to find out the relationship between Teacher Attitudes and organizational climate. The sample of the study constituted 840 teachers, ten each from all the 84 intermediate colleges in Varanasi District of U.P. He concluded that on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges and girls and boys colleges were not significant.

Kumar (1978) made a comparison towards professional attitude of student teachers between science and non science groups, their academic qualifications graduate and post graduate experience and sex. The sample taken was of 85 subjects in which 50 were taken from teacher training institutes and rest in-service teachers were drawn from various higher secondary schools in the town Baggar (Rajasthan). Hang and Chong attitude inventory was used for collecting the data. The main findings of the study were as follows – (i) Difference on D factor (i.e. attitude towards disciplines) was found significant in favour of science
teachers.  (ii) Pm factor a which stands for attitude towards administration a significant difference was obtained in favour of post graduate teacher as compared to graduate teachers. (iii) Experience did not show any contribution towards attitudes. (iv) Significant differences were also found in the favour of female teachers on EA scale and its factor D and A. this proved that the female teachers had more favourable educational attitude than male teachers.

Sukhwal (1977) studied the attitude of married lady teachers towards the teaching profession and the problems of married lady teachers with reference to dual role in their homes and their profession, 500 married lady teachers were selected randomly from the 50 government girl’s secondary schools of Rajasthan. The major findings were as follows :- (i) majority of the teachers favoured the profession, and the highly significant differences existed between the favourable and unfavourable attitude (ii) the higher the age, the greater was the increase in the degree of favourableness in attitudes towards the teaching profession, (iii) experience played a great role in the development of favourable professional attitudes, (iv) trained teachers were found to possess more favourable attitudes towards teaching than the untrained teachers, (v) the problems faced in the actual field of work were found to be related to the areas of personal, family, financial, leave, time and education. The area ‘personal’ accounted for the maximum number of problems and the area ‘education’ accounted for minimum number of problems. Gupta (1985)8 made an attempt to find out the personality factors and family relationship of effective teachers in different types of schools viz.,
private, government, central and missionary school. The data was collected from 740 teachers (570 male and 170 female) with the help of cattell’s 16 PF Questionnaire by Kapoor, Teacher effectiveness scale by P. Kumar and Mutha and family relationship questionnaire (self-made). The major findings of the study were as follows: (i) the personality factors of effective teachers differ from one type of school to another, (ii) central school teachers were proved better in teaching efficiency when compared with other groups, (iii) the female teachers and arts teachers were also better than their counterpart male and science teachers (iv) in all types of schools (except in case of missionary schools) the female teacher’s performance proved better than that of male teachers, (v) teaching efficiency positively correlated with family relationship.

Lakshmi (1977) studied achievement, motivation among teacher trainees, performance of teacher trainees and effect of achievement motivation on anxiety. Her sample was of 100 teacher trainees of Shri Sarda Training College for Women, Salem. The sample included 50 students, 25 in experimental group and 25 in control group. The groups were matched on intelligence scores. The input programme for developing normal achievement was implemented in the experimental group. The findings of the study were as follow:

- The input programme for developing normal achievement of students had offered significant decrease in anxiety
Students with high anxiety had gained more in achievement motivation than those with low anxiety.

High anxiety students showed more significant gains in performance than the low anxiety students.

In teaching practice the low anxiety students gained more in performance than the high anxiety students.

Gupta (1977) performed a study on the personality characteristics, adjustment level, academic achievement and professional attitudes of successful teachers. The study intended to find out the personality traits of successful teachers and differentiate them from less successful teachers mainly. It was found that teaching success was significantly related to the factors A,B,C,G,H,I,L,N,O,Q3 and Q4 of personality. He also noticed successful and less successful teachers were different in personality characteristics, adjustment and attitude towards teaching. The personality factors as a group were better indications to teaching success than individual factors.

Katiyar (1975) carried out a study of values and vocational preferences of Intermediate class students of U.P. He used Sherry and Verma’s Personal Values Questionnaire and Thurston’s Interest Schedule. The study aimed at (i) to compare the vocational preferences of the students of different courses of study, religion, Hindu caste group, level of parent’s income, level of father’s education and profession and (ii) to study the relationship between values and vocational preferences of students. The result reveals that students were high in democratic,
social, knowledge value while medium in healthy and religions. The students of very high income group were higher than the very low income group.

Singh (1974) studied the dominant values of the teachers, i.e. whether their attitude towards their profession was favourable or not. The sample consisted of 517 higher secondary school teachers of Delhi, for standardization of the Teacher Value Inventory and for the study of relationship among values, attitudes and job satisfaction a different sample of 521 teachers, was selected on the basis of stratified random sampling. Ahluwalia’s Teacher Attitude Inventory was also used to collect the data. The major findings of the study were:- (i) Teachers scored the highest on social and theoretical values and the lowest on economic and political values; (ii) age of the teacher did not make any difference to his values, only religious and political values differed due to age; (iii) the professional attitudes of teachers were favourable, and their attitude towards child centred practices and educational process was more favourable than their attitude towards teaching as a profession, classroom teaching, pupils and teacher; (iv) there was no difference in the attitude of teachers due to difference in age; male and female teachers differed in their attitude, (v) there was significant positive relationship between scores on theoretical and social values and scores on attitudes; (vi) there was a positive and significant relationship between scores on attitudes and scores on satisfaction.
The research studies of Bledsoe (1962), Bowie (1962), Gupta (1966), Kakkar (1966), Pal (1969), Sharma (1970), Kulshrestha (1972), Yadav (1971) & Kulshrestha (1970) and many others have revealed that teacher’s values have an impact on students in the college situations. The method of teaching employed, emphasis put on different aspects of college curriculum and other major decisions for action in the teaching learning process have been viewed as reflections of the values and attitudes, the teacher had developed.

2.3 Studies on Teaching Aptitude

There are number of research studies conducted in the area of teaching aptitude of teachers. Teaching aptitude is compared with respect to Age, experience, facility, gender, different levels and categories of teachers, etc. It is also correlated with success of teaching, teaching-learning process, teacher commitment, teacher effectiveness, intelligence, academic achievement, personality, etc. The major studies are discussed below.

Sajan (2010) studied teaching aptitude of student teachers with respect to their gender and academic achievement at graduate level examination. The sample for this study is selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala. Teaching Aptitude Test Battery (TATB) developed by Singh and Sharma (1998) was used to measure aptitude in teaching. Analysis of the results show that majority of students have
ample teaching aptitude. The female students are found to be significantly better than their male counterparts in teaching aptitude test. The academic achievements at graduate level examination have no substantial relation with aptitude in teaching.

Natesan and Khaja Rahamathulla (2003) studied the teaching profession perception, teaching aptitude, and personality factors of secondary grade teachers. The sample consisted of 200 men secondary grade teachers and 200 women secondary grade teachers. The tools used were teaching profession perception scale, teaching aptitude scale and Cattell’s 16 PF Questionnaire. There was no significant difference between secondary grade assistant teachers and secondary grade headmasters in teaching profession perception and all the areas of teaching aptitude except Interest and Scholarly Taste (TST) and fair-mindedness and Impartiality (FMI).

Bhattcharya (1995) studied teaching aptitude of science and non-science student teachers in relation to their level of anxiety. The study was aimed to compare the teaching science and non-science graduate student teachers of B.Ed., on sample of 100 (50 each for science and non-science stream) Teaching Aptitude Test constructed & standardised by Jai Prakash and Srivastava was used, and find out that there was no significant difference between science and non-science graduate student teacher in teaching aptitude.
Patil and Deshmukh (1993) examined the relationship between teaching aptitude and teaching Efficiency among pupil teacher at B.Ed. level. The study was conducted to examine the relationship between the scores of teaching aptitude and teaching efficiency of 238 B.Ed. Pupil teachers. The tool used in the study includes teaching aptitude test of Jai Prakash and Srivastava, and scores of annual lessons as scores of teaching efficiency. The collected data were treated using mean, SD, Critical ratio and co-efficient of correlation. Findings of the study reveal that (i) the male and female pupil teacher differed significantly on their teaching aptitude in favour of the female pupil teachers. (ii) The graduate and postgraduate pupil teachers also differed significantly on teaching aptitude in favour of the postgraduate pupil teachers. (iii) The experienced and in-experienced pupil teachers also differed significantly on their teaching aptitude in favour of the experienced pupil teachers. (iv) Teaching aptitude of science and art-groups did not differ significantly. (v) Teaching efficiency of art and science pupil teachers, male and female pupil teachers, male and female pupil teacher, experienced and in-experienced pupil teachers did not differ significantly while the graduate and post-graduate pupil teacher different significantly.(vi) It was found that the co-efficient of correlation between the scores of aptitude in teaching and teaching efficiency were positive and significant.

Goel and Mishra (1993) made an attempt to study prediction of the educational competency using a regression equation. The sample comprised of 119 students of B.Ed. course. Relevant data were collected
using tests on teaching aptitude, language ability, general mental ability and social sensitivity. For educational competency the percentage, scores obtained by the teacher trainees in the B.Ed. final examination were considered. The collected data were subjected to regression analysis. The major findings of the study reveal that out of four independent variables. (1) Language ability, (2) Teaching aptitude, (3) general mental ability and (4) social sensitivity, the teaching aptitude contributed the most while the language ability; followed by social sensitivity and the general mental ability were found to be the poor predictors of teaching competency of teacher trainees.

Pandya (1993) studied teaching aptitude of secondary school teachers of Gujarat state in the context of some psychosocial variables with the objective (i) to study teaching aptitude, psycho-social variables including sex, area, vocational aspirations, leadership, emotional stability, radicalism/ conservatism and socio-economic status. (ii) to study interaction effects of psycho-social variables on teaching aptitude of teachers. The study was based on the assumptions that there is no significant difference between teacher aptitude scores of male and female teachers of rural and urban areas, low and high socio-economic status, and low and high vocational aspirations. There is no significant interaction among independent variables on teachers’ aptitude. Major finding of the study indicate that female trainees were found to obtain significantly higher score in teaching in teaching aptitude than their male counter past and no significant difference was found between teaching aptitude of urban and rural trainees. The gender groups, SES
groups, vocational aspiration groups, leadership groups, personality groups of the two extreme polarities were found to differ significantly on their teaching aptitude.

Reddy (1991) tried to assess the teaching aptitude not attitude of secondary schools teachers in Andhra Pradesh relates to their Age, Sex, facility and category and find out that the female respondents performed relatively better in teaching aptitude test, age and faculty did not influence the performance on teaching aptitude test, experience teachers and teacher awarded exhibited a statistically significant superior performance over student teachers.

Shah (1991) attempted to study certain determinants that makes teacher effective with the objective to predict the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, and attitude and school climate on teaching effectiveness among the secondary level teacher. Major findings of the study reveals that teachers’ effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, personality, value pattern, self-concept, and intelligence organisation climate.

Kukreti (1990) made an attempt to study some psychological correlates of successful teachers, to examine how far the teaching aptitude determines the success of teaching to know the impact and of intelligence of teachings on their teaching success. The findings of the study reveal that – there was significant & positive correlation between the variables teaching success and teaching aptitude. Successful teachers
scored significantly higher score on intelligence as compared to their unsuccessful counterparts. Knowledge and creative values were remarkably higher among successful teacher, whereas the unsuccessful teachers were found more inclined towards economic values.

Kahlon and Saini (1989) studied the impact of teacher education on the teaching aptitude of graduate trainees of Punjab Agricultural University. The objectives of the study were to (i) to evaluate the impact of teacher education on the teaching Aptitude of education graduates and (ii) to find out the relationship between academic Achievement and Teaching Aptitude. The sample of the study comprised of all the 20 students of the B.Ed. class from the Punjab Agricultural University. Teaching aptitude test constructed by Srivastava and Prakash was applied at the start and at the end of the academic session. Finding of the study reveals that (i) various personality traits studied indicated significant differences in favour of fairness and cooperative attitude, followed by kindliness moral character, beside wide interest, Enthusiasm and patience, respectively showing strengthening of these traits with the teaching of various education courses. (ii) Teaching of education courses effect the development of teaching aptitude. (iii) Academic Achievement was significantly related to teaching aptitude.

Bhasin (1988) studied teaching aptitude and its relationship with teaching effectiveness of the higher secondary schools teachers in relation to the modern community and found that teaching aptitude had
a significant and positive correlation with teaching effectiveness, but it had no direct relationship with teacher community participation.

Deva (1966) selected a set of predictors with a view of using them to prognosticate teaching efficiency, develop an instrument for measuring teaching efficiency, find out the extent to which the predictor measure forecast teaching ability, and finally lay down a suitable working procedure for actual selection. Data was collected from 546, student teachers of six teacher training institutions of Agra University. A Student Teacher Rating Scale was constructed to provide the criterion measure of student teaching. A multiple correlation coefficient of 0.565 between the predictors and the criterion of teaching success was obtained. Personality-adjustment accounted for 23.6 percent of the variance. Personality, thus, seemed to be the most important and intelligence the least important in predicting success in student teaching while kindness, effective questioning and fluent expression were the most important characteristics of efficient teachers. Good scholarship had been found to be another important characteristic of teaching efficiency.

Aadaval (1952) found out the specific qualities needed to make the teacher successful in the profession and the way in which training colleges equip our teacher with their requirement teaching aptitude test by mass, Hunt and Wallace. Medical examination conducted to evaluate the physical fitness of teacher. The findings of the study reveals that love for public service, love for children etc. were the chief motives for understanding the profession. Intelligence test revealed that most of the
trainees had an IQ between 80 to 109. The analysis of the data regarding aptitude for teaching revealed a low aptitude on the part of the teacher but trainees had greater aptitude for teaching than men. The higher correlation found between intelligence and aptitude for teaching showed intelligence was an important factor in determining one’s aptitude for teaching.

Teaching aptitude is one of the major determinants of teacher effectiveness (Vyas, 1982). It is also found to be a good predictor of teacher effectiveness (Beena, 1995). Kukreti (1990) in a study of some psychological correlates of successful teachers found that there is a positive relationship between aptitude and success in teaching.

2.4 Studies on Job Satisfaction

Similarly, number of research studies have been conducted in the area of job satisfaction of teachers. Job satisfaction of teachers was compared with respect to age, sex, marital status, qualification, school climate, type of institutions, locality of the institutions, etc. Job satisfaction of teachers was correlated with teacher behavior, teacher commitment, attitude towards teaching, etc. The studies were as follows.

Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience
of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.

Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed.

Usha and Sasikumar (2007) studied the predictors of job satisfaction and revealed that teacher commitment is the best predictor of job satisfaction among school teachers.

Singh (2007) studied the job satisfaction of teacher educators in relation to their attitude towards teaching. Objectives of the study were:

1. To compare the job satisfaction of teacher educators with their attitude towards teaching;

2. To compare the job satisfaction of male teacher educators with their attitude towards teaching;

3. To compare the job satisfaction of female teacher educators with their attitude towards teaching.

The study was descriptive survey type. The sample comprised of 250 teacher educators with 100 male and 150 female teachers educators from
20 Colleges of Education affiliated to Panjab University, Chandigarh, Guru Nanak Dev University, Amritsar and Punjabi University, Patiala.

The tools used were:


The statistical techniques followed were product moment correlation to find the relation between job satisfaction and attitude towards teaching. It was found that:

- Job satisfaction of teacher educators is positively but not significantly correlated to attitude towards teaching.
- Job satisfaction of male teacher educators is positively but not significantly related to attitude towards teaching.
- The relationship between job satisfaction and attitude towards teaching of female teacher educators is positive but not significant.

Yarriswamy (2007) studied individual need strength, locus of control, job involvement and burnout of teacher educators of teacher training institutes in the state of Karnataka in relation to their job satisfaction. It was found that:

1. There is no significant difference in the job satisfaction between teacher educators working in:
2. There is no significant difference in the job satisfaction between male and female teacher educators.

3. There is no significant difference in the job satisfaction between teacher educators with:
   a. below 10 years of teaching experience and 10 years to 20 years of teaching experience.
   b. below 10 years to 20 years of teaching experiences.
   c. high locus of control teacher educators and teacher educators with low locus of control
   d. high burnout with low burnout teacher educators.

Chaudhary (2007) studied professional awareness vis-a-vis job satisfaction of college and university teachers in Assam. Major findings of the study are:

1. There was no significant relationship between professional awareness and job satisfaction of the college and university teachers.

2. There was no significant relationship between professional awareness and job satisfaction of the college and university teachers with respect to their qualification.
3. There was no significant relationship between professional awareness and job satisfaction of the experienced college and university teachers.

4. There was no significant relationship between professional awareness and job satisfaction of rural college teachers whereas there was significant relationship between those two variables in case of urban college teachers.

5. There was no significant relationship between professional awareness and job satisfaction of the aided college teachers, whereas there exists a significant relationship between these two variables in case of govt. college teachers.

Jamal (2006) studied the organisational commitment in relation to occupational stress, Job satisfaction, employees’, morale and socio-emotional school climate. It was found that occupational stress and employees’ morale as a whole and its components like workload, student misbehaviour; classroom resources, poor colleague relation, etc. are predictors of organisational commitment and affective commitment.

Rathod and Verma (2006) made a study on job satisfaction of teachers in relation to role commitment. It was found that:

1. There was significant influence of sex on job satisfaction of teachers. Female teachers were found to have more job satisfaction than male teachers.

2. There was significant influence of training on job satisfaction of teachers.
3. There was significant influence of experience on job satisfaction of teachers. Senior teachers were found to have more job satisfaction than junior teachers.

4. There was significant influence of role commitment on job satisfaction. Teachers having high role commitment were found to have more job satisfaction than teachers having low role commitment.

5. There was significant influence of residential background on job satisfaction of teachers. Urban teachers were found to be more job satisfied than rural teachers.

6. There was no significant influence of interaction between sex and role commitment on job satisfaction of teachers.

7. There was no significant influence of interaction between training and role commitment on job satisfaction of teachers separately.

8. There was no significant influence of interaction between experience and role commitment on job satisfaction of teachers.

9. There was no significant influence of interaction between residential background and role commitment on job satisfaction of teachers separately.

Chung-Lim and Wing-Tung (2006) studied ‘Teaching Satisfaction Scale’ to measure Job Satisfaction of Teachers in China. In the present study proposes a teaching satisfaction measure and examines the
validity of its scores. The measure is based on the Life Satisfaction Scale (LSS). Scores on the five-item Teaching Satisfaction Scale (TSS) were validated on a sample of 202 primary and secondary school teachers and favourable psychometric properties were found. As hypothesized, teaching satisfaction as measured by the TSS correlated positively with self-esteem but negatively with psychological distress and teaching stress. The TSS scores had good incremental validity for psychological distress and teaching stress beyond earlier Job Satisfaction Scales. The TSS offers a simple, direct, reliable, and valid assessment of teaching satisfaction. Future development of the TSS is discussed (Educational and Psychological Measurement).

Singh (2006) made a comparative study of teacher educators of aided and self-supporting teacher training institutions in relation to their professional values, family relationship, adjustment and job satisfaction. It was found that teacher educators of aided institutions have better professional values, family relationship, adjustment and job satisfaction in comparison with teacher educators of self supporting institutions.

Mishra (2005) studied the organizational climate of different types of secondary schools and its relationship with leadership behaviour of principals and teachers’ job satisfaction. The sample consisted of 184 teachers working in 46 secondary schools selected by stratified random sampling techniques from the aided and non-aided
secondary schools of rural and urban areas of Allahabad district. The major findings of the study were:

- Positive relationship existed between leadership behaviour of principals and teachers’ job satisfaction
- Healthy and open climate of the school enhanced the job satisfaction of teachers. Closed climate marred the job satisfaction of teachers.

Raj and Marry (2005) studied job satisfaction of government school teachers in Pondicherry region. Major findings of the study are:

1) Job satisfaction of govt school teachers (overall and at all level) in Pondicherry region was not high. Overall job satisfaction level showed that 39% by the govt school teachers had low (40% had average and 21% high) level of job satisfaction
2) No significant difference was found in job satisfaction between gender, medium of instructions, local, educational qualification, salary and religion.
3) There was no significant difference among teachers irrespective of experience, age, subjects and type of schools.

Sharma (2005) compared the job satisfaction of three groups of physical education teachers teaching in high schools of Himachal Pradesh having good, average and poor sports facilities with respect to following factors:
- work condition
- salary, security and promotional policies
- institutional plan and policies
- Authority, their competence and functioning.

The sampling of the study consisted of 210 physical education teachers posted in High schools of Himachal Pradesh having high, average and low level ground court facilities. The sample was drawn from 210 high schools from all districts of Himachal Pradesh randomly. A Job Satisfaction Questionnaire for teachers developed by Kumar and Mutha was used for collecting data. The findings of the study are as follows:

1. Three groups of teachers teaching in high school having high, medium and low levels of sports facilities exhibit more or less equal level of job satisfaction with respect to work and work conditions component, irrespective to existing sports ground/court facilities in their institutions.
2. Three groups of teachers teaching in high school having high, medium and low levels of sports facilities concerning grounds and courts are satisfied with the salary, security and promotional policies of their profession.
3. Three groups of teachers teaching in high school having high, medium and low levels of sports facilities exhibit more or less
equal level of job satisfaction with respect to its institutional plan and policies component.

4. Three groups of teachers teaching in high school having high, medium and low levels of sports facilities exhibit high level of job satisfaction with respect to authorities, heads of the institutions, colleagues, their competence and functioning.

**Butt and Lance** (2005) studied 'Secondary Teacher Workload and Job Satisfaction: Do Successful Strategies for Change Exist? This report analyses the views of secondary school teachers involved in the Transforming the School Workforce: Pathfinder Project--a project designed to address issues of teacher workload and job satisfaction. The initiative was launched in 2002 by the Department for Education and Skills (DfES) to enable 32 pilot schools to explore ways in which they might restructure their working practices and reduce teacher workload. Funding was provided for schools to benefit from consultancy support, the training of head teachers, the employment of additional teaching assistants, the provision of ICT hardware and software, the training of bursars/school managers and for capital build projects. Here we concentrate on the evaluation of the Pathfinder Project with particular reference to possible changes in workload and job satisfaction of secondary teachers in the 12 secondary schools involved in the project. The reported weekly and holiday hours worked by secondary teachers are analyzed across the duration of the project, as are patterns of evening and weekend work. Teachers' views on job satisfaction are also analyzed.
in conjunction with their perspectives on workload, culminating in a
discussion of their solutions to the problems of excessive workload. The
relationship between teacher workload, job satisfaction and work-life
balance is explored within the context of the future modernization of the
entire school workforce.

Baruah (2004) made a comparative study about organizational climate
of government and privately managed high schools of Kamrup district.
A sample of 56 Government Schools and 19 Private Schools was drawn
for the study. From each school the data were gathered from the
Principal and 5 teachers. The Organizational Climate Questionnaire was
used by the investigator adopted on the basis of Organizational Climate
Development Questionnaire (OCDQ) originally devised by Halpin and
Croft. The questionnaires for the Headmasters and Teachers were used
to collect information on the prevailing conditions of Government and
Private Secondary schools. The data gathered through OCDQ were first
interpreted in the percentile form on each dimension, namely,
Disengagement, Hindrance, Spirit and Intimacy related with Teacher’s
behaviour, and Aloofness, Production Emphasis, Thrust and
Consideration related with Leader’s behaviour and then placed in
Frequency Table. So, the identification of each climate type was done
appropriately. The data gathered from the Headmasters and Teachers
were analyzed in terms of frequencies and % responses, and where-ever
required the data were content analyzed. The study has arrived to the
following findings:
1) The organizational climate of the secondary schools of Kamrup district differs from one another.

2) The smaller the school better is the communication amongst the staff, which ultimately leads to the opening up of the climate.

3) There seems to be no relation between the climate and variables like qualification and experience of the teachers.

4) Teacher’s job satisfaction is more in an open climate.

5) Headmasters of the types of schools were found to enjoy a cordial relation with the staff members, particularly, the Headmasters of the Government schools.

6) Qualification and experience level of the teachers and headmasters working in both the types of institutions were found almost same.

7) Private schools were found to have an edge over the government schools in some of the infra-structural facilities.

8) The Government is suffering from scarcity of financial resources for providing infrastructure and developing quality of secondary education.

9) There is too much of political influence in the appointment of teachers of the Government schools, but which is not the case in Private schools.

10) Most of the teachers of the Government schools are satisfied with their job in the sense that they are getting a good salary, which is not the case amongst the Private school teachers.
11) Academic achievement of the Private school students is much higher than that of the Government school students.

12) Teachers of both the schools agree that mother tongue is the best medium for starters, but for higher studies English is the need of the day.

13) Criticisms are labelled against the Private schools for too much of commercialization of education.

Roy (2004) studied the effect of creativity appreciation training programme (CATP) on the teachers’ attitudes towards creative teaching and learning. The objectives of the study are:

1. To make a comparative study of the attitudes of male and female High and Higher Secondary school teachers from Government and Private Schools towards creative teaching and learning.

2. To study the effect of CATP on the attitudes of High and Higher Secondary School teachers with respect to type of schools (Govt. /Private)

The sample of 400 High and Higher Secondary School Teachers has been properly drawn from Dimapur and Kohima districts employing stratified random sampling and cluster sampling. Torrance Opinionnaire on Creative Teaching and Learning to measure the attitude of teachers towards creative teaching and learning, and CATP constructed by the investigator, were employed for the study. Single group pre-test – post-test experimental design has been employed to study the effectiveness of
the treatment. Data were analysed by using Percentage, mean, SD, Coefficient of correlation and t-test. The study reveals that:

1. There has been positive and appreciable impact of Creativity Appreciation Training Programme (CATP) in enhancing the attitude of Private High and Higher Secondary School Teachers towards creative teaching and learning.

2. The Govt. School teachers were found to show greater improvement in their attitudes towards creative teaching and learning through CATP than the private school teachers.

Zembylas and Papanastasiou (2004) studied ‘Job satisfaction among school teachers in Cyprus’. The research report examines job satisfaction and motivation among teachers in Cyprus - a small developing country in the Eastern Mediterranean. An adapted version of the questionnaire developed by the "Teacher 2000 Project" was translated into Greek and used for the purposes of this study that had a sample of 461 K-12 teachers and administrators. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these motives influence the level of satisfaction held by the Cypriot teachers.

Pushpam (2003) studied the attitude towards teaching profession and job satisfaction of women teachers in Coimbatore. 725 samples
were taken for the study through stratified random sampling technique. Attitude towards teaching profession scale developed by Katti and Bennur was used. Job satisfaction scale was developed by the investigator. The major findings of the study were:

- Age, expertise, community, job of spouse and number of children of women teachers are independent of the job satisfaction of women teachers
- Teachers working in aided schools, private schools, and Panchayat schools have higher level of job satisfaction than teachers working in government and corporation schools.
- Undergraduate teachers have higher level of job satisfaction than graduate and post-graduate teachers
- The job satisfaction of women teachers with secondary grade teacher training is higher than those with B.Ed. and M.Ed. degrees.
- A significant positive correlation was found between the attitude of women teachers towards teaching profession and the job satisfaction of women teachers.

Abbas Ali (2003) made a study of the System of Performance Appraisal and the Programmes for the Professional Development of English Language Teachers in the Secondary Schools in Bahrain. It was a descriptive census study which intended to cut across all the 41 secondary schools of Bahrain and 275 teachers. The Researcher has
constructed two composite tools, one for the English teachers and the other for English language senior teachers/ department heads. The composite tools comprised of questionnaires, rating scales and checklists. Three different semi structured type interviews were prepared by the Researcher, which aimed to collect data from school principals, curriculum specialists and school advisors. The analysis of the data has been done both descriptive as well as inferential. Critical Ratio or t-test has been employed to test the significance of difference between two means and also between the two percentages. The study reveals that the current teacher performance appraisal system in the government as well as private secondary schools in Bahrain is not satisfactory.

**Bhuyan and Choudhury** (2002) studied the association in the levels of job satisfaction with respect to sex, marital status, location as well as experience of the college teachers and the factors thereby responsible for job satisfaction of the college teachers. A sample of 270 college teachers (170 urban and 100 rural) working in different colleges of Kamrup and Goalpara districts of Assam were selected through stratified random sampling techniques. Teachers’ job satisfaction scale developed by Mudgil, Mohar and Bhatia was used. The investigator also developed and used a questionnaire on job satisfaction. Chi-square test was used to for data analysis. It was found that
(1) There was no association between levels of job satisfaction and sex of teachers working in urban and rural colleges.

(2) There was no association between levels of job satisfaction and the localities of the institutions.

(3) There was no association between levels of job satisfaction and marital status of college teachers.

(4) There was no association between levels of job satisfaction and the experience of college teachers.

Vyasa(2002) studied the Job satisfaction of primary school teachers with reference to sex, marital status and educational qualification. The sample of the study was consisting of 1770 male teachers and 1230 female teachers. The tool used includes the Job satisfaction scale developed by the researcher. Collected data were analysed using mean, median, SD, quartile deviation, chi-square, critical ratio and coefficient of correlation. The major findings of the study were:

(1) Sex was not related to job satisfaction of primary school teachers in Porbandar and Junagadh districts of Gujrat.

(2) Married teachers were more positive towards job satisfaction than unmarried teachers of primary schools.

(3) Educational qualification was not related to job satisfaction of primary school teachers.
Bhuyan and Choudhary (2002) studied the correlates of job satisfaction among college Teachers. They found that:

1. There was no association between levels of job satisfaction and sex of teachers working in urban and rural colleges.
2. There was no association between levels of job satisfaction and the localities of the institution.
3. There was no association between levels of job satisfaction and marital status of the college teachers.
4. There was no association between levels of job satisfaction and the experiences of the college teachers.
5. Teachers were not happy with the facilities (classrooms, library, laboratory, teaching aids, etc.) available in the institutions for teaching and learning and the existing syllabus and curriculum.
6. Teachers were happy with revised pay scale and promotional aspects in service of U.G.C but not happy with the retirement benefits (pension, gratuity, etc.), financial hardship at the institution level and service rule policy.
7. Teachers were not happy with the academic environment of the institutions and felt that it was not conducive for professional growth of the teachers (non availability of reference books, research journals, periodicals, computer and internet facilities, etc).

A sample of 991 students of +2 has been drawn through stratified random sampling. Proforma to gather achievement scores, School Adjustment Inventory, Vocational Interest Record, and Future Awareness Scale were used for the study. t-test and product moment coefficient of correlation have been used. The study has arrived that the private school students tended to be high achievers, tended to have more vocational interest in scientific area and more school adjustment than government school students. The government school students tended to have more vocational interest in constructive and artistic areas and more commercial and persuasive interest than their private school counterparts.

Banu (2002) studied the development of teacher Education in Rajasthan. The sample for the study constituted of 933 units (37 Principals, 291 Lecturers, and 605 pupil teachers) drawn from 42 institutions (B.Ed.-26, B.P.Ed.-3, DIET-7 and STC-6). A questionnaire constructed by the investigator was used for the study. The data were analysed through frequencies and percentage responses. The study reveals that the problem of buildings in teacher education institutions has been found more in case of private institutions.

Panda (2001) made a comparative study of college teachers of Assam and Orissa with respect to attitude towards teaching profession and job satisfaction. Major findings of the study are:

1. The majority of college teachers of Assam and Orissa had highly favourable attitude toward teaching profession.
2. A significant percentage of college teachers of Assam and Orissa had high or moderate degree of job satisfaction. But it was also found that more than 40% female experienced, urban and rural college teachers of Orissa have dissatisfaction in their job.

3. College teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their gender, experience, location and status.

4. The college teachers of Assam and Orissa in general and their various categories were not different significantly in their degree of job satisfaction except in case of experienced teachers.

5. There was significant and positive relationship between attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa in general and their different categories except in case of male and female and aided college teachers in Assam.

Ronit (2001) studied 'The Influence of Leadership Style on Teacher Job Satisfaction'. This study disclosed the effects of principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' occupation perceptions on teacher satisfaction from the job. More specifically, it attempts to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals' leadership style and decision-making strategy. A quantitative questionnaire using Likert-type scales was administered to 930 teachers in Israeli schools, of whom 745
responded. Path analysis was used to explain teacher job satisfaction by the exogenous variables. The most salient finding was that teachers' occupation perceptions strongly affected their satisfaction. Principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level.

Garett (1999) studied ‘Teacher Job Satisfaction in Developing Countries’. The study disclosed that the results from a literature review that examined teacher job satisfaction in developing versus developed nations. The review involved computer searches using keywords, manual searches of databases, follow-up of references from papers, requests to research institutions worldwide, and searches of dissertations. Overall, most work has been focused on secondary school teachers. Issues related to elementary teachers and principals have not received much attention. There was no generally agreed upon definition of job satisfaction or standardization of instruments used in the available literature. What little research had been done in developing nations was based on a set of theoretical assumptions that had been developed from findings in developed nations. The evidence available from mature educational systems identified a complex picture in which job satisfaction, itself a multi-faceted concept, was closely related to the other key factors of work life complexity and work centrality. Stress was produced, manifested, and coped with differently in different societies.
The role played by stress in the normal working life of teachers in developing countries was a little-understood area.

**Klecker and Loadman** (1999) studied ‘Male Elementary School Teachers' Ratings of Job Satisfaction by Years of Teaching Experience'. This study discloses that Teaching in American public schools in grades K-12 is largely a female pursuit. Discussions of the diversification of the American teaching force have generally focused on two areas: (1) the under-representation of people of colour in the teaching force and (2) the under-representation of females in administrative positions (Montecinos & Nielsen, 1997). Few researchers have chosen to focus on the need for more males in the teaching force. The scarcity of male teachers as student role models is a subject of concern at all levels, but it is of particular concern in the early grades (Wood and Hoag, 1993). National statistics of teacher demographics indicate that the national teaching population is 72% female and 28% male. However, the gender statistics are even more disproportionate at the elementary level. Fewer than 2% of pre-K/Kindergarten and 14.6% of elementary teachers are male (Snyder & Hoffman, & Geddes, 1996). This lack of male role models in the early years of schooling may be a limiting factor in recruiting more males into this profession.

**Amudha and Velayudhan** (2003) studied the Job satisfaction of women lecturers working in private and government colleges. The sample of the study was consisting of 60 women lecturers from Coimbatore. The major findings of the study were:
1. There was no significant difference in work autonomy between government and private college women lecturers.

2. There was no significant difference in the occupational status between government and private college women lecturers. Both enjoyed more or less similar status.

3. There was no significant difference in work schedule between government and private college women lecturers.

4. There was significant difference in the work environment between government and private college women lecturers. The work atmosphere, drinking water and other facilities were not that good in Government college.

5. The job satisfaction of the Government and private college women lecturers was more or less equal.

Chandraiah (1994) studied the job satisfaction of teachers as an effect of age. The sample of the study consisted of 150 male teachers categorized into younger (25-40 years), middle aged (41-55 years) and older groups (56 years and above) selected randomly. Job Description Index of Smith, Kendel and Hullins was used to collect data. Major findings of the study are:

1. The middle aged and old aged teachers were more satisfied with their jobs as compared to the younger group of teachers.

2. Age and job satisfaction has a significant positive relationship among younger, middle and old aged groups.
3. Partialling out the effect of age, the relationship between experience and job satisfaction did not change the nature and extent of correlation significantly.

**Billingsley and Cross** (1992) studied 'Predictors of Commitment, Job Satisfaction and Intent to Stay in Teaching: A Comparison of General and Special Educators'. The primary purpose of this study was to identify variables that influence teachers' commitment and job satisfaction among both general and special educators. A secondary purpose was to determine the extent to which these commitment and satisfaction variables influence teachers' intent to stay in teaching. A questionnaire using primarily extant measures was sent to a random sample of 558 special educators and 589 general educators in Virginia. Completed questionnaires were received from 83% of both samples. Cross validated regression results suggest that work related variables, such as leadership support, role conflict, role ambiguity, and stress, are better predictors of commitment and job satisfaction than are demographic variables. Generally, the findings were similar for general and special educators. Implications for educational agencies are addressed.

**Lobosco and Newman** (1992) studied 'Teaching Special Needs Populations and Teacher Job Satisfaction'. Teachers' perceptions of their jobs are strongly related to their perceptions of their students. This article confirms what one might expect: Working with students who are gifted and talented positively predicts job satisfaction, whereas working
with students who have learning difficulties has a negative effect. Yet teachers 'self-reports of general job satisfaction reverse when asked about how the reality of their teaching experience compares to ideal conditions. This has clear implications for urban school districts involved in massive mainstreaming efforts. Teacher preparation and the impending merger of general and special education are discussed.

Kleinfeld and McDiarmid (1987) studied the Job Satisfaction of Alaska's Isolated Rural Teachers with their work life'. This study examines the sources of job satisfaction and dissatisfaction among 304 teachers randomly selected from small isolated schools in rural Alaska. These teachers are highly satisfied about their relationship with students and their pay benefits. Large numbers of teachers are dissatisfied, however, with community amenities, their students' academic progress, and especially, school district management. Most of these teachers teach in Indian and Eskimo villages; yet they feel that interorganizational relationships with the district office cause them more stress than cross-cultural relationships with the students and community. In many isolated rural schools, high teacher turnover erodes the quality of education rural students receive. Hartrick, Hills, arid Wallin [3] found that six out of ten teachers employed in rural British Columbia were not teaching in the same district five years later. A recent study [5] of teachers in rural Alaska found that majorities have taught at their present schools less than two years. Since the sources of teacher dissatisfaction depend on the specific conditions of the schools in which they teach, research on rural teachers' satisfaction with their work life should describe with
some care the particular community and school context. Most teachers in rural Alaska work in isolated Eskimo or Indian villages of a few hundred residents. While a handful of these communities are on the highway system, most are accessible only by light aircraft. These small communities offer few of the amenities teachers can take for granted elsewhere. While some school districts or communities provide modern teacher housing, in others teachers must rent cabins or plywood shacks. The conclusions of the study stated that Alaska's rural teachers to express satisfaction with their pay and benefits and to express discontent with the hardships of living in isolated Native villages without many amenities. Similarly, the number of teachers who express dissatisfaction with the distant district office was unexpected.

**Naik** (1990) found that ad hoc teaching assistants of the M.S. University, Baroda, were satisfied with their jobs mainly because of their favourable attitude towards the teaching profession, financial consideration and the facilities which they were getting for further studies; marital status, age, experience and gender did not affect their level of job satisfaction; leadership qualities of heads of institutions promoted job satisfaction, and group goals and objectives were essential parameters in determining the job satisfaction of teachers. Sex, experience and background variables had no bearing on job satisfaction.

**Saxena** (1990) while studying a sample of higher secondary schoolteachers in Madhya Pradesh, did not find any difference due to
gender, stream (science or arts), experience and other variables on job satisfaction.

**Reddy** (1989) in his study found that over-qualified primary school teachers had low job satisfaction while teachers younger in age had higher level of job satisfaction, which had positive correlation with attitude towards teaching and job involvement.

**Sekar and Ranganathan** (1988) while studying job satisfaction of graduate teachers in Coimbatore, found that most of the teachers were satisfied with their nature of work, personnel policies, salary, personal achievement and their relationship with superiors and colleagues, working conditions in schools, concluded that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single-family teachers, more experienced and government school teachers were more satisfied than others; age and marital status, however, had no relationship with job satisfaction. Economic and political values were found to be correlates of job satisfaction.

**Hadaway** (1979) while studying the differential effects of personal characteristics on the 20 job satisfaction scales of public high school business teachers, He revealed that (i) sex and no-teaching work experience did not significantly differentiate any of the 20 job satisfaction scales and (ii) age significantly differentiated the authority and compensation scales.
Simmons (1978) in his study, concluded that job satisfaction of elementary community school principals was not significantly related to principals’ assignment, age, sex, residence, years in present position, student population, SES of community, and hours per week devoted to community organization.

Benoit (1977) while attempting to study the job satisfaction among faculty women in higher education, He found that the variables showing an effect on job satisfaction were administrators, experience other than teaching, published books, and years at present rank.

Smith (1977) studying the job satisfaction of public senior high school principals, He observed to significant difference in mean general satisfaction scores of principals in any category of school size, location, or location by size interaction. He also found twelve personal demographic variables thought to be predictors of job satisfaction with marital status making the greatest contribution.

Atteberry (1977) found no significant relationships between job satisfaction and emotional stability, size of student population, chronological age, sex, principal ethnicity, length of administrative experiences and grade levels in schools.

Hodge (1977) in his factorial study on negro and white professor, detected that (i) Negro professors at white institution had a higher level of job satisfaction than white professors at negro institutions,
(ii) The level of job satisfaction increases for negro professors as higher academic degree were obtained, but decreases for white professors, (iii) The level of job satisfaction increases as years of employment at institutions increase for negro as well as white professors, and (iv) The level of job satisfaction increases as professional experience increase for both negro as well as white professor.

Behrman (1977), using teacher-student relations as a predictor of secondary school teachers’ job satisfaction, He demonstrated that perceived interpersonal relations with students, peers, and administrators were all significantly correlated with job satisfaction. He also found that teachers who perceived that they got along better with their students were more satisfied with their jobs.

Perry (1977) in his study concluded that only a relatively small amount of the variation in job satisfaction could be explained in terms of difference associated with sex, age, tenure status, highest educational degree attained, years in full time appointment had been held in the current department, present academic rank, and years of administrative experience.

Hafford (1977) While evaluating the factors leading to satisfaction and dissatisfaction among elementary and secondary school teachers in the state of Tennessee, He observed that (i) older, more
experienced and married teachers showed a greater degree of satisfaction than younger, less experienced, and single teachers, (ii) teachers with secondary source of income showed greater satisfaction with compensation and advancement, and (iii) there was no observed effect of race.

**Keffer** (1977) addressing to 164 subjects of field staff of Virginia polytechnic institute and state university extension division. He concluded that (i) females were found somewhat more satisfied than males, (ii) moderate U-shaped curvilinear relationships were found between job satisfaction and the demographic variables of age and length of tenure, and (iii) moderate linear relationships were found between income and performance rating and the measure of job satisfaction.

**Lavinga** (1977) while studying the degree of job satisfaction among various categories of teachers, found that (i) primary teachers were moiré satisfied than secondary teachers, (ii) female teachers were more satisfied that male teachers, (iii) unmarried teachers were more satisfied than married teachers, (iv) young teachers, in the age group of twenty to twenty four years, were more satisfied in both the groups of primary and secondary teachers, (v) academic qualification did not seem to had any relationship with job satisfaction, and (vi) job efficiency was positively related with job satisfaction.
Putt (1976) in his study of job satisfaction of public administration professors in state universities discovered that (i) The personal variables of age and professional aspiration were related to level of job satisfaction and (ii) The institutional variables of perceived degree of participation in policy formation, academic rank, number of in-class hours per week, and academic year salary were significantly related to the level of job satisfaction.

Anjaneyulu (1968) studied job satisfaction of teachers in secondary schools. He reported that poor economic and social status were cause of dissatisfaction among teachers in secondary schools. Rigid rules, orthodox service conditions, frequent transfers and lack of parental cooperation were the causes of dissatisfaction of teachers working in government institutions. In local body schools interference of the politicians in the day to day functioning of schools, lack of proper accommodation and equipments, and in private schools job security and favoritism were the causes of dissatisfaction of teachers.

Jayalakshmi (1973) while studying the job satisfaction among teacher of technological institutions of India and U.K., she demonstrated that (i) two of the background variables, namely, research involvement and research output, two of general attitude variables related to permanence of career plan and time satisfied were identified as significant discriminators of highly satisfied and
highly dissatisfied teachers, (ii) the personality variables, namely, sociability and personal relation which showed significant ‘t’ values in univariate analysis were not identified in multivariate analysis, (iii) both the dimensions of perceived characteristics of leader behaviour, namely, initiating structure

**Anand** (1972) In one of his studies, he observed that (i) women teachers were more satisfied than men teachers, (ii) age was found to be significantly related to job satisfaction of school teachers in a positive way, and (iii) academic career of teachers were not significantly related to their job satisfaction.

**Medhi & Sinha** (1971) perceived relationship, between neuroticism and job satisfaction in high school teachers was negative \( r = -0.28 \), i.e. as the score of neuroticism increases, dissatisfaction also increases in the same way and vice versa.

### 2.5 Conclusion

On reviewing the available literature in different sections of this chapter on the variables professional values, teaching aptitude, and job satisfaction as discussed above, they give a mixed result and does not give any particular direction for further study. Nothing is clear about how teacher educators stand with reference to government-financed and self-financed colleges. The multiplicity of studies that have been conducted are mostly concentrated at school level and
school teachers. There is hardly any study conducted at teacher education level pertaining to the variables like, professional values, teaching aptitude and job satisfaction. Again, at present since, majority of teacher education institutions are self-financed, there is a need to study the status of teacher educators of these institutions. A comparative study between government-financed and self-financed teacher education institutions with respect to their professional values, teaching aptitude and job satisfaction will definitely yield an interesting result. Hence, the present study was undertaken to compare professional values, teaching aptitude and job satisfaction of teacher-educators in government-financed and self-financed teacher education institutions.