CHAPTER • II
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

In the previous chapter, a brief introduction of the role of education in building up of the society, the process of teaching-learning and its components, the status of teacher in society and importance of teacher in teaching-learning process, problems of dissatisfaction among teachers, causes thereof. It has also discussed the importance and relationship between the dependent variable Job Satisfaction of teachers with independent variables viz. Job Involvement, Achievement motivation and Teacher efficacy. It also deals with the need for the study, statement of the problem, concept of each variable, objectives of the study and concept of the variables and overall view of the study were presented briefly.

In this chapter, review of the studies carried out in the field of job satisfaction in relation to the study variables are described briefly.

Review of related literature provides valuable guidance in order to comprehend the problem holistically and the extent of advancement in research field on the topic. It envisages and explores the innovative insight for appropriate methodology and research design. According to Fox (1969) review of related literature encompasses the following functions;
❖ Gives conceptual frame of reference for the contemplated research;
❖ It also helps in understanding of the status of research in the problem area;
❖ Provides sufficient insight to the research approach, method instrumentation and data analysis;
❖ Evaluates the probability of success of the contemplated research and the significance or usefulness of the findings; and
❖ Guides specific information needed to state the definitions, assumptions, limitations and hypotheses of the research.

The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. The review tells the researcher what has been done and needs to be done (Gay 1990). For the desired success in any endeavour, ‘interest’ has been sensed as most potent factor and very rudimentary attribute. There are certain psychological factors, which could be fairly considered to be correlated to the ‘Interest’. For better cognizance, it would be wise to review the related literature under different headings according to the variables taken for the study. The reviews have been gathered through primary sources, database and Internet.
2.3 Related Literature for the Study

Herzberg et al. (1957) proposed that there is a significant relationship between age and job satisfaction. Mulish (1981) found a significant relationship between the age of college teachers and their job satisfaction. But Goal (1981) found that there were no significant differences in their job satisfaction of teacher educators with differences in their age.

Lindgreen and Pattan (1958) hypothesized that the attitude of high school teachers are less favourable toward children and toward current educational theory and practice than are the attitudes of teachers in the lower grades. A 50-item questionnaire dealing with teacher-child relationship of effective and ineffective teachers was administered to 216 elementary and secondary school teachers. When the questionnaire was scored with a key based on favourable attitudes toward children and acceptance of current educational theory and practice, the hypothesis was supported at the 0.05 level of significance, i.e. non high school teachers scored higher than high school teachers.

Herzberg, Mausner and Snyderman (1959) formulated the "two-factor theory of job satisfaction." Their research concluded that there is one set of conditions the presence of which induces increased job satisfaction, and the absence of which does not induce job dissatisfaction; and that there is another set of conditions, the absence of which leads to job dissatisfaction but the presence of
which does not lead to increased job satisfaction. They termed the first set of conditions “motivators” since satisfaction with these conditions was “conceptualised as actuating approach rather than avoidance behaviour (Hertzberg et al., 1959).” The second set was termed “hygiene’s” since these conditions appeared to contribute only to the prevention of an “unhealthy psychological work environment (Herzberg et al., 1959). The motivators are: recognition, achievement, advancement, responsibility, and the work itself. These variables have also been termed intrinsic or work-content variables, because they are all presumably derived from performance of the job itself. The hygiene conditions are: interpersonal relations with peers and with superiors, company policy and administration, superior are technical competence, working conditions, and job security. Hygiene conditions have also been referred to as extrinsic or work-context conditions because they are all derived from the environment surrounding the job. Salary, depending upon whether or not it is contingent upon performance may be either a motivator or a hygiene factor.

Hulin (1963) found that job satisfaction and age are positively correlated. He disagreed with Herzberg in that he found the relationship between age and job satisfaction to be linear rather than curvilinear. Recent studies support the positive, linear relationship between age and satisfaction. In a study involving assistant principals in Ohio, Sutter (1994), using the long form of the MSQ, found that age has a positive linear relationship to job satisfaction. Edison (1992) using the Job
Diagnostic Survey, The Self Efficacy Scale, and the Task Structure Scale—surveyed 216 assistant principals in the Detroit School System. He reported that age is a significant predictor of job satisfaction among assistant principals. Anderson (1982), utilizing a modified version of the MSQ (Long Form), reported that age was significant in the prediction of general job satisfaction in a study involving school psychologists.

Anjaneyalu (1968) studied "The Job Satisfaction of the Secondary School Teachers of Andhra Pradesh". The study sought to find out the reasons for the dissatisfaction in teachers working under different conditions and (1) to suggest ways and means to correct the existing situation, so as to make the teachers dedicated, enthusiastic and contented. A sample of one thousand teachers working in 102 secondary schools under different managements located in different parts of Andhra Pradesh was selected using the random stratified sampling technique. Questionnaire and review techniques were employed to collect data concerning dissatisfaction among teachers and rating scales were used to find out the impact of job satisfaction. The result revealed that 37% of teachers were found to have job satisfaction and dissatisfaction in certain factors. These factors varied in their effects so strikingly that some caused in as many as 78 of the teachers. The factors of dissatisfaction were divided into three categories: 1. Strongly dissatisfiers, 2) weak dissatisfiers and 3) conditional dissatisfiers. Factors like frequent transfers, low standard of pupils and interference of politicians, which
was peculiar in certain managements, have caused conditional dissatisfaction. There were some common factors of dissatisfaction operating under all the management. Except for some difference in degree, factors of dissatisfaction were inadequate salaries, lack of academic freedom and heavy load of work. In Committee Schools, teachers were dissatisfied because of lack of job security, rigid and orthodox service conditions and too much domination by the management. In Government schools, rigid and orthodox conditions, lack of parental cooperation and frequent transfer to distinct places were the factors. The study also revealed many differences in the factors of dissatisfaction. The category worst hit in job satisfaction was the special teachers. The important factors of dissatisfaction among them were, lack of social status, indiscipline among pupils and non-availability of suitable equipment and furniture. The investigation showed that satisfied teachers contributed to more number to excellent, good average ratings on pupils qualities and behaviours than the dissatisfied teachers. Dissatisfied teachers contributed to poor and below average ratings.

Lavingia (1974) hypothesized on “A Study of Job Satisfaction Among School Teachers”. The objectives of the study were: to measure the degree of Job Satisfaction among teacher, and to study the impact of Job Satisfaction on the stability of the teachers. 1600 teachers were selected for the study (Primary and Secondary). Rating scale was used to collect the data. The major findings of the study were:
1. Primary teachers were more satisfied than secondary teachers
2. Female teachers were more satisfied than male teachers
3. Job efficiency was positively correlated with Job Satisfaction
4. Young teachers in the age group of 20-24 years were more satisfied in both the groups of primary and secondary teachers and
5. Unmarried teachers were more satisfied.

Anand (1977) investigated on job satisfaction. The sample consisted of 591 (320 and 271 women) teachers teaching in government and government aid secondary schools of Delhi. Job Satisfaction Scale prepared by the investigator and the Madnesley Personality Inventory were administered. The means scores of extroversion and neuroticism obtained by men and women teachers did not differ significantly. Age, Sex, experience in years, were examined to the extent to which they determined the job satisfaction of school teachers. It was found that 30% teachers job satisfaction was determined by their possession of a degree of extroversion whereas sex accounted for only 9% years of experience and age were found to play in the determination of job satisfaction of school teachers whereas neuroticism was negatively related.

Pecora, Antoinetter (1977) conducted study on “Job Satisfaction Among School Psychologists”. Samples of 228 teachers were selected from the nationally certified school teachers, located throughout the United States. Data were analysed
using factor analysis, Pearson correlation coefficient and stepwise multiple regression analysis. The findings of the study was that there was no significant relationship between age and job satisfaction.

Srivastava (1978) studied “Relationship between Job Satisfaction and some Personal Traits of Professionals”. The objectives of the study were:

1. To find out the relationship between Job Satisfaction and age of women working in different professions.

2. To find out the relationship between Job Satisfaction and educational qualifications of women working in different professions.

3. To find out the relationship between Job Satisfaction and professional experience of women working in different professions.

393 women working in teaching profession were selected. Job Satisfaction Inventory tool was used.

The findings of the study were:

1. Relationship between Job Satisfaction and age of women working in different professions was not significant when the effects of educational qualification, professional experience, were partialled out.

2. Relationship between Job Satisfaction and educational qualification was not significant for women in teaching professions when the effects of age, were partialled out.
Kahtoon (1980) hypothesized on “Job Satisfaction of Secondary School Teachers in Relation to the Personal Variables; Sex, Experience”. Hypothesis analysed in the study were:

1. There exists no significant difference in Job Satisfaction between male and female teachers.

2. Teachers having different years of teaching experience do not differ among themselves in their Job Satisfaction.

The sample consists of 228 Secondary School teachers selected from 8 Secondary schools of Azamgrah District. Out of 228 teachers 169 were male and 59 female teachers. The investigator used Job Satisfaction scale developed by Verma (1972) to measure Job Satisfaction of the teachers. Findings of the study were: The majority of the teachers were found liking their job. Female teachers had a greater degree of Job Satisfaction than the male teachers.

Goyal (1980) investigated on “A Study of the Relationship Job Satisfaction, of Teacher Educators in India”. The objectives of the study were:

1. To measure Job Satisfaction of teacher educators of different categories based on sex, age, qualification and experience.

2. To find out the difference in Job Satisfaction among groups of teacher educators based on sex, age, qualification and experience.

3. To find out the relationship among Job Satisfaction of teacher educators of different categories.
314 teacher educators were selected as sample for the study. Indiresa's Job Satisfaction Inventory was used. The findings of the study were:

1. To large majority of the teacher-educators were favourably inclined towards their profession and were satisfied in the job
2. Emotional stability among the teacher-educators increased with age

Gupta (1980) investigated on “A Study of Job Satisfaction at three levels of Teaching”. The objectives of the study were:

1. To compare the Job Satisfaction of married teachers with that of unmarried teachers
2. To compare the Job Satisfaction of teachers of different age groups
3. To compare the Job Satisfaction of teachers of different experience groups

765 male teachers were selected for the study by using stratified random sampling. In this study the tools used were Teachers Job Satisfaction Scale (TJSS), and Personal data and information Forms (PDIF)

The findings of the study was that marital status, age, teaching experience were not associated significantly with Job Satisfaction of secondary school teachers

Porwal (1980) studied the “Job Satisfied Higher Secondary School Teachers”. The objectives of the study was to examine the impact of variables
like age, sex, marital status, location of the working place, type of management of their Job Satisfaction.

Stratified random technique was used for the study and 100 satisfied and 100 dissatisfied teachers were used for the study. Job Satisfaction Questionnaire (Kumar and Muttra) was used. The findings of the study were:

i. Age appeared to extent an adverse impact of Job Satisfaction

ii. The female unmarried teachers were more satisfied than the married teachers of both sexes.

iii. The teachers if government schools were more satisfied than those in privately managed school.

Knoop (1980) studied “Job Involvement of Teachers”. This study investigated the relationship between job involvement and variables: (age, sex, marital status, location of school), and eight job factors (overall job satisfaction, satisfaction with supervision, satisfaction with co-workers, participation in decision-making, job motivation, closeness of supervision, consideration, and initiating structures). Data were obtained from 838 elementary and 975 secondary teachers in Ontario. Although bivariate correlations generally supported the hypothesized predictions, multiple regression analysis indicated that involvement is mainly related to three variables: job motivation, job satisfaction, and marital status. Three other variables participation in decision-making, educational level, and satisfaction with supervision were only significantly related to involvement.
for secondary teachers. The independent variables explained about 22 percent of the variance in job involvement for elementary teachers and 29 percent for secondary teachers. When the results were analyzed by sets of variables, it was found that job factors were the only ones related to involvement for both samples.

Muthiah (1981) reported a study, "Job Satisfaction of College Teachers – A Relationship with Age and Experience and Sex Difference". It was found that three aspects of job satisfaction were of prime importance: namely, job aspect, personal aspect and interpersonal aspect. Men teachers seemed to be more dissatisfied than women teachers. There was no relationship between age and experience as far as degree of dissatisfaction was concerned. Significant consistency was found among the respondents regarding intrinsic and extrinsic factors as source of satisfaction and as source of dissatisfaction.

Verma (1981) conducted a study, 'Job-Liking Among Teachers.' The sample consisted of teachers of different academic qualifications. A single, direct and non-suggestive question was asked. The points of having more chance of self-improvement and academic advancement in the job have greater importance for the teachers and also for those who, at present, are more qualified academically. Standard Deviation was also high. It was found that lesser hours of duty which was possible in Degree colleges, was related to the favourable point of liking the
job as teachers prefer time for other activities. Total sex variance was not significant and the correlation was 6%.

Vroom (1982) considered compensation to be an important variable in job satisfaction and included high pay in his description of the key elements of most satisfying teachers roles. He also stated that the teachers perception of the fairness of compensation is more important than the actual amount received. Vroom contended that individuals are guided by a moral system, which has as a basic tenet the fair distribution of rewards. If a teacher receives less than is perceived fair, the teacher considers that an injustice has been done. If the teacher perceives that more is received than has been earned, the teacher feels guilt. To Vroom, job satisfaction is a function of the difference between the amount of reward a person believes should be received and the amount the person actually receives.

Rajammal (1982) studied “An Investigation into the Problems of Job Satisfaction Among Secondary School Teachers”. The objectives of the study were:

1. To find out various factors that influence Job Satisfaction among secondary school teachers
2. Effect of variables like sex, marital status, teaching experience in three types of institutions namely private, government and local body.
Stratified random sampling method was followed and 200 male and female teachers from secondary schools were selected. Job Satisfaction Questionnaire was used. The Major findings of the study were:

1. Interestingly female teachers appeared more satisfied than their male counter parts.
2. Marital status had no effect on the Job Satisfaction of teachers
3. The variables associated experience indicated no effect in the case of female teachers but in the case of male teachers
4. Teachers teaching in the private institutions were more satisfied than those in government and local body institutions.

Srivastava (1982) studied “The Job Satisfaction of Primary School Teachers”. The objective of the study was to examine the extent of Job Satisfaction among primary school teachers. This study selected primary teachers from randomly chosen primary schools in proportional to the population of each district. The tools of the study were a Job Satisfaction inventory. The findings of the study were:

1. Female teacher as compared male teachers were significantly higher in the Job Satisfaction.
2. Junior teachers as compared to senior teachers and high academic achievers teachers as compared to low achiever teachers were also significantly higher in Job Satisfaction.
Jyothi (1983) investigated on “A Study of Job Satisfaction Among High and Low Achieving Working Women”. 25-40 year old working women including 14 teachers, and job satisfaction scales. Findings indicate opportunities should be provided in female employment for job enrichment and self-actualization, which provide for personal growth and increased job satisfaction. Maximal motivation requires congruent goals and objectives on the part of both management and employees.

Amarsingh (1985) studied “The Correlates of Job Satisfaction Among Different Professionals”. The objectives of the study were:

1. To construct and standardized a Job Satisfaction scale,
2. To find out the incidence of Job Satisfaction amongst professionals
3. To compare the incidence of Job Satisfaction amongst teachers.
4. To relate Job Satisfaction with job intrinsic and job extrinsic variables and age, experience, and

The study was conducted on two phases. In the first phase a sample of 320 subjects were selected randomly (80-college teachers). The findings of the study was that the experience and Job Satisfaction in case of teachers was not significant.
Shah (1985) hypothesized "A Study of Job Satisfaction of Secondary School Teachers in Relation to Their Type of Management and Sex". The hypotheses were as follows:

1. There is was no significant variation in level of Job Satisfaction among the teachers working in different types of management
2. There was no significant different between male and female teachers in respect of their level of Job Satisfaction

Stratified random sample comprised of 200 teachers was drawn from the population of 1831 teachers (male – 1284) (female – 547). Job Satisfaction Scale by Uniyal (1974) was used. Data Collection and Statistical Treatment, Mean, S.D. and 't' test were used to analyse the data. Finally it was concluded that the factors associated with the job e.g. job advancement, social facilities social recognition and institutional prestige are more effective predictors of Job Satisfaction among secondary school teachers than their financial gain form the job. Female teachers were more satisfied with their job than their male counterparts.

Tracz and Gibson (1986) studied the Effects of Efficacy. Teacher efficacy is a critical variable in teacher and school effectiveness. The Teacher Efficacy Scale was used to assess teacher efficacy and investigate its relationship to teacher use of time, student time on task, and student achievement. Classroom observations were gathered from 14 teachers, grades 4-6, at two schools. Teacher allocation of time, student engagement, and student achievement were measured.
Means and standard deviations and correlations among variables for teacher efficacy, teacher academic focus, student engagement rates and achievement were derived. Personal teaching efficacy (level of confidence in personal teaching abilities) correlated positively with reading achievement and whole class instruction and negatively with small group instruction. This study supports the contention that a teacher's sense of efficacy is significantly related to classroom grouping of students and to student achievement outcomes.

Penn-Margaret (1987) studied “The Relationship of Job Involvement and Sex role identity to Women’s Jobs Stress and Job Satisfaction”. The objectives of the study were:

(i) Identifying to what extent women’s perception of job stress are mediated by sex-role identity and job involvement

(ii) Job involvement is conceptualized as psychological identification with work

(iii) Sex role identity describes the extent of an individual’s identity with stereotypical Masculine, Feminine an M-F personality traits

(iv) An attempt was made to replicate previous findings on the positive relationship between women’s job satisfaction and job involvement and negative relationship between job stress and job satisfaction.

363 women were selected for the study as sample. The findings of the study were:
The job involvement was not associated with job stress, it was related to sex role identity and job stress, and between sex-role identity and job satisfaction.

The job stress is negatively associated with job satisfaction were replicated in the present study.

Kulsum (1988) showed the Influence of School and Teacher Variables on the Job Satisfaction and Job Involvement of Secondary School Teachers in Bangalore City. The major objectives of the study were;

(i) To examine the relationship between the independent variables on the one hand and the dependent variables on the other

(ii) To see whether the differences in the independent variables belonging to the subjects would account for significant differences in their respective levels of job satisfaction and job involvement

(iii) to develop prediction equations for predicting job satisfaction and job involvement of the secondary school teachers

The sample of the study was 586 secondary school teachers were selected on appropriate stratified random sampling technique. The following tools were selected for the study; Job Satisfaction Inventory, Job Involvement Scale.

Conclusions found in the study were: i.) Teachers job involvement correlated positively and significantly with their job satisfaction ii). Teachers working corporation schools had the highest level of job satisfaction, compared to aided
and unaided schools. iii). Female teachers as compared to male teachers and permanent teachers as compared to temporary teachers had higher levels of job satisfaction.

Kambar (1988) hypothesized on "Job Satisfaction – An Analytical Study of Teacher". The Hypotheses were as follows:

1. Different independent variables have their impact on the level of adjustment and level of the Job Satisfaction.
2. Some specific variable such as sex show significant relationship on Job Satisfaction of school teachers.
3. The sex differ in themselves only when used with certain specific area of Job Satisfaction.

The sample of the study was purposive sampling methods. The total sample consisted of 545.

The findings were as follows:

1. Following independent variables showed significant difference when compared level of Job Satisfaction on marital status, teaching experience.
2. Inexperienced teachers are not satisfied with occupation and they have failed to co-operate with the situation.

Kang-Seung-Ho (1988) studied "Career Satisfaction of beginning Teaching in Iowa". The objectives of the study are: The relationships between selected
variables and teacher satisfaction, and tested 14 research hypotheses formulated on the basis of literature review and a theoretical model of teacher career satisfaction.

The sample of the study were 586 first year teachers in the school of Iowa state.

The findings were as follows:

i. No significant relationships between personal characteristics and overall career satisfaction of beginning teachers were found.

ii. Elementary teachers were significantly more satisfied with teaching than were either secondary teachers or those teaching at more than one level.

Sandarjan and Williams (1988) studied “Job Satisfaction of Certain Categories of Teachers”. The hypotheses were as follows:

1. There is no significant difference between the Men and the Women teachers in their Job Satisfaction.

2. There is no significant difference between the graduate and the postgraduate teachers in their Job Satisfaction.

3. There is no significant different between the government school and the private school teachers in their Job Satisfaction.

220 teachers, 82 higher secondary schools were selected as sample. Job Satisfaction Questionnaire (JSQ) standardised by Kumar and Kutha (1985) was used in this study. The findings of the study were:

1. There was no significant difference between the men and women teachers in their Job Satisfaction.
2. There was no significant difference between the graduate and the postgraduate teachers in their Job Satisfaction.

3. There was no significant difference between the government school and private school teachers in their Job Satisfaction.

Tasi, Kuan (1989) conducted study on Effects of Job Satisfaction. A sample of 147 employees of state government was selected for the study. Findings of the study was that the effects of self esteem were found to be significant in explaining the variation in job satisfaction

Wong Ting-hong (1989) studied “The Impact of Job Satisfaction on Intention to Change Jobs among Secondary School Teachers in Hong Kong”. This research aimed at investigating the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong. On analysis of 275 cases, it was found that teachers' job satisfaction was not high. It was also found that teachers tended to have low level of commitment to both their profession and schools, with about 40% of respondents prepared to leave teaching if a job alternative of offering a higher salary became available and about 50% of respondents prepared to leave their present school provided that a school place of higher ranking was offered. In multiple regression, dissatisfaction with the nature of the job and with the social prestige of teachers were found to be significant predictors of teachers' intention to leave the teaching profession, while
dissatisfaction with the school principal and promotional opportunities were significantly related to intention to change school.

Bhatia (1990) hypothesized “Effect of Teaching Experience on the Level of Job Satisfaction”. The study was attempt to investigate the significant relationship that existed between teaching experienced and their Job Satisfaction. The hypothesis were as follows.

1. There is no significant difference between Job Satisfaction of high experienced teachers and low experienced teachers group
2. There is no significant different between Job Satisfaction of male teachers and female teachers group
3. There is no significant difference between Job Satisfaction of high experienced male teachers and high experience female teachers group.
4. There is no significant difference between Job Satisfaction of low experienced male teachers and low experienced female teachers group.

The total sample of intermediate college teachers representing the teachers population is 85, out of which 71 high experience teachers (above 10 years teaching experience) and 14 low experience teachers (below 10 years experience) 61 male and 24 female teachers was selected as sample. Job satisfaction scale for teachers constructed and standardized by Kumar and Mutha was used

Findings were:
1. The low experienced teachers group having an experience between 0 to 10 years were more satisfied than the high experienced teachers having teaching experience of above 10 years.

2. The male teachers were more satisfied than the female teachers.

Srivastava (1991) studied “The Relationship Between Job Satisfaction and Some Personal Traits of Professional Women”. The objectives of the study were:

1. To find out the relationship between Job Satisfaction and age of women working in different professions.

2. To find out the relationship between Job Satisfaction and educational qualifications of women working in different professions.

3. To find out the relationship between Job Satisfaction and professional experience of women working in different professions.

The present investigation being an ex-post-facto research was conducted on the population of 393 women working is teaching, medical and banking of Varanasi. Out of 393 professional women 284 were from teaching 68 from medical and 41 from banking. To draw the sample the incidental and purposive sampling technique was employed.

Huberman (1993) suggested that as teachers gain more teaching experience, they often follow one of the two tracks; either one defined as proactive and professionally content or one defined by self-doubts and conservatism. One of
the major findings of this study was that the effect of teaching experience remains unchanged in the presence of workplace conditions. More experienced teachers in New Brunswick expressed significantly less satisfaction of their professional role than their less experienced colleagues. Approximately 43% of the teachers had more than 20 years of teaching experience that was an aging teacher population skewing to the dissatisfaction track described in Huberman (1993).

Judge and Watanabe (1993) studied “The Life Satisfaction-Job Satisfaction Relationship” and found that job satisfaction and life satisfaction are significantly and reciprocally related. In their study, data were obtained using the Quality of Employment Survey in 1973 and again in 1977. The sample was representative of the national demographic and occupational characteristics of the work force in the United States. Subjects were interviewed in their homes in 1972-73 using a structured questionnaire. The collection of the second round of data occurred four years later. An analysis of the results from the original survey revealed that both the effects of job satisfaction on life satisfaction, and life satisfaction on job satisfaction were significant. However, an analysis of the data collected four years later revealed that the effect of life satisfaction on job satisfaction was stronger than the effect of job satisfaction on life satisfaction. While it is acknowledged that there likely is a strong relationship between life satisfaction and job satisfaction, life satisfaction was not a variable in this study. Because the relationship is unclear
and measuring life satisfaction may be a separate study in itself, life satisfaction is represented in the model with no indication of causality with job satisfaction.

Hossein (1993) investigated that there is a relationship between budgetary participation on Job Involvement and Job Satisfaction. Sample of 272 secondary school teachers were used for the study. Survey research methodology and path analysis technique was used for the study. Findings of the study was Job involvement had a significantly positive direct effect on job satisfaction.

Shah (1994) studied “The Influence of School and Training on Job Satisfaction of Secondary School Teachers”. The Job Involvement Satisfaction Inventory of Inderson and Inderson (1974) and the job Involvement of Lodahal and Kejner (1965) was to used. It was found that there would be any relationship between the independent variables of the study namely the teacher age, sex, material status, teaching experience and qualifications It examined in their levels of the job satisfaction and also their levels of Job Involvement It also examined there would be any interaction effect between the levels of any two selected pair of independent variables.

Taylor (1994) studied “Predicting Teachers’ sense of Efficacy and Job Satisfaction”. This study examined the relationship of sense of efficacy and their job satisfaction. Data came from the National Education 1988. The final data set
involved 9,876 teachers indicated that school climate has a noteworthy association with job satisfaction. Results tentatively suggest that mediates the relationship between job satisfaction and a sense of efficacy.

Ruth (1995) tested for relationship between participation in strategic decision making (Job involvement). It determined the relationship between job work involvement and preference for participative environment as possible influences on team member participation and determined the interaction effect on job work involvement, member preference for participation and teacher locus of control. A sample of 176 teachers were selected from Brunswick Lens Model as sample. Participation in the task was measured by self-reported, peer-reported and observed data. No significant main effects were found for teacher with job work involvement and preference for participative environment.

Hassan (1995) studied “The Relationship between Job: A Study of Female Saudi Public Secondary School Teachers (Women Educators)”. This study was conducted to identify the level of job satisfaction among Saudi female secondary public school teachers. It also examined the relationship between teachers’ job satisfaction and their perceptions. The revised Job Descriptive Index (JDI) were used to collect data from 411 Saudi female teachers from 24 randomly selected female secondary public schools in Riyadh. Teachers also provided information regarding their age, years of professional experience, years of professional
experience in the current school. Inferential statistical techniques used for data analysis include the non-parametric median test and Pearson Product-Moment Correlation Coefficients. The significance level was .05. The study found that the level of job satisfaction among Saudi female secondary public school teachers is lower than the national norm on the JDI for job satisfaction of secondary school teachers in the United States.

Taylor (1995) studied “Job Satisfaction and Teachers' Sense of Efficacy”. Teachers' sense of efficacy, and job satisfaction have increased in importance in recent years. Using a national data set, the authors of the present study explored the dimensionality of these variables and their interrelationships. Regression analyses were performed to predict teachers' sense of efficacy and job satisfaction from decision participation and school climate. The best predictors of teachers' sense of efficacy were the dimensions of school climate referred to as faculty communication and the lack of obstacles to teaching.

Ausekar (1996) studied “The Job Satisfaction Among Teacher Working in Government and Private Secondary Schools”. The objectives of the study were to find out the factors contribution to Job Satisfaction in teachers. Job Satisfaction Scale developed by Sareshwara Rao's was used. Random sampling was done and 40 teachers were selected for the study 20 from government and 20 from private schools. The conditions of work and service for teachers should be well laid down.
and specially barred on the principle of party both in private and government schools. Par with the government school teachers, as long as, salary is concerned because economic satisfaction leads to social satisfaction.

Sanghavi (1996) studied “Do the Government and Non-Government School Principals Differ in their Job Satisfaction?”. The objectives of the study were:

i. To study the degree of Job Satisfaction of the female principals working in the government and non-government secondary schools

ii. To study the degree of Job Satisfaction of the male principals working in the government and non-government secondary schools

iii. To study the degree of Job Satisfaction of the principals working in the government and non-government secondary schools

The sample of the study consisted of 900 secondary school principals. The tool used was the Job Satisfaction scale, which was constructed by the investigator.

The findings of the study were:

1. There was no significant different on the level of Job Satisfaction between the female and male principals working in the government secondary schools

2. There was no significant difference on the level of satisfaction between the female and male principals working in the non-government secondary schools
3. There was no significant difference on the level of Job Satisfaction between the principals working in the government and non-government secondary schools.

Haydel (1998) studied “The Relationships Between Teacher Efficacy, and Student Efficacy”. This study explores the relationships between the teacher efficacy and student efficacy, two factors that influence student achievement. This study provides evidence that relationships do exist between the evaluative culture, teacher efficacy, and teacher demographic variables. Results of the study supported the following: (1) teachers who have stronger teacher efficacy tend to align their classroom assessment practices more with the assessment culture; (2) evaluative culture scores vary as a function of gender and the number of years of teaching experience; (3) teacher efficacy scores vary as a function of years of teaching experience; (4) teacher efficacy varied significantly as a function of grade and school; (5) teacher efficacy scores varied as a function of district; and, (6) teacher efficacy can be predicted by factors which include the teacher’s evaluative culture scores.

Daniah and Hassan (1998) studied “The Relationship of Job Satisfaction of Female Teachers”. Results showed that factors correlated significantly. Job satisfaction correlated with achievement motivation (controlling for adjustment), job satisfaction correlated with adjustment (controlling for achievement), but
adjustment did not correlate with achievement when job satisfaction was controlled for. This study showed an important result consisting of influence of a factor in one domain (job satisfaction) in another achievement motivation (in schooling).

Emrick (1999) conducted a study on "Teacher Efficacy as Related to Satisfaction". This study sought statistical data concerning the impact of teachers' satisfaction their perception of themselves as effective educators. Twenty four public schools in Wisconsin participated in this study. Two survey instruments were used to collect data: the Teacher Efficacy Scale (Gibson and Dembo, 1984). Statistical analysis revealed the following. (1) No statistically significant relationship exists between teachers' perceptions of efficacy and their satisfaction with the level of participation in decision making. (2) Teachers' age influenced their perceptions of efficacy. A Pearson's r coefficient of -0.18 indicated a slight negative relationship with a probability of 0.02. (3) Neither gender nor years of teaching experience had a statistically significant relationship with teachers' perceptions of efficacy. The following conclusions were made. (1) The age of the responding teacher was related to their perceived sense of efficacy. (2) There was no significant relationship between either gender and years of teaching experience and teachers' perceived sense of efficacy.
Waskiewicz (1999) studied "Variables that Contribute to Job Satisfaction in Secondary School Assistant Principals". The objective of this study was to identify variables that explain the job satisfaction of assistant principals of secondary schools. If such variables are identified, efforts can be made to eliminate or reduce the effects of those variables, which lead to dissatisfaction and enhance those, which lead to satisfaction. The participants were 291 respondents to a survey distributed to a systemic sample of 400 assistant principals who were members of the National Association of Secondary School Principals in 1996. Participants completed the short form of the Minnesota Satisfaction Questionnaire and a questionnaire developed by the researcher. Participants' job satisfaction had three measures: extrinsic, intrinsic, and general job satisfaction. The variables believed to explain job satisfaction of assistant principals (age) were analysed through path analysis to determine the effects of the independent variables on the three measures of job satisfaction. Results revealed that assistant principals were only marginally satisfied with their jobs. Of the total variables theorized to explain job satisfaction, age, were found to have no significant effect on general job satisfaction. The other variables in the models either did not have significant effects on the three measures of job satisfaction or were too small to be considered important. Relationships between the independent variables were also examined and reported. None of the hypothesized indirect path effects were large enough to be considered important. After reviewing the results, the only conclusion that can
be drawn is that the models did not capture accurate relationships among the variables.

Collins (1999) studied “The Job Satisfaction of Education Teacher in Georgia’s Public Secondary Schools”. The objectives of the study were

1. To describe the Job Satisfaction of education teacher in secondary public schools in Georgia
2. To identify factors that might influence this teacher to become dissatisfied with their current job and possibly leave their positions or the teaching profession.

184 teachers were selected for the study as sample. Minnesota Satisfaction Questionnaire and Teacher information form were developed by researcher. The results of this study were consistent, in part, with other studies involving the Job Satisfaction of education programmes that improve teacher Job Satisfaction, reduce teacher turnover and improve teacher effectiveness.

Lanney (1999) studied “Job Satisfaction Among Jackson Country High School Teachers”. 311 teachers were randomly selected to participate in the study. Job Satisfaction questionnaire, and demography tools were used. Data were analysed using the Pearson Product Moment correlation, which showed statistically significant relationship between empowerment and Job Satisfaction. Data were analysed using the Pearson product moment correlation, which showed
statistically significant relationship between empowerment and Job Satisfaction. Canonical analysis which verified that teacher empowerment accounted significantly for variance in Job Satisfaction and analysis of variance which showed that no one school was more empowered than the other schools.

Tarver, Canada and Lim (1999) studied “The Relationship between Job Satisfaction among Administrators and Academic Administrators”. This study examined the relationship between job satisfaction among administrators and academic administrators in higher education. Demographic variables of gender, age, educational level, and type of educational institution were also examined to determine how they affected the relationships between main variables.

A study by Xin et. al. (1999) found that female teachers were more satisfied with their professional role as a teacher than were their male counterparts. Teachers who stayed in the profession longer were less satisfied with theory professional role. The gender gap in professional satisfaction grew with increased teaching competence.

Bahmonde (2001) hypothesized “The Teachers Perception to Job Satisfaction”. The findings was that those who were not satisfied with their job were more likely to perceive the culture of the organization than those who were committed to their job, viewed the organizational cultural style as more
constructive than those who were not committed or somewhat committed to their job.

Gresham (2001) studied "The Relationship between Teacher Self-Efficacy Beliefs, Teacher Job Satisfaction". The major purpose of this study was to assess the relationships between the perceptions of self-efficacy of a school's teachers, the job satisfaction of a school's teachers. The theoretical base for this study centres around the work of Bandura (1982, 1995) in the area of teacher self-efficacy. Additionally, Herzberg, Mausner, and Snyderman's (1959) Motivation/Hygiene Theory and Maslow's (1968) Motivation Theory provide the theoretical base for the area of teacher job satisfaction. Teacher self-efficacy and job satisfaction data were collected through teacher completion of paper/pencil questionnaires. Analysis was made by computing correlation coefficients using the Pearson r, computing several t-tests, and by comparing the means of the subscales on the Teacher Job Satisfaction. The relationships between teacher efficacy and all other variables were found to be not significant, and there was not a significant difference between at-risk and non at-risk schools in the area of teacher efficacy. Further, at-risk and non at-risk schools differed significantly in the area of job satisfaction.

Panda (2001) hypothesized "Job Satisfaction of College Teacher of Assam and Orissa". The hypothesis was There is no significant relationship of Job Satisfaction of college teachers of Assam and Orissa and their various categories
based on sex, experience, location. The descriptive survey method was followed. Through stratified random sampling technique 400 teachers were selected as sample.

The findings were as follows:

1. A significant percentage of college teachers of Assam and Orissa have a high or moderate degree of Job Satisfaction

2. College teachers of Assam and Orissa in general and their various categories did not differ significantly in their degree of Job Satisfaction except in case of experienced teachers.

Kogan (2001) studied “A Reliability Generalization Study of the Teacher Efficacy Scale”. This study showed that Teacher efficacy has proven to be an important variable. It is consistently related to positive teaching behaviors and student outcomes. However, the measurement of this construct is the subject of current debate, which includes critical examination of predominant instruments used to assess teacher efficacy. The present study extends this critical evaluation and examines sources of measurement error variance in the Teacher Efficacy Scale (TES), historically the most frequently used instrument in the area. Reliability generalization was used to characterize the typical score reliability for the TES and potential sources of measurement error variance across studies. Other related instruments were also examined as regards measurement integrity.
Panda (2002) studied "Job Satisfaction of College Teachers in the Context of Types of Management". The objectives of the study were:

1. To determine the general level of Job Satisfaction among college teachers
2. To determine the general level of Job Satisfaction among non-government college teachers
3. To determine the general level of Job Satisfaction among non-governance college teachers and,
4. To find out the difference, if any, between government college teachers and non-government college teachers in respect of their Job Satisfaction.

The study was conducted on the sample of 110 teachers (48 from government and 62 non government colleges, aided and unaided). This study used the Job Satisfaction Standardised by S.K.Saxena

The findings of the study were:

i. The college teachers in general as well as both categories of college teachers working in government and non-government managements were satisfied with their job.

ii. There was no significant difference between government college teachers and non government college teachers in respect of their Job Satisfaction.

Shapiro (2002) studied "Job Satisfaction of 6th and 12th Grade Teachers in Florida’s Charter Schools". The objectives of the study were:
1. How do dimensions of Job Satisfaction of 6th – 12th grade teachers in Florida’s charter schools differ from Job Satisfaction of 6th – 12th grade teachers in previous surveyed Florida Middle Sized public schools?

2. Job satisfaction/Dissatisfied of charter school 6th, 12th grade teachers differ due to demographic: age, gender, years of previous teaching and professional/temporary/lack of certification.

Findings were:

1. A significant difference existed between Job Satisfaction dimensions of 6th–12th grade teachers in florid charter schools and Job Satisfaction dimensions in 6th–12th grade teachers in a previously surveyed Florida Middle sized public school district as measured by the Job Satisfaction survey for pay, promotion, contingent rewards, Fringe benefits, operating conditions and communication. The dimension of supervision, co-workers, and nature of work were not significant.

2. Charter school teachers were significantly different for gender and previous teaching experience.

Educational Implications indicated that some charter school characteristics such as autonomy for teachers, increased teacher participation in governance and closer relationship with students may contribute to Job Satisfaction.

Jennett (2003) studied on Teacher Efficacy. Variables that was related to included commitment to an underlying philosophy of a treatment and professional
self-efficacy, were explored. Results indicate a significant difference in philosophical commitment between the groups, but no differences in teaching efficacy. The relationship between a commitment to one's teaching approach and certain dimensions of teaching efficacy was found to be significant.

Brouwers (2003) studied “A test of the factorial validity of the Teacher Efficacy Scale”. The factorial validity of the Teacher Efficacy Scale was tested using confirmatory factor analysis on a sample of 540 practising teachers. Four factorial models were formulated on the basis of theoretical analysis as well as the results of several validity studies on the Teacher Efficacy Scale. In accordance with Bandura’s (1997) self-efficacy theory, the results revealed that the fit of the four-factor oblique model was significantly better than that of the other factorial models. However, the fit of the four-factor model did not reach the recommended criterion of adequately fitting models. After eliminating three poorly loaded items, the model's fit improved significantly but insufficiently to reach the fit criterion. It was concluded that the Teacher Efficacy Scale in its current state is not suitable to obtain precise and valid information about teacher efficacy beliefs.

Sargent (2003) studied “Keeping Teachers Happy: Job Satisfaction among Primary School Teachers in Rural China”. This research considers the question, what factors keep teachers serving poor communities satisfied with their work? With multivariate analyses of a survey of rural primary school teachers, principals
and village leaders in one of China's poorest provinces, we investigate the role of individual teacher background, school environment, and community factors as influences on three measures of teacher work satisfaction. Consistent with research elsewhere, results showed that younger, better-educated teachers were less satisfied, and suggest that teachers may be more satisfied in schools with an organizational climate that supports collaboration and in communities where village leaders support education. More surprisingly, models showed ambiguous effects of economic resources in the community and school: while timely payment of salaries and school expenditures were positively linked to teacher satisfaction, other indicators of economic status of communities and schools such as village income per capita, contributions of the village collective to the school, and teacher salary were negatively linked to teacher satisfaction, or not linked at all. These results underscored the challenge that faces rural, impoverished communities as they seek to retain teachers, and especially well educated teachers. Results also suggest that economic development alone may not ameliorate the problem.

Luckner and Hanks (2003) conducted "A Study Job Satisfaction: Perceptions of Teachers". The study examined the perceptions of teachers to assess their level of job satisfaction. A questionnaire was developed and distributed; 610 completed surveys were analysed. Overall, respondents appeared satisfied with their jobs. Of the 59 items in the survey, 51 were scored as positive for the group as a whole. Participants reported that their relationships with
colleagues were the most enjoyable aspect of the job. Data were also analysed by comparing the responses of teachers across groups--itinerant, elementary, secondary, and resource room. Generally, this group-by-group analysis produced findings similar to those for the overall sample. Recommendations on addressing the specific factors that teachers responded to negatively are provided.

Zembylas (2004) studied “Job Satisfaction among School Teachers in Cyprus”. This research examined 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 analysed how these motives influence the level of satisfaction held by the Cypriot teachers.

Muhonen and Torkelson (2004) studied “Job Satisfaction from a Gender Perspective”. With its focus on gender, the aim of this study was to investigate the role of job satisfaction in the context of stress. Data were collected from 281 women and men at both managerial and non-managerial level in a Swedish
telecom company. As hypothesized, gender was negatively related to job satisfaction. Even though ANOVAs did not show a gender difference, the results of the hierarchical multiple regression analyses indicated that it was a significant predictor of job satisfaction, but only for women. Besides these main effects also acted as a moderator in the stress–health relationship for women. This indicates that separate analyses for women and men are needed in order to investigate potential gender differences that might otherwise go unnoticed.

Garcia (2004) studied on “Exploring Connections Between the Construct of Teacher Efficacy”. The study explores the relationship between perceived teacher efficacy exhibited by 110 elementary schoolteachers from a large urban school district. Bandura’s construct of self-efficacy provided the theoretical framework for examining teacher efficacy. The study investigated the predictive value of self-efficacy beliefs for exhibited by teachers. Self-efficacy was measured with the Teacher Efficacy Scale Teacher Efficacy Scale. Results from this investigation revealed that teacher efficacy was significantly correlated to and was a predictor. The study raised questions related to the effective preparation of teachers in this area and the types of experiences that facilitate the development of teacher efficacy.
Butt and Lance (2005) analysed 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 analysed across the duration of the project, as are patterns of evening and weekend work. Teachers’ views on job satisfaction are also analysed 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.

Ghali (2005) studied on “Job Satisfaction of Women Teachers”. The effect of locality, management on Job Satisfaction was studied. The subjects were 120
women teachers working in high schools of Chittoor district of Andhra Pradesh selected by following random sampling techniques. The findings showed only the management of the school has significant impact on Job Satisfaction. The other variable included in the study viz., locality had no significant impact on both on Job Satisfaction.

Tasnim (2006) studied “The Job Satisfaction Among Female Teachers: A Study on Primary Schools in Bangladesh”. This study is conducted to analyse the job satisfaction among the female teachers of government run primary schools in Bangladesh. Though job satisfaction is considered as a factor of social psychology but in this study job satisfaction is analysed from organizational perspective. Two research questions are posed to identify the level of job satisfaction of female teachers. The prime aim of this study is to find out the teachers’ perception of ‘job satisfaction’ and to identify the factors, which affect job satisfaction of female teachers. To fulfil these aims fifty-seven teachers from seven government run primary schools in urban and rural areas have been selected. Among the selected teachers twenty five are male and thirty two are female teachers. Both open ended and close ended questionnaire are used to get the answer of the research questions. The empirical study has found some factors, which affect job satisfaction of both male and female teachers. The factors are salary, academic qualification, career prospects, supervision, management, working environment, culture etc. Few perceptions of job satisfaction and the factors those affect it are same to the male
and female teachers. But here are many perception as well as factors in which the male and female teachers are in two opposite pole. It is found that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.

Wilkins (2006) study reported that girls reported higher levels of mastery avoidance achievement motivation and 8th graders reported a greater increase in mastery approach achievement motivation over time. The findings suggest that Latino adolescents' gender and grade level relate significantly to their achievement motivation.

Chen (2007) studied the factors that contributed to the confidence of teachers to successfully achieve their goals related to classroom instruction, reflective teaching, classroom management, engaging students, motivating students and other stakeholders in the educational process, as well as other related areas that contribute to the growing understanding of what makes teachers efficacious. This study showed theoretical and practical approaches and analysed teacher efficacy and encouraged contributions that examined the construct from both a quantitative and qualitative methodology with teachers. In addition, this study showed teacher efficacy of racially/ethnically of diverse teachers.
Jurgen et al (2007) studied on “Tacking a Sickie: Job Satisfaction and Job Involvement as interactive predictors in a Public Organization”. This study says that correlations as job satisfaction have often been found to be disappointingly weak. It was predicted that job involvement affects if job satisfaction is low as this indicates a situations with weak constraints. Sample of 436 employees working in a organisation and simple correlations were not significant a moderated regression documented that the hypothesized interaction was significant. As a range of controls (e.g. age, gender) were accounted for, these findings lend strong support to the importance of this, new specific form of attitude interaction. Thus researcher showed interaction between job involvement and job satisfaction.

Ishwara (2007) studied on “Job Involvement Among University Teachers: A Case Study of Karnataka State”. The study evaluates the perceived level of job involvement among the university teachers working at the in the Karnataka State. The sample consists of 152 teachers, 60 Lecturers, 47 Readers, and 45 Professors - whose average age ranged between 36 and 49 years. Job involvement scale (Lodahal and Kejner 1965) was administered. Analysis of the data indicated that around 60% of the university teachers perceived and reported to have moderately involved in the job (Mean 75.06 and SD 6.05). There is no significant difference in the levels of job involvement among the university teachers, irrespective of their cadre. All the teachers are perceived to have more or less the same level of
job involvement. Job involvement of the university teachers is determined by three sets of variables, namely organizational, demographic, and career-related aspects.

Nobile (2008) studied on Job Satisfaction in Australian Catholic Primary Schools. This study investigated the facets of job satisfaction. The participants were 356 staff members from 52 primary schools of six Catholic education systems in New South Wales, Australia. The participants completed a survey consisting of the Teacher Job Satisfaction Questionnaire (TJSQ). Nine job satisfaction factors were identified. Multiple regression analyses identified factors that were predictors of job satisfaction. The results suggest implications for policy and practice with regard to communication in these schools.

Peterson and Hamlinton (2007) studied on teacher efficacy and job satisfaction. This study seeks to investigate the relationship between teacher efficacy and collective teacher efficacy as they move from the training environment into the full time classroom and how these factors work together to affect job satisfaction. A repeated measures MANOVA found a significant reduction in instructional strategy efficacy and perceived value of the teacher training. Hierarchical linear regression analyses found that a model which included all three teacher efficacy scales, intellect, and job satisfaction was significantly predictive of perceived value of teacher training. Efficacy and job satisfaction was found to be significantly predicted by collective teacher efficacy.
Wan-Ting Feng (2008) studied on “Job Satisfaction of the Junior High School Teachers in Taoyuan Country”. The subjects was consisted of 689 junior high school teachers sampled from 689 junior high schools. Five hundred and sixty-five subjects returned completed questionnaires, and the valid return rate was 82%. The statistics used in the present study were t test single one way ANOVA, Pearson correlation, and stepwise multiple regression. The results were as the following:

1. The average overall score of all dimensions regarding job satisfaction was 2.85, which was considered as moderate level. The order of the highest ranking to the lowest was interpersonal relationship, the work, the work variety, working conditions, promotion, administrative leadership, and benefit.

2. There were significant differences between various background groups (educational level, the channel to earn certificate, position, and school area) in terms of job satisfaction of junior high school teachers.

3. Teachers empowerment could predict their job satisfaction. Professional authority is the most powerful predictor in the regression.

Bruce and Ross (2008) investigated on “A model for increasing reform implementation and teacher efficacy.” This study examined the effects of peer coaching on mathematics teaching practices and teacher beliefs about their capacity to impact student learning. Twelve teachers in grades 3 and 6 participated in a brief but intensive professional development program over six months. The
program focused on effective math teaching strategies and peer coaching opportunities. Data sources included classroom observations, teacher self-assessments, interviews, and field notes. Data were analysed using a two level qualitative coding strategy with multiple interpreters. Findings showed that teachers implemented key strategies for effective math teaching, especially for facilitating student interaction and improving the quality of tasks assigned.

Yaman (2009) conducted “A Study on Job Satisfaction Levels of Teachers. Teachers have a major role in the process of education”. The fulfillment of the tasks and responsibilities put on the shoulders of the teacher depends on the satisfaction the teacher gets from his or her profession. Determining the factors which are influential on the teachers job satisfaction, such as the profession and its characteristics, working conditions, social relationships, economic conditions, administration and inspection and social requirements, thus finding out the factors causing job dissatisfaction and helping teachers in working more efficiently and attaining job satisfaction are vitally important in terms of properly raising the future generations as well. The aim of the present study is to find out the job satisfaction levels of teachers. The universe of the research comprised the teachers participating in the in-service training courses of the Turkish National Education Ministry which participants from 81 provinces of turkey took part in. The courses were taught in the provinces of Çanakkale and Mersin. One hundred and ninety seven teachers, 47 of which female and 150 male, participated in the study. Since
the entire universe was able to be reached, no sampling was determined. A 52-question survey was applied in order to determine the demographical characteristics and professional status information of the teachers. The data obtained was evaluated by means of SPSS 11.5 (Statistical Package for the Social Sciences) statistical package program, and t-test was used for the variables of gender and the status of having taken in-service training, while ANOVA was used for the other variables. Based on the findings, the factors affecting the job satisfaction were determined and the suggestions were offered.

Noordin (2009) investigated “Levels of Job Satisfaction amongst Malaysian Academic Staff”. A study of job satisfaction of academic staff of a public university in Malaysia used the 7-item general satisfaction scale in a survey to determine the level of job satisfaction of the academic staff. The results indicated that overall the academic staff of the university has a moderate level of job satisfaction. In addition, current status, marital status, age and salary appear to have significant impact on the respondents’ level of job satisfaction.

Crossman (2010) studied “Job Satisfaction of Secondary School Teachers”. Low job satisfaction has been cited as a possible cause of the current teaching crisis in the UK. This article reports on a study that examined job satisfaction among secondary school teachers in different types of secondary school. The results indicate a significant difference in the overall job satisfaction scores of
teachers by type of school. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest. No significant difference in satisfaction was found when the data were analysed by age, gender.

Bogler (2011) studied “Teacher Job Satisfaction”. The study examines 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.
2.3 Conclusion

There are very few studies conducted in India relating to Job Involvement, Teacher Efficacy and Achievement motivation in Relation to Job Satisfaction of Teachers. The present study makes an earnest attempt to study the relationship between Job Involvement, Teacher Efficacy and Achievement motivation with Job Satisfaction of Teachers.

The succeeding chapter spells out details of the research procedure.