



CHAPTER - II

**REVIEW OF THE
RELATED LITERATURE**

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2.1. INTRODUCTION

Research takes the advantage of the knowledge, which is accumulated in the past as a result of constant endeavor. It can never be undertaken in isolation to the work that has already been done on the problems, which are directly or indirectly related to a study proposed by researcher.

2.2. MEANING AND IMPORTANCE

Human knowledge has three phases: preservation, transmission and advancement. Practically all-human knowledge could be found in books, journals and papers.

Before taking up specific research project in the development of a discipline, the researcher must be thoroughly familiar with previous theory and research. To assure this familiarity, every research project in the behavioral sciences has to review the available theoretical and research literature.

The phrase "review of literature" consist of two words "Review" and "literature". The term review means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field. In research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline, which includes theoretical, practical and its research studies. These are some reasons for review of literature.

1. Indication of directions.

2. Pre-request to plan of study.
3. Avoid duplication.
4. Source of problem of study.
5. Finding gaps.
6. Clear picture of the problem.
7. Determining meaning and relationship among variables.

2.3. STUDIES RELATED TO JOB SATISFACTION OF TEACHERS

(A) Studies conducted in India

Agarwal Meenakshi (1991) studied Job Satisfaction of teachers in relation to some demographic variables and values. The objectives were: (i) to study the job satisfaction of teachers in relation to achieved characteristics. (ii) To study the values of teachers having high job satisfaction and poor job satisfaction. Sample of the study comprised of 338 female teachers and 265 male teachers of primary and secondary school. Job satisfaction scale, teacher's personal blank, the value tests were used for data collection. Mean, SD, t-test and biserial correlation were used for analysis and interpretation. The major findings were: (i) trained graduate teachers; single-family teachers and more experienced govt. teachers were found to be more satisfied with their job. (ii) Economic and political values were significantly related to Job satisfaction.

Atreya Jai Shankar (1989) studied teacher's values and job satisfaction in relation to their teaching effectiveness at degree college level. The objectives were –(i) To study the values and job satisfaction of teachers having high, average and low teaching effectiveness. (ii) To find

out the values and magnitude of job satisfaction associated with teachers of high, average and low teaching effectiveness. (iii) To find out the degree of influence of teachers values and job satisfaction on teaching effectiveness. The study was an ex-post facto research where 600 teachers from 11 colleges of Meerut University were selected through random sampling. Tools used for the study were a new test for study of values by Gilani, the teacher's job satisfaction questionnaire of Kumar and the teacher's effectiveness scale (adopted from by Kumar and Mutha). The major findings were: (i) it was found that at degree level teaching effectiveness was significantly related to values and job satisfaction. (ii) Teaching effectiveness was found to be a normally distributed trait. (iii) The effective teacher markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern, which accounted for their effective teaching.

Anand (1977) conducted a study on "Job satisfaction and work role variable" and found that 50% of the teachers working in school were reported to be dissatisfied. Greater percentage of postgraduate teachers both in arts and science group were found to be satisfied than the percentage of graduate teachers. There exist no linear relationship between between age of teachers and their scores of Job satisfaction

Clemence (1989) studied job satisfaction among high school women teachers by their role conflict and dimensions of values. The objectives were : (i) To study the effect of role conflict on the different components of job satisfaction of high school women teachers. (ii) To study the combined effect on the different dimensions of values and role conflict on different components of job satisfaction of high school women teachers. (3) To examine the combined effect of different components of

job satisfaction of high school women teachers. 250 women teachers were selected randomly for the study from teachers teaching at high school level in Bangalore, including the teachers working in government, private and co-operation high school. Using, job satisfaction scale of Sudha and Sathya Narayan, occupational and domestic moral conflict scale by Allport, Vermanand Undzey and The study of values by Sudha, Satyanarayan and Dhagavathy collected data. The major findings were: (i) Role Conflict negatively affect all the dimensions of job satisfaction. (ii) Only social effect job satisfaction of high school women teachers. (iii) Women teachers with moderate dimensions of value express more significantly total dissatisfaction than either the low or high group of social dimensions of values. But the extreme group did not differ.

Dixit (1986) conducted a study on "A comparative study of job satisfaction among primary school teachers and secondary school teachers" and found that female teacher were more satisfied than male teachers both at primary and secondary levels. At the primary level the group senior most in age was most satisfied and the middle age group was least satisfied. Among the secondary school teachers, those with greater length of service were more satisfied.

Nongrum Medalin (1992) studied job satisfaction of secondary school teachers in Shillong and leadership characteristics of heads. The objectives of the study were: (i) To assess the job satisfaction of secondary school teachers in Shillong and to find the relationship of job satisfaction to factors like gender differences, level of Education, religions affiliation and work experience. (ii) To study the leadership characteristics of principals or the needs of schools as perceived by teachers. A representative sample of 20 schools out of a total 49 Schools

in Shillong were chosen keeping in view the location of school, the management pattern and the type of organization etc. Critical ratio and Chi Square were used for data analysis. The major findings were :(i) the type of management appeared to be associated with teacher's job satisfaction, the government school teachers showing significantly more satisfaction. (ii) Educational qualification appeared to be positively associated to job satisfaction. (iii) Teachers tended to be more satisfied if they perceived the needs of schools as being concerned with achievement of group goals and objectives.

Ray (1990) studied the attitude of teachers towards pupils and their job satisfaction. The objective of the study was to find out the relation between the attitude of teachers towards students, their job satisfaction and mental health. It had an experimental design with the sample of 100 teachers of five schools of Cuttack city selected randomly. Mental Health Scale, Job satisfaction scale and the teacher's attitude towards children scale were used for data collection. The data was treated with mean, S.D., correlation, Chi Square and t-test. The major findings were :(i) the mental health of teachers bore a significant and positive correlation with their job satisfaction and their attitude towards children. (ii) Teaching experience, mental health, job satisfaction and teachers attitude towards the children were significantly and positively correlated with their job

Srivastava Shobha studied job satisfaction and professional honesty of primary school teachers with necessary suggestion. The objectives of the study were: (i) To examine the extent of job satisfaction and professional honesty of primary school teachers. (ii) To make suggestion for creating a suitable environment in primary education in the above context. The sample consisted of 100 educational experts of

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university / college teachers, administrative staff etc. and 987 (263 female and 724 male) primary teachers selected randomly from primary school of each district of Faizabad division, comparing both rural and urban areas. Job satisfaction inventory, professional honesty preference record, a questionnaire on reasons for Job dissatisfaction and a checklist for the factors conducive to professional honesty in primary teachers were used for data collection. The major findings were: (i) the primary teachers of the area were found to have high Job satisfaction and professional honesty. (ii) Female teachers as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers, non-agricultural family occupation background teachers were significantly higher in job satisfaction and professional honesty. (iii) Young teachers as compared to old teachers, Junior teachers as compared to senior teachers and high academic achieve teachers as compared to low achieved teachers were also significantly higher in Job satisfaction. (iv) Caste was not found to have a significant effect on either of the two. (v) The major factor in job dissatisfaction among primary teachers were inadequate salary, lack of physical facilities, exploitation by officers etc.

Uniyal (1979) studied job motivation and satisfaction of education. The main objective of the study was to find out the difference in the motivational pattern of the satisfied teachers towards the job looking in particular into the area in which difference existed at all. Sample Included 1652 male and female teachers of private and government secondary school. Tools used in the study were job anxiety scale, job motivational analysis form, Edwards personal performance schedule and study of values. The major findings were: (i) No significant relationship was found between the need for abasement and job satisfaction in the case of

male teachers. (ii) Government school teachers were highly satisfied towards their job, while the teacher in the private school showed both high and low satisfaction towards the job. (iii) Teachers of private school displayed higher level of anxiety than the government school teachers.

(B) Studies conducted abroad

Bentsen Williams & Hukman (1980) in an investigation conducted in the Late 70's reported that slightly more than 75% of the teachers were satisfied with their job. In the later study important difference in Job satisfaction were discovered at various levels of teaching. Elementary teachers presented more satisfaction with their jobs than secondary teachers.

Ever (1992) conducted a study on factors effecting job satisfaction of secondary school teachers in Machigan. There were interesting differences between stayers and potential leavers. Stayers had higher satisfaction scores, less stress and more sincerity. They perceived work conditions more favorably but did not differ from leavers in terms of the extent of roles and responsibilities undertaken.

Sarh Hean & Rogers Carectt (2001) conducted a study of Job satisfaction in Senior Secondary School teachers in Chile. The nature of job satisfaction in Chilian Secondary Science Teachers is investigated and causes of satisfaction and dissatisfaction identified. Teachers mentioned most often their satisfaction with interactions with students, relationship held within the school and opportunities to the development of society, future generation of the individual. Sources of dissatisfaction are poor salary, exclusive workload, student's characteristics, resource and infrastructure.

2.4. STUDIES RELATED TO PROFESSIONAL ADJUSTMENT OF TEACHERS

Agrawal S. (1980) studied adjustment problem and their related factors of more effective and less effective teachers (with reference to primary level female teachers). The objectives were :(i) to analyze the adjustment problem of more effective and less effective female teachers of primary level. (ii) To identify the factors related with adjustment problems of more effective female teachers. The major findings were: (i) there was significant difference between the adjustment problems of more effective and less effective female teachers at primary level. The more effective teachers were better adjusted than their less effective counterpart. (ii) Social factors were found prominent in the adjustment problems of more effective teachers, while in the case of less effective teachers the emotional factors were found more influential.

Gupta Dimple and Asthana Madhu studied role of social support in adjustment of married and unmarried working women. They examined the adjustment problem of married and unmarried women. The sample included 300 women working as teachers in different school of Varanasi city, among which 150 were married and 150 were unmarried. The social support scale developed by Asthana. M. And Verma K.B. (2005) and teacher adjustment inventory of S.K. Magal (1961) were administered to the total sample. Two-way analysis of variance was applied and to see the impact of social support and marital status on adjustment of working women. Result revealed that married working women were better adjusted in comparison to their unmarried counter part.

Mangal S.K. (1979) analyzed the common factor in teacher adjustment. The objective of the study was: (i) To identify through factor

analyses the fundamental dimensions or factors of teacher adjustment. (ii) To device a standardized teacher adjustment inventory based on the fundamental dimensions discovered through factor analysis. 400 teachers from 42 high school of four district of Haryana were selected as sample. The major findings were : (i) Teacher adjustment coupled with five factor they were adjustment with academic and general environment of the institution; socio psycho-physical adjustment, professional relationship adjustment, personal life adjustment and financial adjustment and Job satisfaction. (ii) The test retest reliability and split half reliability for each factor ranged between 0.97 and 0.99 and between respectively. (iii) The criterion related validity against the Bells adjustment inventory and the rating of the teachers by the headmasters came out to be 0.967 and 0.986 respectively.

Nikhata Y. Safeeq (2003) studied about low and high salaried group teachers teaching visually impaired in relation to their adjustment and job satisfaction. The objectives were: (i) To find out the significance of difference between the mean scores of low and high salaried teachers in relation to their adjustment. (ii) To know the significance of difference between the mean scores of low and high salaried teachers in relation to their job satisfaction. The sample comprised of 37 teachers who were randomly selected from Anmadi Schools for blinds, AMU, Aligarh and Shri Ajanandji Maharaj, Andh Vidyalaya Haridwar. Two tests namely 'Teachers' adjustment inventory by S.K. Mangal (1982) and Job satisfaction scale by Meera Dixit (1993) have been employed for data collection. The major findings were: (i) five low salaried teachers belong to the category of very poor adjustment while 13 have poor adjustment and only one has average adjustment. It is strange to know that no teacher has "very good" or "good" adjustment. (ii) High Salaried

teachers results are surprising to us because inspite of high salary, no teacher has 'very good' and good adjustment. Only three have average adjustment, and ten and five teachers have 'poor' and 'very poor' adjustment respectively.

Rao S.N. (1981) did a psychological study of work adjustment and teaching success of primary school teachers. The objective of the study was to investigate the relation of Job satisfaction to several intrinsic and extrinsic factors in teaching job, assuming job satisfaction to depend on work adjustment. A sample of 520 teachers was drawn on the basis of 2 x 2 x 2 factorial design. Mean, SD and multiple range test of difference between the mean was calculated. The major findings were: (i) there was no difference between the female and male teachers with regard to Job satisfaction, Job involvement, work identification and organizational identification. However male teachers were more intrinsically motivated. (ii) A significant relation between intrinsic motivation and job satisfaction was identified. The length of the service was not related to job satisfaction. (iii) Work identification, organizational identification, work involvement and organization involvement of teachers was distressingly disappointing and job satisfaction of the teachers left much to be desired.

2.5. STUDIES RELATED TO JOB PREFERENCE OF TEACHERS

Goyal J.C. (1980) studied the relationship among attitudes, job satisfaction, adjustment and professional interest of teacher educators in India. The objectives of the study were: (i) To measure attitudes, job satisfaction and professional interest of teacher's educator of different categories based on sex, age, qualification and experience. (ii) To find out relationship among attitude, job satisfaction, adjustment and professional

interest of teacher educators of different categories. (iii) To predict job satisfaction of teacher education by treating their attitudes, adjustment and professional interest as independent variables. 314 teachers were included in sample. Indiresans job satisfaction inventory, Bells adjustment inventory, self-developed inquiry form for professional interest of teacher education were used for data-collection. Mean, SD, t-test, Anova, Product moment correlation, multiple linear regression analysis was used for statistical interpretation. The major findings were: (i) a large majority of teacher educators were favorably inclined towards their profession and were satisfied in the job. Although they were not well adjusted and had low professional interest. (ii) Attitude and job satisfaction of different groups did not differ significantly. (iii) A majority of teacher educator had low interest in the profession. (iv) Emotional stability among the teacher educator increased with age. (v) Professional interest among teacher educators increased with teaching experience in a school. (vi) Attitude, Job satisfaction and occupational adjustment among teacher educator were associated with one another whereas social and emotional adjustment and professional interest were not related with other variables. (vii) Job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

Saran S.A. (1975) studied teacher's attitude towards teaching profession and certain personality variable as related to their level of education and amount of experience. The objectives of the study were :

- (i) To find out relationship between attitude towards teaching profession and interest in literary matters, level of adjustment, need of achievement need of abasement, need of autonomy, need of endurance and level of education.
- (ii) To find out relationship between level of education and adjustment.
- (iii) To find out relationship between level of education and

need of achievement. The sample consisted of 1000 teachers of U.P. of these 510 were male and 490 were female. The major findings were: (i) the attitude of teachers towards teaching profession was positive. (ii) Level of education was positively related to degree of attitude towards the teaching profession. (iii) Level of education has no relationship with home adjustment and social adjustment. It was negatively related with wealth adjustment. (iv) Teaching experience and adjustment were not significantly related to experience in the teaching profession as well as age. (v) Attitude towards teaching profession was not positively related to experience in the teaching profession as well as age. (vi) Interest was positively related with attitude towards the teaching profession.

2.6. OVERVIEW

On reviewing the literature related to the present study it was found that many researches were done in the field of job satisfaction, adjustment, job preference, motivation, attitude, teaching effectiveness and job satisfaction, role conflict, dimensions of values, high salary and low salary, leadership characteristic, teaching profession, personality variables, professional honesty all these dimensions were studied either taking single variable i.e. job satisfaction or two variables like job satisfaction and adjustment. Taking background variable as age, gender, teachers at different level such as primary teachers, college teachers, teacher educators etc. But hardly any study was found which was done taking into consideration the three aspects i.e. job satisfaction, professional adjustment and job preference together and that too of secondary school teachers. So here the researcher found a gap, which has to be filled, so concentrated her study in this aspect of teachers.