

**CHAPTER – II**  
**REVIEW OF THE RELATED**  
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Before going into the real phase of the research study, it is thought essential to study the whole literature including research findings related to the variables involved in the study being conducted. The purpose of the preview of the previous efforts is very vital as it sets the first step of the staircase in solving a new problem. Only by going through the related literature, we can design the steps which are to be followed in the study of the proposed problem.

The area of job satisfaction is vast and now a days there is too much stress laid upon job satisfaction. The job satisfaction of teachers and the factors which affect it, have been studied by many researchers in India and abroad. Some of the important studies which have some relevance to the present problem are as follows:

Harrel (1961), summing up the results of some studies said that age has little relationship to job satisfaction for all professional employees; but it is important in some job situation. In some groups job satisfaction is higher with increasing age; in other groups job satisfaction is lower; and in others there is no difference.

Boris (1964) conducted a study on job satisfaction and need satisfaction. He found that money security (salary) was the proponent need among lower socio-economic

groups but it decreased to the least amount among the managerial, official and professional groups.

Jayalakshmi (1974), enquired into the relationship of 10 background variables, 8 general attitude variables, 22 personality variables, 6 organizational dimensions variables and 2 supervisory style variables to job satisfaction among teachers of technological institutions. Her sample included 208 teachers and tools used were Job Satisfaction Inventory, Lodhal and Kejners Job Involvement inventory, Gordon Personal Profile and Gordon Personal Inventory. The conclusions drawn were that two of the background namely 'research involvement<sup>1</sup>' and 'research output<sup>1</sup>', two of general attitude variables related to the performance of career plan and time were identified as significant discriminator of highly satisfied and highly dissatisfied. Regarding the variables related to perceived characteristics of leadership behavior both the dimensions namely initiating structure and consideration were found to be significant variables in predicting job satisfaction. All the 5 dimensions related to perceived characteristics of the organizational atmosphere namely authority, hindrance, administration and fairness work found to be significant Variables. The total score being the single best predictor of job satisfaction.

Singh (1974) studied the relationship between the values, attitudes, and job

satisfaction of teachers. The sample consisted of 517 secondary school teachers of Delhi for standardisation of Teacher Value Inventory (TVI). Then out of these teachers 521 teachers were selected on the basis of random sampling. The method used were split half reliability and concurrent validity. In addition to these TVI, Ahluwalia's Teacher Attitude Inventory, modified version of the Roth's staff satisfaction survey, and personal data sheet were to be administered to collect the data. He concluded that the teachers scored the highest on social and theoretical values and lowest on economic and political values. Teachers were found to be moderately satisfied with all factors of job satisfaction except with the economic benefits, physical facilities and administration. He also concluded that female and unmarried teachers were more satisfied with all the factors than the male and married teachers.

Livingia (1974) measured the degree of job satisfaction among school teachers and the impact of job satisfaction on the stability of teachers. A rating scale was used as a tool for collecting data from 1600 teachers of primary and secondary Schools. He found that primary school teachers were more satisfied than secondary school teachers. Female teachers were more satisfied than male teachers. Job efficiency was positively correlated with job satisfaction. Young teachers in the age group of primary and secondary teachers and unmarried teachers were found to be more satisfied.

Kolte (1978) identified the factors that are responsible for both the teachers' satisfaction and dissatisfaction the sample was selected in 6 Panchayat Samities. From each samiti, 3 primary schools were randomly selected and tools used were Job Satisfaction Questionnaire and one good incident and one bad incident of their job. He concluded that achievement was responsible for the feelings of satisfaction incidents. 30 good incidents revealed recognition as a factor for the feeling of satisfaction from the job. Work itself was found to be responsible for satisfaction in 6 of the good work incidents. Unfair policy of administration emerged as a dissatisfier in 35 of the dissatisfaction incidents. Working conditions and salary were found to be responsible for dissatisfaction.

Anand (1979) measured the teachers' job satisfaction in terms of work role variables, state in which teachers are working, qualification, subject of teaching, age, teachers' training and personality variables. He utilized a Job Satisfaction Scale and 16 Personality Questionnaire for collecting the data from 999 teachers. Results of the study showed that 50% of teachers were dissatisfied and post graduate teachers were more satisfied than graduate-teachers. No linear relationship between age and job satisfaction was obtained. Trainee working teachers were more satisfied than trained working teachers. States in which the teacher was working, no relationship with job satisfaction was found.



Goal (1980) investigated the relationship among attitudes job satisfaction, adjustment and professional interest of teacher educators in India. The tools used were Attitude Scale, Indirason's Job Satisfaction Inventory and Bell's Adjustment Inventory. He found that a large majority of the teacher educators were favorably inclined towards their profession and were satisfied with the job. The attitude and job satisfaction of different groups did not differ significantly. Emotional stability among the teacher educators increased with age. Professional interests increased with teaching experiences. Attitude, job satisfaction and occupational adjustment were associated with one another while social and emotional adjustment and professional interests were not related with other variables. Job satisfaction could be predicted by attitudes and occupational adjustment but not by other variables.

Porvval (1980) measured the personality traits of 100 satisfied and 100 dissatisfied teachers and impact of variables like age, sex, marital status, length of service, scale of pay, location of the working place, type of management and extent of employment of their job satisfaction. He used a Job Satisfaction Questionnaire and 16 p.f. questionnaire. He found that personality characteristics of satisfied teachers were reversed, detached, critical, cool, emotionally mature, stable, face reality, humble, mild accommodating, shy, restrained, diffident, cautious, adoptable, practical,

school teachers. Attitude towards teaching as a career and personality maturity were positively related to the job satisfaction of all the three categories of teachers. Marital status, age, teachers' experiences were not associated to the job satisfaction of primary and secondary school teachers, while unmarried college teachers were more satisfied than married college teachers. Primary school teachers were significantly less satisfied than secondary school and college teachers. Secondary school teachers and college teachers were almost equally satisfied with their jobs.

Chopra (1982) studied job satisfaction of teachers and students' achievement in relation to the 6 organizational climate of the school. His main objectives were to study the overall job satisfaction of teachers working in schools having different organisational climate. He also studied the relationship between the teacher's job satisfaction and student's achievement. He had chosen all the 42 Government Boys Secondary and Senior Secondary Schools located in the urban area of Delhi and then selected 3 schools from each of the 6 climate groups. Thus the sample included 272 teachers and 620 students of 18 randomly selected schools the tools used for data collection were Sharma's School Organisational Climate Description Questionnaire, Wali's Teacher Job Satisfaction Inventory, Jolata and Kapoor's Socio-Economic Status Scale, Reven's Standard Progressive Matrices and achievement proforma. The statistical techniques used for collecting the data were ANOVA, ANCOVA, Newman Kaul's test

and partial correlation coefficient. The major findings, of the investigation were that among the 6 climates the teacher of the open climate schools showed the highest level of job satisfaction. He also concluded that there is no significant relationship between teachers' satisfaction and students' achievement.

Wezermes (1984) compared the level of job satisfaction of physical education teachers and the teachers of other disciplines in urban and rural high schools in Jordan an opinionnaire was used as tool for collecting data from 208 full Time teachers. He found that there were no significant differences in overall job satisfaction between physical education teachers and teachers of other discipline in Jordan. There was a statistically significant difference between physical education teachers in urban and rural schools in terms of overall job satisfaction Teachers in rural schools were more satisfied than those in urban areas. The overall job satisfaction of teachers was not influenced by level of teacher education, experience, age or sex of teacher.

Kirtum (1984) conducted a research to examine the job satisfaction of two groups of elementary school teachers: those in rural and urban areas in Nakhon Sawan Province, Uthairathani Province, Chaiyaphum Province and Pichit Province in Thailand. 295 teachers were administered the Job Satisfaction Questionnaire (JSQ) which was developed and tested by the 1 researcher. The



findings of the study indicate that (1) The overall satisfaction of rural and urban elementary school teachers was not different (2) Elementary school teachers who had backgrounds matching their school location tended to be more satisfied with their jobs than teachers whose backgrounds differed from their school location, and (3) There were no differences in the overall satisfaction of elementary school teachers related to sex, age, number of years in teaching and school size.

Reese (1985) attempted to determine the relationship between urban secondary school physical education teachers' job satisfaction and job stress. Data used were obtained from 229 secondary school physical education teachers teaching in 85 urban schools in North Florida and South Georgia.

The following conclusions were made (1) there is a negative relationship between urban secondary school physical education teachers' job satisfaction and job stress. (2) Secondary school size above 1500 has an adverse effect on job satisfaction and job stress of secondary school physical education teachers, and (3) Male secondary physical education teachers tend to have a higher level of job stress than do their female counterparts.

Dansie (1986), attempted to study the relationship among teacher job satisfaction, teacher autonomy and contact with the immediate supervisor. Two surveys were used to collect **the** data: (a) the job satisfaction scale (Johnson, 1955), and (b) an instrument developed by the researcher. The

results of the study indicated that there was a positive significant correlation between teacher job satisfaction and teacher autonomy. There was a significant positive correlation between teacher job satisfaction and contact with the building principal. There was no significant relationship between teacher job satisfaction and demographic variables of school size - school grade level, teacher experience or teacher educational level.

Venputten (1986) conducted a study on school communication system, work motivation and job satisfaction of the teachers. Downs' and Hazens' communication Satisfaction Questionnaire and Motivation Questionnaire were used as tools for collecting data from 200 secondary school teachers. He found statistically a significant relationship between communication satisfaction and job satisfaction. The demographic factors of teachers' age, grade, level taught and years of teaching experience correlated with job satisfaction. There was no significant difference among total communication satisfaction, job satisfaction and work motivation.

Irving (1987) studied the selected variables relating to job satisfaction among professors in large and small universities. She utilised Pardue Teachers' Opinionative, which measured total job satisfaction of 120 professors. She found that the size of the university, perception of the university services, rapport with the immediate supervision and rapport with

the colleagues showed no significant differences between the job satisfaction of professors which are employed at large universities and • small universities. Other variables such as perception of university facilities, salaries, and professors' load were found to be significant between professors who are employed at large universities and small universities. Beavers (1987) took a sample of 320 teachers, randomly selected from the population of 375 vocational agriculture teachers employed in North Carolina during 1985-86 school » year. The purpose of the study was to examine selected variables for vocational agriculture teachers in North Carolina, to determine the degree of job satisfaction of those teachers, and to determine whether the selected variables were related to job satisfaction for the teachers. Each teacher in the study was sent a three part questionnaire. Part I consisted of Minnesota Satisfaction Questionnaire (MSQ), Part II was used to determine teachers perceptions of 18 independent factors and Part III was used to collect the demographic data. The results of the study showed (lint teachers were most satisfied with their professional acceptance by other vocational agriculture teachers in the state and were satisfied with their school faculties. Teachers were least satisfied with financial support for local salary supplement, students' academic ability, having to perform no instructional duties, and financial support for salary. A little practical relationship was found to exist between job satisfaction and years of teaching experience.

Raisani (1988) investigated the relationship of organizational climate, teachers' and schools' selected demographic characteristics to job satisfaction of the teachers as perceived by Michigan Public Secondary School Teachers.

The data was collected from 340 teachers, using Organization Climate Description Questionnaire Revised Scale (OCDQ-RS) and Teacher Job Satisfaction Questionnaire (TJSQ). The findings indicated that organisational climate related more strongly to job satisfaction than demographic characteristics perceived by teachers. The more engaged, intimate, supportive, less frustrated and directive the organisational climate was perceived to be, by the teachers, the more satisfied were the teachers in that school. It was found that teachers were less satisfied with pay and advancement. The findings also suggested that female, younger, more educated and less experienced teachers were more satisfied with certain aspects of their job than their male, older, less educated and more experienced counterparts.

Sallch (1988) administered a survey, using a questionnaire to 338 college trained teachers, who had five or more years of teaching experience in Selangor, Malaysia, to explore the job satisfaction of those teachers. The results of the study were as: The majority of teachers agreed with the statements "I enjoy teaching my students"; "I am satisfied with my students'



academic progress"; "The school recognizes my hard work"; "There are opportunities to update knowledge through seminars/ short courses"; "Teachers could easily get study leave to peruse a degree program". 75% of the teachers indicated a general Satisfaction with their jobs. Areas in which teachers indicated concern were workload, salary, and promotion, class size, teaching aids, administration and the work itself.

Pedersen (1988) attempted to find out the factors which are responsible for job satisfaction and job dissatisfaction of teachers 40 teachers were randomly selected and interviewed. They were asked to relate 40 sequences of job satisfaction/ dissatisfaction. The findings of this study indicated that the predominant job satisfaction factors for teachers are achievement and recognition. The predominant dissatisfaction factors are unfairness, a lack of sense of achievement and administration.

Ainsworth (1988) conducted a study to determine the extent to which teachers' personal needs were satisfied in their work places. The conclusions drawn were (1) Teachers aspired to satisfy security, social, esteem, autonomy and self- actualization needs in the school setting (2) Generally as the age and years of experience increases the need for autonomy also increases but need of self- actualizations decreases (3) The esteem needs of male teachers were significantly greater than that of their female counterparts (4) Financial security and security in the work place did not

appear to be major issues for a majority of teachers (5) Teaching in a small school seemed to decrease the chance that a teachers' need for self-actualization might be satisfied.

Carleo (1989) received questionnaire responses from 439 faculty, representing 30 discipline in the nine district colleges of Los Angeles, to study the job satisfaction of full time faculty. The results of the study showed that faculty were satisfied with the number of required teaching and office hours. They liked helping students but were dissatisfied with their academic ability. They were satisfied with academic freedom, opportunities to be creative, the sense of achievement and the amount of challenge in their work. While 83% were satisfied with their colleagues, only 55% were satisfied with their administrators. Less than 30% were satisfied with the physical condition of the work environment and the resources to get the job done. Over 75% were dissatisfied with their influence on college and district policy making. Over 77% say that they would continue in Los Angeles Community College District until they retired and over 25% said they would retire within five years.

Chung (1989) randomly selected 399 full time and 450 part time faculty who were employed in 6 institutions of Florida, Maryland & North Carolina, to study the factors associated with overall job satisfaction among community college faculty.

In South Eastern United States. The independent variables of the study were 5

personal factors: age, sex, years at present institutions, area of major responsibility and employment status (full time or part time); and 11 job related factors: work itself, work role clarity, faculty work-load, pay and benefits, recognition, work conditions, co-workers, administrators, participation in the decision making, promotion and opportunities for growth, and student achievement. The conclusions drawn were: (1) In general the community college faculty members have a moderate degree of job satisfaction. (2) Full time faculty have a higher level of overall job satisfaction than do part time faculty. (3) Age and years at present institutions tend to affect overall job satisfaction, while sex and area of major responsibility do not (4) The faculty derive their job satisfaction from the work they do and the success they help the student to achieve (5) The faculty derive their job dissatisfaction from the pay and benefits and the recognition they receive and from the administrator, they deal with (6) Their personal factors influence their perceptions of job related factors.

Elder (1989) attempted to determine which school site factors, student related factors and teacher's personal characteristics are related to the job satisfaction and dissatisfaction of urban class room teachers. Areas of job Satisfaction were identified. Greater satisfaction than dissatisfaction was indicated in sub areas Supervision, Colleagues, Responsibility, the Work Itself, Security and Parents; Greater dissatisfaction than satisfaction was reported in sub areas working conditions, Pay Advancement and

Recognition. Year round Calendar was the school site factor that related most to job satisfaction. Socio-economic status and transiency rate were student factors that related most to job dissatisfaction. Gender, marital status, years of teaching experience, and number of years at current school were teachers' personal characteristics that related most to the job satisfaction.

Chewapun (1989) investigated the job satisfaction among physical education instructors at Teachers' College in Thailand by using the job satisfaction and dissatisfaction scale. From the findings he concluded that physical education instructors were satisfied with their jobs. The major source of satisfaction were ranked as - interpersonal relations, the work itself, achievement, recognition, responsibility, working conditions, growth policy, administration, supervision and salary. Region, age, level of education, work position, teaching experiences and salary level did contribute significantly to job satisfaction.

Mitchell (1989) studied the relationship among teachers Job satisfaction, teacher rapport with the Principal, Principal's leadership styles, and school enrolment size in the public secondary schools in state Tennessee. The results of the study indicated that: (1) Teacher job satisfaction was highest in large schools; (2) High consideration leadership styles were related to the development of high levels of teacher job satisfaction and teacher rapport with the Principal.



(3) High consideration and high initiating structure leadership styles were related to the highest levels of teacher rapport with the Principal.

Quaglia et al., (1991) studied the relationship of teacher satisfaction to perceptions of school organization, teacher empowerment, work conditions and community status. Survey from 477 teachers in 20 Main communities reveal that teacher satisfied with their jobs had more positive attitude towards their students, feel more positively towards teacher efficacy, believed themselves to be more empowered and felt more often that their community supported teachers, than did dissatisfied teachers. Satisfied and dissatisfied teachers did not differ in their assessment of their working conditions.

Billingsley et al., (1992) collected Mail Questionnaire Data from 463 special education and 493 general education teachers in Virginia. They used it to (1) Identify variables that influence teacher's job satisfaction and commitment and (2) determine the extent to which these variables influence teacher's intent to stay in teaching. Results indicated that work-related variables like-leadership support, role conflict, role ambiguity and stress-are better predictors of commitment and job satisfaction than are demographic variables. Generally findings are similar to general and special educators.

Kloep et al (1994) obtained questionnaire data from teachers at 20

primary, secondary and vocational schools in Albania to investigate teachers' working conditions and their influence on job satisfaction. Results indicate that self-reported job satisfaction and engagement in effective classroom practices is relatively high in Albanian teachers, while economic and physical conditions are bad. Stepwise regression analysis reveal that the items measuring professional autonomy account for considerable part of the variance in job satisfaction, while work efficiency is mainly predicted by items measuring social support and professional autonomy.

Hill, Tim (1994) studied the satisfaction of 287 primary head teachers in one local education authority (LEA), with their jobs and their future career aspirations. Heads were found to derive most of their job satisfaction from interpersonal relationship especially with the children and from their autonomy. Dissatisfaction mainly resulted from the amount of Paper work, from the feeling of work overload and from the status which they felt was accorded to their job. Many more heads expected to be still in the same post in five years' time than wish to be, revealing a problem of maintaining job satisfaction in times of career stagnation.

Reddy, A. Venketarami and Babu, V. Rama Mohan (1995), aimed to analyse the level of job satisfaction of men and women teachers working in two types of schools - residential and non-residential. The sample consisted of 400 teachers, equally distributed between two types of institutions and

two sexes. The job satisfaction of the teachers was measured by a job satisfaction scale. It was found that, on the whole, teachers working in residential schools had a higher level of job satisfaction than those working in non-residential schools. Women teachers were more satisfied than their male counterparts. Interaction effects were not significant.

Singh, Jaspal (1996) used 1994 survey data from 172 teachers in universities and colleges across North West India to investigate academic productivity and satisfaction and to identify means for improving both. Productivity was evaluated according to the amount of publications while satisfaction was determined from a wide range of job, administrative and work culture factors. High productivity correlated with seniority, Availability of foreign travel colleague interaction, the sciences (as opposed to the arts and humanities) and institutions in Punjab. Productivity was also linked to satisfaction, with low levels of latter occurs in all phases of the teaching occupation. It is concluded in terms of Emile Durkheim's analysis of labour society, that the lack of an organised division of labour in Indian universities has hampered productivity, satisfaction and the academic work culture in general.

Shann, Marry H. (1998) took interviews and received questionnaires from 92 teachers in 4 urban middle schools to assess the importance and satisfaction, they assigned to various aspects of their jobs. Teacher pupil

relationship ranked highest overall in terms of importance and satisfaction. Parent-teacher relationship commanded respondents' highest concern. Teachers in the lower achieving schools were more dissatisfied with teacher - teacher relationship and their schools' curriculum than those in the higher achieving schools, and they reported a greater discrepancy in student achievement.