

CHAPTER-II
REVIEW OF RELATED
LITERATURE

2.1 Introduction

Research takes advantage 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 a 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 research papers.

Before taking up specific dissertation in the development of a discipline the researcher must be thoroughly familiar with previous theories and researches. Assure this familiarity, every research project in the behavior sciences has to review the available theoretical and research literature. The phrase “Review of literature” consist of 2 words “Review and literature.” The term review means to organize the knowledge of specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this fields. In research methodology the term literature refers to the knowledge of particular are of investigation of any discipline which includes theoretical, practical and its research studies. There are some reasons for review of literature

- (i) To provide direction.
- (ii) As Pre-requisite to plan the study.
- (iii) Avoid duplications.

- (iv) Source of problem of study.
- (v) Finding gaps.
- (vi) Clear picture of the problem.
- (vii) Determining meaning and relationship among variables.

2.3 Studies of Job Satisfaction

Atreya Jai Shankar (1989)- Studied teachers values & job satisfaction in relation to their teaching effectiveness at degree college level. The objectives were (i) to study values & job satisfaction of teachers having high, average, 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 II 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 teachers job satisfaction scale of Kumar & teachers' effectiveness scale. The major findings were – (i) at degree level teaching effectiveness was significantly related to values and job satisfaction (ii) the effective teacher markedly differed from ineffective teachers on job satisfaction scale.

Agarwal Meenakshi (1991)- Studied job satisfaction of teacher in relation to some demographic variables and values. The objectives were (1) to study job satisfaction of teachers in relation to achieved characteristics (2) to study values of teachers having high and poor job satisfaction. Sample comprised of 338 female

teachers and 265 male teachers of primary and secondary school job satisfaction scale teachers personal blank, the value used for data collection mean, standard deviation, t-test were used for days analysis and interpretation. The major findings were(i) trained graduate teachers, single family teachers and more experienced government teachers were found to be more satisfied with their job(2) economic and political values were significantly related to job satisfaction .

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

Khatoon Jahira and Hasan (2000)- Conducted study on job satisfaction of 20 school teachers in relation to their special variables, sex, experience, professional training, salary and religion. They found that majority of teachers liked their job. Female teachers had great degree of job satisfaction than male teachers. Fresh teacher drawing more salary were more satisfied than seniors. Teacher training was found to influence negatively. Religion was not found to make any effect on job satisfaction.

Sarah Hean and Roger Carectt (2001)- Conducted a study on sources of job satisfaction in secondary school teachers in Chile. The nature of job satisfaction in Chilean secondary school teachers was investigate and cause of satisfaction and dissatisfaction was identified. Teachers mentioned most often their satisfaction with interaction with students, relationships held within the school and opportunities to

the development of society. Sources of dissatisfaction are poor salary, excessive work load, student's characteristics, resources and infrastructure.

Raj P and Mary R.S(2005)- Conducted a study on job satisfaction of government school teachers in Pondicherry region. Findings were that job satisfaction of government school teachers was not high. Overall satisfaction level showed 39 percent of government school teachers had low level of job satisfaction between gender, medium of instruction, salary and religion.

Bhandari and Patil (2009)- Carried out a study on job satisfaction among the women teachers. It was found that a few women teachers faced certain problems such as, lack of co-ordination and co-operation in the workplace. Majority of these teachers were found to be satisfied with their work, job and salary and said that they had promotional opportunities in the teaching profession. Majority of women teachers acknowledged that they have got recognition for the job and work done. The study also revealed that 55.25% of the women teachers were fully satisfied with their job and work; and only about 41.69% of these women teachers revealed that they have got recognition and encouragement for the work done in their workplace.

Singh and Pal (2011)- Carried out a study of job satisfaction and teaching effectiveness of school teachers. The study aimed at estimating the general level of job satisfaction and teaching effectiveness of primary and upper school teachers and the correlation between these two variables. The general job satisfaction was found to be 70% among the respondents whereas effectiveness was higher (73.5%) as compared to the former. The study also reported a significantly higher correlation between job satisfaction and teaching effectiveness.

Gupta, Pasrija and Bansal (2012)- Made a comparison of job satisfaction of secondary school teachers in relation to their some demographic variables such as gender, locality, qualifications, experience and type of schools. The findings reported significant differences in job satisfaction between male and female teachers indicating that female teachers were more satisfied than their male counterparts. Similarly, it revealed that more experienced teachers and teachers belonging to rural areas had better job satisfaction than their counterparts. Further, the teachers having post-graduate qualifications and working in private schools were reported to be significantly better than their counterparts.

Raj and Lalita (2013)- Conducted a comparative analysis on the job satisfaction among the teachers of private and government school. The objectives of this study were to measure the level of job satisfaction of the teachers, to undertake a comparative study between male & female and government & private teachers regarding job satisfaction. The results showed that males were more satisfied than their females. The study also showed that government school teachers were more satisfied than the private school teachers. Both private and government school teachers were dissatisfied on fair promotion procedures.

Nadarasa and Thuraisingam (2014)- Studied to know the influence of principals' leadership styles on school teachers' job satisfaction—study of secondary school. This study empirically proves that democratic leadership style increases teachers' job satisfaction.

Bhakta (2016)- Conducted a study on the job satisfaction of primary school teachers in Howrah District. The objectives of the study were to know whether the level of job satisfaction differs according to the gender, training status (trained-

untrained), and teaching experience (below 5 years -5 years & above) of primary school teachers. The finding of the study showed that there was no significant difference in the level of job satisfaction of male and female and trained and untrained primary school teachers. But on the other hand, there existed a significant difference between primary school teachers having below 5 years of teaching experience and primary school teachers having 5 years and above 5 years of teaching experience in their level of job satisfaction.

Dey, Pakira and Mohakud (2016)- Done a study on job satisfaction among secondary school teachers in Hooghly district of West Bengal. The study was conducted to study the level of job satisfaction of secondary school teachers with regard to their stream of teaching, education level, marital status and age group. Data revealed that 37.1% teachers were satisfied, 52.9% teachers were ambivalent and 10.0% teachers were dissatisfied with their job among secondary school teachers in Hooghly district. Here average teachers were found ambivalent with their job. The percentage of dissatisfied teacher was lower than both the satisfied teachers i.e. 37.1% and ambivalent teachers' i.e.52.9%. No doubt, the percentage of satisfied teacher was not so high, but the percentage of dissatisfied teachers were very low i.e. only 10%. Again, as the cumulative percentage of ambivalent and satisfied teachers was 90% and only a few percentage of them dissatisfied with their job, it can be concluded that most of the teachers were not dissatisfied with their job.

Pavithra, S (2019)- Job satisfaction among the teachers of arts and science colleges a study with special reference to select districts in tamilnadu. Findings were that the teachers are satisfied with working environment, freedom to work and Professional development. The teachers find serious problem in working condition, unequal treatment of teachers and students coming late to the college. It is also noted

that the teachers are less motivated by compensation i.e. they are not satisfied with the compensation paid by the college. In the area of academic views the teachers expect government support for implementing infrastructure facilities for the teachers.

2.4 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, attitude, teaching effectiveness taking background variables as age, gender teachers at different levels such as primary, secondary, college teachers etc., studies taking job satisfaction were also done but none of the study was done on teachers working in special schools so here the researcher found a gap which has to be filled independent is based on statistical treatment given by investigator in a particular study. According to Borg and Gall (1983) “A variable can be thought of as a qualitative expression of construct, variable usually take the form of scores on measuring instrument.