

*Review of Selected  
Literature*

## CHAPTER - II

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

A careful review of literature makes a researcher aware of the important and unimportant variables in the concerned area of research. It helps in selecting the variables lying within the scope of his /her field. It helps in avoiding any duplication work done earlier. Prior studies conducted in the past serve as the foundation for identifying the problem for the study to be planned. Through review of literature, a researcher builds up better perspective for the future researches cautious review of the literature enables the researcher to collect and synthesize prior studies related to the present study. A synthesized collection of previous studies also helps a researcher to identify the insignificant overlaps.

**Good, Barr and Scates [1972], point out that reviewing assists in-**

- \* Avoiding the risk of duplication,
- \* Identifying appropriate research methods,
- \* Searching theories, explanations and hypotheses valuable in formatting the research design,
- \* Locating data for making comparisons and interpretations,
- \* Having a vision of totality of field to be investigated.

## 2.2 Researches Related To Present Study:

Atreya [1989] studied teachers values and job satisfaction in relation to their teaching effectiveness at degree college level. The objectives of the study were:

- (a) to identify teachers of high, average, and low teaching effectiveness.
- (b) to find out the values and magnitude of job satisfaction associated with teacher of high, average, low teaching effectiveness.
- (c) to find out the degree of influence of teachers values and job satisfaction and teaching effectiveness.

The study was an ex-post-facto research where in 600 teachers from 11 colleges of Merut University were selected through random sampling. The tools used for the study were: (1) test of study of values by Gilani, (2) teachers job satisfaction questionnaire of Kumar and (3) teachers effectiveness scale.

The researcher found that at degree level:

- teaching effectiveness was significantly related to values and job satisfaction.
- the effective teacher markedly differ from ineffective teachers on the job-satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

Clemence [1989] studied job satisfaction among high school women teachers by their role conflict and dimensions of values. The objectives of the study were :

- (a) to study the effect of role conflict on the different components of job satisfaction of high school women teachers,
- (b) to examine the combined effect on the different dimensions of values and role conflict on different components of job satisfaction of high school women teachers,
- (d) to examine the combined effect of different components of job satisfaction of high school women teachers.

The random sample for the study was 250 women teachers teaching at high school level in Bangalore, including the teachers working in govt., private, and cooperation high schools. Data was collected by using: (1) the job satisfaction scale of Sudha and Sathyanarayana (2) occupational and domestic role conflict scale of Allport, Vermanand Lindzey and (3) the study of values of Sudha, Sathyanarayana and Bhagavathy.

The major findings of the study were:

- role conflict negatively affect all the dimensions of job satisfaction.
- only social affect job satisfaction of high school women teachers.
- women teachers with moderate dimensions of value express more significantly total dissatisfaction than either the low or high groups of social dimensions of values. But the extreme groups did not differ.

**Khatoon Tahira [1990]** studied teachers classroom instructional behaviour and their perception of work values. The sample comprised 150 teachers. Flanders Interaction Analysis Category (FIAC) system was used to assess teacher's classroom instructional behaviour work values tool was used to collect data about the work values of the teachers. Pearson's product moment correlation was used to analyze the data. The researcher found that:

- High status was positively and significantly related to motivation and Silence behaviour, and negatively related to lecture.
- Opportunities for social service were significantly and positively related to Lecture and negatively related to motivational behaviour and questioning.
- Opportunities for further progress and intellectual stimulation had a significant and positive correlation with motivational and questioning and negative correlation with lecture.
- Freedom of work had positive and significant correlation with SSR.

**Ray [1990]** studied the attitude of teachers towards pupils and their job satisfaction. The study was aimed to find our relation between the attitude of teachers towards students, their job satisfaction and mental health. They had an experimental design with the sample of 100 teachers of 5 schools of Cuttack city selected randomly. The tools used were (1) the mental health scale, (2) job satisfaction scale and (3) the teacher's attitude towards children scale.

The data was treated with mean, SD, correlation, chi-square and t- test. The major findings of the study were:

- The mental health of teachers bore a significant and positive correlation with their job satisfaction and their attitude towards children.
- Teaching experience, mental health, job satisfaction and teacher's attitude towards children were significant and positively correlated with their job.

**Srivastava [1990]** studied change proneness and job satisfaction among teachers with reference to teacher value. The study was aimed to study:

- (a) Proneness to change among male and female teachers working at different levels of education.
- (b) The differences in the proneness to change among teachers with different kinds of values, and job satisfaction of teachers with different kinds of values.

The sample of study was comprised of 300 teachers from primary, secondary and higher secondary level selected randomly. The tools used in the study were: (1) Mukhopadhyaya's change proneness inventory, (2) job satisfaction questionnaire of Pramod Kumar and, (3) teachers value inventory of H.B.L. Sinha. Mean, SD and Z -test to analyses the data. The major findings were :

- Teachers- male and female at all three level of institution were fairly change prone by nature and they had fairly high job satisfaction. Female teachers had more job satisfaction then male teachers.

- In case of primary teachers there were significant sex differences in the relationship between social value and change proneness.
- In case of secondary teachers significant sex differences in the relationship between economic value and change proneness, political value and change proneness and religious value and change proneness were found.
- In case degree teachers' no sex difference in the relationship between different value and change proneness was found.
- In case of primary teachers and secondary teachers no sex difference in the relationship between different values and job satisfaction was found.
- In case of degree teachers there was a significant difference relationship between theoretical and job satisfaction.

**Agrawal [1991]** investigated the relationship between job satisfaction and values of teachers in relation to some demographic variables. The study was aimed to study:

- (a) the job satisfaction of teachers in relation to their achieved characteristics.
- (b) the job satisfaction of teachers in relation to their ascribed characteristics, and
- (c) the value of teachers having high job satisfaction and poor job satisfaction.

The sample of the study was comprised of 338 female and 265 male teachers of primary and secondary schools. The job satisfaction test, teacher's personal blank and the value test were administered by using survey method.

Mean, SD, t- test and bi-serial correlation were used for analysis and interpretation of data. The major findings of the were:

- Non-S, urban and Hindi speaking teachers were found to be more satisfied. The male teachers had greater job satisfaction than the female teachers.
- Trained postgraduate teachers, single-family teachers and the more experienced government schoolteachers were found to be more satisfied with their jobs.
- Economic and political values were significantly related to job satisfaction, caste, place of work and mother tongue influenced job satisfactions were as age and marital status did not.

**Nakum [1991]** studied the existing value pattern of secondary teachers trainees of Saurashtra. The objectives of the study were:

- (a) To find out the value pattern of secondary teacher trainees with reference to their sex, area, socio-economic status and faculty.
- (b) To study the independent and interactive effect of sex, area, socio-economic status and faculty of education on values.

The sample consisted of 525 secondary teacher's trainees selected from 8 secondary teacher-training colleges affiliated to Saurashtra University. The tools used included the personal value questionnaire of G.P. Shery and R.P. Verma and the socio economic status scale of K.G. Desai. The collected data were treated with mean, median, SD, QD, percentile rank, skew-ness,



kurtosis, t- test and three ways ANOVA. The major findings of the study were:

- All the trainees scored a higher mean score on family hedonistic and health values, medium in democratic, religious, power, and social values lower in economic, aesthetic and knowledge value.
- On social and democratic values female trainees scored significantly higher than male trainees.
- Urban trainees scored significantly higher than rural trainees.
- The independent effect of SES was found significant on democratic and aesthetic values.
- Interactive effect of sex, area and SES were found on democratic and economic values and these were significant.
- Science trainees scored a significantly higher mean score on knowledge and health values than non-science trainees but non-science trainees scored significantly science trainees.

**Rawat [1992]** investigated the realities of job, job satisfaction and values of secondary school teachers in relation to gender. The objectives of the study were:

- To find out the job expectations, job realities, job satisfaction and value pattern of fresh teachers in relation to sex, locality, type of organization and level of teaching.
- To determine the difference between job experience and job reality in relation to above variables.
- To measure the effect of the above variables on job realities, job satisfaction and value pattern of fresh teachers having high and low job expectations.

The sample comprised 569 fresh teachers of secondary school of Bareilly, Muradabad, and Rampur district and was selected by the multistage random sampling technique. The tools used were the personal data schedule, (1) the teacher job expectation scale of Shah and Rawat, (2) the job satisfaction scale of Uniyal and (3) the eight-value scale of Shah. The collected data were treated with mean, SD, t- test and Product moment correlation..

The major findings of the study were:

- Male and urban teachers experienced better job realities than female and rural teachers.
- The job satisfactions scored of female government schoolteachers were significantly higher than male and aided schoolteachers.
- Sex, locality, type of organization and grade of teachers very feebly affected their value pattern.
- Job expectation, job satisfaction and job realities shows strong positive relationship with social and aesthetic values and negative relationship with political and economical values.

**Khatoon and Hasan [2000]** studied the relationship between job satisfaction and personal variables (sex, experience, professional training, salary and religious) of secondary school teachers. The objectives of the study were:

- (a) To investigate the job satisfaction of secondary school teachers with their jobs.
- (b) To find whether there is any relationship between job satisfaction and personal factors of a teacher such as sex, experience, professional training, salary and religious.

A sample consisted of 228 secondary school teachers including male and female teachers selected from 8 secondary school of Azamgarh District. Job satisfaction scale by Verma (1992) was used for the collection of data. The collected data was analysed using with t- test. The findings were:

- The majority of teachers liked their jobs.
- The female teachers had a greater degree of job satisfaction than the male teachers.
- Fresher teachers training have salary value more satisfied than their seniors.
- Teachers training was found to make any effect on the teachers job satisfaction.

**Panda [2001]** studied attitude towards teaching profession and job satisfaction of college teaching of Assam and Orissa. The objective of the study was to assess and compare the attitude towards teaching profession and job satisfaction of college teaching of two educationally backward statuses of Assam and Orissa.

The sample consisted of 480 college teachers (200 each from Assam and Orissa) from 62 general college of Arts, Science and Commerce, taken using stratified random sampling technique. The tools used in the study were: (1) Attitude towards teaching scale by R.S. Uhrbrock (1962), (2) Job satisfaction scale developed by the researcher.

The collected data was analyzed with percentage, product moment and t- test it was founded that :

- The majority of the college teachers of Assam and Orissa. had high or moderate degree of job satisfaction.
- The majority of college teachers of Assam and Orissa had favourable attitude towards teaching profession.
- College teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their gender, experience, location, and status. College teachers of Assam and Orissa were not different significantly in their degree of experienced teachers. There was positive relationship between attitude towards teaching profession and job satisfaction.