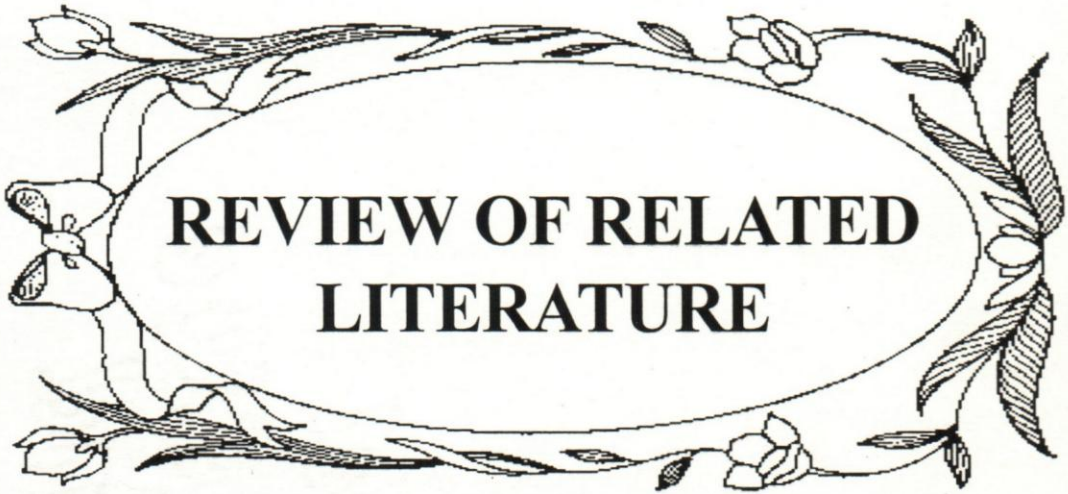


# CHAPTER - 2



## CHAPTER - II

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction :**

Human knowledge has the three phases : preservation, transmission and advancement. Practically all human knowledge can be found in books and journals and papers. By building upon the accumulated and recorded knowledge of the past, man constantly adds to the vast store of knowledge which makes possible progress in all areas of human endeavour. The investigator can ensure whether considerable work has already been done on topics which are directly related to his proposed investigation.

Before taking up any 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 behavioural sciences, has to review the available theoretical and research literature.

#### **Meaning of Review of Literature :**

The phrase ' review of literature' consists 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. The task of review of literature is highly creative and tedious because the researcher has to synthesis the available knowledge of the field in a unique way to provide the rationale for his study. The very words ' review' and ' literature' have quite different meanings in the historical approach. In historical research, the researcher does much more than only review already published material. He seeks to discover and to integrate new information which has never been reported and considered. The concept and process implied in the term ' review of literature' have different meanings in historical and experiment research.

"The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for the selection of procedure and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking".

#### **Charter V. Good**

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 of work done earlier. Prior study serves as the foundation for the present study. Through review of the literature, a researcher builds up better perspectives for future research. A caution review of the literature enables the researcher to collect and synthesis prior studies related to present study. A synthesised collection of previous studies also helps a researcher to identify the significant overlaps.

#### **The main objectives of reviewing a literature are as enumerated below :-**

- Identifying variables relevant for research
- Avoidance of repetition
- Synthesis of prior research work
- Determining meaning and relationship among variables.

#### **2.2 Researches Related to Present Study :**

Arora (1978) conducted her study on difference between effective and ineffective teachers, with reference to their educational background, occupational data, job satisfaction, socio-economic and family background, attitude and opinion about certain current educational practices and issues. She concluded that job satisfaction, job motivation, working condition, distance from school, present work, attitude towards profession of effective and ineffective teachers differed. They also differ with regard to

their views on educational practices.

Ramakrishnaiah, D. (1980) concluded that college teachers attitude towards teaching had a bearing on job satisfaction and that the job involvement and job satisfaction are independent of each other.

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 teacher values and job satisfaction and teaching effectiveness.

The study was an ex-post-facto research wherein 600 teachers from 11 colleges of Meerut University were selected through random sampling. The tools used for 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.
- (c) 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 co-operation 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, Satyananrayana 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.

Reddy, B.P. (1989) in his study found that over- qualified primary school teachers had low job satisfaction while teachers younger in age had higher level of job satisfaction, which had positive correlation with attitude towards teaching and job involvement.

Ray (1990) studied the attitude of teachers towards pupils and their job satisfaction. The study was aimed to find out 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 teachers attitude towards the children were significant and positively correlated with their job.

Saxena, N. (1990) while studying a sample of higher secondary school teachers in Madhya Pradesh did not find any difference due to gender, stream (science or arts), experience and other variables, on job satisfaction.

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 than 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 of 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.

Naik, G.C. (1990) found that adhoc teaching assistants of the M.S.University, Baroda, were satisfied with their jobs mainly because of their favourable attitudes towards the teaching profession, financial consideration and the facilities which they were getting for further studies; marital status, age, experience and gender did not affect their level of job satisfaction; leadership qualities of heads of institutions promoted job satisfaction, and group goals and objectives were essential parameters in determining the job satisfaction of teachers. Sex, experience and background variables had no bearing on job satisfaction.

**Agrawal Meenakshi (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

study were :

- Non-S : Urban and Hindi speaking teachers were found to be more satisfied. The male teacher had greater job satisfaction than the female teachers.

- Trained post graduate teachers, single-family teachers and the more experienced government school teachers 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.

Rama Mohan Babu, V. (1992) found that less experience, favourable attitude towards teaching and efficiency of teaching corresponded with higher job satisfaction. Teachers working in open and autonomous climates were found to be having high job satisfaction compared to those working in a closed climate. Job involvement and general state of health and life had a positive effect on the level of job satisfaction.

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 satisfaction scored of female government school teachers were significantly higher than male and aided school teachers.
- Sex, locality, type of organization and grade of teachers very feebly affected their value pattern.
- Job expectation, job satisfaction and job realities show strong positive relationship with social and aesthetic values and negative relationship with political and economical values.

Singh and Mohanty (1996) attempt the role efficacy in relation to job anxiety and job status. The objectives of the study is to investigate the relationship between role efficacy with job anxiety and job status of 100 managers and 100 supervisors working in different units of Bhilai refactories plant.

The tools employed were Role Efficiency Scale (Pareek) and Job Anxiety scale on a sample of 200 workers of Bhilai refactories.

The major findings reveal significant negative relationship between role efficacy and job anxiety. Further, employees having low job anxiety showed more role efficacy than the employees having more job anxiety whereas managers found to differ significantly from supervisors with respect to their role efficacy. The main effect of job anxiety and job status as well as the interaction effect of job anxiety and job status was also found highly significant. It is concluded that job anxiety and job status affect role efficacy.

Khatoon and Hasan (2000) studied the relationship between job satisfaction and personal variables (Sex experience, professional training, salary and religion) 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 religion.

A sample consisted of 228 secondary school teacher including male and female teachers selected from 8 secondary school of Azamgarh district. Job satisfaction on 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 values 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 objectives 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 colleges of Arts, Science and Commerce taken using stratified random sampling technique. The tools used in the study were : (1) attitudes towards teaching scale by R.S.Uhrbrock (1962), (2) Job satisfaction scale developed by the researcher. The collected data was analysed with percentage, product moment and t-test. It was found that :

- The majority of the college teachers of Assam & Orissa had high or moderate degree of job satisfaction.
- The majority of the 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.

Savle (2000) conducted a study on change proneness and role efficiency of primary school teachers. The main objectives of the study were :

1. To find out the difference between trained and untrained primary school teachers in role efficiency.

The subjects of the study were 124 teachers of 16 primary schools of Bhopal city. The tools used in the study were change proneness inventory of M.Mukhopadhyaya and Role Efficiency scale of Uday Pareek.

**The major findings of the study were :**

- Untrained teachers were better in role efficiency than trained teachers.
- Below 40 years teachers are slightly better in role efficiency than the above 40 years teachers.

While studying job-satisfaction of graduate teachers in Coimbatore, Sekhar G. and Rangnathan S (1988) found that most of the teachers were satisfied with nature of work, personnel policies, salary, personal achievement and their relationship with superiors and colleagues, working conditions in schools, appreciation of good work and job security.

Lahari Sudeshra & Saxena Deepa Rani (2003) studied about relationship of personality and personal factors with job satisfaction of primary school teachers. The objectives of the study were :

- To find out the relation between personality and job satisfaction of primary school teachers.

- To find out the job satisfaction of primary school teachers in relation to their marital status.
- To find out the job satisfaction of primary school teachers in relation to their qualification.

The sample was carried out by randomly selecting 102 primary school teachers of Varanasi city. The sample consisted of 39 male and 63 female teachers, teaching in primary schools. The following instruments were used for collecting the data :

1. Teacher Job Satisfaction Questionnaire developed by Pramod Kumar & D.N.Mutha (1973).
2. Introversion Extroversion Test : The test, developed by M.C.Joshi, consisted of 50 statements, which were responded on three point scale.

The researcher found that job satisfaction of primary school teachers are negatively correlated with introversion-extroversion. Negative correlation coefficient reveals that extrovert teachers were more satisfied with their job than the introverts. Marital status of primary school teachers does not affect their job satisfaction. Primary school teachers having bachelor's and Master's degree does not affect their job satisfaction. Job satisfaction of untrained teachers is higher than trained teachers.

Nikhat Y Shafeeq (2003) studied about low and high salaried group teachers teaching visually impaired in relation to their adjustment and job satisfaction. The objectives of the study were :

- To find out the significance of difference between the mean scores of low and high salaried teachers in relation to their adjustment.
- To know the significance of difference between the mean scores of low and high salaried teachers in relation to their job satisfaction.

Sample (on both the sexes) comprised of 37 teachers who were randomly selected from Anmadi school for Blinds, AMU, Aligarh and Shri Ajranandji Maharaj Andh

Vidhyalaya, Haridwar. Two tests namely 'Teachers' Adjustment Inventory' by S.K.Mangal (1982) and 'Job Satisfaction Scale' by Meera Dixit (1993) have been employed to collect the data. The investigator applied interview technique for administering the tools for both sighted and blind teachers because tests were not available in Braille for the blind teachers. The data were analysed by employing Mean, S.D. and 't' - ratio. The major findings of the study were :

- Five low salaried teachers belong the category of 'very poor adjustment' while 13 have 'poor adjustment' and only one teacher has 'average adjustment'. It is very strange to know that no teacher has 'very good' or 'good adjustment'.

- High salaried teachers' results are surprising us because inspite of high salary, no teacher has 'Very Good' and 'Good Adjustment'. Only three have 'Average Adjustment' but ten and five teachers have 'Poor' and 'Very Poor Adjustment', respectively.