CHAPTER – III

REVIEW OF RELATED LITERATURE

3.1 Introduction:

Review of related literature is an essential part of a research study. Review of related literature means to view again the literature which is related to the researcher's field of interest. Review of related literature helps the researcher to acquaint himself / herself with the current knowledge in the field or area in which researcher is going to conduct his / her research and also helpful in planning the study properly. Review of related literature means the systematic enquiry and rational analysis of the past studies with a mission to search what has been done and what needs to be done realizing the crying importance in relation to the present study. It helps a researcher to define his / her position in the respective field, avoiding duplication. John W. Best remarks, "a familiarity with the literature in any problem area helps the students to discover, what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing, what problems remained to be solved." Review of literature also provides the basis for planning the research study. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problems to be investigated is one of the important steps in the preparation of the research study. Review of literature helps in developing, understanding and to acquire better knowledge on methodology and procedures and creates confidence in carrying out research work properly.

Here in this chapter an attempt has been made to present a review of the relevant and representative studies and the observations on the different fields of education for the last few decades. Considering the stated objectives, a careful review of some related literature was done by the investigator, which consists of review of research journals, books and dissertations, thesis, volumes of survey reports edited by M.B. Buch (1974, 1979, 1987 and 1992) and encyclopedia of educational research.

3.2. Studies conducted in different states of India:

Here, an attempt has been made to review the related studies highlighting a study on the job satisfaction of secondary and higher secondary school teachers in Assam:

Kolte N.V. (1978) of National Institute of Rural Development, Hyderabad made a study on "The job satisfaction of primary school teacher: a test of generality of the two factor theory" with a view to identify the factor responsible for between teacher's job satisfaction and dissatisfaction and also to test the validity of Herzberg's two factor theory of job satisfaction. Notably he also found that achievement was responsible for the feelings of satisfaction in about 42 of the collected satisfaction incidents. In his study he found that 30 numbers of good incidents revealed recognition as a factor for the feeling of satisfaction from the job. His study did not support the Herzberg's dual factor theory in toto.

Jaleel, S.S and Pillay, G.S. (1979) conducted a study on "Bureacratism of college teachers and their attitude towards teaching profession" with a view to analyze the attitude of college teachers towards teaching with respect to age and professional experience; and to find the relationship between attitude of College Teachers towards teaching their bureaucratism. The major findings of the study were- nearly two- third of the college teachers in the sample were highly bureaucratic; bureaucratism was negatively correlated with age and experience; bureaucratism as an aspect of personality was related to the attitude of college teachers towards the teaching profession.

Gupta, S.P. (1980) conducted "A study of job satisfaction at three levels of teaching," with a view to measure the job satisfaction of Primary school teachers, Secondary school teachers and College teachers; And to compare the job satisfaction of teachers of different age groups. The major findings of the study were- attitude towards teaching as a career and personality maturity were positively related to the job satisfaction of primary school teachers; marital status, age and teaching experience were not associated to the job satisfaction of primary school teachers; marital status, age and teaching experience were not associated to the job satisfaction of secondary school teachers; marital status age and teaching experience were not associated to job satisfaction of college teachers; secondary school teachers and college teachers were almost equally satisfied with their job.

"A study of the relationship among attitudes, job satisfaction, adjustment and professional interests of teacher educators in India," was done by Goyal, J.C. (1980) with a view to find out the relationship among attitude, job satisfaction, adjustment and professional interests of teacher educators of different categories; And also to measure attitudes, job satisfaction, adjustment and professional interest of teacher educators of different categories based on sex, age, qualifications and experience. The major findings were- a large majority of the teacher educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest; the attitude and job satisfaction of different groups did not differ significantly; a majority of the teacher educator had low interest in the profession; job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

Ramakrishnaiah, D. (1980) conducted "A study of job satisfaction, attitude towards teaching and job involvement of college teachers" with a view to estimate the level of job satisfaction of college teachers; to find out the relationship between personal and demographic variables and job satisfaction of teachers; to find out the relationship between attitude towards teaching and job satisfaction and; to find out the relationship between job involvement and job satisfaction. The major findings were- college teachers, in general, were satisfied with their job; teachers working in private colleges were more satisfied than those working in government colleges; female teachers were found to be more satisfied than the male teachers; there was no significant differences between the level of job satisfaction of junior college teachers and of degree college teachers; teachers belonging to different socio economic strata did not differ in the level of their job satisfaction; the level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

R.K. Chopra of Agra University (1982) made a study on "The organizational climate of schools in relation to job satisfaction of teachers and students achievement". The objectives of the study were- to study the overall job satisfaction of teachers working in school having different organizational climate; to study the relationship between the teachers job satisfaction and student's achievement after partialling out the effects of intelligence and socio-economic status on achievement scores and to identify the area of job satisfaction on which teachers of schools having different organizational climate. It is on the basis of the above

objective found out that overall job satisfaction of the teacher in the open climate school was significantly different from that of the teacher in the closed and paternal climate schools at 0.05 levels. He also opined that there exist no significant relationship between the teacher's job satisfaction and student's achievement.

"A study of the organizational climate of schools in relation to job satisfaction of teachers and students' achievement" was made by Chopra, R.K. (1982) with the object to study the overall job satisfaction of teacher working in school having different organizational climates. The major findings were- overall job satisfaction of teachers in the open climate schools was significantly different from that of the teachers in the closed and paternal climate schools at 0.05 level; out of the 15 (fifteen) areas of teachers' job satisfaction, only in two areas, namely, supervisor and identification with the institution, there were significant differences among different climate type schools; job satisfaction of the teachers related to the area identification with the institution was significantly higher in the open climate schools than in the paternal and closed climate schools at 0.05 level; the teachers in the open climate school had significantly higher job satisfaction in the area supervisor than those in closed climate schools at 0.05 level.

Mistry, T.C. (1985) conducted a study on "Need achievement, job satisfaction, job involvement as a function of role stress, locus of control and participation in academic climate: A study of college and secondary teachers." The investigation was an attempt to fill some of the gaps in the existing field of knowledge regarding job satisfaction, job involvement and need achievement as outcome variables of locus of control, motivational climate, participation in academic climate and various types of role stresses the teaching population faced. The major findings were no significant relationship were observed between locus of control and various dimensions of job satisfaction; the climate of academic motivation was found to be significantly associated with such dimension as job satisfaction, involvement as well as overall satisfaction; the climate of dependency had no effect on various aspects of job satisfaction and job involvement; job satisfaction was found to be significantly and positively related with different aspects of job satisfaction.

Dixit, M.A. (1986) conducted "A comparative study of job satisfaction among primary school teachers and secondary school teachers", with a view to

measure job satisfaction among primary and secondary school teachers; and to observe the effect of sex, teaching experience and medium of instruction on the level of satisfaction with their profession. The major findings were- in Hindi medium schools primary school teachers were more satisfied than secondary school teachers; in English medium schools the level of job satisfaction among primary and secondary schools teachers was the same; female teachers were more satisfied than male teachers both at the primary and secondary level.

"A study of job satisfaction and professional honesty of primary school teachers with necessary suggestions" was made by Srivastava, Shobha (1986) with a view to examine the extent of job satisfaction and professional honesty among primary school teachers; to make suggestion for creating a suitable environment in primary education in the above context. The major findings of the study were- the primary teachers of the area were found to have high job satisfaction and professional honesty; female teachers as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers, and non-agricultural family occupation background teachers were significantly higher in job satisfaction and professional honesty; young teachers as compared to old teachers, junior teachers as compared to senior teacher and high academic achiever teacher as compared to low achiever teachers were also significantly higher in job satisfaction.

"A study of organizational climate of government high schools of Chandigarh and its effect on job satisfaction of teachers" was done by Abdul Samad (1986) with a view to identify the climate of schools as well as the degree of job satisfaction of teachers; and to determine whether a significant relationship existed between organizational climate and job satisfaction of teachers. The data for the study were collected from 175 teachers selected randomly from 18 Govt. High Schools of Chandigarh. The major findings of the study were- teachers in more open climate schools enjoyed job satisfaction than teachers of less open climate schools; teachers in more open climate schools were more satisfied with respect to colleagues than teachers in less open climate schools; teachers in more climate schools were more satisfied with the facilities provided in schools than teachers in less open climate schools; teachers with least years of teaching experience (0-5 yrs.) indicated significantly less satisfaction with 'Principal' than teachers with more years of teaching experience.

Ahmad, Q. (1986) conducted a study on "Determinants of job involvement among teachers" with the object to examine the relationship between value orientation and job involvement; and to investigate the job involvement and one's satisfaction with the institution where one worked were significantly correlated; and to investigate the relationship between job involvement and job satisfaction. The major conclusions were- both individual and organizational factors determined job involvement of college teachers. Job involvement was positively correlated with job satisfaction and college satisfaction; constituent colleges induced more job involvement, identification with institution and job satisfaction among its teachers compare to affiliated colleges; some job attributes such as variety, autonomy, interaction and feedback contributed to job satisfaction.

Balwindarkaur, (1986) conducted a study on "Job satisfaction of home science teachers: Its relationship with personal, professional and organizational characteristics" with a view to study the relationship between personal characteristics and job satisfaction of home science teachers; to identify the factor structure underlying personal, professional and organizational characteristics and job satisfaction of home science teachers. The major findings of the study were- from among personal variables (age, intelligence, socio-economic status and need satisfaction), need satisfaction including physical security, social, ego and total need satisfaction was found to be a correlated of job satisfaction; personal and organizational characteristics can jointly were found to be better predictors of job satisfaction than when taken separately.

"A study of secondary school teachers' job satisfaction and job motivation in Cuttack district of Orissa" was made by Das, Bijoy Laxmi (1988) with a view to study the extent of job satisfaction in and motivation of; (i) rural and urban teachers; (ii) trained and untrained teachers; (iii) male and female teachers; (iv) Govt. school and privately managed school teachers and (v) teachers from different age groups. The sample consisted of 230 secondary school teachers drawn randomly from 35 Govt. and privately managed schools in the Cuttack District. The tools used included the Job Satisfaction Scale developed by S.P. Anand and Kaur's Motivational Scale. The data were analyzed by using the statistical techniques of 't' test, percentages, chi square and product moment correlation. The major findings of the study were- it was found that 92% and 24% of the rural and urban teachers

respectively were positively motivated towards teaching, 62% and 46% of the trained and untrained teachers respectively and 53% each of the male and female teachers were positively motivated towards teaching; again 77.6% and 25.33% of the Govt. and privately managed school teachers respectively were positively motivated. 2.64% and 47% of the rural and urban teachers respectively, 67.33% and 20% of the trained and untrained teachers respectively and 65% and 26% of the female and male teachers respectively, were found satisfied with their profession; teachers who were motivated were also found highly satisfied in their jobs.

Sekar, G. and Ranganathan, S. (1988) conducted a study on "Job satisfaction of Graduate teachers in Coimbatore" with a view to study the problem of job satisfaction of graduate teachers and its level and relationship with sociological factors. The sample of the study constituted 75 teachers from 12 randomly selected schools in Coimbatore (Tamil Nadu). Out of 75 teachers, 22 were from aided schools, 30 from Government schools and 23 from Corporation schools. A questionnaire was used to collect the data. Mean, SD and chi-square were used while treating the data. The major findings of the study were- salary, nature of work, personal policies, personal achievement in the profession, relationship with superior, subordinates and colleagues, job security, recognition and appreciation and working conditions were identified as factors for job satisfaction; the relationship between types of school and levels of job satisfaction was found to be significant; the association between job satisfaction and sociological factors like sex, age, community, family size and experience was not found to be significant.

Singh, Triveni (1988) conducted "A study of teaching efficiency in relation to job satisfaction and socio economic status of secondary school teachers" with a view to study the relationship between teaching efficiency and job satisfaction of secondary school teachers; to study the relationship between teaching efficiency and socio economic status of secondary school teachers; to study the relationship between satisfaction and socio economic status of secondary school teachers; to compare the teaching efficiency of trained and untrained secondary school teachers; to compare the teaching efficiency of male and female secondary school teachers. The major findings were- a positive relationship existed between teaching efficiency and job satisfaction, and teaching efficiency and socio economic ratios of secondary school teachers; a positive relationship existed between job

satisfaction and the socio economic status of secondary school teachers; the teaching efficiency of rural and urban trained and untrained secondary school teachers did not differ significantly; the teaching efficiency of male and female secondary school teachers differed significantly; the female teachers were found to be more efficient than male teachers.

Sharma, Suman. (1988) conducted "A study of attitudes and frustration in relation to caste, sex and residential area among primary and secondary teachers" with a view to compare the attitudes and frustration of primary and secondary teachers in relation to caste, sex and residential area. In this study, 500 teachers from rural schools situated in Aligarh District were involved. The tools used were the Attitude Scale of Chauhan and the Frustration Test of N.S.Chauhan and G.Tiwari. Mean, SD and't' test were used to treat the data. The major findings were- caste had no effect on attitudes; sex did not affect attitudes and frustration level; there was no effect of caste, sex and residential area on the attitudes and frustration of primary school and secondary school teachers.

Ramakrishnaiah, D. (1989) conducted a study on "Job satisfaction of college teachers" with a view to estimate the general level of job satisfaction among college teachers; to identify factors with which the teachers were satisfied / dissatisfied; and to identify personality factors which influence the level of job satisfaction. The data were collected from four hundred and eighty college teachers, equally distributed between the two sexes, two types of management (Govt. and Private) and two levels of teaching (Junior college lecturers and Degree college lecturers), served as the subjects for the study. The sample was selected by a multi stage stratified random sampling procedure from three districts of Andhra Pradesh. A Job Satisfaction Scale, an Attitude Inventory, Cattell's 16 Personality Factors Questionnaire (Form C) and a personal data sheet were used to collect the data. ANOVA Test, profile similarity coefficient and multiple regressions were used to analyze the data. The major findings of the study were - the teachers in general were satisfied with their job; 3 factors which contributed to dissatisfaction and 6 factors which contributed to satisfaction were identified; considering overall JS, teachers working in Junior colleges were less satisfied than those working in Degree colleges; those who had more favourable ATT were more satisfied with their job; college teachers in general had a favourable ATT.

"A critical study of the job satisfaction of the primary teachers" was done by Gonsalves, F. (1989) with a view to study and compare the job satisfaction of the teachers belonging to Zilla Parishad and Private schools; and to compare the job satisfaction of male and female teachers. The sample comprised 793 teachers from 137 schools of Vasai Taluka. The data were collected through official records of the schools and a tool specially constructed to measure the job satisfaction of the teachers. The data were analyzed by using statistical techniques such as percentage and critical ratio. The major findings of the study were - the percentage of teachers who were satisfied with their job was less than 50% with respect to all types of teachers; the teachers were dissatisfied with their job because of their transfer to remote places and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys etc.; the teachers were quite satisfied with respect to the Education policy, the teacher administrator relationship, teachers' ethical values and teachers' service conditions.

Reddy, Balakrishna, P. (1989) conducted a study on "Job satisfaction of primary school teachers" with a view to assess the level of job satisfaction, attitude towards teaching and job involvement of primary school teachers; to find out different job factors which contribute to the satisfaction / dissatisfaction of the teachers; to set up multiple regression equation to predict JS, ATT and JI. The major findings were- considering overall job satisfaction, the teachers were satisfied with their job; considering overall JS, women teachers were more satisfied with their job than male teachers, while male teachers were more satisfied than woman teachers on one factor; suitably qualified teachers were more satisfied with their job, young teachers were more satisfied with their job than middle aged and aged teachers: this was true for overall JS; there was significant difference between the level of JS of teachers classified as low, middle and high groups on the basis of their involvement in the case of seven factors.

"A study of teachers' values and job satisfaction in relation to their teaching effectiveness at degree college level", was made by Atreya, Jai Shankar (1989) with the aim to identify teachers of high, average and low teaching effectiveness; to find out the values and magnitude of job satisfaction associated with teachers of high, average and low teaching effectiveness and; to find out the degree of influence of teachers' values and job satisfaction on 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 the study were a new Test for Study of Values by Gilani; the Teacher's Job Satisfaction Questionnaire of Kumar and the Teachers Effectiveness Scale (adopted form, by Kumar and Mutha). The data were treated with't' test, partial correlation and multiple correlation. The major findings were- it was found that at degree level, teaching effectiveness was significantly related to values and job satisfaction; teaching effectiveness was found to be a normally distributed trait; the effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

Reddy, Subramanyam M. (1990) conducted a study on "An investigation into the job satisfaction of university teachers in relation to some variables" with a view to prove into the job satisfaction of university teachers in relation to variables like attitude towards teaching, job involvement, type of university, sex, cadre, faculty, age, marital status, caste, type of family, size of family, nearness of work place to native place, possession of properties at the native place, general status of health, effectiveness as a teacher, effectiveness as a researcher, teaching work load, research output, number of research publications, number of books published, life satisfaction and family satisfaction and; to analyze the attitude of the teachers towards teaching and their job involvement in relation to the variables. The sample for the study was 210 university teachers selected by the stratified random sampling procedure. A job satisfaction scale, a scale to measure attitude towards teaching, a job involvement scale and a personal data sheet were used to collect data. Analysis of variance, 't' test and multiple regression were used to analyze the data. The major findings were- the mean of overall job satisfaction (JS) score of the teachers were 307.26, indicating that the teachers were satisfied with their jobs; similar results were obtained for JS as measured by eight of the ten factors; sub groups of teachers classified on the basis of their ATT differed significantly in their overall JS; the F- values were significant for overall JS and five factors; the teachers had a favourable attitude towards their profession; the teachers exhibited a high level of psychological involvement in their job.

Ray, S. (1990) conducted "A study of the attitude of teachers towards pupils and their job satisfaction" with a view to find out the relation between

attitude of teachers towards students, their job satisfaction and mental health. The investigation had an experimental design wherein a sample of 100 teachers (male and female) of five schools of Cuttack City (Orissa) was chosen through random sampling. The tools used were the Mental Health Scale, the Job Satisfaction Scale, and the Teacher's Attitude towards Children. The data were treated with mean, SD, correlation, chi-square, and't' test. The major findings 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 children were significant and positively correlated with their age.

"A study of some correlates of job satisfaction in the teaching profession." was done by Saxena, Nirmal (1990) with a view to determine the relationship between attitude and job satisfaction of persons serving in the teaching profession; to find out as to what extent aptitude for teaching profession yields job satisfaction; to suggest some remedial measures to minimize job dissatisfaction. In this descriptive survey, 600 teachers from different levels were involved. The purposive random sampling procedure was used. The tools used were the Job Satisfaction Test of Kumar and Mutha, the Socio-economic Status Scale of B. Kuppuswami, the TAT Battery of R.P. Singh and S.N. Sharma, and the Teachers' Attitude Inventory of S.P. Ahluwalia. Mean, S.D., correlation and't' test were computed while treating the data. The major findings were- positive correlation was found between aptitude and job satisfaction; positive but not significant correlation was found between attitude and job satisfaction; job satisfaction was negatively correlated to socio economic status.

"A study of the elements which affect the job satisfaction of lecturers working in higher secondary schools of Madhya Pradesh" was done by Saxena, P.L. (1990) with a view to examine the elements which affect the job satisfaction of lecturers of the higher secondary schools of Madhya Pradesh. In this descriptive survey, the sample consisted of 600 male and 300 female teachers chosen through random sampling. From 12 divisions of M.P., 118 schools were selected for the study. The tools used were a General Information Proforma, a Job Satisfaction Opinionnaire, and an Interview Schedule. Mean, 'F' test and critical ratio were calculated while treating the data. The major findings were- there was no significant difference between male and female, and between science and arts lecturers on the job

satisfaction of social, individual, vocational, moral and economic elements; however, a significant difference existed between non government rural and urban schools lecturers having more than 10 years and less than 10 years teaching experience with regard to the above mentioned elements.

Naik, G.C. (1990) conducted a study on "Job satisfaction of teaching assistants of the M.S. University of Baroda" with a view to find out the job satisfaction of teaching assistants; to find out the relationship between job satisfaction and sex, age, experience of teaching and marital status and; to find out the intentions of teaching assistants in joining the job. In this descriptive survey an incidental sample of the teaching assistants of the M.S. University of Baroda was selected. An information schedule was used to collect personal data. C.N. Daftwar's Job Satisfaction Scale was used to collect data regarding the job satisfaction of the teaching assistants and a personal interview was conducted to know their intentions. Percentages, mean, SD, 't' tests, ANOVA and chi square test was employed while analyzing the data. The major findings of the study were - most of the teaching assistants were satisfied with their job responsibility and the social conditions within the department; they did not differ in their level of job satisfaction in terms of sex, age group, experience and marital status; the main intentions of joining as teaching assistants were a favourable attitude towards the teaching profession, facilities for further study and financial consideration.

"A study of professional attitudes of secondary school teachers of Gujarat State" was conducted by Tapodhan, H. N. (1991) with a view to construct and standardize an attitude scale for secondary school teachers (ASSST) of Gujarat State, and to study the professional attitudes of teachers in relation to various variables like sex, area, caste, qualification, type of school, marital status, various faculties of education, age and experience. In this normative survey, 224 schools were selected from all the 19 districts of Gujarat. From these schools, 1,644 male teachers and 942 female teachers were selected, which was representative, proportionate and voluntary, drawn from all the three faculties (arts, commerce and science graduate teachers). A Likert- type attitude scale was constructed and standardized by the investigator. After carrying out pre-pilot and pilot studies, teachers from 40 schools were selected. After item analysis by the method suggested by Allen Edward, the final tool comprised 30 statements. The major findings of the study were- sex, area (urban/ rural) and caste

(SC/ non SC) had a main effect on professional attitudes, while qualification had no effect; area, sex and caste had significant interaction effect, while sex and qualification had interaction effect at 0.05 level; area and caste; area and qualification; caste and qualification as well as sex, area, and caste; sex, area and qualification had no significant interaction effect on professional attitudes.

Agarwal, Meenakshi (1991) conducted a study on "Job satisfaction of teachers in relation to some demographic variables and values" with a view to study the job satisfaction of teachers in relation to their achieved characteristics; to study the job satisfaction of teachers in relation to their ascribed characteristics and; to study the values of teachers having high job satisfaction and poor satisfaction. In this survey, the sample comprising 338 female and 265 male primary and secondary school teachers was administered. The Job Satisfaction Test (Gupta and Srivastava), the Teachers Personal Blank (by the investigator) and the Value Test (Bhargava), Mean, SD, 't' test and bi-serial correlation were calculated for the analysis and interpretation of data. The major findings of the study were - non SC, Urban and Hindi speaking teachers were found to be more satisfied. The male teachers 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 satisfaction whereas age and marital status did not.

"A study of the teaching competency of language teachers in relation to their job satisfaction, locus –of– control and professional burnout" was done by Basi, Satpal Kaur (1991) with a view to measure the teaching competency of language teachers of Ferozepur, Ropar and Ludhiana districts; to ascertain the difference between the more competent and less competent language teachers in relation to the measure of job satisfaction, locus-of-control and professional burnout; to study the relationship between the various criterion measures of teaching competency and; to study the significance of difference among the language teachers teaching in Ludhiana, Ferozepur and Ropar districts. The major findings were- it was indicated that language teachers had a moderate sense of personal accomplishment and success and so they did not experience any professional burnout; there was no difference between the teaching competency and job satisfaction of teachers on the

basis of their locus-of-control; female teachers, urban school language teachers and higher secondary level language teachers were found more externally controlled and satisfied with their job than the rural and high school language teachers; there existed a positive correlation between the measure of job satisfaction and the criterion measures of teaching competency; and a negative correlation between locus-of-control and teaching competency, professional burnout variables and criterion measures of teaching competency.

Rawat, S. (1992) conducted "A Study of the expectations and realities of job, job satisfaction and values: Pattern of secondary school teachers in relation to their sex" with a view 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 differences between job expectation and job reality in relation to the 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 schools of Bareilly, Moradabad and Rampul Districts and was selected by the multi stage random sampling technique. The sample represented the variations in sex, locality, and type of organization and level of teaching. The tools used were the Personal Date Schedule, the Teacher Job Expectation Scale of Shah and Rawat, Teacher Job Realities Scale of Shah and Rawat, The Job Satisfaction Scale of Uniyal, and the Eight Value Scale of Shah. The collected date were treated with mean, SD,'t' test and product moment correlation. The major findings were- in most of the dimensions of job expectation, female and L.T. grade teachers were found to be more expectant than their male and other grades counterparts; in most of the dimensions of job realities, male and urban teachers experienced better job realities than their female and rural counterparts; sex, locality, type of organization and grade of teachers very feebly affected their value pattern; in all the cases of comparison the expectations of teachers were significantly higher than the job realities.

"A **comparative study of teachers' attitude towards pupils and their job satisfaction" was done by Ray, Sipra (1992**) with a view to study the extent and direction of correlation between job satisfaction and attitude towards pupils, teaching experience, and mental health; and to compare the male and female teachers with regard to their attitude towards pupils, their mental health, and professional

satisfaction. In this study the researcher developed and used the Mental Health Scale, the Job Satisfaction Scale and the Teachers' Attitude Towards children Scale. Further, the researcher also used the Minnesota Teacher Attitude Inventory. The data were treated with percentages, mean, SD, correlation, chi-square,'t' test and regression analysis. The major findings were-the mental health of teachers bore a significant and positive correlation with their job satisfaction and attitude towards pupils; teachers' teaching experience, mental health, job satisfaction and their attitude towards teaching were positively and significantly correlated with their age; women teachers, on an average, cherished a favourable attitude towards pupils, had better mental health and were satisfied in their profession as compared to men.

"A study of job satisfaction of secondary school teachers in Shillong and leadership characteristics of the heads / principals" was done by Nongrum, Medalin (1992) with a view to assess the job satisfaction of secondary school teachers in Shillong and to find out the relationship of job satisfaction to factors like gender difference, level of education, religious affiliation and work experience; to study the leadership characteristics of Principals or the Heads of schools as perceived by teachers and; to investigate if there is any association between job satisfaction of teachers and their perception of leadership characteristics of Heads / Principals of schools. A representative sample of 20 schools out of a total of 49 schools in Shillong was chosen keeping in view the location of the school, the management pattern, the type of organization etc. A Job Satisfaction Scale was prepared as per the Standard Scaling technique. A rating scale to assess the leadership characteristics of heads of schools, as perceived by the teachers working under them was also prepared. Critical ratio and chi-square test were used to analyze the data. The major findings were- the type of management appeared to be associated with teachers' job satisfaction, the government school teachers showing significantly more satisfaction; no significant differences were found in job satisfaction between male and female teachers between teachers from different religions backgrounds and between teachers with different lengths of experience; educational qualifications appeared to be positively associated to job satisfaction; teachers tended to be more satisfied if they perceived the heads of schools as being concerned with achievement of group goals and objectives.

Rama Mohan Babu, V. (1992) conducted a study on "Job satisfaction, attitude towards teaching, job involvement, efficiency of teaching and perception

of organizational climate of teachers of residential and non residential schools" with a view to examine the level of JS, ATT and JI of secondary school teachers; to find out whether men and women teachers differed with regard to variables ATT, JI, TE, POC; to find out whether there is any significant difference between the JS, ATT, JI and TE of teachers working in different types of climate and; to find out whether there is any association between type of school and the type of organizational climate. The major findings were- considering overall JS, the teachers were neither satisfied nor dissatisfied with their job; considering overall attitude, the teachers had a favourable attitude towards teaching; the teachers exhibited a significant level of job involvement. This was true for overall job involvement as well as JI, as measured by different factors; teachers of R schools exhibited a significantly higher level of overall JS compared to teachers of NR schools; there was no significant difference between the level of efficiency of men and women teachers; teachers who had moderate to high work load exhibited higher JS, ATT and TE; the more efficient teachers had a better ATT.

Barua D.P. (1997) made a study on the "Role conflict and its correlation with job satisfaction and secondary school women teachers: A comparative study in Dibrugarh district, Assam". The study aimed at to determine the extent of role conflict of women teachers in their family and school settings, to assess the job satisfaction of rural and urban school women teachers and to ascertain the family background of urban and rural secondary school teachers. The sample for the study was 200 women teacher (100 rural -100 urban) from 23 secondary schools randomly. The tools used were -Role conflict scale of A.K. Pandey, Job Satisfaction Scale of Amar Singh and J.R. Sharma, and Socio-Economic Status Scale of Bhadrawaj and Gupta. He found out that there exists significant difference of job satisfaction between trained and untrained women teachers. Also significant difference exists between women teachers of high economic status. It is also to be noted that women teachers belonging to high caste and low caste did not show any significant difference of job satisfaction.

Chakraborty, Amitabha (2008) conducted a study on the ''Job satisfaction of B. Ed. college teachers of Karimganj and Cachar districts of Assam'' with a view to find out the job satisfaction level of B. Ed. College teachers of Karimganj and Cachar districts of Assam; to find out the significant difference, if

any, between Govt. and non Govt. B. Ed. College teachers of Karimganj and Cachar districts of Assam; to find out the significant difference, if exists between male and female teachers of B. Ed. Colleges of Karimganj and Cachar districts of Assam. The major findings were- the Govt. B. Ed. College teachers though more satisfied in terms of salary but less satisfied with infrastructural facility and dead locked recruitment is concerned. On the other hand, the non Govt. B. Ed. College teachers are satisfied when the democratic autonomy of the administrative climate is concerned but not satisfied with salary and work status of their institutions; the female teachers are less satisfied with salary and promotional opportunities of their job.

‘‘A study on job satisfaction of college teachers in Hailakandi district’’ was conducted by Laskar, B. U. (2011) with a view to study the personal interest of teachers in job; to study the interpersonal relation of the teachers in their job. The sample consisted of 89 college teachers drawn randomly from 07 Degree colleges in Hailakandi District. Self developed questionnaire was used to collect data from these colleges. The data were analyzed by using the statistical techniques of percentage. The major findings of the study were – the majority of the teachers (74.16%) feel themselves temperamentally fit for teaching; 77.53% teachers feel proud of their teaching profession; they also feel fortunate in getting this job and consider that teacher should have a sense of humor; 62.92% college teachers share the classes of their colleagues and 77.53% teachers think that they are not troubled by their colleagues.

‘‘In service training and job satisfaction among library professionals in academic library of Barak valley’’ was conducted by Choudhury, A. S. (2013) with a view to find out the job satisfaction among the library professionals; to find out the attitude of library information service professionals; to find out the training provided for manpower improvement. The major findings were- the most of the library professionals are satisfied with their jobs in regard to pay package, pay scale and with general policies and administration of the academic libraries of Barak valley; most of the library professionals are agreed with the statements that libraries play an important role in socio-economic and cultural development of a country; the most of the professionals preferred librarianship than other professions where therein more emoluments and facilities; majority of the professionals are satisfied with the training provided for their manpower improvement.

Bharathi, B. and Pushpa Rani, S.M. (2013), conducted "A study on job satisfaction of St. Joseph's higher secondary school teachers at Trichy" with the view to assess the socio –demographic characteristics of the teachers; to assess the level of job satisfaction among the teachers; to find out the factors influencing the job satisfaction among the respondents; to study the respondents perception about their job. The Sampling technique adopted in the study is random sampling technique. This study was descriptive in nature. The sample size of the respondents is 100. The study revealed that majority of the respondents are satisfied with the policies and practices, job security, compensation, working conditions, suitability of job, security of future creativity, and the management support. They feel that they have full credit in the work they do and also feel that their job is interesting and challenging. Factors like extra benefits for coaching and their services, recognition from superiors for work done, motivation from the management play a vital role in their encouragement to do more work efficiently, over all, majority of the respondents are satisfied with their work and other job related factors.

Raj Tilak and Lalita (2013) conducted "Job satisfaction among teachers of private and government school: a comparative analysis." with a view to measure the level of job satisfaction of the teachers; to undertake a comparative study between male and female teachers regarding job satisfaction; to undertake a comparative study between govt. and private school teachers regarding job satisfaction. In this research, 50 Govt. and 50 Private teachers, 100 in total, working in different government and private schools were examined. The obtained data were analyzed based on the descriptive statistics using SPSS Version 16. Independent sampled t-test has been used in this study to analyze the job satisfaction level among male and female teachers and government and private school teachers. The study revealed that there is no significant difference in the level of satisfaction of male and female teachers. Furthermore, it was again revealed that there is no significant difference in the level of satisfaction of government and private school teachers.

3.3 Studies in abroad:

Here an attempt has been made to review the related studies outside of India. They are:

Van Dersal (1968) studied on "Factors facilitating job satisfaction." It was found that there were many factors facilitating job satisfaction such as organizational policy and management, supervision salary, work condition and characteristics, opportunity for advancement.

Robert (1971) had studied on "Job satisfaction of teachers taking special class in lower state applying Herzberg's theory". It was found that factors affecting job satisfaction of teachers were work advancement and acceptance. The factors affected the job dissatisfaction were supervision, work security, relationship, salary, work characteristics and working climates.

G.B. Probe, (1971) made a study on "An investigation of the relationship between teacher, job satisfaction and selected personal characteristic." The core objective of the study was to find out the relationship between job satisfactions of the teachers with the selected personal experiences. He found that there was significant relationship between job satisfaction and sex, age, education, teaching level, infrastructure facilities and some other demographic variables.

Clements (1983) had studied on "Relationship between motivational factors and maintenance factors with job satisfaction of student activity staff in the Community College of Massachusetts." It was found that critical factors drawing job satisfaction were work characteristics, wages, supervision, opportunity for advancement, relations with colleague, work security. Motivational factors and maintenance factors against job satisfaction had higher degree than motivational factors concerning wages, opportunity for advancement. Female staff and male staff had no satisfaction concerning opportunity for advancement. However, female staff dissatisfied rather than male staff.

Randy Hodson (1989) conducted a study on "**Gender differences in job satisfaction: why aren't women more dissatisfied?''** The data that were used to examine gender differences in the determination of job satisfaction are taken from the Wisconsin Longitudinal Study of Schooling and Attainments (WLS). The WLS

provides detailed information about current job characteristics and job attitudes, as well as data on respondents' past work, family histories, and expectations for the future. The WLS is based on a one-third random sample of all 1957 high school graduating seniors in Wisconsin.' Respondents were initially interviewed during their senior year in high school and re- interviewed in 1964 and 1975. The selected respondents who were employed full-time in 1975 (N = 5,573). The analysis of gender differences in the determination of job satisfaction has found only minor differences in the process between men and women. At least some women do not like complex work as much as men. Women express slightly greater job dissatisfaction than men if they have children under six years of age. Finally, women are slightly more satisfied if their mothers did not work outside the home and if they are employed in a female-typed occupation. These findings provide little support for the various theories of gender differences in job satisfaction, with the exception of theories that hypothesize the use of different reference groups by men and women. If employed women continue to use as comparison groups women who work at home and their fellow incumbents in female typed occupations, they will, in all likelihood, also continue to voice greater satisfaction with their jobs than men.

McKee (1991) conducted a study on "The leadership styles of community college presidents based on faculty perceptions, job satisfaction of faculty, and the possibility of a correlation between presidential leadership styles and faculty job satisfaction". McKee concluded that leadership style makes a difference in job satisfaction level. A high relationship/low task leadership style corresponded with high job satisfaction. Another interesting finding was the significantly lower job satisfaction experienced by faculty who had been over 15 years at their institutions.

McBride et al. (1992) examined "The effects of ten job satisfaction factors, role ambiguity, and role conflict on community college faculty's propensity to leave". They discovered that as satisfaction levels of growth opportunities, salary, work, policy and administration, and supervision decreased, turnout intent, an attitude not widely represented, increased. Propensity to leave increased as role conflict increased. Work itself reflected the highest satisfaction and salary the lowest. The generally satisfied faculty appeared to experience a moderate amount of role conflict and a very low level of role ambiguity. Age was the only demographic variable that significantly influenced propensity to leave.

Torres Belinda, M. Kapes, Jerome, et. al., (1992) conducted a study on the "Relationship between work value and job satisfaction for community college leadership trainees: A Replication and Cross Validation." The core objective of the study was to explore the work value and job satisfaction of minority professionals in community colleges and technical institute who aspire to advance in leadership position. The sample consisted of 59 Black and His panic educator from Community College and Technical Institute who participated in Leadership Development Programme at Texas A and M University. The tools used in the study were Demographic sheet, Value scale (VS) and Minnesota satisfaction questionnaire (MSQ). The major findings of the study indicates that the participants valued advancement, altruism, authority, creativity and personal development and were satisfied with the activity and social service aspects of their work more than one Norm group with which they were compared.

Federiuk, C.S. et al. (1993) in Oregon conducted "A cohort analysis study on specific factors importance in paramedic job satisfaction and job performance". The population of the study was private and public agency paramedics with sample size of 194. The result indicated type of agency and gender affect job satisfaction. Male public paramedics are most satisfied, and female private agency paramedics are least satisfied with their jobs. Analysis of the attitudes toward paramedic job performance scale suggested that male paramedic are more likely to believe that female paramedics are not as capable of performing certain job functions. However age and length of time on job were not significant determinants of job satisfaction in the analysis of covariance.

Titus Oshagbemi, (1996) conducted a study on "Job satisfaction on U.K. Academics." The core objective of the study was to find out Job satisfaction with respect to interaction with their colleagues and working condition. 23 Universities in England, Wales, Scotland and Northern Ireland with their teachers were surveyed. The major findings were that they were generally satisfied with their job. They were particularly satisfied with teaching, research and interaction with colleagues. They were moderately satisfied with departmental head's behavior and physical conditions and express dissatisfaction with salary, promotion and performance of administrative affairs.

Antonio James Soto, Valdez James. R, (1998) made a study on "An exploration of the job satisfaction of American part-time college faculty." The core objective of study was to examine factors associated with job satisfaction among part time faculties at different types of institution of higher education. The data were collected from National Survey of Post Secondary Faculty, 1992-93, whose sample strength was 974 institutions and 31,354 faculties. The major findings of the study was that the part time faculties were statistically less satisfied than fulltime faculty in term of autonomy and students, but were equally satisfied with demands and rewards. Part time faculties were more satisfied than full-time faculty to leave their current jobs for other opportunities.

Dorji Kinley (2007) carried out "A study on job satisfaction of primary teachers under Samtse district of Bhutan" with a view to find out the significant differences on the level of satisfaction by the socio-demographic factors and organizational factors. The population of the study where the primary school teachers in the Samtse district of Bhutan with the sample of 136 teachers. The result indicated that the overall job satisfaction was at the satisfied level. Both the motivation and hygiene aspects were at the satisfied level with very little difference in the mean scores. However, when the two aspects were compared the hygiene aspect was slightly higher than the motivation aspects. With regard to the significant difference on the level of job satisfaction by its socio-demographic factors and organizational factors, age, educational level, experience in teaching, position and their commitment were found to be statistically significant, while gender, marital status, size of the school and teaching load were not statistically significant.

"Relationship between teacher job satisfaction and teaming structure at the middle school level'' was conducted by Randy Eugene Oliver, Jr.(2007) with a view to examine the relationship between the nature of the teaming characteristics established in a middle school organization, and teacher job satisfaction. Specifically, the study examined the perceptions of middle school teachers in middle schools with an Average Daily Attendance (ADA) of between 400 and 800 students regarding the characteristics of highly effective teams in their school, and job satisfaction levels. This study was unique in its use of teacher perceptions to assess the characteristics of highly effective teams in schools, and their relationship to teacher job satisfaction. Spearman correlations were computed to investigate whether teacher ratings on eight

dimensions of team effectiveness are related to their intrinsic and extrinsic job satisfaction. These findings are presented for the overall sample. Correlations range from .0 to .99, with a range of. 20 to .30 indicating a weak correlation, a range of .40 to .60 indicating a moderate correlation, and a correlation over .60 indicating a strong correlation.

"Job satisfaction among urban secondary-school teachers in Namibia'' conducted by Evy George, Daniel Louw and Gerhard Badenhorst (2008) to investigate biographical variables pertaining to the teachers' gender, age, marital status, school resources, teaching experience, academic qualifications, and rank to determine whether these had any significant relevance, or made any notable contribution, to the level of job satisfaction experienced. Also, the correlation between burnout and job satisfaction was investigated to determine the extent to which these two factors are related. A sample of 337 secondary-school teachers randomly selected from 17 government schools, in the Windhoek region of Namibia, voluntarily participated in the study. The study reveals that the biographical variable, school area, was found to be significant on the 0.01 level. No significant results were found for the other four variables. For the variable, school area, the difference was further analysed by means of Student's't' tests for independent groups. The analysis of multiple comparisons was done by means of separate't' tests for the three dependent variables. Results showed significant levels of dissatisfaction pertaining to intrinsic factors of work and, more especially, those factors relating to school area and rank. A significant correlation between levels of burnout and job satisfaction was found, particularly in respect of emotional exhaustion and depersonalization, which were shown to correlate with low levels of job satisfaction.

M. D. Pushpakumari (2008) made a study on "**The impact of job satisfaction on job performance: an empirical analysis''** The specific problem addressed in this study is to examine the impact of job satisfaction on performance. It considered which rewards (intrinsic and extrinsic) determine job satisfaction of an employee. It also considered influence of age, sex and experience of employees on level of job satisfaction. In addition, it investigated in most satisfying event of an employee in the job, why employees stay and leave the organization. Data were collected through a field survey using a questionnaire from three employee groups, namely Professionals, Managers and Non-managers from twenty private sector

organizations covering five industries. The analysis of data revealed that there exist positive correlation between job satisfaction and performance of employees.

PhanTuiLuyen (2009) studied on "Factors affecting job satisfaction of the staff in Cantho university of medicine and pharmacy – Vietnam" The population of the study were the staff of medicine and pharmacy department of Cantho university of Vietnam and found out that, the staff with different age, commitment level and work settings was found to have statistically significant differences with the level of job satisfaction while gender, marital status, educational level, year of experience and rank were not found to be statistically significant on the level of job satisfaction.

Fredy Wilson Ngimbudzi, (2009) conducted a study on "Job satisfaction among secondary school teachers in Tanzania: the case of Njombe District" with a view to examine the factors that are associated with teachers' job satisfaction. It determines the kind of factors or facets which teachers are satisfied with. It also determines whether teachers differ significantly in their job satisfaction in relation to personal or demographic factors such as gender, age, marital status, type of school, location of school, type of teacher, teaching experience, promotional position (leadership position) and educational qualification. Moreover, it is aimed at determining the factors which contribute significantly to teachers' intention to remain in the job. Lastly, the study is aimed at determining whether there is a significant relationship between teacher job satisfaction and job dimensions namely: Job Characteristics (JC); Social Benefits (SB); Meaningfulness of the Job (MJ); Support from Administrators (SA); and teachers" Intentions to Remain on the job (IR). The results of this study shows that teachers are satisfied with the following job dimensions. Firstly, teachers indicated that they are satisfied with the meaningfulness of the job (MJ). This job dimension included such aspects as collegial recognition of one's contribution in the school (esteem from others), school's physical working environment or working conditions (physiological need), teaching as an opportunity to use one's skills (Self-actualization or Nature of work-itself) and teaching as a challenging job (Self-actualization). The results of this study support Herzberg and his colleagues (1959) findings on the aspects of recognition and nature of the job as satisfiers, but contradict them on the aspect of physical working environment in which participants in the current study indicated that they are to some extent happy with

their schools physical and environmental working conditions. The results would differ if a similar study was conducted in all the Community-Government Secondary Schools in all the wards in the district that are located in very remote areas where transport, electricity, water, hospitals, communication services are not available. In other words, the schools in which this study was conducted appear to be located in places where such problems are not serious and that influenced the current results on this aspect or job dimension.

"**Job satisfaction of secondary school teachers in Lahore District of Pakistan'' was conducted by Iqbal Asif and Akhtar Saeed (2011)** with the object to explore teachers' satisfaction working in public sector secondary schools in Lahore district; to compare the level of job satisfaction between male and female secondary school teachers. Six facets of job satisfaction were developed to compare gender, age, teaching experience, and location of the school with teachers' job satisfaction. The population comprises all public sector secondary school teachers working in district Lahore, Pakistan. Data were collected personally. Job Satisfaction Scale for Teachers (JSST) was used for this purpose. One way ANOVA and t-test were applied. The results are interpreted in the context of Pakistan. Findings of the study suggested that female teachers were more satisfied with work and supervision aspects of job as compared with male teachers. No significant difference was found in the job satisfaction between science and arts; urban and rural school teachers. Age and work experience did not explore the job satisfaction difference in teachers.

"Job satisfaction of secondary school teachers in Thimphu district of Bhutan" was conducted by Drukpa, Sangay (2010) with the view to identify the level of job satisfaction of teachers teaching in secondary schools of Thimphu district of Bhutan; to compare the job satisfaction of teachers teaching in secondary schools of Thimphu district of Bhutan with regard to the personal characteristics and job characteristics. The population of the study was all the teachers teaching in secondary schools in Thimphu district of Bhutan and the sample size were 267 teachers teaching in various secondary schools of this district. A descriptive survey method was used as the research method and the questionnaire was developed and used as the key instrument. Descriptive statistics like, percentage, mean, standard deviation was used in addressing the general characteristics of the same. ANOVA and t-test were used in comparing the personal characteristics, job characteristics with the aspects of job

satisfaction. The major findings of the study were- the average mean score were 3.61 and 0.73. Out of the 7 aspects of job satisfaction 4 aspects like work, working condition, policy and management and interpersonal relation were at satisfied level and the rest 3 aspects like income, self esteem and intrinsic reward falls in a moderate level. However, there is no much of difference in the mean score. Thereby the findings of the overall satisfaction were satisfied. The result also demonstrated that teachers in Thimphu have job satisfaction in interpersonal relationship and the least satisfaction is the income with the minimum mean score of 3.25.

"The level of the job satisfaction of teachers in Botswana" was conducted by Pedzani Perci Monyatsi (2012), University of Botswana, Faculty of Education, Gaborone, Bostwana. The study was aimed to investigate the level of job satisfaction of the teachers of all categories in Botswana. The population of the study comprised all categories of primary school teachers, junior secondary school teachers and senior secondary school teachers; that is teachers, senior teachers, and heads of department, deputy head teachers, and head teachers in Botswana. The sample consisted of 150 teachers (50, primary, 50 junior secondary, and 50 senior secondary); 150 senior teachers (25, primary, 100 junior secondary, and 25 senior secondary), 80 heads of departments (20 primary, 40 junior secondary and 20 senior secondary), 75 deputy head teachers (25 primary, 25 junior secondary and 25 senior secondary); and 55 head teachers (20 primary, 20 junior secondary and 15 senior secondary) selected randomly. A modified version of the Job Descriptive Index (JDI) was used to collect data for this study. The results of this survey, using the Job Description Index (JDI) and the Job in General (JIG) scale as published by Bowling Green State University. The major findings of the study were that all categories of teachers in Botswana schools are generally satisfied with their job of teaching. The majority of respondents in this study are not satisfied with opportunities for promotion in general. This may be because promotional chances in the teaching field are limited as teaching is a dead-end job. Generally, the results of this study show that all categories of teachers are satisfied with the supervision they get as it is not annoying but it is given tactfully; and they are praised whenever they do a good job. The majority of the respondents found their current job satisfying which is good because as illustrated earlier, a satisfied employee tends to be absent less often, to make positive contributions, and to stay with the organization longer. An organization with satisfied employees is bound

to be productive. They feel that they are not well paid and therefore can barely live on the income from their salaries. However, a large number of head teachers and deputy head teachers believe that their pay is not that bad; may be because in Botswana they are paid more than any category of teachers. This study also shows that the respondents were satisfied with the people they work with.

3.4. Conclusion:

The researches reviewed here have been conducted largely outside the Barak Valley. The findings of these studies have a very significance with the present study. This review of above researches provide an idea to the investigator about the setting of objectives, the methodology to be adopted in terms of collection of data, selection of method, samples and tools for the present study.