

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.0.0 INTRODUCTION

Review of related literature focuses on previous relevant researches related to the problem which researcher selects for the present study. This review provides a wider view on the area selected by the researcher.

The word '*Research*' itself means '*delving into*', '*explore into*' or '*investigate into*' an area of interest or study. When an investigator sets out for doing research in a particular area he has to do a survey of related literature. Review of related literature forms an integral part of any research study for the simple reason that it indicates that the investigator is aware of what is known and what is yet to be known or remains unproven. The other point of importance is that review helps in eliminating duplication of a study and enables in making useful assumptions. Review helps in making suggestion that can lead to significant study in the future. Thus, time devoted to such an endeavour helps us to be on the right track and in the successful completion of the research work.

It is not necessary that a review of related literature would show only substantial agreement with regard to the present study; in fact giving account of conflicting reviews would reveal better understanding of the subject on the part of the investigator which makes a clear picture of the status of the issue or problem.

In a compressed form, review of literature enables the researcher to perceive the gap, avoid the duplication of work, scrutinize the methodology already used, co-ordinate the study with others, get the right direction, view the problem from as many angles as possible and prepare the framework.

The investigator has made similar attempts to do a comprehensive review for the present study. Making his research more focused and relevant, researches were reviewed at national and foreign level. Further national level studies are categorized as studies conducted at school level and studies conducted at higher education level which is given below in.

## **2.1.0 STUDIES RELATED TO JOB SATISFACTION IN INDIA**

Studies on job satisfaction began in 1930 and have continued. Studies found on job satisfaction in India are categorized as studies conducted at school level and studies conducted at higher education level.

### **2.1.1 Studies Related to Job Satisfaction at School Level**

The following studies were found in the area of job satisfaction at school level.

**Anjaneyule (1968)** studied the job satisfaction of secondary school teachers and its impact on the education of people with special reference to the state of Andhra Pradesh. Major findings of the study were, teachers working at secondary school level feel as a class that they are most dissatisfied and frustrated lot. The dissatisfaction is so severe in certain sections that they are even prepared to leave the profession provided opportunities are available. Even increase in pay scale alone does not correct the existing situation of dissatisfaction among teachers.

**Lavingia (1974)** studied job satisfaction among school teachers. The main aims of the study were: (i) to measure the degree of job satisfaction among teachers; and (ii) to study the impact of job satisfaction on the stability of teachers. The hypotheses tested in the study were: (i) female teachers are more satisfied than male teachers; and (ii) there is significant relationship between job satisfaction and stability of teachers.

The sample consisted of 1600 teachers from primary and secondary schools of the State of Gujarat. A rating scale was used to collect data. The reliability of the scale was found out by using test-retest method and the same was found to be satisfactory.

Major findings of the study were: (i) that primary teachers were more satisfied than secondary teachers; (ii) female teachers were more satisfied than male teachers; (iii) job efficiency was positively correlated with job satisfaction; (iv) young teachers, in the age group of twenty four years, were more satisfied in both groups of primary and secondary teachers; and (v) unmarried teachers were more satisfied than married teachers.

**Thakkar (1977)** conducted a study on potential teacher's effectiveness – their educational attitudes in relation to their rapport with the students and their survival and job satisfaction.

The study had the following objectives: (i) to study if teachers with high rapport (as rated by pupil) differs significantly from teachers with low rapport, in their educational attitudes; (ii) to examine their educational attitudes from those with less intense tendency for survival; and (iii) to investigate the relationship between survival and rapport, between job satisfaction and rapport, between age and rapport, and between experience and rapport.

A total of 497 trainees (240 males and 257 females) studying in B.Ed. colleges in the state of Gujarat selected using the stratified random sampling technique formed the sample. The following tools were used: (i) Educational Opinion Inventory (by N.L. Gage and Morris W.), (ii) Pupil Inventory (by F. J. McDonald and N.L. Gage, translated and adapted by A. S. Patel), (iii) Teacher Efficiency Inventory (by A. S. Patel), (iv) Survival Scale constructed by the investigator, and (v) Job Satisfaction Scale constructed by the investigator. On the basis of scores obtained, the subjects were divided as, (i) High rapport subject (H. R.) and Low Rapport (L.R.), (ii) Supervisors (S) and non- Supervisor (N.S.) and (iii) High Job Satisfiers (H.J.S.) and Low Job Satisfiers (L.J.S.) score were analyzed to find out the significance of difference between the groups.

Major finding of the study were: (i) The differences in most of the categories of educational issues and attitudes between H.R. and L.R. were not significant; (ii) there was no statistically significant difference in most of the categories of educational issues and attitudes between S and N.S.; (iii) there existed a significant negative correlation between age and rapport, (iv) a significant positive correlation between job satisfaction and rapport; and (v) there was no correlation between experience and rapport, and survival and rapport.

**Kolte (1978)** studied job satisfaction of primary school teachers: a test of the generality of the two factor theory.

The study was undertaken (i) to identify the factors that are responsible for both the teacher's satisfaction and dissatisfaction, and (ii) to test the validity of Herzberg's two factor theory of job satisfaction.

The sample consisted of six panchayat samitis in Buldana district of Maharashtra. These samitis were selected by systematic sampling.

Major finding of the study were, out of forty-two collected satisfaction incidents, work itself was found to be responsible for satisfaction in six of the good work incidents, working conditions were cited as the cause of dissatisfaction in twenty five of the bad working incidents, salary was mentioned as a dissatisfies in ten of the work incidents. And Herzberg's two factor theory of job satisfaction was not supported.

**Gupta (1980)** studied job satisfaction at three levels of teaching.

Objectives of the study were: (i) to measure the job satisfaction of primary school teachers, secondary school teachers and college teachers, (ii) to find out the relationship between selected psychological variables and job satisfaction exhibited by primary school teachers, secondary school teachers and college teachers, (iii) to compare the job satisfaction of married teachers with that of unmarried teachers, (iv) to compare the job satisfaction of teachers of different age groups, (v) to compare the job satisfaction of teachers of different experience groups, (vi) to work out multiple regression equations that could predict the job satisfaction of primary school teachers, secondary school teachers and college teachers, and (vii) to compare the job satisfaction of primary school teachers, secondary school teachers and college teachers.

The sample consisted of 765 male teachers of primary schools, secondary schools and college of Meerut division, selection was on the basis of random stratified sampling. Tools used for the study were Teacher's Job Satisfaction Scale, Attitude towards Teaching Career Scale, Meenakshi Personality Inventory, Personality Maturity Test, and Personal Data and Information Form. The study applied product moment coefficient of correlation, multiple coefficients of correlation, regression analysis, f - test and t- test.

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 secondary school teachers, unmarried college teachers were more satisfied than married college teachers and teaching experience was not associated significantly with the job satisfaction of college teachers.

**Shah (1981)** studied socio-economic background of primary schools teachers and job satisfaction. Major finding were that most of the primary school teachers were dissatisfied with their low pay scales, very few opportunities for professional growth. And other facilities like pension, residence and medical benefits.

**Chopra (1982)** studied on organizational climate of schools in relation to job satisfaction of teachers and students' achievement. The objectives of the investigation were: (i) to study the overall Job satisfaction of teachers working in schools having different organizational climate; (ii) to identify the areas of job satisfaction on which the teachers of schools having different organizational climate differed; (iii) to study students' achievement adjusted for intelligence and socio-economic status in schools having different organizational climates; and (iv) to study the relationship between teachers' job satisfaction and students' achievement after partialling out the effects of intelligence and socio-economic status on achievement scores.

The group-within treatment design was adopted to suit the purpose of the study. Six types of organizational climate open, autonomous, familiar, controlled, paternal and closed- were treated as six treatments

Major conclusions were among the six climates (open, autonomous, familiar, controlled, paternal and closed), the open climate schools showed the highest overall teachers' job satisfaction, overall job satisfaction of the teachers in the open climate schools was significant.

**Abdul (1986)** studied about organizational climate of government high schools of Chandigarh and its effect on job satisfaction.

The objectives of the study were: (i) to identify the climate of schools as well as the degree of job satisfaction of teacher, (ii) to determine whether a significant relationship existed between organizational climate and job satisfaction of teachers, (iii) to find out the relationship between biographical characteristics and perceptions of the organizational climate. The biographical characteristics were sex, age, total teaching experience and teaching experience at the present school.

Sample consisted of 175 teachers selected randomly from 18 government high schools.

Major findings of the study were: (i) teachers in more open climate schools enjoyed job satisfaction than teachers of less open climate schools. (ii) Significant difference was found among the four groups of teachers categorized on the basis of experience (0-5 years, 6-11 years, 12-17 years and 18 years and above) on the dimensions of spirit and (iii) Female teachers were more satisfied than their male counterparts.

**Dixit (1986)** studied a comparative study of job satisfaction among primary school teachers and secondary school teachers.

Objectives of the study were: (i) to measure job satisfaction among primary, secondary school teachers and (ii) to observe the effect of sex, teaching experience and medium of instruction on the level of satisfaction with their profession.

The sample of the study consisted of 300 primary and 300 secondary school teachers working in Lucknow. The data regarding job satisfaction were collected with the help of a Likert-type scale devised by the investigator.

Major finding of the study were: (i) In Hindi medium schools, primary school teacher were more satisfied than secondary school teachers. (ii) In English medium schools, primary school teacher and secondary school teachers was the same. (iii) Female teachers were more satisfied than male teachers both at the primary and the secondary level. (iv) At the primary level, the group senior most in age was most satisfied and the middle age-group was least satisfied. (v) Among the secondary school teachers, those teaching in Hindi medium schools were more satisfied than those teaching in English-medium schools. (vi) Among the secondary school teachers, those teaching in

English- medium schools were more satisfied than those teaching in Hindi-medium schools.

**Sekar and Ranganathan (1988)** studied job satisfaction of graduate teachers in Coimbatore.

An objective of the study was to study the problems of job satisfaction of graduate teachers and its relationship with sociological factors.

Sample of the study consisted of 75 teachers randomly selected from 12 schools. Out of 75 teachers, 22 were from aided schools, 30 were from government schools and 23 from corporate schools. A questionnaire was used to collect the data and to analyze the data mean, SD, and chi-square were used.

Major findings of the study were: (i) salary, nature of work, personnel policies, personal achievements in the profession, relationship with superiors, subordinates and colleagues, job security, recognition, appreciation, and working conditions were identified as factors of job satisfaction, (ii) out of 75 teachers, 12 were highly satisfied, 27 were satisfied, 29 were less satisfied, and the remaining 7 were least satisfied with their jobs and (iii) the association between job satisfaction and sociological factors like sex, age, community, family size and experience was found to be significant.

**Singh (1988)** studied teaching efficiency in relation to job satisfaction and socio-economic status of secondary school teachers.

Objectives of the study were: (i) to study the relationship between teaching efficiency and job satisfaction of secondary school teachers, (ii) to study the relationship between teaching efficiency and socio-economic status of secondary school teachers, (iii) to study relationship between satisfaction and socio-economic status of secondary school teachers, (iv) to compare the teaching efficiency of secondary school teachers working in rural and urban areas, (v) to compare the teaching efficiency of trained and untrained school teachers, (vi) to compare the teaching efficiency among secondary school teachers having teaching experience up to 5 years, 6 to 10 years and more than

10 years, and (vii) to compare the teaching efficiency of male and female secondary school teachers.

Sample of the study consisted of 300 secondary school teachers and 1,500 students of class X. The data were collected using the job satisfaction Questionnaire and self developed Teaching Efficiency scale. Product-moment correlation and analysis of covariance were used to treat the data.

Major findings of the study were: (i) a positive relationship existed between job satisfaction and the socio-economic status of secondary schools teacher, (ii) the teaching efficiency of rural and urban trained and untrained secondary teachers did not differ significantly, (iii) the female teachers were found to be more efficient than male teachers. (iv) the teaching efficiency of secondary teachers having teaching experience up to 5 years, 6 to 10 years and more than 10 years did not differ significantly.

**Saxena (1990)** studied the elements, which affect the job satisfaction of lecturers working in higher secondary schools of Madhya Pradesh.

An objective of the study was to examine the elements which affect the job satisfaction of lecturers of higher secondary schools.

Sample of the study consisted of 600 male and 300 female teachers chosen through random sampling. The tools used were a General Information Performa, a Job Satisfaction Opinionnaire, and an Interview Schedule, Mean, f-test, and critical ratio were calculated while treating the data.

Major finding of the study were: (i) 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. (ii) a significant difference existed between non-government rural and urban school lecturers having more than 10 years and less than 10 years teaching experience with regard to the above mentioned elements.

**Aggarwal (1991)** studied the job satisfaction of teachers in relation to some demographic variable and values.

Objectives of the study were: (i) to study the job satisfaction of teachers in relation to their achieved characteristics, (ii) to study the job satisfaction of teachers in relation to their ascribed characteristics, (iii) to study the values of teachers having high job satisfaction and poor satisfaction.

In the present survey, the sample consisted of 338 female and 265 male primary and secondary school teachers. Tools used in the study were the Job Satisfaction Test (Gupta and Srivastava). The Teachers Personal Blank developed 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.

Major finding of the study were: (i) the male teachers had greater job satisfaction than the female teachers, (ii) trained postgraduate teachers, single family teachers and the most experienced government schools teachers were found to be more satisfied with their jobs. (iii) economic and political values were significantly related to job satisfaction. Caste, place of work and mother tongue influence job satisfaction whereas age and marital status did not.

**Rama (2000)** studied the Relationship between Job Satisfaction and Life Satisfaction among Secondary School Teachers.

Objectives: To study whether there is any significant relationship between the level of life satisfaction of the teachers and their job satisfaction. Method: Descriptive survey method was adopted for the study. Four hundred teachers were selected through probability sampling from secondary schools in Rayalessma area of Andhra Pradesh for this study. Job satisfaction scale was used as tool for the study. Findings: There is a significant relationship between the level of life satisfaction of the teachers and their job satisfaction.

**Shailaja (2003)** studied the locus of control and job involvement in relation to the job satisfaction of teachers working in the secondary schools of Dharwad city.

Major finding were relationship was established between locus of control and job satisfaction, locus and job involvement, job involvement and job satisfaction, job involvement, locus of control and job satisfaction and high locus of control teachers and low locus of control teachers. And job involvement was considered as a very

important predictor of job satisfaction of teachers working in secondary schools. Job satisfaction of teachers working in the secondary schools was not affected by the interaction of sex and job involvement.

**Kaneez (2002)** studied Job Satisfaction among Secondary School Teachers

Objectives of the study were: (i) To study the degree of job satisfaction of the secondary school teachers. (ii) To compare the attitude of teachers at the different media schools. (iii) To suggest ways and means to improve the existing situation so as to make the teacher enthusiastic, contented and dedicated.

The sample consisted of 39 district of Aurangabad district out of 429 secondary schools were selected for the study. Stratified random sampling technique was employed for drawing the samples. The tool used for this study was a standardized test scale. The tool covers intrinsic aspects, salary service conditions and promotion, physical facilities, Institutional plan and policies, satisfaction with authorities, social status and family welfare, rapport with students and relationship with co-workers. The tool was translated in different languages and used. t- test was used for testing each hypothesis. Chi- square was used to examine the degree of job satisfaction.

Major findings of the study were: (i) Teachers working at secondary school level have been found satisfied with their jobs to a greater extent. (ii) No significant difference has been found in the degrees of job satisfaction of male and female secondary school teachers, and of Married and un-married school teachers. (iii) Teachers working in the schools situated in urban areas have been found more satisfied with their jobs than those working in semi-urban areas. (iv) Urdu medium secondary school teachers working in aided and non-aided schools have been found to have equal degrees of satisfaction. (v) In case of Marathi medium teachers the level of job satisfaction was found significantly higher in aided schools than in non-aided schools. (vi) No significant difference has been found between the English medium teachers of aided and non- aided secondary schools. (vii) English, Marathi and Hindi medium teachers have been found more satisfied than Urdu medium teachers. (viii) No significant difference has been found in the degree of job satisfaction between English, Hindi, and Marathi medium teachers.

**Priyadarshani (2004)** studied the Occupational Stress and Job- Satisfaction in relation to Professional Commitment and Background Factors in Primary School Teachers of Tribal Areas

Objectives of the study were: (i) To develop professional commitment scale for primary school teachers. (ii) To know the level of job satisfaction, occupational stress and professional commitment of primary school teachers in tribal areas. (iii) To study the relationship between occupational stress and professional commitment in primary school teachers in tribal areas. (iv) To study the relationship between job satisfaction and professional commitment in primary school teachers in tribal areas. (v) To study the relationship between job satisfaction and occupational stress in primary school teachers in tribal areas. (vi) To study main and interactional effects of professional commitment on occupational stress among primary school teachers in relation to the following background factors viz., Sex, Marital status, Teaching Experience, Service in tribal area, Family size and Socio-Economic Status. (vii) To study main and interactional effects of professional commitment on Job satisfaction among primary school teachers in relation to the above background factors.

The sample consisted of 400 primary school teachers has been appropriately drawn through random sampling from Kandhamal, Bolangir, Sambalpur, and Koraput districts of Orissa. The three tools were used for measuring Occupational Stress, Job Satisfaction and SES, have been selected and the tool for measuring Professional Commitment of the Teachers has been constructed by the investigator. The survey method has been suitably employed for the study.

Major findings of the study were: (i) The primary school teachers in the tribal area have been found to have average level of job satisfaction, moderate to high level of occupational stress and are highly committed to their profession. (ii) The highly professionally committed teachers have been found to exhibit high degree of job-satisfaction. (iii) There is significant three-factor interaction of sex, marital status, and professional commitment on teacher's job satisfaction. (iv) Other main effects, such as, sex and marital status and interactional effects, that is, sex and marital status, sex and professional commitment, marital status and professional commitment have not been found to exhibit significant difference on job satisfaction of teachers. (v) The high professionally committed teachers have high occupational stress as compared to

low professionally committed teachers. (vi) There exists significant three factor interactional effect of sex, marital status, and professional commitment on occupational stress of the teachers. (vii) Other main effects, such as, sex and marital status and interactional effects, that is, sex and professional commitment, marital status and sex, marital status and professional commitment do not exhibit significant difference on occupational stress of teachers.

**Patel (2004)** studied the job satisfaction of high school teachers of Vadodara city. Major finding of the study were there was no significant difference in the mean job satisfaction of teacher teaching science, commerce and arts, the mean job satisfaction of male and female higher secondary teachers did not differ significantly, and there was no significant difference in the mean job satisfaction of teacher with respect to age and experience.

**Mary and Raj (2005)** studied Job Satisfaction of Government School Teachers in Pondicherry Region. Major findings of the study were there was no significant difference found in job-satisfaction between gender, medium of instruction, locale, educational qualification, salary and religion and there was no significant difference among teachers irrespective of experience, age, subjects and type of school.

**Ghali (2005)** investigates the Teacher effectiveness and Job Satisfaction of women teachers. The objectives of the study were: (i) To study the relationship between Teacher effectiveness and Job Satisfaction. (ii) To study the effect of Locality in Teacher effectiveness. (iii) To study the effect of Locality on Job satisfaction. (iv) To study the effect of management on teacher effectiveness. (v) To study the effect of management on Job Satisfaction. (vi) To study the effect of subject of teaching on teacher effectiveness. (vii) To study the effect of subject of teaching on Job satisfaction.

The sample selected was consisted of 120 women teachers working in high schools of Chittoor District by random sampling technique. Teacher Effectiveness scale, Job Satisfaction Scale, and Biodata Sheet Scale were used for the data collection. Mean, Standard Deviation and F- values statistic were used to calculate the conclusion.

Findings of the study were: (i) there is a low and positive correlation between Teacher Effectiveness and Job Satisfaction. (ii) there is no significant difference between rural and urban women teachers on Teacher Effectiveness. (iii) there is no significant difference between rural and urban women teachers on Job satisfaction. (iv) statistically significant difference was found between the women teachers working under different management. (v) statistically significant difference was found between the women teachers working under different management with respect to Job Satisfaction. (vi) the study revealed that Teacher Effectiveness is not related to the subject of teaching of the women teachers. (vii) the study revealed that Job satisfaction is not related to the subject of teaching of the women teachers.

**Sharma (2005)** studied Job Satisfaction among the Physical Education Teachers Working in Himachal Pradesh Schools.

Objective: To compare the 'Job Satisfaction' of three groups of physical education teachers teaching in high schools of Himachal Pradesh in having good, average and poor sports facilities with respect to following factors: work conditions, salary, security, promotional policies, institutional plan and policies, authority, their competence and functioning. Method: The random sample of 210 high school physical education teachers from all the districts of Himachal Pradesh. The tools were used to collect data like 'Job Satisfaction' Questionnaire (English) by Kumar and Mutha, and a check-list was prepared according to seventh five year plan national sport policy. The statistical technique chi-square was used for the analysis of data.

Findings: Majority of the teachers were satisfied with their job according to the job satisfaction components. They were satisfied with their work, working condition, salary, security, promotional policies, institutional plan and policies, relationship with their co-workers, functioning of authorities (head) and their competence.

**Trehan, R. (2005)** Quality of Working Life: A Comparative Study of Urban and Rural School Teachers in Punjab.

Objectives: (i) To study the relationship between the quality of working life and quality of life; (ii) to analyze quality of working life differential among urban and rural school teachers; (iii) to compare the urban and rural teaching environment on the

basis of job satisfaction criteria like teaching and welfare facilities, job characteristics and leave welfare policies; (iv) to analyze the various dimensions and characteristics of job with respect to the length of service. Method: Using non-probability sampling techniques, 200 teachers were selected for the study from government schools, both rural and urban areas in Punjab. The tools used for data collection were Scale of the quality of working life in School and Questionnaire for quality of working life used for study. The statistical techniques like Factor analysis, Chi-square, correlation and 't' test were used to analyze the data. Findings: Urban teachers feel that their income is adequate for their needs and they are highly paid whereas rural teachers think their income is not sufficient. They feel insecure. They get less than they deserve. They are underpaid and can barely live on their income. The pay scale is same for urban and rural teachers. Regarding opportunities for promotion, urban teachers lay emphasis on promotion based on ability, in contrast rural teachers believe that there is limited opportunity for promotion. Urban teachers feel that their principals/heads act as their friend and guide and they keep teachers informed about the activities and happenings regarding the policy issues. The urban teachers are satisfied with their family life but rural teachers are more dissatisfied because there are family pressures, time constraint, and inconvenience of location. As a result of these their working hours increase leading to dissatisfaction in their working life. Most of the rural teachers think that urban teachers get more facilities in terms of teaching aids, infrastructure facilities such as well-equipped classrooms, well-built science labs, well-maintained playgrounds, good working conditions. The environment is pleasant in their school and conducive.

**Madnwat, Bhardwaj and Kachhwa (2007)** conducted a study on nature of organization as a predictor of job satisfaction and occupational stress in female sports teacher. The main objective was to study the job satisfaction and occupational stress in female sports teachers working in various colleges and universities of Rajasthan state. The sample consisted of 42 sports teachers. The main findings were: (i) there is a significant difference between teacher working in different types of educational institutions in their job satisfaction, (ii) there is no significant difference observed between government and private college teachers, and (iii) female sports teachers working in private college, have more job satisfaction even when they have to work under more occupational stress as compared to government college teachers.

**Chamundeshwari and Vasanthi (2009)** conducted a study of job satisfaction and occupational commitment among teachers. The main objective was to investigate if there is any significant difference in job satisfaction and occupational commitment among teachers in different categories of schools, namely state matriculation and central board schools. The sample of the study consisted of 580 teachers of different categories of school. The tool was used Minnesota satisfaction questionnaire (Weiss and others, 1967) He found that the state board teachers were least job satisfied and central board school teachers were more job satisfied.

**Patnaik and Sharma (2009)** conducted a study on organizational health of elementary schools and job satisfaction. The main objective was to find out the relationship between organizational health of elementary schools and job satisfaction teachers in Bhopal city. The tool was used teacher job satisfaction questionnaire (Parmod Kumar and D.N. Mutha). Result indicated that except in case of one dimension i.e. excessive work, demands of government and private, all the mains are above average in all the other dimensions. Out of twelve dimensions, in case of six dimensions, such as morale, appraisal and recognition, curriculum coordination, professional interaction, role clarity and student orientation, the status of government and private schools is the same i.e. highly satisfactory then that of private and all the schools. Government schools shows highly satisfactory result in participative decision making then that of private and all the schools. Government, private, and all the schools show the same status i.e. satisfactory in case of two dimensions, i.e. professional growth and supportive leadership. In case of the dimension excessive work demands, though the private schools shows satisfactory status the government and all the schools together show average status.

**Kumar, Bhandari and Patil (2009)** attempted to study the job satisfaction of women teacher. The main objective of the study was to assess the extent of job satisfaction of women teachers in their profession. The sample consisted of 342 women teachers of primary and upper primary schools of Gulbarga city. The main finding of the study was that the majority of these teachers were satisfied with their work, job and salary. As expressed by majority of the women teachers, they had not got recognition for the job and work done. Majority of the women teachers also said that they had promotional opportunities in the teaching profession.

**Saveri (2009)** conducted a study on the relationship between job satisfaction and life satisfaction among Basic training (B.T.) assistant teacher.

The main objective was to find out relationship between job satisfaction and life satisfaction among Basic training assistant teachers. The sample of the study conducted 300 Basic Training Assistant teachers. The tools used were job satisfaction scale (T.C. Ayshabi and Naseema). The major finding shows that there was a positive relationship between job satisfaction and life satisfaction among Basic Training assistant teachers.

**Sumangala V.K. and Ushadevi (2009)** conducted a study on role conflict, attitude towards teaching profession and job satisfaction as predictors of success in teaching. The investigation was carried out with the objective of finding out the efficiency of role conflict, job satisfaction and attitude towards teaching in predicting success in teaching among the secondary schools women teachers of Kerala. The sample was consisted of 300 women teachers working in 53 government and private aided secondary school. The tools used were role conflict scale, job satisfaction Inventory for teachers, scale of attitude towards teaching profession and teaching success rating scale. The findings were: job satisfaction in not capable of predicting success in teaching, role conflict, attitude towards teaching profession are capable of predicting success in teaching.

**Khatal (2010)** conducted a study to examine the relation of some other personality variables teaching aptitude, job satisfaction and marital adjustment with teacher effectiveness at the secondary level. Teacher effectiveness scale standardized by Kumar and Mutha (1976) was given to a sample of 100 teachers belonging to the secondary schools of Nanded city. The following psychological tests were used for studying the variables of teaching aptitude, job satisfaction and marital adjustment:

Teaching Aptitude Test: the teaching Aptitude Test: (TAT) has been developed by Jai Prakash and Srivastava ( 1973) to assess one's aptitude for teaching.

Teacher Job- satisfaction Questionnaire: The Teacher Job- satisfaction Questionnaire (TJQ) has been developed by Kumar and Mutha (1976b) to assess the job satisfaction of a teacher at the secondary level.

Marital adjustment Inventory: The inventory has been developed by marital adjustment of husbands and wives.

Major findings of the study were: (i) the attitude of teaching affects teachers' teaching effectiveness. The effective teachers seem to possess higher aptitude for teaching as compared to the non-effective teachers. A teacher with higher teaching aptitude appears to have better chances of being effective as a teacher than a teacher with low aptitude. (ii) In the non-effective teacher group, the inter-correlations between aptitude and job-satisfaction ( $r = -.54$ ;  $p < .01$ ) and between job satisfaction and marital adjustment have been found significant.

**Choudhary (2011)** conducted a study on Job Satisfaction and Teacher effectiveness in relation to personal and teaching aptitude of Senior Secondary teachers of Madhya Pradesh.

Objectives of the study were: (i) to study the job satisfaction of senior secondary school teachers (Gender wise, Areas wise, Management wise), (ii) to study the relationship between Personality traits and job satisfaction of senior secondary school teachers and, (iii) to study the relationship between teaching aptitude and job satisfaction of senior secondary school teachers.

Sample consisted of 410 senior secondary teachers from districts of Madhya Pradesh. Percentage, 't'-test and the Pearson's Correlation were used for the analysis of the data.

Major findings of the study were: (i) Higher secondary teachers are satisfied with their job. (ii) Job satisfaction of the senior secondary teachers was independent of the personality factor reserved/outgoing and (iii) there is a significant positive relationship between teaching aptitude and job satisfaction of the senior secondary school teachers.

### **2.1.2 Studies Related to Job Satisfaction at Higher Education Level**

The following studies were found in the area of job satisfaction at higher education level.

**Atreya (1989)** in Patel (2004) studied the teachers' value and job satisfaction in relation to their teaching effectiveness at degree-college level.

The objectives of the study were: (i) to identify teachers of high, average and low teaching effectiveness, (ii) to find out the values and magnitude of job satisfaction association with teachers of high, average and low teaching effectiveness, and (iii) to find out the degree of influence of teachers' values and job satisfaction on teaching effectiveness.

The study was ex-post facto research wherein 600 teachers were selected from random sampling. The tools used for the were a new test for study of Values by Galani, the teachers' Job satisfaction Questionnaire of Kumar and the Teachers Effectiveness scale adapted from, by Kumar and Mutha. The data analysis with 't'-test, partial correlation and multiple correlation.

Major findings of the study were: (i) it was found that at degree level, teaching effectiveness was significantly related to values and job satisfaction. (ii) teaching effectiveness was found to be a normally distributed trait, and (iii) 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.

**Naik (1990)** studied the job satisfaction of teaching assistants of The M.S. University of Baroda.

Objectives of the study were: (i) To find out the levels of job satisfaction of teaching assistants. (ii) To find out the relationship between job satisfaction of teaching assistants with their sex, marital status, age and experience. (iii) To find out reasons or intentions of joining to the profession of teaching assistantship in the M. S. University of Baroda. (iv) To find out the nature of work the teaching assistants do in their respective department/ faculties. (v) To find the satisfaction of teaching assistants towards different job factors. (vi) To find the factors associated with high job satisfaction and high job dissatisfaction. (vii) To find out the characteristics of satisfied and dissatisfied teaching assistants.

Major findings of the study were: (i) that the levels of job satisfaction of teaching assistants are higher, (ii) female teaching assistants were more satisfied than male teaching assistants. (iii) Age was found not related to the job satisfaction of teaching assistants.

**Reddy (1990)** investigated into the job satisfaction of university teachers in relation to some variables.

Objectives of the study were: (i) to probe into the Job satisfaction of university teachers in relation to variables like attitude towards teaching, job involvement, type of university, sex, faculty, age, marital status, caste, type of family, size of family, nearness of work place to native place, general status of health, effectiveness as a teacher, effectiveness as a researcher, teaching work-load, administrative work-load, research output, number of research published, number of books published, life satisfaction and family satisfaction, and (ii) to analyze the attitude of the teachers towards teaching and their job involvement in relation to the variables.

The sample for the study consisted of 210 university teachers' selected by the stratified random sampling technique. To analyze the data analysis of variance, 't' test and multiple regression were used.

Major finding of the study were: (i) the mean of overall job satisfaction score indicating that the teachers were satisfied with their jobs. (ii) teachers had a favourable attitude towards their profession.(iii) thirty eight percent of the teachers 'liked teaching very much' while sixty two percent 'liked' it. (iv) the teachers exhibit a high level of psychological involvement in their job.

**Rajaregum (2011)** conducted a study on Job satisfaction of teachers in Engineering Colleges in Pondicherry. The objectives of the study were: (i) to study the level of Job satisfaction of teachers in engineering colleges and (ii) to investigate the factors associated with the Job satisfaction.

The population consist of nearly 250 teachers from an engineering colleges manages by the central Government and Colleges managed by Private bodies in Pondicherry. The stratified random sampling technique was used to select a sample of 150

Engineering Colleges Teachers. The tool used for the present study is Job Satisfaction Inventory (JSI) constructed and standardized by Jayalakshami Indiresan (1973) of IIT, New Delhi. Descriptive analysis and Differential analysis were used to analyze the data.

The finding of the study is that there is a high level of Job Satisfaction among Teachers in Engineering Colleges.

**Kaur (2011)** a study on Job satisfaction of College Teachers of Punjab with respect to Area, Gender and type of Institution. The objectives of the study were: (i) to assess the level of job Satisfaction of college teachers according to Location of college. (ii) To assess the level of Job satisfaction of colleges teachers according to their Gender. (iii) To assess the level of Job satisfaction of college teachers according to their Type of management of the college. (iv) To identify the various factors that influences the level of Job Satisfaction of college teachers. (v) To identify the various reasons of Job dissatisfaction of college teachers according to Location, Gender and Type of Institution.

The population of the study was college teachers of Punjab. The sampling method used here was non-probability convenience sampling wherein the sample were selected directly by researcher as was felt convenient. The primary source of collecting information was directly approaching the teachers of different Degree Colleges of Guru Nanak Dev University (GNDU) to fill the questionnaires. The sample size for the present study was 400 teachers selected from different degree colleges of GNDU comprising of males and females, single or bachelor scattered in both rural as well as urban areas.

Tools used in the study were: (i) General Mental Ability scale, (ii) Socio Economic Status Scale, (iii) Life Satisfaction Scale, (iv) Professional Characteristics Questionnaire, (v) Organizational Climate scale, (vi) Leadership Behaviour Scale, and (vi) Job Satisfaction Scale. And statistical technique used were Mean, Standard Deviation, Chi-Square, Z-value and factor analysis were used in the present study to find the level of job satisfaction and the influence of various determinants.

The findings of the study were: (i) the level of job satisfaction of male college teachers was higher as compared to their female counterpart. (ii) the study also reveals that rural college teachers are more satisfied as compared to urban college teachers. (iii) Organizational characteristics such as organizational climate, results, rewards and interpersonal relations, organizational processes, clarity of roles and sharing of information and altruistic behaviour has emerged as a significant factor for job satisfaction. (iv) Personal Characteristics such as higher intelligence quotient coupled with team building quality and emotional stabilizer promotes higher level of job satisfaction among college teachers.

### **2.1.3 Critical Review of Studies related to Job Satisfaction**

It was found from the reviewed studies that in the job satisfaction of primary teachers and secondary teachers where mostly female teachers were found more satisfied than male teachers as in Abdul (1986) and Dixit (1986), whereas studies conducted by Aggrawal (1991) showed that male teacher were more satisfied than female teachers. Not only that studies on job satisfaction find no significance difference between male and female teachers in their job satisfaction in the study conducted by Saxena (1990), Kaneez (2002) and Patel (2004). At primary level and secondary level inconsistent result was observed in terms of the relationship of gender with job satisfaction.

Unmarried teachers were more satisfied than married teachers in studies conducted by Lavingia (1974), and Gupta (1980). And in the studies conducted by Kaneez (2002) observed no significant difference between Married and un-married school teachers and teaching experience was not associated significantly with the job satisfaction of college teachers Gupta (1980) and Patel (2004). The urban teachers are satisfied with their family life but rural teachers are more dissatisfied in Trehan (2005). At primary level and secondary level inconsistent result was observed in terms of the relationship of marital status with job satisfaction.

Anjaneyule (1968) highlights that teachers working at secondary school level feel as a class that they are most dissatisfied and frustrated lot. The dissatisfaction is so severe in certain sections that they are even prepared to leave the profession provided opportunities are available. it may be due to unfavorable conditions at the work place. But in studies on the open climate schools showed the highest overall teachers' job

satisfaction in Chopra (1982) and Abdul (1986). In Kolte (1978) conducted a study on bad working incidents he indicated that working conditions were cited as the cause of dissatisfaction.

The study conducted by Sekar and Ranganathan (1988) identified as factors of job satisfaction. These factors are indicated as salary, nature of work, personnel policies, personal achievements in the profession, relationship with superiors, subordinates and colleagues, job security, recognition, appreciation, and working conditions. Similar kind of studies on job satisfaction components were conducted by Sharma (2005), Trehan (2005) and Kumar, Bhandari and Patil (2009) and found the majority of teachers are satisfied with their job according to the job satisfaction components. In most of the above studies teachers were satisfied with their jobs to a great extent.

At higher level researcher identified five studies which shows that the teachers had a favorable attitude towards their profession in Reddy (1990), female teaching assistants were more satisfied than male teaching assistants Naik (1990) the level of job satisfaction of male college teachers was higher as compared to their female counterpart in Kaur (2011). This shows inconsistency in terms of sex. In one of the study age was found not related to the job satisfaction of teaching assistants Naik (1990). It was also observed from the study that the level of job satisfaction of teaching assistants is higher in Naik (1990) and Reddy (1990). Though the Rajareegum (2011) conducted a study on Job satisfaction of teachers in Engineering Colleges still it was found that there is a high level of Job Satisfaction among Teachers. In one of the study it was observed that those rural college teachers are more satisfied as compared to urban college teachers Kaur (2011). Researcher was able to find related to teacher educators working in teacher education institutions that was again in the Punjab state by Kaur (2011) and the finding of different researcher on sex was not consistent. So, researcher was keenly interested to survey the job satisfaction of teacher educator in Gujarat.

## **2.2.0 STUDIES CONDUCTED ABROAD RELATED TO JOB SATISFACTION**

Various studies were found conducted abroad on job satisfaction. These studies were conducted at school level, at higher education level and at corporate level. The studies

that are identified by the researcher through varied sources were highlighted in the paragraph bellow.

### **2.2.1 Studies related to Job Satisfaction at School Level**

**Charles (1977)** conducted a study of job satisfaction of elementary principals in Virginia. The tool used to measure job satisfaction was Herzberg Model. The following findings were revealed concerning elementary principals in Virginia: The motivators, achievement, recognition and work itself were identified by elementary principals as motivators with achievement and recognition being significant.

**Newby (1999)** conducted a study concerning job satisfaction of Virginia high school principals employing the Herzberg semi-structured technique.

This study reveals that the Achievement and recognition for achievement were the significant motivators of Virginia high school principals.

**Fansher and Buxton (1984)** conducted a study on job satisfaction of secondary female principals throughout the United States. The Job Descriptive Index developed by Smith, Kendall, & Hulin (1969) in Naik (1990) was the instrument used to measure job satisfaction. This study reports that respondents scored highest satisfaction in supervision, co-worker ranked second, work ranked third, pay ranked fourth, and promotion ranked fifth.

**Kleinfeld, Williamson and Diarmid (1986)** studied that the job satisfaction of Alaska's isolated rural teachers with their work life. This study examines the source of job satisfaction and dissatisfaction among 304 teachers randomly selected from small isolated schools in rural Alaska. These teachers are highly satisfied about their relationship with students and their pay benefits. Large numbers of teachers are dissatisfied, however, with community amenities, their students' academic progress, and especially, school district management. Most of these teachers teach in Indian and Eskimo villages: yet they feel that interorganizational relationship with the district office cause them more stress than cross-cultural relationship with the students and community. In many isolated rural schools, high teachers' turnover erodes the quality

of education rural schools receive. They found that six out of ten teacher employed in rural British Columbia were not teaching in the same district five years later.

A recent study of teachers in rural Alaska found that majorities have taught at their present schools less than two years. Since, the sources of teacher dissatisfaction depend on the specific condition of the schools in which they teach, research on rural teachers' satisfaction with their work life should describe with some care the particular community and school context. Most teachers in rural Alaska work in isolated Eskimo or Indian villages of a few hundred residents. While of handful of these communities are on the highway system, most are accessible only by light aircraft. These small communities offer few of the amenities teachers can take for granted elsewhere. While some school districts or communities provide modern teacher housing, in others teachers must rent cabins or plywood shacks.

The conclusions of the study stated that Alaska's rural teachers to express satisfaction with their pay and benefits and to express discontent with the hardships of living in isolated native villages without many amenities. Similarly, the number of teachers who express dissatisfaction with the distant district was unexpected.

**Graham and Messner (1998)** Comparative studies on job satisfaction among school principals reveal some interesting specific findings. They found that principals are generally less satisfied with their pay, opportunities for advancement and fringe benefits and more satisfied with their co-workers, current job and level of responsibility. Their study investigated the relationships of factors such as gender, size of school enrolment and experience to principals' job satisfaction in American Midwestern elementary, middle and senior high schools. They further reported that principals of schools with small enrolments were less satisfied with their supervisors than principals in mid-size and larger schools. In terms of gender, they found that male principals were more satisfied with their pay than female principals. In terms of colleagues, the study revealed that principals in middle, junior and senior high schools were less satisfied with their colleagues than principals in elementary schools. Finally, they reported that less experienced principals were the least satisfied with their opportunities for advancement, promotion, pay, opportunity for advancement and fringe benefits, compared to the more experienced ones.

**Bonnie and Lawrence (1992)** studied the predictors of commitment, job satisfaction and intent to stay in teaching: A Comparison of general and special educators.

The primary purpose of this study was to identify variables that influence teachers' commitment and job satisfaction among both general and special educators. A secondary purpose was to determine the extent to which these commitment and satisfaction variables influence teachers' intent to stay in teaching. A questionnaire using primarily extent measures was sent to a random sample of 558 special educators and 589 general educators in Virginia. Completed questionnaires were received from 83% of both samples. Cross validated regression results suggest that work related variables, such as leadership support, role conflict, role ambiguity and stress, are better predictors of commitment and job satisfaction than are demographic variables. Generally, the findings were similar for general and special educators. Implications for educational agencies are addressed.

**Lobosco and Newman (1992)** studied the teaching special needs populations and teacher job satisfaction. Teachers' perceptions of their jobs are strongly related to their perceptions of their students.

Major findings of the study were: (i) Students who are gifted and talented positively predicts job satisfaction, where as working with students who have learning difficulties has a negative effect. (ii) Yet teachers' self-reports of general job satisfaction reverse when asked about how the reality of their teaching experience compares to ideal conditions.

**Shahri (1998)** conducted an investigation into teachers' career satisfaction in the State of Sarawak, Malaysia

Objectives of the study were: (i) to describe and analyze the levels of job satisfaction and job dissatisfaction among primary and secondary school teachers. (ii) to describe and analyze the intrinsic factors that contribute to job satisfaction and job dissatisfaction among primary and secondary school teachers. (iii) to describe and analyze the extrinsic factors that contribute to job satisfaction and job dissatisfaction among primary and secondary school teachers. (iv) To study the relationships between the levels and factors of satisfaction on the one hand and demographic

variables on the other and (v) to identify ways and strategies to improve policy and practice pertaining to management of teachers in Sarawak.

The sample consisted of 776 teachers and 110 senior teachers or administrators

Major findings of the study were: (i) in terms of the extrinsic factors, secondary school teachers are less satisfied than the primary school teachers (ii) both female administrators and teachers are more satisfied with their pay than the male teachers and administrators. (iii) Levels of satisfaction among rural teachers and administrators are higher than those of urban teachers and administrators.

**Garrett (1999)** studied teacher job satisfaction in developing countries. The study disclosed that the results from a literature review that examined teacher job satisfaction in developing versus developed nations. The review involved computer searches using keywords, manual searches of databases, follow-up of references from papers, requests to research institutions worldwide, and searches of dissertations. Overall, most work has been focused on secondary school teachers. Issues related to elementary teachers and principals have not received much attention. There was no generally agreed upon definition of job satisfaction or standardization of instruments used in the available literature. What little research had been done in developing nations was based on a set of theoretical assumptions that had been developed from findings in developed nations. The evidence available from mature educational systems identified a complex picture in which job satisfaction, itself a multi-faceted concept, was closely related to the other key factors of work life complexity and work centrality. Stress was produced, manifested, and coped with differently in different societies. The role played by stress in the normal working life of teachers in developing countries was a little-understood area.

**Klecker, Beverly and William (1999)** studied male elementary school teachers' ratings of job satisfaction by years of teaching experience. This study discloses that teaching in American public schools in grades K-12 is largely a female pursuit. Discussions of the diversification of the American teaching force have generally focused on two areas: (1) the under-representation of people of color in the teaching force, and (2) the under-representation of females in administrative positions. Few researchers have chosen to focus on the need for more males in the teaching force.

The scarcity of male teachers as student role models is a subject of concern at all levels, but it is of particular concern in the early grades. This lack of male role models in the early years of schooling may be a limiting factor in recruiting more males into this profession.

**Bogler (2001)** studied the influence of leadership style on teacher job satisfaction. This study disclosed the effects of principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' occupation perceptions on teacher satisfaction from the job. More specifically, it attempts to find out how much of the variation in teachers job satisfaction can be attributed to their perceptions of their occupations, as compared to their perceptions about their principals' leadership style and decision-making strategy. A quantitative questionnaire using Likert-type scales was administered to 930 teachers in Israeli schools, of whom 745 responded. Path analysis was used to explain teacher job satisfaction by the exogenous variables. The most salient finding was that teachers' occupation perceptions strongly affected their satisfaction. Principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level.

**Sunbul (2003)** studied an analysis of relations among locus of control, burnout and job satisfaction in Turkish High School teachers.

The aim of this study was to see how teachers' burnout is related to different aspects of locus of control, job satisfaction and demographical characteristics such as age and gender.

Major finding was age variable was significantly predictive of personal accomplishment.

**Zembylas and Papanastasiou (2004)** studied job satisfaction among school teachers in Cyprus'. The research report examines job satisfaction and motivation among teachers in Cyprus – a small developing country in the Eastern Mediterranean. An adapted version of the questionnaire developed by the “teacher 2000 project” was

translated into Greek and used for the purposes of this study that had a sample of 461 K-12 teachers and administrators. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these motives influence the level of satisfaction held by the Cypriot teachers.

**Butt and Lance (2005)** studied secondary teacher workload and job satisfaction: Do successful strategies for change exist? This report analyses the views of secondary school workforce: pathfinder project- a project designed to address issues of teacher workload and job satisfaction. The initiative was launched in 2002 by the department for education and skills (DFES) to enable 32 pilot schools to explore ways in which they might restructure their working practices and reduce teacher workload. Funding was provided for schools to benefit from consultancy support, the training of head teachers, the employment of additional teaching assistants, the provision of ICT hardware and software, the training of bursars/school managers and for capital build projects. They concentrate on the evaluation of the pathfinder project with particular reference to possible changes in workload of job satisfaction of secondary teachers in the 12 secondary schools involved in the project. The reported weekly and holiday hours worked by secondary teachers are analyzed across the duration of the project, as are patterns of evening and weekend work. Teachers' views on job satisfaction are also analyzed in conjunction with their perspectives on workload culminating in a discussion of their solutions to the problems of excessive workload. The relationship between teacher workload, job satisfaction and work- life balance were significant.

### **2.2.2 Critical review of studies related to Job Satisfaction Abroad**

The studies reviewed abroad were not found related to education and they were mostly management studies as studies conducted by Adebayo (1993), Asiedu (2002) and Mark (2001).

It was found that the Herzberg model was not a valid measure of job satisfaction as it shows equal level of satisfaction and dissatisfaction in Charles (1977). Study conducted by Fansher and Buxton (1984) reports that respondents scored highest satisfaction in supervision, co-worker ranked second, work ranked third, pay ranked fourth, and promotion ranked fifth.

Rural teachers in large numbers are dissatisfied with their work life in Klienfeld, Williamson and Diarmid (1986). Teachers rated Work Processes interaction highly on Job Satisfaction in Nathan (2003) and the relationship between teacher workload and job satisfaction were found significant in Butt and Lance (2005).

Many standardized tools were used to measure job satisfaction in primary education, secondary educational, and higher education and in corporate sector. These standardized tools are the Herzberg Two-Factor Model, the JDI, and the MSQ were used in most of the studies in job satisfaction area.

To conclude about the above studies, Herzberg model was not a valid measure of job satisfaction Charles (1977). And different studies adapted the job satisfaction prepared by other scholars. Job satisfaction scale should have some traits and they are different from corporate sector to education sector. The major areas may be the same but the process and interaction with the member at different level has a strong effect on the individual. This clearly shows a direction that already developed tools has to be analyzed and modified according to the system for which it's developed. So, the same scales used to measure job satisfactions in different areas were not very positive from one field to another.

### **2.3.0 IMPLICATIONS FOR THE PRESENT STUDY**

Having a national and foreign presumption researcher has some observation on the reviewed studies and tried to find the complex relation between different concepts related to job satisfaction and implications for the present study. From the review of related literature, researcher is able to draw a conclusion that to measure job satisfaction of teacher educator a new scale has to be developed keeping in mind the type of work in which they are evolved, their professional growth and personal growth along with demographical factors.

Studies conducted on job satisfaction were related to primary level, secondary level, and higher level, cooperate level and have used developed scale or already available tools to measure job satisfaction. Researcher observed that there standardized tools were used to measure job satisfaction are the Herzberg Two-Factor Model, the JDI,

and the MSQ were used in most of the studies in job satisfaction area whether the study is conducted in India or at foreign level. And some of the studies put their effort to make job satisfaction scale for their related studies. This shows a direction that already developed tools has to be analysed and modified according to the working system of the institution. So, the same scales used to measure job satisfactions in different areas were not very positive from one field to another. Same thing applies to different theories and accordingly number of Job Satisfaction Scale and related scale came into our mind. And to choose of the best efficient and effective scale which would measure the job satisfaction of teacher educators is a difficult task for the researcher. Thus, from the review of related literature researcher is able to draw a conclusion that to measure job satisfaction of teacher educator a new scale has to be developed.

In Review of related literature study by Lavingia (1974), Thakkar (1977), Gupta (1980), Abdul (1986), Dixit (1986), Sekar and Ranganathan (1988), Singh (1988), Reddy (1990), Saxena (1990), Agarwal (1991), Sonnie and Lawrence (1992) Shahri (1998), Rama (2000), Bogler (2001), Kaneez (2002), Priyadarshani (2004), Ghali (2005), Sharma (2005), Trehan, R. (2005), Madnwat, Bhardwaj and Kachhwa (2007), Chamundeshwari and Vasanthi (2009), Kumar, Bhandari and Patil (2009), Saveri (2009), Sumangala and Ushadevi (2009), Rajareegum (2011), Khatal (2010), Choudhary (2011), Kaur (2011) and Rajareegum (2011) conducted on job satisfaction and its related areas are survey studies and quantitative in nature. Only in Atreya (1989) study was ex-post facto research from this researcher was also convinced that survey method was most suitable for the study. Thus the survey method has been suitably employed for the study.

Studies conducted on job satisfaction has different sample size ranging from 1600 in number to 100 in number, as in study conducted by Lavingia (1974) it was 1600 and in Khatal (2010) a sample of 100 teachers, in Thakkar (1977), Gupta (1980) and Abdul (1986), random sampling technique was used, in Sekar and Ranganathan (1988) stratified sampling technique was used, in Atreya (1989) the study was ex-post facto research wherein 600 teachers were selected from random sampling, in Reddy (1990) stratified random sampling technique was used, in Saxena (1990) sample was chosen through random sampling, in Rama (2000) sample was selected through

probability sampling from secondary schools, in Priyadarshani (2004) sample consist was draw through random sampling, in Sharma (2005) sample was randomly selected, in Rajareegum (2011) sample of was selected by stratified random sampling technique, In review of related literature it was revealed that sample of the studies were randomly selected and in some further classified into random stratified sampling depending on the strata. This gives a clear scope for the researcher to select sample from the overall population and classify them according to the strata as implement for the present study.

Researchers from different regions conducted studies on the area of job satisfaction with various tools used were briefly described. In studies on job satisfaction used various tools for their studies. Lavingia (1974) used a rating scale to collect data, Thakkar (1977) in his study he used following tools: (i) Educational Opinion Inventory (by N.L. gage and Morris Weitman), (ii) Pupil Inventory (by F. J. McDonald and N.L. gage, translated and adapted by A. S. Patel), (iii) Teacher Efficiency Inventory (by A. S. patel), (iv) Survival Scale constructed by the investigator, and (v) Job Satisfaction Scale constructed by the investigator. Dixit (1986) collected the data with the help of a Likert-type scale devised by the investigator. In Saxena (1990) tools used were such as General Information Performa, a Job satisfaction Opinionnaire, and an Interview Schedule. In Agarwal (1991) tools used was a job satisfaction Test (Gupta and Srivastava ) as a tool. Also Rama (2000) used as Job satisfaction scale tool. Kaneez (2002) tool was a standardized test scale. The tool covers intrinsic aspects, salary service conditions and promotion, physical facilities, Institutional plan and policies, satisfaction with authorities, social status and family welfare, rapport with students and relationship with co-workers. The tool was translated in different languages. In Priyadarshani (2004) three tools were used for measuring Occupational Stress, Job Satisfaction and SES has been constructed by the investigator. In Ghali (2005) tools were Teacher Effectiveness scale, Job Satisfaction Scale, and Biodata Sheet Scale were used for data collection. In Sharma (2005) the tools used were 'Job Satisfaction' Questionnaire (English) by Kumar and Mutha, and a check-list was prepared according to seventh five year plan national sport policy. In Saveri (2009) the tools used were job satisfaction scale (T.C. Ayshabi and Naseema). In Patnaik & Sharma (2009) the tool used was teacher job satisfaction questionnaire (Parmod Kumar & D.N. Mutha). In Sumangala V.K. & Ushadevi (2009) the tools

used were role conflict scale, job satisfaction Inventory, scale of attitude towards teaching profession and teaching success rating scale. In Khatal (2010) the following psychological test were used, teaching aptitude developed by Jai Prakash and Srivastava (1973), job satisfaction tool developed by Kumar & Mutha (1976b) and marital adjustment. In Atreya (1989) the tools used were a new test for study of Values by Galani, the teachers' Job satisfaction Questionnaire of Kumar and the Teachers Effectiveness scale adapted from, by Kumar and Mutha. In Rajareegum (2011) the tool used were Job Satisfaction Inventory (JSI) constructed and standardized by Jayalakshami Indiresan (1973). In Kaur (2011) tools used were: (i) General Mental Ability scale, (ii) Socio Economic Status Scale, (iii) Life Satisfaction Scale, (iv) Professional Characteristics Questionnaire, (v) Organizational Climate scale, (vi) Leadership Behaviour Scale, and (vi) Job Satisfaction Scale. In Charles (1977) the tool used to measure job satisfaction was Herzberg Model. In Fansher and Buxton (1984) tool used was The Job Descriptive Index.

Various variable are identified related to job satisfaction in Reddy (1990) are attitude towards teaching, job involvement, type of university, sex, faculty, age, marital status, caste, type of family, size of family, nearness of work place to native place, general status of health, effectiveness as a teacher, effectiveness as a researcher, teaching work-load, administrative work-load, research output. Also in Sekar and Ranganathan (1988) variables identified as salary, nature of work, personnel policies, personal achievements in the profession, relationship with superiors, subordinates and colleagues, job security, recognition, appreciation, and working conditions. Specific tools for measuring teacher educators were not identified in reviewed studies. Researcher also identifies similar personal and professional variables related to Job satisfaction.

The tools used for job satisfaction in various studies were standardized tool or already developed scales. The Teacher Job- satisfaction Questionnaire (TJQ) was very specific to assess the job satisfaction of a teacher at the secondary level. Researcher was not able to find any specific tools for measuring job satisfaction for secondary teacher educators. As others developed their tools and standardized it. Research adopted the same policy to develop job satisfaction scale and other related scale for

secondary teacher educators as required for the study and standardized it. Also pilot study was conducted to do needful modification.

The study conducted by Gupta (1980) applied product moment coefficient of correlation, multiple coefficient of correlation, regression analysis, f- test and t-test for data analysis. To analyze the data in Sekar and Ranganathan (1988) mean, SD, and chi-square were used. To treat the data in Singh (1988) Product-moment correlation and analysis of covariance were used. In Aggarwal (1991) mean, SD, 't' test, and bi-serial correlation were calculated for the analysis and interpretation data and in Kaneez (2002) t- test and Chi- square was used. In Ghali (2005) mean, Standard Deviation and f- values statistic were used. In Sharma (2005) statistical technique chi-square was used for the analysis of data. In Trehan (2005) statistical techniques like Factor analysis, Chi-square, correlation and t - test were used to analyze the data. In Choudhary (2011) Percentage, t- test and the Pearson's Correlation were used. In Atreya (1989) t- test, partial correlation and multiple correlations were used for data analysis. In Reddy (1990) t- test and multiple regressions were used to analyze the data analysis of variance. In Rajareegum (2011) descriptive analysis and Differential analysis were used to analyze the data. In Kaur (2011) statistical technique used were Mean, Standard Deviation, Chi-Square, Z-value and factor analysis were used. Data analysis adopted in various studied was as per the objective and research question. For testing hypothesis t- test and f - value was suitable for the present study. Further for correlation in the above studies product moment coefficient of correlation was used. Research also feels that to find correlation product moment coefficient of correlation was most effective.

Also the above mentioned studies in review of related literature were not consistent on personal and demographical factors. Studies related to job satisfaction of secondary teacher educators are in one or two number that also in other states as mention above the critical review of studies related to Job Satisfaction in India. So researcher is interested to conduct the present study to study the job satisfaction of secondary teacher educators. From the above observations researcher felt a strong need to study job satisfaction of secondary teacher educators. Therefore this rationalizes the basis for the present study.