

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

The review of related literature is an important aspect in any research study. Knowledge acquired through generation is easily exposed in books and they are set up in libraries. Each new generation of human organism makes use of the gathered data as a basis for building up further knowledge. Hence the study of literature is necessary in any field of inquiry. Like other fields, the researcher needs to acquire updated information about the area of research in the field of education too. Availability of sufficient facts and enough familiarity with it, are must for a researcher. It assists the investigator to determine whether the evidence already available solved the problem adequately without further investigation, and hence to avoid the danger of duplication. Also supplying the context for the research study, the reassessment of the literature may be useful for more specifically defining and identifying the research problem and possible hypotheses. It helps the researcher to know about what has already been done in the area. Providing possible research design and methodological procedures that may be utilized in the research field. Providing suggestions for potential modifications in the inquiry to avoid unanticipated difficulties. Identifying possible gaps in the research. Offering a background for understanding the effects of the research work. In this chapter, researcher has reviewed the related literature variable wise.

2.2 Studies Related to Job Satisfaction

To obtain a comprehensive and deep understanding on the subject, the researcher made a close study of some preceding foreign and Indian studies, which are carried out on the job satisfaction among the teachers. Some of these were as follows:

Oswald (1977) examined the effect of major change in organisational structure of elementary schools to open space schools, more specifically, the study assessed participation in the school's curriculum, decision-making, a teacher's job satisfaction and perceived school effectiveness. The findings of the study indicated that there was no overall difference in participative decision-making, satisfaction level, or perceived achievement of students, between teachers employed in open space schools and traditional schools. Though, the teachers in open schools sensed that they were achieving their goals to a greater extent than the traditional classroom instructors.

Reddy and Reddy (1978) done a research on job satisfaction of teachers working under different types of management. The findings showed that the teachers employed under private organization were more satisfied than those working in government institutes.

Oni (1979) studied the various factors influencing the job satisfaction of the lecturers in one of Nigeria's Institutions of higher learning. He examined the job that was important for them as a measure of their work need. Findings explained that lecturers were more satisfied with intrinsic than extrinsic aspects of the job.

Porwal (1980) explored the personality correlates of job satisfied higher secondary school teachers. The aims of the study were, to identify the personality traits of satisfied

and dissatisfied teachers and to study the impact of variables like age, gender, marital status, length of service, scale of pay, location of the working place, and type of management on job satisfaction. The findings of the study showed that the female unmarried teachers were more satisfied than the married teachers of both sexes. A negative relationship existed between the length of service and the level of job satisfaction. Job satisfaction did not vary with well employed and underemployed teachers and different pay scaled teachers did not differ on job satisfaction. The teachers of Government schools were more satisfied than those in privately managed schools.

Sudsawasd (1980) conducted a study on job satisfaction with a purpose to identify factors measuring job satisfaction and dissatisfaction of Thai faculty members at two selected universities in Thailand. The results indicated that policy, administration and salary were the major sources of job satisfaction, whereas, the significant sources of dissatisfaction were achieved, growth, interpersonal relations,

Gaugulwong (1981) carried out a study to determine maturity levels, and job satisfaction in elementary school. The purpose of the study was to know the relationship between the leadership styles of the principals the maturity levels and the job satisfaction of the elementary school teachers. The findings showed that there was no significant relationship between the leadership styles and the maturity; the maturity levels and job satisfaction; and leadership styles and job satisfaction. Likewise, neither the accomplishments, motivation and experience of teachers nor the behavioral characteristics of principals seemed to deliver an impact upon teachers' job satisfaction.

Agarwal (1983) done a research on the job satisfaction to explain the relationship between principals stress proneness and their administrative effectiveness; and also to study the relationship of stress proneness; adjustment and job satisfaction of principals combined with their administrative effectiveness. The determinations of the survey reported that stress proneness was not related to principal's administrative work. Stress proneness was found among them in relation to ministerial staff and management. Stress was also found in principals with regard to adjustment a job satisfaction combined together.

Padmanabhaiah (1983) carried a survey along the effect of demographic variables on job satisfaction of teachers. Result found during the research work that the majority of teachers were dissatisfied with their teaching jobs. All the personal and demographic variables significantly affect the job satisfaction of teachers. But educational qualification was not correlated with job satisfaction of secondary school teachers. Further, male and female teachers were found to have a similar level of job satisfaction. There was no significant difference in the job satisfaction of teachers working in rural and urban areas.

Ara (1986) conducted a study on job satisfaction in relation to leadership behavior of principals. This study aimed at explaining teachers' self-concept related to leadership behaviour of the principals and to know the relationship between teachers' job satisfaction and principal's leadership behaviour. Principal's leadership behavior was found positively related to teacher job satisfaction, the initiating structure and consideration styles of principal's leadership behaviour was found to be significantly related to teachers' job satisfaction.

Goswami (1988) explored the job satisfaction of post-graduate and graduate teachers of central schools in relation to some demographic and professional factors. The major objective was to determine the nature and extent of job satisfaction in these different categories of teachers. Findings revealed that central schools' female teachers were more satisfied than the male teachers. Besides that, graduate central school teachers were more satisfied than under graduate and post graduate teachers. Central school teachers of the north-eastern region were found to be satisfied on income, interpersonal relations and group behaviour in school while dissatisfied with fringe benefits, stability in job, chances of promotion, and working conditions in schools.

Chittam (1990) investigated the relationship between teachers' job satisfaction and their perceptions of school climate. It was found that teachers with a high level of job satisfaction showed more favourable impressions of school climate than the teachers who had low levels of job satisfaction. The study also showed that teachers with high job satisfaction showed greater favourable impressions of school climate as measured by each subscale.

Naik (1990) conducted a research work on job satisfaction of ad-hoc teaching assistants. Results demonstrated that the demographic variables like marital status, age, experience and gender did not affect their level of job satisfaction. Apart from this, ad-hoc teaching assistants were satisfied with their job because of their positive attitude towards teaching profession, financial consideration and the facilities which they were getting for further studies.

Saxena (1990) studied some correlates of job satisfaction in the teaching profession. The survey was conducted to find out the relationship between aptitude and job satisfaction of individuals functioning in the teaching profession. This survey also aimed at to know if there was any conflict in male and female, and science and arts lecturers on the societal, individual, vocational, moral and economic components of job satisfaction. Findings indicated that there was no substantial dispute between these components of the job satisfaction. There exists a significant difference between government and non-government, urban and rural school teachers with more than ten years and less than ten years of teaching experience with regard to social, individual, vocational, moral and economic elements of job satisfaction. He reported a positive correlation between aptitude and job satisfaction and a positive but not significant correlation between aptitude and job satisfaction. It also found that job satisfaction was negatively correlated with socio-economic status.

Gupta (1992) conducted a study on job satisfaction in primary, secondary and college level teaching in Meerut division. The findings of the above studies indicated that all the primary, secondary and college level teachers who had favourable and positive attitude towards teaching as a career were likely to be highly satisfied with their jobs.

Jarvis (1993) examined the construction of hardiness and determine the relationship between hardiness and job satisfaction among teachers at selected elementary schools in Seminole Country, Florida. The study revealed that a significant relationship was found between hardiness factors and job satisfaction. Commitment, control and challenge respectively exhibited a positive relation with total hardiness. The challenge was correlated

most to job satisfaction, followed by control and commitment, however; all hardiness components exhibited a negative relationship with job satisfaction.

Williams (1993) carried out a study to develop and test a conceptual model of teachers' job satisfaction based on prominent job satisfaction theories in business and industry, but focused primarily on the theory of Fredrick Herzberg. Findings indicated a lack 'of substantive evidence that salary, teaching assignment and educational level of teachers has an impact on job satisfaction.

Dixit (1993) conducted a research to report the effect of gender on different factors of job satisfaction among primary school teachers. The study found that female teachers had a better relationship with colleagues and better rapport with students. It was also found that female teachers were more satisfied than male teachers about their pay, promotion, authority, institutional plans and policies.

Hansen (1993) led a study on job satisfaction to examine the relationship of both present and past staff development perceptions to gender, level taught, career stage and job satisfaction. The results of the study presented a positive relationship between the two variables.

Nnadozie (1993) carried out a study with the objectives to know what was the relationship between selected aspects of school culture and teachers' perception of job satisfaction, and if the relationship between teacher participation in decision-making and teachers' perception of job' satisfaction was a function of race, sex, teaching experience and

level of education. Findings indicated that the said variables have an important relation with the teachers' job satisfaction.

Rice (1993) conducted a study on teachers' involvement in decision making and its relationship to job satisfaction. The findings of the study showed that the level of job satisfaction was significantly related to the decision-making condition of the teacher. A significant relationship existed between the level of implementation of site-based management, teacher participation, perceived influence and job satisfaction.

Sinha and Prabhat (1993) investigated the relationship between ego strength and job satisfaction. Results found that male and female teachers did not differ significantly on the ego strength. The other major finding of the study was that male teachers had a higher level of correlation than female teachers in their relationship of job satisfaction and ego strength.

Timony (1993) conducted a study to determine the impact of teaching advanced placement programme on teachers' job satisfaction. Results showed that advanced placement programme teachers were intellectually stimulated and enriched by the programme, through policy and financial support; the school board positively influenced the success of the advanced placement programme.

Ongkasuwan (1994) carried out a study on the job satisfaction among private school teachers. The main objective of the study was to investigate perceptions of job satisfaction among selected private school teachers in Bangkok, Thailand and to determine whether job satisfaction was related to selected demographic variables. Findings revealed that teachers scored highest in the intrinsic satisfaction variables of ability utilization, social service,

security and independence. The lowest satisfaction scores were for the extrinsic variables of recognition, advancement, compensation, technical supervision and supervision-human relations. Significant relationships were found for authority, independence with gender, working conditions and salary.

Vera (1994) conducted a study to explore the effect of perceived employees' participation in the decision-making process of job satisfaction. The findings showed a significant positive relationship between the perceptions of the employees of their participation in organisational decision-making process and job satisfaction.

Vinokur et al. (1994) investigated the influence of workplace settings and motivators on the job satisfaction and holding social workers in public agencies, non-profit agencies and private agencies. The results inferred that opportunity for promotion, salary and job challenge were the most important factors influencing the job satisfaction of social workers in nonprofits and public agencies.

Chaplain (1995) carried out a study aimed to find out the sources of stress and satisfaction with job among primary school teachers. The findings of the study directed that occupational stress and job satisfaction were negatively correlated. Teachers who had low levels of stress were highly satisfied and the teachers who had high levels of occupational stress were low satisfied with the teaching profession. It was also found that 37% teachers who were satisfied with their teaching profession were satisfied with professional performance, but least satisfied with teaching resources in the profession.

Chopra (2015) studied job satisfaction of teacher educators in relation to their teaching effectiveness and professional commitment. Finding of this study showed that male and female, urban and rural teacher educators were similar in terms of job satisfaction. Teacher educators having teaching experience up to five years and above five years were found similar in terms of job satisfaction.

Jahad (1995) investigated teachers' job satisfaction and organizational citizenship behaviour across the four leadership styles of principals, including autocratic, democratic, encouraging and laissez-faire. Findings showed that the teachers wanted to play a role in the decision-making process, but they didn't want all the responsibility for making the decision delegated to them. Thus, there was a positive relationship between job satisfaction and organisational citizenship behaviour so as to make the teacher a good citizen of the school.

Ausekar (1996) studied the job satisfaction among teachers working in government and private secondary schools. The study was aimed to investigate the level of job satisfaction of government and private secondary school teachers. Results indicated that government school teachers were found to be more satisfied with the factors like job security, pay, promotion, working itself, recognition, independence, job status and educational policies where as private school teachers were found to be more satisfied with the factors like responsibility, achievement, working conditions and personal life.

Bishay (1996) examined job satisfaction and motivation significantly correlated with responsibility levels, gender, subject, age, years of teaching experience and activity.

Findings showed that the teachers who work in a school with a selective student body, overall motivation and job satisfaction levels were high.

Macula (1996) conducted a research to assess the level of job satisfaction of elementary public school teachers in New Jersey. The main objectives of the study to find out the possible correlation of the reported level of job satisfaction through the analysis of its relationship to selected demographic variables. The findings indicated that no significant relationship existed between overall job satisfaction and gender, tenure status, current grades taught, comprehensive benefits and pension guarantees. However, elementary public school teachers in New Jersey reported high level of overall job satisfaction.

Rutebuka (1996) carried out a study to determine a degree of teachers' job satisfaction and its relationship to commitment and selected working conditions. Findings explained that teachers in the Lake Union Conference were generally satisfied with their work, commitment to the teaching profession was to be highly related to job satisfaction among male teachers, whereas female teachers were more committed to church organisation, personal significance was more highly related to teachers' job satisfaction than any other work condition, especially among female teachers.

Sermet (1996) carried out a study on job satisfaction to examine one aspect of the quality of work-life for elementary school teachers by identifying work design factors which influence job satisfaction of teachers. The findings showed that teachers find their job intrinsically motivating and satisfying as compared to other employee group.

Uma and Venkataramaiah (1996) carried out a study on the efficiency and attitude of rural elementary school teachers towards teaching. The findings of the study revealed that the teachers' attitude towards teaching was positively and significantly correlated with efficiency of teacher. Majority of male rural teachers showed high and average level of attitude towards teaching. In total, rural elementary school teachers had an average level of teacher efficiency and attitude. Male rural elementary school teachers considered teaching as challenging job.

Neuman (1997) carried out a study on the teacher satisfaction to explore how the Theory of Work Adjustment corresponds with one's job satisfaction of the employee. The results of the study observed that teachers' satisfaction was influenced more by intrinsic than extrinsic factors.

Perie and Baker (1997) investigated the effects of workplace conditions, background characteristics, and teacher compensation on job satisfaction among America's teachers. The outcomes suggested that private school teachers likely to be more satisfied than public school teachers. In public schools, the teachers who were less experienced and younger had higher levels of satisfaction than older and more experienced teachers. Salary and benefits available to the teachers have a weak relationship with their satisfaction. On the other hand, workplace settings had a positive relationship with a teacher's job satisfaction irrespective of whether a teacher was in an elementary or secondary school or a public or private school.

Ma and MacMillan (1999) explored the influence of workplace conditions on teachers' job satisfaction. Result showed that female professional teacher were more satisfied as than their male counterparts. Teachers who stayed in teaching profession longer were less satisfied with theory professional role. This research concluded that peaceful and appropriate workplace conditions positively affected teacher job satisfaction, followed by teaching skill and organizational culture.

Murray (1999) conducted a study to know about the job satisfaction of professional and paraprofessional library staff at the University of North Carolina. Result found that both types of staff were mainly satisfied with their jobs. although the, professional library staff were found more satisfied than paraprofessional in relation to the factors like- pleasure of the work itself, co-workers, gratitude and acknowledgment, promotion, pay and general satisfaction.

Rama (2000) conducted a study to know the relationship between job satisfaction and life satisfaction among secondary school teachers. Results showed that there was a significant relationship between life satisfaction and job satisfaction of teachers.

Bhuyan and Chaudhary (2002) carried out a research to find the correlates of job satisfaction among college teachers. They found that gender was not correlated with the job satisfaction of college teachers. Additionally, locality and marital status were not correlated with job satisfaction of college teachers. No significant relationship was found between job satisfaction and teaching experience of college teachers. Apart from this, college teachers were satisfied were satisfied with salary, promotional opportunities and other benefits.

Vyas (2002) conducted a research on job satisfaction of primary school teachers on the basis of gender, marital status and educational qualification. It was found that gender was not significantly correlated with job satisfaction of primary school teachers. Married teachers were found to be more satisfied than unmarried teachers. It was also found that educational qualification was not significantly correlated with job satisfaction of primary school teachers.

Giacometti (2005) explored the factors affecting teacher's job satisfaction and retention. The study also aimed to investigate the domains that discriminate between teachers who choose to stay or leave the teaching profession. The results showed that emotional factors were the best predictor in choosing to leave or stay in the teaching profession.

Raj and Mary (2005) carried out a study on job satisfaction of government school teachers in Pondicherry region. The results of the study showed that the overall level of job satisfaction teachers was low. Job satisfaction comprised 39 % teachers, 40 % teachers had a medium level of job satisfaction and 21 % had a high level of job satisfaction. Male and female, urban and rural, high educationally qualified and less educationally qualified teachers were found to have a similar level of job satisfaction. No significant difference was found among teachers on the basis of age, experience and type of schools.

Sargent and Hannum (2005) conducted a study on job satisfaction among primary school teachers in rural China. Results showed that younger, well-educated teachers were less satisfied. This implies that teachers may be more satisfied in schools with an open organizational climate that supports collaboration in communities while village leaders

contribute and support education. The study also showed that timely payment of salaries and school expenditure were positively related to teacher's job satisfaction.

Sharma (2005) studied job satisfaction of physical education teachers employed in schools of Himachal Pradesh. The study focused to relate the job satisfaction of three groups of physical education teachers teaching in high in having good, average and poor sports facilities with respect to the work conditions, pay, safety, promotional strategies, institutional design and policies, authority, their capability and working. The majority of teachers were found satisfied with their jobs according to the job satisfaction constituents. They were found to be satisfied with above mentioned factors.

Crossman (2006) conducted a study on job satisfaction among secondary school teachers in different types of secondary school. It was found that the low job satisfaction has been cited as a possible cause of the current teaching crisis in the UK. The results indicated a significant difference in the overall job satisfaction scores of teachers by type of school. Independent and privately-managed school teachers showed the maximum satisfaction levels whereas foundation school teachers displayed the minimum. There were found no impact of age, gender and length of service on the satisfaction of teachers.

Ololube (2006) assessed teachers' job satisfaction and motivation for school effectiveness. Study showed that the teachers were dissatisfied with the educational strategies and administration, wage and peripheral benefits, material recompenses and advancement.

Rathod and Verma (2006) explored the impact of sex and experience on job satisfaction and the impact of role commitment on job satisfaction. The major findings of the study showed that there was significant correlation between gender and job satisfaction. Female teachers experienced more job satisfaction than their male counterparts. The teachers with high teaching experience had higher level of job satisfaction than the teachers who had less teaching experience. Urban teachers were found to be more satisfied with job than rural teachers. There was no interaction impact between teaching experience and role commitment on job satisfaction of teachers.

Sharma and Jyoti (2006) in their study on job satisfaction among school teachers found that the degree of job satisfaction secured by teachers was not high and the reason was insufficient pay. Secondary level teachers were more satisfied than primary level teachers.

Tasnim (2006) examined the job satisfaction among female teachers to analyze the job satisfaction among the female teachers of government run primary schools in Bangladesh. Though job satisfaction was considered as a factor of social psychology, but in this study job satisfaction was analyzed from an organizational perspective. Two research questions were posed to identify the level of job satisfaction of female teachers. The empirical study has found some factors which affect the job satisfaction of both male and female teachers. These factors were salary, academic qualification, career prospects, supervision, management, working environment, culture etc. Few perceptions of job satisfaction and the factors that affect it were same to the male and female teachers. But there were many perceptions as well as factors in which the male and female teachers were

in two opposite poles. This study found male and female teachers to have dissatisfaction in their respective jobs, but the females section were showing more dissatisfaction than their counterparts.

Joseph and Rio (2007) studied about relationship of school climate, school culture, teacher efficacy, collective efficacy and teacher job satisfaction. The study reported that there was positive correlations between school climate, school culture, teacher efficacy, collective efficacy and job satisfaction.

Yarriswamy (2007) conducted a study to know about the individual's prerequisite, strength, locus of control, job participation and stress of teacher educators in relation to their job satisfaction. The study found that there was no significant difference in the job satisfaction between teacher educators with below ten years of teaching experience and ten years to twenty years of teaching experience, below ten years to twenty years of teaching experience.

Julie (2008) conducted a research on job satisfaction and teacher career stages. Research indicated that teacher turnover was 4% higher than employee turnover in other occupations, and teachers who have taught between 0-5 years have the highest turnover rate. Results indicated no significant differences among the 4 groups in any of the 7 factors or in overall job satisfaction. This study found no significant differences among teacher career stages in terms of job satisfaction, the results serve as a basis for further research into teacher satisfaction.

Jones et al. (2008) done a research on the training, job satisfaction and workplace performance in Britain. They found that training was positive and significantly associated with job satisfaction and that job satisfaction was also positively and significantly associated with the workplace performance.

Kaur and Kumar (2008) carried out a research to compare the government, non-government college teachers in relation to job satisfaction and job stress. They concluded that government college teachers were more satisfaction and non-government college teachers were more stress than government teachers.

Rahman, Masud and Parveen (2008) studied the job satisfaction among public and private university teachers of Bangladesh. The result reveals that teachers' age and job experience do not have any significant influence on job satisfaction, though gender disparities were profound among their responses.

Sönmezer and Eryaman (2008) conducted a comparative analysis of job satisfaction levels of public and private school teachers. The findings of the study indicated that differences do exist between job satisfaction levels of public school teachers and of teachers who transferred to private educational institutions from public schools due to retirement or resignation. The main factors that caused the alterations were wage, social standing, status, and improvement, ability to use skills, manager- worker affairs, and creativity.

Thompson (2008) studied the relationship between job satisfaction and retention among elementary, middle, and high school teachers. The focus of the study was to determine the level of job satisfaction among the school levels of teachers, the level of job satisfaction among male and female teachers, and the relationship between teaching experience and job satisfaction. The findings of the study, showed significant differences in the level of job satisfaction among teachers. Middle school teachers and male teachers at all school levels had the highest levels of job satisfaction. No significant relationship existed between job satisfaction and teaching experience.

Michaelowa and Wittmann (2009) carried out a study on teachers' job satisfaction, student attainment and the cost of primary education. Evidence from francophone Sub-Saharan Africa, found that teachers' job satisfaction did exert a positive and significant influence on students' learning.

Jeloudar and Goodarzi (2010) explored the relationship between teachers' spiritual intelligence and their job satisfaction index at the senior secondary school level. The study aimed to find out teachers' spiritual intelligence and their job satisfaction. The results showed the significant relationship between teachers' spiritual intelligence and their job satisfaction.

Kaur and Sidana (2011) examined the influence of demographic variables on job satisfaction. Findings showed that rural teachers were more satisfied as compared to urban college teachers and male college teachers were satisfied as compared to female college teachers. This suggested that women teachers thought that they had not got the recognition of the teaching profession.

Bandhana (2011) studied job satisfaction and values among Kendriya Vidyalaya teachers. The study was aimed at studying job satisfaction and values among teachers of Kendriya Vidyalayas. The findings of the study showed that there was a significant and positive relationship between job satisfaction and values of secondary school teachers. It was found that there was no significant difference of male teachers with high job satisfaction and low job satisfaction in values (theoretical, economic, aesthetic, social, religious and political).

Canrinus et al. (2011) conducted a study of self-efficacy, job satisfaction, motivation and commitment: exploring the relationships between indicators of teachers' professional identity. This study concluded that classroom, self-efficacy and its relationship with satisfaction play a key role in the relationships between the indicators.

Indhumathi (2011) investigated the job satisfaction and performance of selected randomly 444 teachers at the secondary level, it was found that there was a significant relationship between performance and job satisfaction. It was found that the teachers in different categories of schools differed significantly in job satisfaction as well as in and teaching performance.

Kumar and Bhatia (2011) conducted a study on the level of job satisfaction and attitude of the teachers towards teaching. The study showed that job satisfaction and attitude of the teachers towards teaching were least affected by the sex, the marital status, least qualification and salary group of physical education teachers.

Kumari and Jafri (2011) stated a research on level of administrative obligation of male and female teachers of secondary school. The study was also aimed to examine the overall level of administrative obligation of male and female. Data revealed that the overall percentage of female teacher's organizational commitment was much higher than male teachers.

Latif, Shahib, Sohail and Shahbaz (2011) examined job satisfaction among public and private college teachers of district Faisalabad. The study sought to identify influential factors contributing to job satisfaction. Findings showed that there were significant differences in job satisfaction between public and private college teachers and public college teachers were more satisfied than private college teachers in the six components of job satisfaction viz. education, work-nature, wage, job security, promotional chances and family and work-life equilibrium.

Mishra (2011) carried out a research on teacher effectiveness, job satisfaction and institutional commitment among secondary school teachers. Findings of the study indicated that teacher effectiveness, job satisfaction and institutional commitment were positively and significantly correlated with each other and the male teachers had more commitment than their female counterparts. Apart from this, female teachers were more satisfied than their male counterparts.

Padala (2011) studied to identify the various parameters for employee job satisfaction and organizational commitment in the selected organization. The results showed that age, education, the nature of the job, length of service and salary were significantly related to job satisfaction as well as organizational commitment.

Saba (2011) examined the job satisfaction level of academic staff in Bhawalpur. The research explored that pay, promotional opportunities, work itself, working conditions, job security and co-workers the major factors which affect level of job satisfaction. The findings of the study revealed that academic staff was more satisfied with the work itself, salary, working conditions, job security and relationship with co-workers but they were less satisfied with promotional opportunities.

Suki and Suki (2011) studied about the effect of gender on employee perception of job satisfaction and organizational commitment. The study revealed that employee's gender had no significant effect on his/her perception of job satisfaction and men and women had the same level of organizational commitment.

Uppal (2011) examined the effect of burnout on the wellbeing, job satisfaction and teacher effectiveness of teacher educators. Findings of the study indicated that there was positive and significant relationship between well-being and teacher effectiveness of teacher educators. Apart from this, a significant positive correlation was found between job satisfaction and teacher effectiveness. Negative significant correlation was found between teacher effectiveness and emotional exhaustion of teacher educators.

Anari (2012) carried out a study on teachers' emotional intelligence, job satisfaction and organizational commitment. The findings of the study showed that the positive significant relationship between emotional intelligence and job satisfaction. And also between job satisfaction and organizational commitment. No significant difference was found among high school English teachers of different genders and ages regarding their job satisfaction and organizational commitment.

Davar and Ranjubala (2012) conducted a study on the relationship between job satisfaction and job performance. The study aimed to create a Meta analytic assessment of the relationship between job satisfaction and job performance. The study reported that there was a significant relationship between job satisfaction and job performance.

Lal and Singh (2012) conducted a study to know the job satisfaction and attitude towards teaching among male and female teachers of degree colleges. The findings showed that teachers were very satisfied with their jobs. But between the male and female groups, female teachers were showing extreme satisfaction. This concluded that male and female teachers were not significantly different from each other on the measure of their job satisfaction. It was also found that male and female teachers of degree colleges had unfavorable attitude towards teaching.

Mehta (2012) has done a research to know the perception of job satisfaction among teachers. The aim of the study was to find the impact of type of and the gender on teachers' job satisfaction. The result showed that there was a significant difference in the level of job satisfaction of government and private school teachers.

Nagar (2012) undertook a study on administrative obligation and job satisfaction among teachers during stress for developing and testing a model for stress and its effect on job satisfaction, administrative obligation. The research showed that the mean score for female teachers was higher than male teachers in terms of job satisfaction & organizational obligation.

Salim et al. (2012) studied the role of emotional intelligence in job satisfaction among school teachers. This study showed a significant positive relationship between emotional intelligence and job satisfaction and no effect of gender on the relationship between the two variables.

Beri (2013) examined job satisfaction among primary school teachers in relation to decision making styles of their heads. The results of the study revealed that majority of heads of primary schools possessed decision making style as routine style. The other major finding was that the majority of primary school teachers had higher job satisfaction. There was no significant difference in the job satisfaction of male and female school teachers. And similar job satisfaction was found between urban and rural primary school teachers.

Bond (2013) done a study on job satisfaction, organizational commitment, and worker assignment in determination of leave among public school teachers in south Louisiana. Based on these findings, the researcher concluded that the teachers were found to be satisfied with their jobs, particularly their co-workers and the work itself; committed to their organization, engaged, and to possess very little intent to leave. The teachers were found to be dissatisfied with their pay and with their opportunities for promotion.

Chamundeswari (2013) studied the job satisfaction and performance of school teachers. The result showed that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools.

Dhanapal et al. (2013) explored the factors affecting job satisfaction among academicians. The results of this study showed that demographics had no impact on teacher job satisfaction.

Gesinde et al. (2013) conducted a descriptive survey on the effects of age and work practice on job satisfaction of primary school teachers. It studied the effect of age and working practice on job satisfaction of primary school teachers. Pearson moment correlation coefficient and t-test statistics were used to analyse the three hypotheses set to channel the study. The results indicated that there were significant positive relationship between age and work practice and job satisfaction and that significant difference occurred between teachers with less and above five years of working experience.

Özen (2013) examined the relationships of various social, psychological variables with primary teachers' job satisfaction. This study showed the significant relationship between job satisfaction factors that showed that job satisfaction. Supportive principal behavior and directive principal behavior were found to be significantly correlated with job satisfaction; on the other hand, restrictive principal behavior as found no significantly correlated with job satisfaction. Collegial teacher behavior and intimate teacher behavior were found to be significantly correlated with job satisfaction on the other hand disengaged teacher behavior as found no relationship with job satisfaction.

Raj and Lalita (2013) conducted a comparative analysis on the job satisfaction among the teachers of private and government school. The objectives of this study were to measure the level of job satisfaction of the teachers, to undertake a comparative study between male & female and government & private teachers regarding job satisfaction. The

results showed that males were more satisfied than their females. The study also showed that government school teachers were more satisfied than the private school teachers. Both private and government school teachers were dissatisfied on fair promotion procedures.

Ronad (2013) examined teacher values and their relationship with teacher attitudes and job satisfaction. The findings of this study showed that the female teachers have higher job satisfaction scores as compared to male teachers in secondary schools. The teachers of secondary schools belonging to 45+ yrs. of age group have higher job satisfaction scores followed by other age groups. The unmarried teachers have higher job satisfaction scores as compared to married teachers of secondary schools. The postgraduate teachers have higher job satisfaction scores as compared to graduate teachers of secondary schools. The teachers of secondary schools belonging to 21+ yrs. of teaching experience have higher job satisfaction scores followed by 0-10yrs and 11-20 yrs. of teaching experience. The urban secondary school teachers have higher job satisfaction scores as compared to rural secondary school teachers of secondary schools.

Shahram, Hamid and Rahim (2013) conducted a study to know the relationship between organizational climate with job satisfaction of educational teachers. The findings of correlation between the organizational climate and job satisfaction showed that there was a significant relationship between the target agreement, role agreement and agreement on approaches of organizational climate dimensions with the job and job satisfaction. There was observed a significant relationship between the satisfactions from praise with the peer.

Usop et al. (2013) explored the performance and job satisfaction among teachers. The study found that the majority of the teachers were somewhat satisfied with those facets: school policies, supervision, interpersonal relations, opportunities for promotion and growth, work settings, nature of work, attainment, appreciation, and accountability.

Hans, Khan and Saadi (2014) studied the work stress and job satisfaction among headmasters. The findings showed that headmasters in bilingual schools felt stress due to work load, bad working conditions, poor organizational climate etc. It can be concluded that presence of stress diversely affect performance of employees. So, there should be proper training for dealing with stress and getting higher satisfaction from their profession.

Malik (2014) investigated job stress and job satisfaction of male physical education teachers in relation to Type of Schools. It was observed that the teachers working in public schools were facing significantly more job stress than their counterparts, but at the same time they were enjoying better job satisfaction than others.

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

Bhakta (2016) conducted a study on the job satisfaction of primary school teachers in Howrah District. The objectives of the study were to know whether the level of job satisfaction differs according to the gender, training status (trained-untrained), and teaching experience (below 5 years -5 years & above) of primary school teachers. The finding of the

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

Dey, Pakira and Mohakud (2016) done a study on job satisfaction among secondary school teachers in Hooghly district of West Bengal. The study was conducted to study the level of job satisfaction of secondary school teachers with regard to their stream of teaching, education level, marital status and age group. Data revealed that 37.1% teachers were satisfied, 52.9% teachers were ambivalent and 10.0% teachers were dissatisfied with their job among secondary school teachers in Hooghly district. Here average teachers were found ambivalent with their job. The percentage of dissatisfied teacher was lower than both the satisfied teachers i.e. 37.1% and ambivalent teachers' i.e.52.9%.

No doubt, the percentage of satisfied teacher was not so high, but the percentage of dissatisfied teachers were very low i.e. only 10%. Again, as the cumulative percentage of ambivalent and satisfied teachers was 90% and only a few percentage of them dissatisfied with their job, it can be concluded that most of the teachers were not dissatisfied with their job.

2.3 Studies Related to Attitude towards Teaching Profession

Samantaroy (1971) conducted a study on teacher attitude and its relationship with teaching efficiency. The purpose of this study was to investigate into the possible nature of relationships among teacher attitude, teacher adjustment and teaching efficiency. Teacher adjustment and teaching efficiency, thereby showing that superior efficiency goes with good adjustment and vice versa.

Paffenroth (1974) examined the relationship between expressing values of teachers and Principals. The study was designed to assess their attitude towards education and their degree of involvement in decision making process in their schools. The major findings of research revealed that female teachers were more emergent than that of male teachers.

Mann (1980) carried out a study on some correlated success in teaching of secondary school teachers. The study revealed that the relationship between attitude of teachers towards the teaching profession, classroom teaching, child-centered practices, educational process and success in teaching was significant. It was also found that the effective and successful teachers were having healthier attitude towards the teaching profession and associated aspects than the ineffective and unsuccessful teachers; both academic achievement had positive relationship with teaching success; teaching experience was not related to success in teaching.

Som (1981) explored the teachers' personality patterns and their attitudes towards teaching and related areas. The sample consisted of 75 in-service male teachers, 65 in-service female teachers. The major findings were: female teachers tended to be higher than

males in their attitude towards teaching, the teaching profession and pupils, Teaching attitude as well as the attitude towards profession correlated significantly with patience, initiative, stoicism, carefulness, introspection, and responsibility, extroversion had no significant association with the attitudes but it was moderately negatively correlated with the teacher attitudes other than that towards classroom teaching. Further, introverts tended to have a favorable attitude towards pupils.

Ghosh (1982) conducted a study to identify if any, relationship existed between the scores to Teacher Attitude Inventory (TAI) and trainees' performance in their practice teaching and theory examination. The results showed that the pupils with high attitude did not get high scores in practice teaching. The relationship between attitude scores and achievement in theoretical subject was found to be significant.

Garg (1983) studied the teaching attitude and teaching behaviour of highly satisfied and dissatisfied teachers of secondary level. The study was intended to assess whether the highly satisfied and dissatisfied groups of teachers differed significantly with respect to their teaching attitude, to test whether the highly satisfied and the dissatisfied groups of teachers of both the genders differed significantly with respect to their teaching behaviour. From the analysis, the conclusions drawn were- teachers' attitude, job-satisfaction and teaching behaviour, all these were significantly related to the sex of the subject. Female teachers reported a more favourable attitude, a higher level of job-satisfaction and better teaching behaviour than their male counterparts. Both the teaching attitude and job-satisfaction of teachers were identified independently of their teaching experience. A positive and highly significant relationship was obtained between teachers' attitude and

level of job-satisfaction. A significant relationship was found between teaching attitude and teaching behaviour. Highly satisfied teachers possessed a more favourable teaching attitude and showed better teaching behaviour than highly dissatisfied teachers. A significant difference was obtained between urban and rural teachers with respect to their teaching attitude as well as job-satisfaction. Urban teachers were scored higher mean values on the attitude scale than their rural counterparts.

Khatoon (1988) empirically tested the relationship between teacher classroom behaviour, attitudes, work values and pupil control ideology. The study revealed that there existed no correlation between teacher classroom behaviour and attitude towards teaching. The attitude was not related to teachers' verbal behaviour in class.

Kaur (1989) carried out a study on 200 teacher trainees to examine the relationship between value patterns and attitude of female teacher trainees towards teaching. The findings were- the more successful teachers tend to be less authoritarian and possess a favourable attitude towards teaching; less traditional teachers tend to be more successful because they were dynamic in their teaching styles and interested in innovative teaching.

Singh and Das (1989) studied attitude of teachers towards creative learning and teaching. It was found that 90% of the pre-higher secondary and 84% of the higher secondary teachers found to have unfavorable attitudes towards creative learning, and pre-higher secondary and higher secondary teachers found to have unfavourable attitudes towards creative teaching. But this was not so in the case of post-higher secondary teachers.

Maurya (1990) explored the relationship between teachers' attitudes and teacher efficiency of university and pre-university lecturers. The major findings were-external surroundings contributed a great deal in formulating teaching attitude, frequent changes in the curriculum adversely affected teaching efficiency, Attitude and academic achievement were not significantly related.

Ruhl-Smith (1992) conducted a study to know the implications of on teachers' attitudes toward students for job satisfaction in an elementary teachers from suburban schools. The purpose of this study was to examine one aspect of teacher job satisfaction, teacher attitudes toward students. Differences in attitudes were examined according to years of teaching experience, degree status and the combination of teaching experience and degree status. The major findings of this study concerning elementary teacher attitudes toward students were: suburban elementary teachers with 0-7 years of teaching experience indicated strong support for parental involvement in the classroom setting. Suburban elementary teachers in with 0-7 years of teaching experience and holding only the bachelor's degree indicated the strongest support for parental involvement in the classroom. Those with 0-7 years of teaching experience and holding only the bachelor's degree reported the greatest disagreement in respect to the relationship between social promotion and the lowering of educational standards.

Reddy (1991) undertook a study to measure the teaching aptitudes and attitudes of secondary school teachers in Andhra Pradesh in relation to their sex, age, faculty and category. Major findings showed that the female respondents performed relatively better in the Teaching Aptitude Test (TAT). Age and faculty did not influence the performance on

TAT. Experienced teachers and teacher awardees exhibited a statistically significant superior performance over student-teacher.

Tapodhan (1991) carried out a study to assess the professional attitudes of secondary school teachers of Gujarat State. The major findings were sex, area (urban/rural) and caste (BC/non-BC) had a main effect on professional attitudes, while qualification had no effect; 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.

Ganapathy (1992) done a study on the self-concept of student-teachers and their attitude towards the teaching profession among 723 student-teachers from nine colleges of education. The major findings showed that the both male and female student teachers had a favourable attitude towards the teaching profession; both male and female student teachers had a positive self-concept, and it was related to their attitude towards the teaching profession.

Yadav (1992) studied the impact of teacher training on certain personality characteristics of the trainees. The objectives of the study were to compare the self-concept of the teacher trainees before and after teacher training programme, and to compare attitude of teacher trainees before and after training programme. The findings of the study revealed that training had a significant influence on their self-concept, social maturity and attitude towards teaching profession; social maturity of teacher trainees, increased in all dimensions except for self-direction, personal adequacy; feeling of inadequacy decreased with training.

Uma and Venkatramaiah (1996) investigated the efficiency and attitude of rural elementary school teachers and to know the effect of age, qualification, experience and place of residence on teacher efficiency and attitude. The results found high and average attitude towards teaching, of male teachers teaching in rural elementary schools. They also reported teaching as a challenging job. Teachers' attitude towards teaching correlated positively and significantly with involvement dimension and total teacher efficiency attitude.

Naik and Pathy (1997) undertook a study to find out the attitude of secondary school science teachers. The findings of the study showed that the science teachers of possessed positive attitude towards teaching of science; urban secondary school science teachers have more favourable attitude towards teaching of science than rural secondary school science teacher; the female science teachers had significantly positive attitude towards teaching of science than male counterparts.

Pandey and Maikhuri (1999) carried out a survey to know the attitude of effective and ineffective teachers towards the teaching profession. The primary purpose of the study was to know the attitudes with reference to their age and experience. Major findings of the study showed a significant difference between effective teachers having high or low experience in terms of their attitude towards their profession. It was reported that the attitude of high experience and effective teachers was positive towards teaching profession than low experienced ineffective teachers. On the other hand, the age of effective teachers was not a differentiating factor in their attitude towards teaching profession; young

ineffective teachers had a negative attitude towards teaching than unsuccessful and ineffective old teachers.

Shakuntala and Sabapathy (1999) carried out a study on secondary school teachers. The main objective of this study was to find out the relationship between adjustment and their interest in teaching and attitude towards teaching of the secondary school teachers. Major findings were like- there was a significant and positive correlation between the adjustment of secondary school teachers and their interest in teaching and attitude towards teaching. Besides, the differences in interest in teaching, attitude towards teaching, gender, types of government activity, matrimonial condition, age and length of service were significant constituents, which caused the significant disputes in their accommodation.

Devi (2005) carried out a study of an assessment of attitude towards teaching. The objectives of the study were: to assess the attitude of the B.Ed. trainees towards teaching profession; to find out the relationships between the attitude towards teaching and performance in the entrance examination of the B.Ed. trainees. The findings of the study showed that there was a positive and significant relationship between the attitude towards teaching and performance in the B.Ed. entrance examination; there was no significance difference in the attitude of the student-teachers with undergraduate and postgraduate qualifications towards teaching.

Sahu and Sood (2005) examined the impact of students' perception of their teachers' attitude towards them and its relationships with their self-perception and academic achievement. The main objectives of the study were to find out the relationships between students' perception of their teachers' attitude towards them and their academic

achievement; to find out the relationships between students' perception of their teachers' attitude towards them and their self-perception. The findings of the study concluded that there was a significant relationship students' perception of teachers' attitude towards them and their academic achievement, a relationship was found between students' perception of teachers' attitude towards them and their self-perceptions.

Osunde and Izevbigie (2006) carried out a study to obtain empirical evidence on teachers' attitude towards teaching profession in Midwestern Nigeria. The results of the study indicated that among others, teachers were not well financially remunerated and that they were looked down upon because of delay in payment of salaries and allowances, thereby having a loss of sense of belongingness. This situation had resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings also revealed that poor conditions of service, wider negative influence and teacher's negative personal and professional behaviour were critical factors responsible for teachers' low status.

Narayanappa and Akthar (2007) conducted a study of self-evaluation of lessons with 596 student teachers of colleges of education affiliated to Gulbarga University in relation to their attitude towards the teaching profession. The study indicated that there was a significant difference between the subgroups i.e., men and women, Kannada and English, Arts and Science, Graduate and Postgraduate, high caste and SC/ST in their teaching efficiency through self-evaluation of lessons. Result found a significant positive correlation between the teaching efficiency through self-evaluation of morals and attitude towards teaching profession of the English, graduate, postgraduate, high caste, OBC, aided and

unaided. However, insignificant positive correlation was found between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the subgroups i.e., all student teachers, men, women, Kannada, Arts, Science, SC/ST and government.

Gnanaguru and Kumar (2007) carried out a study of attitude of under normal, normal and overachievers towards teaching profession and their household environment. They found that the normal and over achievers had favourable attitude towards teaching, but the underachievers had an unfavourable attitude towards teaching. There was a significant relationship between the B.Ed. students' attitude towards teaching profession and their home environment.

Singh (2007) studied the job satisfaction of teacher educators in relation to their attitude towards teaching. Results showed that the relationship between job satisfaction and attitude towards teaching was not significant. The correlation between two variables was found to be positive, but not significant. The relation between job satisfaction and attitude towards teaching of female teacher educators was positive but non-significant. The research summed up with the conclusion that the teacher educators job satisfaction positive, but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positive but not significantly related to their attitude towards teaching.

Ghanti and Jagadesh (2009) studied the attitude of secondary school teachers towards their teaching profession. The objectives of the study were to study the government and private school teachers' attitude towards teaching profession and to study the attitude

of male and female teachers of government and private schools towards the teaching profession. The findings of the study revealed that teachers working in government and private secondary schools did not differ significantly in their attitude towards teaching profession; government schools male and female teachers' did not differ significantly in their attitude towards teaching profession; private schools male and female teachers' revealed similar opinion about their attitude towards teaching profession. In general, male and female teachers did not differ significantly in their attitude towards teaching profession; attitude of teachers' towards teaching profession was highly favourable.

Guneyli and Aslan (2009) carried out a study of evaluation of Turkish prospective teachers' attitudes towards the teaching profession. The key purpose of this study was to discover the mother tongue (Turkish) prospective teachers' attitudes towards the teaching profession according to their gender, class and socioeconomic level, their reasons for choosing this profession, what the problems they confronted when they adjust about the profession and whether the teaching they received was sufficient. The determinations of the survey showed that a significant difference occurred in favour of female prospective teachers in relation to the gender factor.

Gowri and Mariammal (2011) studied college teachers' attitude towards teaching and work satisfaction. The study revealed that college teachers were found to have favourable attitude towards teaching. The level of attitude towards teaching differed significantly so far as the job satisfaction of teachers of aided colleges and self-financing colleges was concerned.

Hussain et al. (2011) explored the relationship between the professional attitudes of secondary school teachers with their teaching behaviour. A sample of 100 students from the 10 High and Higher secondary schools was selected. The co-relation statistic was used. The results show that there was a high co-relation between the professional attitude and teaching behavior of the teachers.

Özer (2011) investigated computer teachers' attitudes toward the ethical use of computers in elementary schools. This descriptive study explored the elementary school computer teachers' attitudes and awareness regarding ethical computer use in classrooms and the differences in teachers' attitudes and consciousness in terms of demographic variables, including gender, teaching experiences, pre-service/in-service education about ethical computer use. Results proved that the opinions of male and female teachers were significantly different.

Theresal and Benjamin (2011) explored the attitude towards teaching profession and self-esteem among student-teachers. The results of the study revealed that male student-teachers and female-students, teachers had no significant difference in their attitude towards teaching profession as well as self-esteem. Also the relationship between attitude towards teaching profession and self-esteem was found positive and significant for student-teachers.

Tok (2011) explored pre-service primary education teachers' changing attitudes towards teaching. This work looked into the longitudinal changes in the attitudes of pre-service elementary education teachers towards the teaching profession as they advanced through training. The outcomes showed that there was a substantial conflict in pre-service

teachers' attitudes towards the profession. Both, the positive and negative changes occurred in pre-service teachers' attitudes towards teaching throughout their training. These fluctuations were noted to be related to teaching practice, cooperating teachers, teacher training institutions and teacher educators.

Trivedi (2012) conducted a study of attitude of teachers towards teaching profession teaching at different levels. It was found that primary, secondary, higher secondary and college teachers were having a high attitude towards the teaching profession. Attitude of secondary school teachers compared more stable and reliable to teachers of other level. There was a significant effect of primary and secondary school teachers on attitude towards teaching profession. Primary school teachers were having a high attitude, then the secondary school teachers. There was not any effect of primary and higher secondary school teachers on attitude. There was not any effect of secondary and higher secondary teachers on attitude towards teaching profession.

Muzaffar (2012) conducted a research to explore the attitude of teachers toward professional development trainings. The objectives of the study were to examine the attitude of teachers toward professional development trainings, to explore the reasons for not taking interest in the professional development trainings and to explore the impact of teacher trainings on the professional development of the teachers. Results showed many factors due to which teachers didn't take an interest in the professional development trainings. It was recommended that proper planning should be done for professional development trainings. Teachers may be motivated and encouraged to participate in the professional development trainings.

Yucel and Bektas (2012) studied the relationship between personal values and attitude towards the teaching profession. This survey proposed to determine what degree the personal values of class teacher candidates predict their attitude towards teaching profession. Findings indicated that the personal values of the teacher candidates were found to predict their attitudes towards teaching profession in the ratio of 22%.

Ronad (2013) investigated teacher values and their relationship with teacher attitudes and job satisfaction. The findings of this survey indicated that the female teachers had a higher attitude towards teaching profession scores as compared to male instructors in secondary schools. The unmarried teachers had higher attitude towards teaching profession scores as compared to married teachers of secondary schools. The unmarried teachers of secondary schools have higher teaching profession scores as compared to married teachers of secondary schools. The postgraduate teachers had higher attitude towards teaching profession scores as compared to graduate teachers of secondary schools. The teachers of secondary schools belonging to 21+ yrs. of teaching experience had higher attitude towards teaching profession scores followed by 0-10 yrs. and 11-20 yrs. of teaching experience. The teachers of secondary schools belonging to unaided schools had a higher attitude towards teaching profession; teachers and educational process score followed by government and aided schools. The urban secondary school teachers had higher attitude towards teaching profession scores as compared to rural secondary school teachers of secondary schools.

Soibamcha (2016) carried out a research on attitude of teachers towards the teaching profession. The aims of the survey were to know teachers' educational qualifications and attitudes towards teaching profession were independent. Age has nothing to do with

attitudes towards the teaching profession. The event study approach under normative survey method was taken up in this probe. The information gathered through the Teacher Attitude Inventory (TAI) developed by Ahluwalia (2006). It was a 90 items on a 5 point Likert Type scale. The reliability of the scale was 0.88. Nevertheless, more qualified teachers (59%) seemed to be causing more positive attitudes than that of the less qualified teachers (41%). Likewise, younger teachers appear to have more positive attitudes (59%) than that of the older teachers (41%).

2.4 Studies Related to Teacher Self-efficacy

Raudenbush, Rowan and Cheong (1992) conducted a study of interrelated effects on the self-perceived efficacy of high school teachers. The outcomes indicated that instructors tend to feel most efficacious when teaching high track students, particularly in the fields of math and scientific discipline. It also explored the relevance of teacher preparation, class point, teacher influence upon working conditions, and degree of collaboration.

Bandura (1993) conducted a study of perceived self-efficacy in cognitive development and functioning. He reviewed the various ways in which perceived self-efficacy contributed to cognitive evolution and operation. Perceived self-efficacy exerted its influence through four major operations. They included cognitive, motivational, affective, and selection processes. There were three different levels at which perceived self-efficacy operated as an important contributor to academic development. Students' beliefs in

their efficacy to regulate their own erudition and to master academic activities determined their aspirations, level of motivation, and academic skills. It was also found that the teachers' beliefs in their personal efficacy motivated and promoted learning affects, the types of learning environments they created and the level of academic progress their students achieved. Faculties' beliefs in their collective instructional efficacy contributed significantly to their schools' level of academic accomplishment.

Caprara et al. (2003) studied factors of teachers' job satisfaction. Self and collective-efficacy beliefs were examined as main determinants of teachers' job satisfaction. In 103 Italian junior high schools, 2,688 teachers filled out self-reports to assess self-efficacy beliefs, their perceptions of the extent to which other school constituencies, namely, the principal, colleagues, staff, students, and families, were behaving in accordance with their obligations towards school well-functioning, their collective-efficacy beliefs, and their job satisfaction.

Bogler and Somech (2004) studied the influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. The study was aimed to examine teacher empowerment in relation to outcomes that reflect the behavior of teachers. The study explored that teacher's perception of their level of empowerment were significantly related to their feelings of commitment to the organization, to the profession and to their organizational citizenship behavior. It was also noticed that professional growth, status, self-efficacy were significant predictors of organizational and professional commitment while decision making, self-efficacy and status were significant predictors of organizational citizenship behaviour.

Garcia (2004) conducted a study of construct of teacher efficacy and family involvement practices exhibited by 110 elementary school teachers from a large urban school district. The survey the relationship between perceived teacher efficacy and specific patterns of family involvement Bandura's construct of self-efficacy provided the theoretical framework for examining teacher efficacy. Results revealed that teacher efficacy was significantly correlated to and was a predictor of five different types of family involvement practices, as reflected in Epstein's typology of home-school and community partnerships.

Mottet et al. (2004) conducted a study to examine the teacher self-efficacy and job satisfaction in relation to the effects of student verbal and nonverbal responsiveness. Over a quarter (26%) of the total variance in teacher self-efficacy and over half (53%) of the total variance in teacher job satisfaction were attributable to student verbal and nonverbal responsiveness. Rather than student verbal and nonverbal responsiveness interacting, the analyses of variance yielded significant main effects for both the verbal responsiveness and nonverbal responsiveness independent variables on each of the teacher self-efficacy and job satisfaction dependent variables. The research concluded that the student nonverbal responsiveness had a greater effect on teacher self-efficacy. Whereas, verbal responsiveness effect job satisfaction. Also, teacher job satisfaction was more susceptible to student verbal and nonverbal responsiveness than teacher self-efficacy.

Ross et al. (2004) examined the prior student achievement, collaborative school processes, and collective teacher efficacy of 2,170 teachers in 141 elementary schools. Collective teacher efficacy refers to teacher perceptions that they constitute an effective instructional team, capable of bringing about learning in students. The study found that

school procedures that endorsed teacher possession of school instructions, like the shared school goals, school-wide decision making and empowering principal leadership etc. exerted an even stronger influence on collective teacher efficacy than prior student attainment.

Balam (2006) conducted a study of professor's teaching effectiveness in relation to self-efficacy beliefs and perceptions of student rating myths. The study aimed to find out relationship between efficacy beliefs and teaching effectiveness of professors. Data analysis found a significant positive relationship between professors' self-efficacy in enthusiasm and breadth respectively. This indicates that academic qualifications of professors had a strong effect on their efficacy beliefs about teaching and students' learning and above all teaching effectiveness.

Moseley and Utley (2006) studied the result of an integrated science and mathematics content-based course in scientific discipline and mathematics teaching efficacy of pre-service primary teachers. The aim of this survey was to find out the essence of an earth systems science course (incorporated mathematics and science content) on pre service elementary teachers' mathematics and science teaching efficacy. By applying, paired t-tests it was establish that the personal mathematics and science teaching efficacy and science teaching outcome expectancy significantly increased over the course of the semester in the observational group. In the control group, nevertheless, there was no substantial growth.

Anderson and Maninger (2007) conducted a study to examine 76 pre-service teachers' abilities, beliefs, and intentions regarding technology integration. This study

investigated changes in and factors related to teachers' technology-related abilities, beliefs, and intentions. The best predictors of intentions were self-efficacy beliefs, gender, and value beliefs. These results strongly supported the effectiveness of educational technology coursework in improving not just abilities, but also beliefs and aims. They highlighted the importance of relationships between pre-service teachers' beliefs about technology integration and their possible utilization of technology in their future classrooms.

Gabriele and Joram (2007) conducted a study of teachers' reflections on their reform-based instruction in math. The objective of this study was to study the sources of efficacy of experienced teachers who were making the transition to reform-based mathematics teaching, by studying the criteria that they utilized to evaluate their teaching effectiveness. The amount and quality of ten elementary teachers' verbal reflections on the success of their lessons were compared as a function of the duration of time that they had participated in a professional development project. Results suggested that the sources of information upon which teachers based evaluations of their teaching changed in important ways as teachers shifted from traditional to reform-based mathematics teaching.

Bakar et al. (2008) carried out a study to assess teaching efficacy of University Putra Malaysia, science student teachers. The specific objectives were to determine teaching efficacy of science student teachers in terms of student engagement; instructional strategies; classroom management and teaching with computers in classroom; their satisfaction with teacher education program and lastly to determine their attitudes towards teaching profession. Findings indicated that a majority of the respondents had a high level of confidence with their efficacy in term of student engagement, instructional strategies,

classroom management and teaching with computers in classroom. Pearson correlation showed that teaching efficacy and perception toward teachers' education program were significantly correlated with each other. The relationship between these two variables was positive and of moderate strength. In contrast teaching efficacy was weak and negatively correlated with attitude toward the teaching profession.

Chan (2008) conducted a study of general, collective, and domains specific teacher self-efficacy among 273 Chinese prospective and in-service teachers in Hong Kong. This study assessed two global (general and collective) and seven domain-specific sets of teacher self-efficacy beliefs. While teachers generally reported the highest confidence in teaching highly able learners and the least confidence in classroom management, there were significant teacher group differences. Among the four groups of teachers, the experienced teachers reported the highest level of global and domain-specific teacher self-efficacy, suggesting that there could be a trend of rising teacher self-efficacy as a teacher went through the preparation and teaching practice to becoming a novice and then a more experienced teacher.

Cheung (2008) conducted a comparative study of teacher efficacy between Hong Kong and Shanghai primary in-service teachers on their teacher efficacy. The Shanghai teachers reported significantly higher efficacy than did the Hong Kong teachers. Results showed that the three most commonly cited factors for the contribution of teacher efficacy were: respect and confidence placed in them by students and parents, the training they received from universities and the experience they gained from daily teaching practice.

Though, Hong Kong in-service teachers had lower efficacy scores than the Shanghai counterparts.

Rathi and Rastogi (2008) studied the effect of emotional intelligence on occupational self-efficacy of 112 scientists in a number of research organizations. The study revealed that emotional intelligence had a positive relationship with occupational self-efficacy and was found to be one of its significant predictors. This study also implied that people with higher emotional intelligence were more effective employees as compared to those with lower emotional intelligence.

Denton (2008) conducted a study on teacher self-evaluations, teaching self-efficacy, and teacher burnout. The purpose of the research was to assess teacher performance standards, teacher effectiveness, and burnout, derived from teacher self-perceptions. The researcher examined the similarities and differences between teacher performance standards, examined the relation between teacher performance standard teacher self-efficacy, and teacher burnout, and examined the influence of culture on these factors. The focus was on the types of information that influence how teachers from two different countries and cultures, Jamaica, West Indies and the United States of America, evaluated their teaching. The sample consisted of 300 participants, 80 males and 214 females. Participants taught grades ranging from Pre-kindergarten/ kindergarten to grade 12, with the majority of participants teaching middle school (51%, N 2 153) grades 6, 7, or 8. Participants' ages ranged from 20 years old to 72 years old, and the mean age of 37.5 years. Years of teaching experience ranged from 1 month of teaching to 50 years of teaching. Teachers taught for an average of 10.74 years. Teachers in the United States were more

influenced by normative evaluative information compared. Substantive cultural differences and differential item functioning were noted in this sample of teachers, item response models of teacher efficacy and teacher burnout indicate that these overall scales function similarly in both cultures. Teachers of lower grade levels had higher beliefs of teacher efficacy. Teachers with less experience had depressed efficacy scores and increased burnout scores. Cultural dynamics pervasively influence and underlie universal profession and practice, such as teaching.

Weiniger (2008) studied the effect of pedagogic training on the self-efficacy of paraprofessionals in a special education setting. The purpose of the study was to determine if education in teaching practices would increase the self-efficacy and lessen fear of failure, of instructional assistants working in classes with students who were moderately-severely disabled. A sample of 13 individuals employed in special education classes completed three weeks of instruction in the best manner in which to teach students with disabilities. Each of the 13 participants completed three ninety-minute sessions on how to use an objective, method, and evaluation, instructional paradigm when teaching students with moderate-severe disabilities. At the completion of three week self-efficacy and fear of failure measurements were administered and classroom observations were conducted. Results from the study supported the training of teaching assistants as a means to increase self-efficacy. But fear of failure was not significantly reduced. Observational measures also supported findings that knowledge received in training sessions, transfer to classroom application when away from the trainer.

Larson (2008) carried a study on the development of work self-efficacy in people with disabilities. The development of work self-efficacy in people with life-long physical disabilities was investigated using qualitative methods. A series of three semi-structured interviews were conducted with a purposive sample of three participants between the ages of 23 and 44. Results indicated that the mastery experiences of performing household chores, vicarious learning acquired by having working parents as role models, and verbal persuasion in the form of parental encouragement and teacher support all contributed positively to the participants' sense of work self-efficacy. The most common inhibitors of work self-efficacy were parental overprotection, negative school experiences related to being placed in special education, and having people with disabilities as poor role models for working. How the participants cognitively processed developmental experiences also played a role in work self-efficacy development, as they each described actively resisting inhibiting events and readily accepting positive.

Nilgun (2009) carried out a study to know the level of the self-efficacy of science teachers relating to science teaching. This study was verified with the aim of determining how the teacher efficacy and the level of self-efficacy belief of science teachers changed. The result of this study showed that the teacher efficacy of the science teachers was not changing according to gender, age, seniority, weekly lesson load, receiving in-service training and job satisfaction. Though self-efficacy beliefs of teachers were not being unlike, it indicated a sufficient change along with seniority and weekly lesson load.

Williams (2009) carried out a study to know the effect of gaining an attitude on teacher emotions and self-efficacy. This research project studied the stress along with the

self-efficacy of primary teachers. These teachers were completed a degree qualification some years after on getting their preliminary teaching qualification. The findings showed that the teachers' emotions and sense of self-efficacy being shaped by their practice, mastery of a degree was an emotional experience that shaped the teachers' personal self-efficacy and ultimately their sense of professional self-efficacy.

Hameed and Manjusha (2010) conducted their study on secondary school teachers. The main aim of the study was to explore the teacher efficacy in relation to teaching styles and organizational culture. This study was done on a sample of 370 secondary school teachers. Major findings of the study showed that there was a significant difference in mean teacher efficacy scores between male and female teachers. It was found that the locality and type of management had no effect on mean teacher efficacy scores based on, no significant difference was found. Also, the main effect of teaching styles on teacher efficacy was found to be significant for total sample, woman, rural, government and unaided school teachers. Moreover, the chief consequence of managerial principles on teacher efficacy was found significant for total sample, woman, urban, rural and government secondary school teachers. The findings also showed that, no significant interaction effect of teaching styles and organizational culture on teacher efficacy of secondary school teachers based on total sample and sub samples based on sex, locality and type of organization was found.

Robert and Ming (2010) analyzed the effects on teachers' self-efficacy and job satisfaction related to sex, years of experience, and burnout. This survey tried to analyze the relationships among teachers' years of experience, teachers' characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom

management, and student engagement), job stress -classroom stress and workload, and job satisfaction. Using factor analysis and a sample size of 1,430 practicing teachers, item response modeling, systems of equations, and a structural equation model. Teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Women teachers were having greater workload stress, greater classroom stress from student behaviours, and lower classroom management self-efficacy. Those teaching young children (in elementary grades and kindergarten) had higher levels of self-efficacy for classroom management and student engagement. The study also found that teachers with better classroom organization, self-efficacy or more instructional strategies, self-efficacy had greater job satisfaction.

Viel-Ruma et al. (2010) studied self-efficacy beliefs of special educators. In order to examine the relationship between reported levels of teacher self-efficacy, collective efficacy, and job satisfaction in special educators, teachers in one school district completed three surveys measuring these constructs. The responses suggested that teacher self-efficacy had a direct impression on job satisfaction. It was further found that collective efficacy directly affected teacher self-efficacy, but that it did not suffer a direct impression on job satisfaction. No substantial differences were found in reported levels in these areas across subgroups of teachers categorized by teaching, setting self-contained, resource, or inclusion, and certification type.

Canrinus et al. (2011) conducted a study to explore the relationships between indicators of teachers' professional identity on self-efficacy, job satisfaction, motivation and commitment. The study aimed to find out the relationship between job satisfaction,

occupational commitment and self-efficacy. It can be concluded that classroom, self-efficacy and its relationship with satisfaction play a key role in the relationships between the indicators.

Corkett, Hatt and Benevides (2011) conducted a study on student and teacher self-efficacy and the connection to reading and writing. They observed that self-efficacy or the belief in one's ability (Bandura, 1977) on the part of both teachers and students was thought to be directly related to teacher and student success. This survey analyzed the relationship between teacher self-efficacy, student self-efficacy, and student ability. Teachers' insights of the students' self-efficacy was significantly correlated with students' capabilities; though, student literacy, self-efficacy was not correlated with their learning ability. Moreover, there was no correlation between the teachers' perception of the students' literacy, self-efficacy and the students' literacy, self-efficacy. Finally, the teachers' self-efficacy was significantly correlated with their perception of the students' self-efficacy.

Hechter (2011) examined the changes in pre-service elementary teachers' personal science teaching efficacy and science teaching outcome expectancies. Findings exposed that the number of post-secondary science courses completed, and prior school science experiences had a significant key effect on individual science teaching efficacy. But not science teaching outcome expectancy. No significant interaction effects was found between the variables on both efficacy subscales.

Tuchman and Isaacs (2011) carried out a study on teacher self-efficacy to know the effect of formal and informal formative pre-service experiences of teachers of general and Judaic studies in USA. This study examined the associations between both formal and

informal formative pre-service experiences and teacher self-efficacy. In addition, the effect of years of teaching experience on these associations was investigated. Conventional pre-service preparation and positive student-teaching experiences, as well as each of the three informal experiences, were found to be related with positive teacher self-efficacy. Formal and informal pre-service experiences appeared to be connected with different aspects of teacher self-efficacy. Formal teacher training was most strongly linked to efficacy for instructional uses, while the positive informal experiences were most strongly associated with efficacy for student participation. The likely impact of both formal and informal experiences did not appear to wither over time. On the other hand, for those variables where an interaction with years of teaching was detected, it was the efficacy beliefs of the most senior instructors that were largely related to their pre-service experiences.

Voris (2011) conducted a research work on teacher efficacy, job satisfaction, and alternative certification in early career special education teachers. It was found that the number of special education students continues to rise, creating the need for additional special education teachers. Alternative certification programs have dealt with the special education teacher shortage, but not the question of teacher quality. The prime objective of this study was to examine the special education teachers' sense of self-efficacy and job satisfaction. The focus was the relation among special education teacher's degree of efficacy in the early years of their careers (zero to five), degree of job satisfaction, and their certification type of special education (alternative vs. traditional). The study also sought to find the interrelation among teacher efficacy, number of years in the profession, degree of job satisfaction, gender, type of classroom, and area of certification in special training. The degree of teacher self-efficacy was linked to increased student outcomes and achievement,

extent of planning, implementation of new ideas, enthusiasm, commitment, and increased patience with struggling students.

Devos et al. (2012) looked into how the social working environment predicted beginning teachers' self-efficacy and feelings of depression. The outcomes indicated that the goal structure of the school culture (mastery or performance orientation) predicted both outcomes. Frequent collective interactions with colleagues were related to higher self-efficacy only when the beginners were experiencing a few difficulties or make in an environment oriented towards chief goals. The mere occurrence of mentoring and meetings with the principal was not related to the outcomes, but the quality of these activities predicted them significantly.

Ghosh (2013) conducted a study on job satisfaction of teachers working at the primary school. The aim of the survey was to find out the level of job satisfaction in primary teachers in relation to the nature of job, gender, locale, management and educational qualification. The sample for the study was drawn from 14 government and 6 private primary schools of Dakshin Dinajpur district of West Bengal through the mere random sampling procedure. There is no significant difference in the level of job satisfaction of regular and Para teacher. It indicated that nature of the job did not have a significant impact on the job satisfaction of teachers working at the primary school. The Para teachers were found to be more satisfied in their job satisfaction than regular teachers. The female teachers were found to have more job satisfaction than male teachers. The female teachers think it is the most suitable business for them, whereas, the male teachers do not rate teaching as a profession. The female teacher feels satisfaction in teaching

profession just because they believe the profession suitable for them. The teachers going to urban teachers were found to cause more favorable job satisfaction than rural teachers. Educational qualification did not have a significant impact on the job satisfaction of teachers working at the primary school. Hence, the study intended to highlight the job satisfaction of teachers working at the primary school in relation to the nature of job, gender, locale, management and educational qualification variation. The findings of the study revealed that para, female, government, school and undergraduate teachers were more satisfied with their occupation than the regular, male, and private school and graduate teachers.

Reilly et al. (2014) studied the teachers' self-efficacy beliefs, self-esteem, and job stress as determinants of job satisfaction. The purpose of this research was to study the use of teaching self-efficacy, perceived stress, self-esteem, and demographic features (age, gender, education, and years of teaching experience) in predicting job satisfaction within a sample of 121 Irish primary school teachers. Design/methodology/approach – Survey data were collected from teachers from eight primary schools. Hypotheses were tested using a comparison of means, correlations, and multiple regressions. Results indicated that the predictor of variance in teachers' job satisfaction. Yet, only perceived stress was found to explain unique predictive variances, with high levels of occupations stress related to depressed levels of job satisfaction. Practical implications—perceived stress should be targeted in attempts to improve teachers' job satisfaction. The results indicated no significant differences in job satisfaction, self-efficacy, self-esteem and perceived stress between male and female primary school teachers. Years of teaching experience was found to have a weak negative relationship with job satisfaction. This suggests that as the number

of years teaching increases, job satisfaction decreases. Similarly, a weak negative association between age and job satisfaction was found. Which found that younger and less experienced teachers report higher levels of job satisfaction than their older and more experienced counterparts. The non-significant relationship between self-efficacy and job satisfaction in the regression.

Sehgal (2015) explored role of personality, collaboration and principal leadership in establishing the relationship between teacher self- efficacy and teacher effectiveness. This study showed that in order to enhance the effectiveness of a teacher, it was essential to pay attention towards building his/her self-efficacy. The findings of the study also established the role of collaboration and principal leadership in building teacher self-efficacy. The role of the principal was also very important in enhancing self-efficacy of the teachers, and subsequently their effectiveness. It had been observed from the results of this study that, for the teachers who were high on agreeableness and conscientiousness, the relationship between collaboration and teacher self-efficacy was stronger.

2.5 General Conclusion

The review of the literature shows that a number of studies have been conducted on job satisfaction in India and abroad which brought interesting results. Most of the studies, as cited above, concentrated themselves in seeing out the relationship between several variables such as wage, school governance, workload, personality factors, adjustment teaching attitude towards teaching profession, teaching aptitude and self-efficacy etc. The

various demographic factors like- gender, type and locality of schools, social economic status, have also been found in play important role in affecting job satisfaction. In spite of this, no single study was found on job satisfaction of secondary school teachers in Lucknow, Barabanki and Faizabad districts in relation to their attitude towards teaching profession, self-efficacy and demographic factors.

The investigator inspired to study the job satisfaction, but with a different approach. Also, the contradictory result of several studies cited above motivated the researcher to conduct this study. So it was very much fascinating to explore the relationship among these variables in above mentioned districts. This study has been carried out to understand about the job satisfaction among certain groups of teachers. These groups have been split up into various categories- government and private, urban and rural, train and untrained school teachers and hence along. The present work is focused close to the secondary school teachers as they deal with the adolescents and secondary education establishes an important connection between the primary and higher education level.