CHAPTER - II

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The search for related literature is one of the first steps in the research process. It is a valuable guide to – defining the problem, recognizing its significance, suggesting promising data-gathering devices, appropriate study design, and sources of data.

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II.1. INTRODUCTION

Every research is carried out gather information and critical evaluation of work done in past and also to ascertain what is being done currently in the context of variables of the study under investigation to attain an overall relevance and purpose.

It was essential for the investigator to conduct a survey of the related literature extensively. On reviewing the literature, the researcher can know about their knowledge of the topic, their view upon the problems to be identified. It provides the bases for the development of theoretical frame work by identifying variables that are very important as determined by the previous research findings.

The review process provided an insight into various dimensions of the problem and related issues at different stages. The present chapter provides a thumbnail account of such studies conducted in India and abroad, their ambit and outcomes. Studies had been critically reviewed and arranged systematically as far as possible and presented under the title for the sake of convenience.

II.2. Review of Literature

In this chapter, the review of literature is classified into the following sections:
II.2.1. STUDIES RELATED TO JOB SATISFACTION

Ali and Akhter (2009)\(^1\), made as attempt on the titled “Job Satisfaction of Faculty Members in Private Universities- in Bangladesh” the study consist of 120 faculty members (60 male and 60 female). Both parametric and non-parametric statistical tools were used to drive a meaningful conclusion from the empirical data. In addition, basic statistical techniques of different measures of central tendency were used in analysing the data. Finding of this study indicates that there is no significant difference between male and female faculty members regarding job satisfaction.

Latif (2011)\(^2\), made an attempt on the topic titled “Job Satisfaction among Public and Private College Teachers of District Faisalabad, Pakistan: a Comparative Analysis”. The study consists of 180 teachers, the collected data were analysed through correlation. The results showed that there was a significant difference in job satisfaction between public and private college teachers. Public college teachers are more satisfied with the six components (educational qualification, nature of work, pay, job security, promotional opportunities and family and work life balance) of job satisfaction and the private college teachers were not satisfied.

Raj and Lalita (2013)\(^3\), in a study entitled “Job Satisfaction among Teachers of Private and Government School: a Comparative Analysis” the sample consist of 100 teachers among private and govt. school independent test were used to analyse the data. The results of the study reveal that there is no significant difference in the level of satisfaction of male and female teachers and that of government and private school teachers.

Katoch (2012)\(^4\), in a paper entitled “Job Satisfaction among College Teachers: A Study on Government Colleges in Jammu (J and K)” The data used in this paper is primary in nature and collected through personal interviews in the form of questionnaire from a sample of 98 college teachers selected from the five Government Colleges of Jammu. Two types of statistical tools are used in the present study for analysis 1) percentage analysis 2) chi-square analysis. Research shows that
female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction.

Leelavathy (2012)⁵, carried out a study entitled “Job Satisfaction of Women Teachers” data were collected from 120 women college teachers of different self-financing engineering colleges in and around Chennai by adopting random sampling technique. Descriptive statistics, correlation and multiple regression techniques were used to analyse the data. The study has found the determinants of job satisfaction indicated that among different variables, satisfaction variables were positively related to teacher-student relationship, job involvement and role change while, salary, discipline and work environment were negatively related with job satisfaction among women teachers.

Sharma (2012)⁶, examined “The Relationship between Job Related Dimensions and Job Satisfaction of Teaching Staff of B-schools in India using Structure Equation Modeling”. The study was based on single cross-sectional survey. In all 310 responses were completed by the teachers of management institutes located in India. The findings of the study indicated that there is a positive relationship among pay satisfaction, satisfaction with supervision, satisfaction with work-schedule flexibility and teachers’ job satisfaction. Promotion opportunities were not found to be an influential factor leading to teachers’ job satisfaction. In most Indian management institutes promotion is normally granted after a certain period of service and is not linked directly with performance as it is in the corporate sector.

Khalid et al. (2012)⁷, investigated in their study entitled “Job Satisfaction among Academic Staff: a Comparative Analysis between Public and Private Sector Universities of Punjab, Pakistan”. The sample of the study consists of 150 academic staffs. Descriptive statistics, correlation, regression were used for hypothesis testing. Results of this study indicate that a pay differential does exist between private and public universities in Pakistan. Academicians in private sector universities were more satisfied with their pay, supervision, and promotional opportunities than the academicians of public university. On the other hand, academicians in public sector universities were found more satisfied with co-worker’s behavior and job security.
Bhamani (2012), in a work entitled “Factors Determining Job Satisfaction of Early Childhood Teachers” the sample of the study consists of 133 teachers from early childhood settings to test the data factor analysis was used to explore the factors that determine job satisfaction, ‘t’ test was deployed to explore the qualification, experience and salary differences and Pearson’s correlation to explore the relationship between the variables. The results of the study reveals that the factors determine job satisfaction from highest to lowest supervision, co-workers, promotion, continuous rewards, nature of work, pay fringe benefits, communication and operational conditions, furthermore there is no significant difference in the job satisfaction with regard to qualification and salary variables of the sample.

Malik (2013), in a paper entitled “A Comparative Study of Job Satisfaction among Government and Private Secondary School Teachers in relation to Educational Qualifications” the sample of the study consists of 200 teachers in Rohtak district, Haryana. ‘t’ test were used to analyse the data. The results reveal that job satisfaction of government secondary school teachers is more satisfied in job than that of private school teachers and academic qualification doesn’t have significant effect on job satisfaction.

Mabekoje (2009), in a work entitled “Gender Differences in Job Satisfaction among Secondary School Teachers” the sample consists of 388 teachers with varying age, gender, qualification and work experience. ‘t’ test were used to analyse the data, the results indicate there is no significant gender difference in job satisfaction (pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work and communication.

Ali et al. (2011), made an attempt on “A Study of Job Satisfaction of Secondary School Teachers” the sample consist of 200 secondary school teachers. Mean score of twenty dimensions were calculated and ‘t’ test was used to compare male-female and urban-rural teachers. The results indicate there is no significant difference between male-female and urban-rural teachers. The findings reveals that secondary school teachers were slightly satisfied with basic eight dimensions (out of
twenty) of a job i.e. ability utilisation, advancement, education policies, independence, compensation, creativity, recognition and working condition.

Nurullah (2010)\textsuperscript{12}, in a study entitled “Predictors of Job Satisfaction among Emerging Adults in Alberta, Canada” the sample consist of 1.030 emerging adults. Structural equation modeling has been used for analysis; a job satisfaction model has been developed. The findings indicate that self-esteem and valued job characteristics are direct and strongest predictors of job satisfaction among the emerging adults. In addition, happiness and income positively predicts job satisfaction. The variable ‘work-reward preferences’ does not directly predict job satisfaction, but is rather mediated through self-esteem and valued job characteristics.

Tausif (2012)\textsuperscript{13}, in a study entitled “Influence of Non-Financial Rewards on Job Satisfaction: A Case Study of Educational Sector of Pakistan”. Sample of 200 full time employees were taken. Schools were randomly selected from the city of WahCantt. ‘t’ test, regression and correlation were used for testing the hypothesis. Results show that non-financial rewards are the strong determinant of job satisfaction for the employees of public educational sector of Pakistan. Results also show that the age differences of the employees affect the association between employee rewards and employee job satisfaction.

Nagar (2012)\textsuperscript{14}, in a paper entitled “Organisational Commitment and Job Satisfaction among Teachers during Times of Burnout” 153 university teachers’ were taken into consideration Structural Equation Modeling results indicate that: (1) All three factors of burn-out namely, depersonalization, reduced personal accomplishment, and emotional exhaustion lead to decreased job satisfaction. (2) Greater job satisfaction contributes significantly towards an increase in organisational commitment. (3) Out of the tree dimensions of burnout, female teachers score higher on emotional exhaustion and reduced personal accomplishment indicating that they could not work the way they wanted to with their students or that they have influence on their students, whereas male teachers score higher on depersonalization. (4) In terms of job satisfaction, females show higher levels of job satisfaction as compared to men, perhaps due to low expectations about job status among female teachers as
compared to male teachers. (5) A perceived difference in alternative employment opportunities between genders offers an explanation to the finding that women are more committed to organizations than their male counterparts.

Miller (1992), in a work entitled “A Gender Analysis of Job Satisfaction, Job Satisfier Factors, and Job Dis-Satisfier Factors of Agricultural Education Teachers” the sample consist of 558 secondary teachers of agricultural education in Ohio. The result reveals that the mean scores for male and female secondary agriculture teachers on the overall job satisfaction and job satisfier or job dis-satisfier factors scale were not significantly different. The correlation between overall job satisfaction and demographic variables (tenure status) was significant for females. None of job satisfier and job dis-satisfier factors was significantly correlated with overall job satisfaction.

Pandey and Kavitha (2015), made an attempt on the titled “Job Satisfaction of Higher Secondary School Teachers in Puducherry: An Empirical Analysis” the study consists of 25 male and 25 female teachers. Chi-square was applied to find out the underlying variance among the variables, t test result shows that there is a significant difference between male and female respondents. Results of the correlation analysis indicate that the following characteristics are more significant for job satisfaction among the higher secondary school teachers except the age factor and also the regression result indicates that is a significant and positive relationship between demographic variables (age, educational qualification, and work experience) and job satisfaction except salary.

Ghosh (2015), in a work entitled “Job Satisfaction among government and Private School Teachers of Ranchi” the study consists of 100 government and 100 private school teachers. To test the hypotheses t test was used. The result shows that there was no significant difference between government and private school teachers and it also reveals that there was no significant difference in the level of job satisfaction of male and female teachers.
Dar (2016)\(^{18}\), in a paper entitled “Job Satisfaction among Teachers Working in government and Private Schools at Elementary Level” the sample of the study consists of 100 teachers from both government (50) and private (50) schools. The collected data were analysed using Mean, SD and t test. The result reveals that government school teachers are enjoying better financial conditions, working conditions, supervision and management, job and personal security and opportunities for development and promotions as compared to private schools teachers at the same level.

II.2.2. STUDIES RELATED TO PERSONALITY

Arif et al. (2012)\(^{19}\), in a work entitled “Personality and Teaching: an Investigation into Prospective Teachers’ Personality” the sample consist of 100 teachers consist of 100 teachers from public sector universities of Punjab, Pakistan. Simple descriptive and inferential technique ‘t’ test were used to analyse the data. The result indicates that ratio of four personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness) nearly same but, the ratio of openness trait is greater which it is more dominant as compared to remaining four. It was also found that female teachers got greater score as compared to male teachers.

Fazeli (2012)\(^{20}\), in a paper entitled “Personality Traits as Predictors of the Social English Language Learning Strategies” 213 Iranian female university level learners of English language as a university major in Iran, were volunteer to participate in this research work. The intact classes were chosen. The collected data were analysed by using Pearson Correlation, ANOVA and multiple regressions. The results show that however, there is a significant relationship between four traits of personality and use of the Social English Language Learning Strategies, but personality traits cannot be as a strong predictor to predict use of the Social English Language Learning Strategies.

Zhang (2007)\(^{21}\), in a work entitled “Do Personality Traits Make Difference in Teaching Styles among Chinese High School Teachers?” the study consist of 157 teachers, hierarchical multiple – regression, zero-order correlation coefficients were employed for analysis, the results indicated that female teachers’ were less global and
conservative, but more agreeable than males. Teachers with higher education scored significantly higher on two of the type I style legislative and liberal) and on openness, but lower on all three type II styles. Results suggested that six of the seven teaching styles were statistically predicted by particular personality trait(s) beyond the teachers’ gender, educational level, and their perceptions of the quality of their students. Four of the five personality traits significantly contributed to the prediction of teaching styles beyond the three control variables. The strongest predictors for teaching styles were the openness and conscientiousness personality traits. As predicted, the openness scale negatively predicted all three Type II teaching styles, while the conscientiousness scale positively predicted three of the four types I styles. Both the agreeableness scale and the extraversion scale (remember that no specific styles) turned out to be secondary predictors for teaching styles. Agreeableness negatively contributed to the prediction of the judicial teaching style, while extraversion positively contributed to the local teaching style.

Mehta (2012), in a research paper entitled “Personality of Teachers” the sample consist of 300 teachers (150 government and 150 private) the result of the study indicates Extraversion, Sensing, Thinking, Judgement has maximum representation followed by Intuition, Sensing, Thinking, Judgement, Extraversion, Sensing, Feeling, Judgement, Intuition, Neuroticism, Thinking, Perception found no representation, Intuition, Neuroticism, Feeling, Perception and Intuition, Sensing, Feeling, Perception found minimum representation it also indicates private school teachers personality type Extraversion, Sensing, Thinking, Judgement got maximum representation followed by Intuition, Sensing, Thinking, Judgement and Extraversion, Sensing, Feeling, Judgement in case of government teachers personality got maximum in Extraversion, Sensing, Feeling, Judgement and Extraversion, Neuroticism, Feeling, Judgement. Female personality type Extraversion, Sensing, Thinking, Judgement got maximum followed by Intuition, Sensing, Thinking, Judgement and Extraversion, Sensing, Feeling, Judgement then for male personality Extraversion, Sensing, Thinking, Judgement got maximum followed by Extraversion, Sensing, Feeling, Judgement and Extraversion, Sensing, Feeling, Perception.
Band (2012)\(^2\), in a study entitled “An Investigation and Comparison of the Big Five Personality Traits, the Type of Management and Impact it on the Performance of Directors, Official, Professors, and Staff of Islamic Azad University of Marand” data was collected from the questionnaires and using SPSS program in the form of a special analysis was descriptive tables, Pearson correlation coefficient and ‘t’ student test. Results of the study indicate that the difference significant between the president, officials and staff of the personal qualities distribute. The end result of this research indicates that, given the different character traits between the president and university officials and staff, there was a difference significant from the standpoint of techniques and kind of ability. Also, there was a significant difference of the compass six part of performance at the research groups.

Daneshfard (2012)\(^2\)\(^4\), in a study entitled “The Relation between Manager’s Personality Characteristics and Organisational Commitment, and its Dimensions in Islamic Azad University Employees (Faculty and Non- Faculty Members)”. Clustering sample was used and then, the affordable number of sample was randomly selected in terms of frequency of employees at IAU. The estimated size samples were 319; when the Cochran’s formulae of calculating size were used. Collected data analyse using Pearson correlation. The results indicated that there is significant correlation between agreeableness and neuroticism characteristics of managers and employees organisational commitment. There is no significant correlation between extraversion and responsibility characteristics of managers and employees organisational commitment. There is reverse correlation between flexibility characteristics of managers and organisational commitment of employees.

Ratheeswari (2013)\(^2\)\(^5\), in a study entitled “Study on Personality Traits of Teachers Working in Colleges of Education in Relation to their Value Patter”. 820 samples were statistically analysed the personality traits of female teachers are better than the male teachers and value pattern show that the teachers working in colleges of education has given first preference for political value followed by religious, social, aesthetic, economic, and theoretical value respectively.
Forghani et al. (2013), in a paper entitled “The Role of Personality Traits in Perfectionism Orientation (Isfahan Melli Bank Employees as Case Study)”. The sample size was 150 and then the respondents were selected by random sampling method. To analyse the data and conclude the results, descriptive and inferential statistics were used. Pearson correlation coefficient and regression test are used for testing the hypothesis. The results of this study indicate that there were significant relationships between personality traits and perfectionism oriented. Also the results show that significant relationships were found between perfectionism and dimensions of personality traits.

Zargar (2013), in a paper entitled “A Study of Personality Characteristics of Higher Secondary Teachers”. 200 teachers 100 rural including (50 male and 50 female) and 100 urban including (50 male and 50 female) higher secondary teachers comprised the sample for the study. Major findings: (1) male teacher were found warmhearted, emotionally-stable, enthusiastic, conscientious, adventurous, restrained, guilt prone, self-sufficient that the female teachers. But on the other hand, female teachers were found more intelligent, excitable, competitive, tender-minded, than the male teachers, on factor Q1 and Q4, no significant difference was found between male and female teachers of higher secondary schools. (2) Rural teachers were found to be warmhearted, emotional stable, excitable, adventurous; tender minded, self sufficient, than the urban teachers of higher secondary schools. On the other hand, urban teachers were found higher on factors B, F, J, Q1, Q3 and Q4 which means that urban teachers were more intelligent, enthusiastic, internally restrained, insecure, controlled and tense than rural teachers of higher secondary schools. No significant difference was found on factors E and G.

Magan et al. (2014), in a work entitled “Age and Gender Might Influence Big Five Factors of Personality: A Preliminary Report in India Population” the sample of the study consists of 155 subjects (female 76, male 79) aged from 16 – 75 years. Conscientiousness was positively correlated (r=0.195; p<0.05) with age in total study population, and retained the significance (p<0.05) in men only when analysed by gender subgroups. Further, age and gender sub-group analysis also showed that neuroticism was inversely correlated with age in women aged 26 – 35 years (p<0.001
and p<0.05, respectively). Neuroticism was inversely correlated with age in men aged 46 – 55 years (p<0.05).

Khurshid (2011)\textsuperscript{29}, carried out a study on “Personality’s Big Five Factors of the University Teachers” the sample of the study consisted of 600 teachers (278 men, and 322 women). Result reveals that this is a difference between personality characteristics of teachers working in the private and public sector. Public sector teachers have higher score on openness, conscientiousness and neuroticism, while teachers of private sector have high mean score on the personality factor, agreeableness and extraversion. Men have higher mean score on extraversion while women have high mean score on factor agreeableness. Teachers who possess master degree have highest mean score on the factor openness and extraversion whereas; Ph.D. teachers have higher mean score on factor conscientiousness.

\textbf{II.2.3. STUDIES RELATED TO SELF EFFICACY}

Stripling et al. (2008)\textsuperscript{30}, in a work entitled “Pre-Service Agricultural Education Teachers’ Sense of Teaching Self Efficacy” the sample consist of 102 education teachers. To analyse the data mean and standard deviations were calculated to summarise demographics, overall teaching efficacy and one-way ANOVA used to determine whether significant changes occurred after the teaching methods course and after student teaching. The result reveals that pre-service teachers were the most efficacious in instructional strategies and classroom management and the least efficacious in student engagement.

Shaukat and Iqbal (2012)\textsuperscript{31}, made an attempt on “Teachers Self Efficacy as a Function of Student Engagement, Instructional Strategies and Classroom Management”. The sample of 108 male and 90 female teachers was selected from four public schools in Lahore. One way ANOVA ans ‘t’ test were used to analyse the data. Results indicate significant differences between efficacy beliefs of male and female, B.Ed. and M.Ed, permanent and temporary, elementary and secondary, younger and older teachers with regards to classroom management.
Bakar et al. (2013), in a work entitled “How Efficacious are they? A Study of Malaysian Novice Vocational Teachers Sense of Efficacy” the participants of the study were 95 vocational teachers with no more than three years of experience. Findings indicated that the majority of the respondents had a high level of perceived efficacy (m = 3.84, SD = 0.44). They were highly efficacious in terms of student engagement (m = 3.76, SD = 0.74), instructional strategies (m = 3.92, SD = 0.44), classroom management (m = 3.85, SD = 0.59). Novice teachers’ attitude toward teaching profession was moderate (m = 3.38, SD = 0.26). The finding indicated a significant correlation was also found between teaching efficacy and teacher’s attitudes (r = 0.319, p< 0.05). A significant correlation was also found between age and efficacy (r = 0.35, p = 0.001). No significant correlation was found between gender and efficacy (rpb = -0.165, p = 0.11) and decision to choose teaching as profession (r =0.088, p = 0.47).

Mirsanjari et al. (2013), in a study entitled “Teachers’ Sense of Efficacy in Teaching English among Iranian EFL (English as a Foreign Language) Teachers” 40 guidance school teachers were considered for the study. The teachers in the present study rated their self–efficacy in teaching English at the moderate level. They rated their efficacy or confidence higher for instructional strategies, classroom management, and student’s engagement than oral English language proficiency. The result of the study indicated that the teachers were less confident concerning the tasks related to English use (e.g., using classroom English, teaching English using English only) than others (e.g., controlling disruptive classroom behaviours, helping students to value learning English).

Moalosi (2012), in a study entitled “Teachers Efficacy: Is Student Engagement Essential in Botswana Junior Secondary Schools?” the sample of the study consist of 1006 botswana junior secondary school teachers on three sub-scales of Teacher Sense of Efficacy Scale, 2009 junior certificate results are a testimony to this concern. The findings of the study suggest that teachers do not fully engage students in learning activities; this implies that student performance can be linked to teachers failing to fully engage students in learning.
Bilali (2013)\textsuperscript{35}, made an attempt on "Teaching Efficacy to Students Teachers in the Faculty of Education, Elbasan Albania" 243 student-teachers were enrolled in two programs: elementary teacher and preschool teacher. Descriptive statistics were used to describe the degree of teaching efficacy and differences among relevant groups were analysed using an independent sample ‘t’ test and ANOVA. The results of the study indicate that the majority of student teacher in the faculty of education has a high level of teaching efficacy during pedagogical practice. They are more efficient in instructional strategies and less efficient in student engagement.

II.2.4. STUDIES RELATED TO RELATIONSHIP BETWEEN PERSONALITY AND SELF EFFICACY

Navidnia (2009)\textsuperscript{36}, made an attempt to determine the relationship between English language teachers’ personality and teacher efficacy beliefs in a study entitled “Psychological Characteristics of English Language Teachers: on the Relationship among Big Five Personality Traits and Teacher Efficacy Beliefs” participants of the study included 168 English language teachers who were teaching to senior and junior high school students. Data were analysed through stepwise multiple regression. Results of the study indicated that two of the Neuroticism, Extraversion, Openness – Five Factor Model variables, extraversion and conscientiousness, significantly predicted teacher efficacy beliefs. The results also demonstrated that regarding the facts of teacher efficacy beliefs, extraversion was the most significant predictor for classroom management and conscientiousness came out to be the most significant predictor for instructional strategies as well as student engagement.

Roberts et al. (2007)\textsuperscript{37}, in a study entitled “ The Relationship between Teaching Efficacy and Personality Type of Cooperating Teachers” the sample of the study consists of 41 teachers, Pearson correlations was calculated to quantify the relationships between personality type scale scores (extraversion, sensing, thinking, judging) and teaching efficacy scores. Myers-Briggs Form M produces direct, inverse relationships (that is, an increase in one causes a decrease in the other) between Extroversion and Introversion; sensing and intuition; thinking and feeling; and judging and perceiving. Therefore, only one score was used from each scale (E, S, T, and J). Substantial correlations were found between extroversion and instructional
strategies ($r = .52$), classroom management ($r = .54$), and overall teaching efficacy ($r = .58$) (Davis, 1971). Moderate correlations were found between extroversion and student engagement ($r = .49$); judging and classroom management ($r = .39$); and sensing and student engagement ($r = -.33$). Correlations for I, N, F and P were direct inverses of those reported for E, S, T and J.

Rahimi and Saberi (2014)\textsuperscript{38}, carried out an study entitled “The Interface between Iranian EFL Instructors’ Personality and their Self-efficacy”, the sample of the study consist of 100 male and female English as a Foreign Language (EFL) instructors’ personality and their self-efficacy at 11 English language institutes in Bandar Abbas, Iran. In order to collect the data, two instruments were applied to see whether there was a significant relationship between the variables. Spearman Rank Order Correlation was applied to analyse the data. The result of the study reveals a significant relationship between English as a Foreign Language instructors’ personality and their self-efficacy. In addition, it is concluded that there is a meaningful and positive relationship between Extroversion, Openness, Agreeableness, Conscientiousness, and the traits of self-efficacy; nevertheless, the relationship between Neuroticism and each trait of self-efficacy turns out to be negative. Moreover, the result revealed that Agreeableness is the best predictor for student engagement, extraversion is the most important predictor for instructional strategies and classroom management, and the best predictors of self-efficacy are classroom management for extraversion and student engagement for agreeableness.

Djigi’c et al. (2014)\textsuperscript{39}, made an attempt on “Basis Personality Dimensions and Teachers ‘Self-Efficacy” the sample of the study consist of 168 teachers, Pearson’s correlation coefficients was used to analyse the data. The result indicates that most of correlations are low and significant. It is obvious that the relation of teachers’ self-efficacy with Conscientiousness, Openness and Extraversion is more stable than the connection with two other personality dimensions, Neuroticism has the lowest and the less stable correlation with teachers’ self-efficacy. Self-efficacy could be best predicted by personality dimensions Openness (Beta=0.230, $p<0.05$) and Conscientiousness (Beta=0.233, $p<0.05$).
Saboor et al. (2015), in a work entitled “Comparison of Self-Efficacy and its Impact on Personality Between Classroom Based and Web-Based Learners” Sample of the study consists of 426 students, Pearson’s coefficient of correlation and linear regression analysis were used for analysis. The results shows a moderate positive relationship for self-efficacy and extraversion (r = 0.481) also for openness to experience (r = 0.557). Results of the regression reveal that self efficacy is good predictor for student’s personality traits (openness to experience and extroversion).

Pandey and Kavitha (2015), in a research paper entitled “Relationship between Teachers’ Personality Traits and Self Efficacy: An Empirical Analysis of School Teachers in Karaikal Region (Puducherry)” this study is carried out on a sample consist of 200 teachers. Parson product movement correlation analysis has been used for analysis. The results of the study reveal that there is a significant positive relationship between extraversion, agreeableness, openness to experience and conscientiousness to self-efficacy. However, there was a significant negative relationship between neuroticism and self-efficacy among high school teachers.

Akanbi (2013), in a study entitled “Familial Factors, Personality Traits and Self- Efficacy as Determinants of Entrepreneurial Intention Among Vocational Based College of Education Students in Oyo State, Nigeria” the participants of the study includes 470 vocational based students to analyse the study Pearson product correlation moment and multiple regression model were used, the results show that all the variables examined in this study have significant relationship with the criterion measure (entrepreneurial intention) except family income which have no significant correlation. It was also found that while other variables: parental occupation, extraversion, agreeableness, conscientiousness and openness have direct relationship with entrepreneurial intention, the relationship is significant but inverse for neuroticism.

Oyesoji (2009), in a paper entitled “Measured Influence of Big Five Factor and Gender as Correlates of Academic Self Efficacy of Educationally Distressed Adolescents in Ibadan, Nigeria” 450 (male 173, female 277) adolescents aged between 17 and 21 attending extra mural classes were taken into consideration,
hierarchical multiple regression analysis of which means, standard deviation and inter correlations matrix were used to test the hypothesis. The result of the study reveals that the big five [extraversion, agreeableness, openness, conscientiousness] and gender were positively associated with academic self-efficacy of educationally distressed adolescents. However, the relative contribution of the predictors indicated that only neuroticism and gender could predict academic self-efficacy of the participants.

Faiza et al. (2012)\(^{44}\), made an attempt on “Association of Pre-Service Teachers’ Performance, Personality, and Beliefs with Teacher Self-Efficacy at Program Completion” sample consist of 509 pre-service teachers drawn from 4 cohorts of final year teacher education students at a state university. The result reveals that the model accounted for 18 percent of the variance in pre-service teachers’ self-efficacy at the end of teacher preparation \((R^2 = 0.18)\), suggesting that the model predicts pre-service teachers self-efficacy moderately well. In accordance with our expectations, pre-service teachers’ levels of extraversion and neuroticism were both significant predictor of their levels of teacher self-efficacy at the end of their teacher preparation experience. Extraversion was positively associated with self-efficacy, meaning that the pre-service teachers who had a higher propensity towards positive affect and were more outgoing and sociable also felt more confident they would be successful as professional teachers. On the other hand, neuroticism was negatively associated with self-efficacy, meaning that pre-service teachers who were more prone to negative affect, anxiety, and psychological distress in general, also felt less prepared to face the challenges of the classroom once they entered the field. Finally, teachers’ beliefs about children’s development and how they learn were negatively associated with teachers’ self-efficacy. This means that pre-service teachers who held more progressive, democratic beliefs about how children learn were more confident about their ability to succeed in the classroom.

II.2.5. STUDIES RELATED TO RELATIONSHIP BETWEEN SELF EFFICACY AND JOB SATISFACTION

Demirdag (2015)\(^{45}\), in a research paper entitled “Assessing Teacher Self-Efficacy and Job Satisfaction: Middle School Teachers” the study includes 208
teachers in 6 middle schools in the western part of USA. Teachers’ sense of self efficacy and job satisfaction instrument were use4 to measure their self-efficacy and job satisfaction among the teachers. The data’s were analysed on the basis of means, standard deviations and paired sample ‘t’ test were used to examine the mean differences on self efficacy and job satisfaction of middle school teachers. In addition, the relationship between teachers’ self-efficacy and job satisfaction were investigated by Pearson product moment correlation coefficient. The results concluded that teachers’ beliefs about their self-efficacy were very little on all subscales: student engagement, instructional strategies and classroom management. On the other hand, middle school teachers showed dissatisfaction about their jobs on most of the subscales of job satisfaction. Teachers showed satisfaction only on most of two of the subscales of job satisfaction: supervision and fringe benefits. On research findings, it is crucial for school leaders to consider taking certain steps in order to increase self–efficacy and job satisfaction of teaches as middle school teachers scored low on these measures. The findings of this study suggested that there was no relationship between teachers’ sense of self-efficacy beliefs and job satisfaction.

Samadipour et al. (2015), in a research study “An Investigation of Influential Factors on Iranian EFL Teachers’ Efficacy: Teaching Level, Job Satisfaction, and Teaching Experience” participant of the study consisted of 70 females and 26 male English as a Foreign Language teachers from five language institutes in bouchehr. To analyse the study Pearson product movement correlation and MNOVAs were used, the results of correlation revealed that both experience and teaching level had relationship with teachers’ efficacy, while job satisfaction seems to have no correlation with teachers. The results of the MANOVAs test and the amount of lambda (p = 0.000) rejected the first two hypotheses suggesting lack of relationship between teaching experience and teachers’ efficacy, as well as, teaching level and teacher’s efficacy. It was mentioned that since there was no correlation between teachers’ efficacy and job satisfaction, further research (MNOVAs) to find differences was not conducted.

Kaur, (2015), carried out an analysis “Self Efficacy and Job Satisfaction of Secondary School Teachers” 100 teachers from government and private secondary
schools of Amristar district were selected for the purpose of investigation, ‘t’ test and correlation was used for hypothesis testing, the results revealed that there is no significant difference in self-efficacy of private and government secondary school teachers and job satisfaction of teachers working in government schools is higher than that of the teachers working in private schools also there is significant relationship between self-efficacy and job satisfaction of secondary school teachers.

Sadeghil (2015)⁴⁸, in a study entitled “The Study of the Relationship between Job Satisfaction and Managers’ Efficiency from Colleagues Viewpoint” sample of 71 managers (both 36 men and 35 women) of the schools were taken under study. In the descriptive statistics level, the frequency, percentage, mean, median were being used, while in inferential statistics the research makes use of Pearson correlation coefficient, Spearman and ‘t’ test with two independent groups. The results revealed that female managers were more satisfied than male managers in terms of their job nature, colleague’s cooperation, possibility of promotion, and salary system. Also, there was a relationship between job satisfaction and management efficiency; however, this relationship is not meaningful.

Folladet et al. (2015)⁴⁹, made an attempt on a study entitled “The Survey of Conceptual Modeling of Casual Relationship between Job Satisfaction with Self Efficacy in Campus Recreation Administrations” the sample consist of 214 administrators of Islamic Azad university. The data were analysed using Pearson correlation and structural equations. The results revealed that job satisfaction affection self-efficacy the result also showed that there is a significant relationship between nature of job, supervisor satisfaction, colleague satisfaction and self-efficacy. However there are no significant relationship between promotion, salary and self-efficacy.

Tojjari et al. (2013)⁵⁰, in a work entitled “The Effect of Self-Efficacy on Job Satisfaction of Sport Referees” 191 randomly selected referees were used for further investigation. Collected data were analysed using correlations and structural equation modeling. The results of the study reveal that the general self-efficacy of sport referees has a significant effect on intrinsic and extrinsic factors of job satisfaction,
while this effect was not significant for general factors of job satisfaction. The perceived self-efficacy of referees showed no significant effect on none of intrinsic, extrinsic or general factors of job satisfaction.

Blackburn and Robinson (2008)\textsuperscript{51}, made an empirical study entitled “Assessing Teacher Self-Efficacy and Job Satisfaction of Early Career Agriculture Teachers in Kentucky” the sample consist of 80 teachers (within the first 6 years in the profession) person product movement correlations were used to analyse the data. The results revealed that the relationship between the student engagement and instructional practices teacher self-efficacy construct and overall job satisfaction was positive and low ($r = 0.12$), ($r = 0.10$). negative and substantial ($r = -0.52$) relationship was found between the classroom management teachers self-efficacy construct and overall job satisfaction.

Kahraman (2014)\textsuperscript{52}, found in research paper entitled “Investigating the Relationship Between Science Teachers’ Self Efficacy, Work Environment and Their Job Satisfaction” the sample of the study consist of 239 science teachers, their ages were under 50 additionally the year of experience is 13 years. Results showed that linear combination of predictor variables significantly reveals that self-efficacy and work conditions each made a statistically significant contribution to the prediction of teachers job satisfaction, while co-workers’ support failed to achieve significance. The size and direction indicated that teachers who have confidence about teaching science, and who perceived successful oriented school environment tend to be more satisfied in their jobs.

Javadi et al. (2014)\textsuperscript{53}, in a paper “A Survey of the Relationship between Self-Efficacy and Job Satisfaction of Administrative Staff of Ministry of Education and Training” sample of the study consists of 96 administrative staffs in Tehran. To test the hypothesis correlation and regression were used. The result of the study indicates that there is a significant relationship between self-efficacy and career satisfaction and also job satisfaction can be predicted from self-efficacy.
Karabiyik and Korumaz (2014)\textsuperscript{54}, in a work entitled “Relationship between Teachers’ Self–Efficacy Perceptions and Job Satisfaction Level” the sample of the study consists of 83 teachers (58 female and 25 male) of different branches and from different schools in turkey. Person correlation and one-way ANOVA were used to test the hypothesis. The results of the study indicate that there is a significant and positive relationship between teachers’ self-efficacy perceptions and job satisfaction level. It was found that there are no significant differences of teachers’ self-efficacy perception and job satisfaction level according to gender, age, branch of science, place of working institution and level of schools.

Waheed et al. (2014)\textsuperscript{55}, in a paper entitles “Correlation between Teachers’ Self Efficacy Perception and Job Satisfaction Level (A Case Study of the University of Agricultural Peshwar, Pakistan)” the research study examines the correlation between job satisfaction and self-efficacy of university. 30 members as the sample of the study from each group categorized on the basis of sample 1 contact base teachers of IBMS and sample 2 permanent basis teachers from FRSS were selected from stratified random sampling method. The results showed a positive correlation between the two variables job satisfaction and efficacy. But for sample 1 ($r_1 = 0.45$) it was comparatively stronger than sample 2 ($r_2 = 0.1300$) to state differently, there is a weak degree of correlation between job satisfaction and efficacy which shows that the job related variables of employees working on contract basis do effect their satisfaction.

Fini et al. (2013)\textsuperscript{56}, in a work entitled “A Study on the Relationship between Self-Efficacy of Teachers Dimensions, Classroom Management Techniques and Teachers’ Job Satisfaction” the sample obtained for the study consists of 90(58 female and 32 male) elementary school teachers. The results of correlation coefficient test between teachers’ efficacy and classroom management strategies showed that regard to $r = 0.221$ and $p = 0/3$ there is no significant relationship between self-efficacy of teachers and classroom behavior management. Regarding $r = 0.192$ and $p = 0.2$ also there is no significant relationship between efficacy and instructional specific techniques. However with regard to $r = 0.405$ and $p = 0.102$ there is a significant relationship between self-efficacy of teachers and the strategies for
working with parents with regard to $r = 0.499$ and $p = 0.005$ there is a significant relationship between self-efficacy of teachers and planning and support. The results of this study indicated that teachers’ efficacy is not able to predict the classroom management strategies and their job satisfaction. In other words, teachers’ efficacy cannot be a direct effect on classroom management strategies and their job satisfaction.

Klassen and Chiu (2010), made an attempt on “Effects on Teachers’ Self Efficacy and Job Satisfaction: Teacher Gender, Years of Experience and Job Stress” the sample consists of 1430 practicing teachers. Factor analysis, item response modeling, systems of equations, and a structural equation model were used to analyse the data. Teachers’ years of experience showed nonlinear relationship with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviours, and lower classroom management self-efficacy. Teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction. Those teaching young children (in elementary grades and kindergarten) had higher levels of self-efficacy for classroom management and student engagement. Lastly, teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfactions.

Dipasupil et al. (2015), in a study entitled “Relationship between teachers level of job satisfaction and self-efficacy: A comparative study between Korean and non- Korean perspectives” the sample consist of 4 teachers at Hanseo university. Descriptive statistics, Pearson product moment correlation and ANOVA were used to analyse the data. The result of the study indicates there is no significant difference on the level of job satisfaction and the perception of efficacy between Korean and non – Korean teachers and also there is a significant positive relationship between teacher efficacy and job satisfaction level.
II.2.6. RESEARCH STUDIES RELATED TO RELATIONSHIP BETWEEN JOB SATISFACTION AND PERSONALITY

Ali (2008)\textsuperscript{59}, in an article entitled “The Relationship between Big Five Personality Traits and Job Satisfaction in Private Business Institutes Teachers in Karachi, Pakistan” the sample consists of 60 teachers. A Pearson product moment correlation coefficient was calculated for the correlation between the big five personality traits and job satisfaction. Extraversion, openness to experience, and conscientiousness proved to be significant predictors of job satisfaction. Extraversion, openness and conscientiousness positively correlate with job satisfaction. Neuroticism and agreeableness negatively correlate with job satisfaction.

Furnham et al. (2002)\textsuperscript{60}, in a research entitled “Do Personality Factors Predict Job Satisfaction?” the study consists of 250 participants in study1 of whom 165 were female and 85 male. Correlation, regression has been used for analysis. The results showed that extraversion and stability correlated with the motivator composite, while low Psychoticism correlated with the hygiene composite. As regards the primary scales, seven correlated with the motivator composite, while six correlated with the hygienic composite. The dissimulation score indicated that individuals with high scores on social desirability tended to give higher ratings on both composites. 82 participants took part in the study 2 out of these, 30 were male and 52 were female. Two regressions were performed with the hygiene and motivator composites as the dependent variables and the big five as the independent variables. For the regression with the hygienic composite both conscientiousness and openness were significant positive predictors in the equation. For the regression with the motivator composite, conscientiousness and openness were significant positive predictors in this equation too. None of the other big five dimensions, viz., extraversion, neuroticism, and agreeableness reached significance levels.

Said et al. (2015)\textsuperscript{61}, made an attempt on study entitled “The Relationship between Personality and Job Satisfaction among Employees in Libyan Oil and Gas Company” a cross-sectional design was used to address the research objectives. The sample consisted of 200 employees working at the company main office in Tripoli. The collected data were analysed using correlation coefficient and regression analysis.
Results showed a significant and positive relationship between all components of personality (openness to experience, conscientiousness, extraversion, agreeableness, Neuroticism) with job satisfaction, with the highest impact being from openness to experience, and the lowest was from conscientiousness.

**Mehrad et al. (2015)**, in a paper “The Role of Personality Factors on Job Satisfaction among Academic Staff at Public Research University” quantitative and cross-sectional design was used to collect the study’s data with purposive selected sample that taken from academic staff (N= 440) of public research universities, the collected data was analysed by correlation coefficient and multiple regression, the results of correlation shows that there is a weak positive relationship between job satisfaction and conscientiousness with r (440) = 0.12, p < 0.05. As a final point, there is weak positive relationship between job satisfaction and openness with r (440) = 0.11, p < 0.05. Conversely, there is no significant relationship between job satisfaction and extraversion with p = 0.35. The regression results that the overall model was statistically significant and personality factors are significant proportion of variance in job satisfaction scores.

**Naz et al. (2013)**, made an attempt on “The Relationship between Job Satisfaction and Personality Trait among Bank Employees” the sample consists of 500 employees of five major banks of Pakistan. Alpha reliability coefficients, Pearson product moment correlation coefficients an ‘t’ test were used for hypothesis testing. Results of the study indicates job satisfaction has a significant positive association with four facets of TIPI (extraversion, agreeableness, openness, and conscientiousness), while it has a significant negative association with one facet (emotional stability) of TIPI. Age, education, salary, and marital status have significant positive correlation with job satisfaction; and women are more satisfied with their jobs than men.

**Pandey and Kavitha (2015)**, in a work entitled “Relationship between Big Five Personality and Job Satisfaction of Private High School Teachers, in Puducherry Region: an Empirical Analysis”. The sample consist of 200 teachers (56 male and 144 female) the data were analyse using ‘t’ test and multiple regression
analysis. The results of the study indicate that extraversion, agreeableness and conscientiousness have significant relationship among job satisfaction further significant negative relationship is reported between neuroticism and job satisfaction and openness to experience is not significant to the job satisfaction of teachers working in Pondicherry region high schools.

Sampath (2012), in a research study “The Impact of Five-Factors Model of Personality on Job Satisfaction of Non-Academic Employees in Sri Lanka Universities” the sample of 50 non-academic employees fifty non-academic employees were selected from each university using convenience sampling method. Questionnaires with two instruments were administered among the non-academic employees to measure their job satisfaction and five factor model of personality. The collected data were analysed using correlation coefficient and regression analysis. The results of the study indicated that the personality types of extraversion, agreeableness and conscientiousness of non-academic employees had significant positive relationship with their job satisfaction; neuroticism had significant negative association with job satisfaction. Insignificant relationship was reported between openness to experience and job satisfaction. It is concluded that five factor model of personality had a strong influence on non-academic employees’ job satisfaction.

Ijaz and Khan (2015), made an attempt on “The Relationship of Big Five Personality Traits with Job Satisfaction among Banking Employees (A Case Study of Askari Bank in District Peshawar)” sample of 90 employees working in seven branches were taken into consideration. The results revealed that among big five Extraversion and openness to experience have significant positive correlation with job satisfaction, while Neuroticism has strongly negative correlation. However no significant correlation of Agreeableness and Conscientiousness were found. Moreover, older employees are happier and satisfied than (comparatively) young employees. Similarly married employees have high job satisfaction level than unmarried employees. The longer tenure of employees has high score on job satisfaction scale. Finally, salary has been found strongly correlated with job satisfaction. Higher salaried employees are happier and more satisfied than low salaried employees.
Judge et al. (2002)\(^67\), made an analysis on the title “Five-Factor Model of Personality and Job Satisfaction: a Meta-Analysis” study reports results of a meta-analysis linking traits from the 5-factor model of personality to overall job satisfaction. Using the model as an organizing framework, 334 correlations from 163 independent samples were classified according to the model. Results further indicated that only the relations of neuroticism and Extraversion with job satisfaction generalized across studies. As a set, the Big Five traits had a multiple correlation with job satisfaction, indicating support for the validity of the dispositional source of job satisfaction when traits are organized according to the 5-factor model.

Judge et al. (2000)\(^68\), made an attempt on “Personality and Job Satisfaction: the Mediating Role of Job Characteristics” that Core self-evaluations was assumed to be a broad personality concept manifested in 4 specific traits: self-esteem, generalized self-efficacy, Locus of control, and low neuroticism. The model hypothesized that both subjective (perceived) job characteristics and job complexity mediate the relationship between core self-evaluations and job satisfaction. Two studies were conducted to test the model. Results from study 1 supported the hypothesized model but also suggested that alternative models fit the data well. Results from Study 2 revealed that core self-evaluations measured in childhood and in early adulthood were linked to job satisfaction measured in middle adulthood. Furthermore, in Study 2 job complexity mediated part of the relationship between both assessments of core self-evaluations and job satisfaction.

Sezer and Faruk (2010)\(^69\), in a study entitled “The Relation Between the Level of Job Satisfaction and Types of Personality in High School Teachers”, the study covers teachers working in 25 high schools at the area was one thousand and thirty-six. Fifty persons of the schools were included into the sample, and questionnaire was applied to 482 teachers. Results shows Thirty-two percent of the teachers that answered the questionnaire were women and sixty-eight percent were males. The average score given by the teachers to all the statements in the scale in general is (O=3.55); and it is seen that teachers are satisfied with their jobs near to an intermediary level. It is seen that more than half (62%) of the teachers have extrovert personalities. Proportion of the teachers with introvert personalities within the sample...
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was 32 percent. When the differences of points that teachers obtained in the job satisfaction scale and points obtained for each of the statements included in the scale used to evaluate their personality characteristics were compared, it was found that their job satisfaction showed significant differences in terms of characteristics of liking competence, being ambitious in the social area and occupation, getting angry easily, and hiding their feelings.

**Rothman and Coetzer (2002)**, made an attempt to determine in the study entitled “The Relationship between Personality Dimensions and Job Satisfaction in a Pharmaceutical Organization”. The sample consisted of 159 employees in a pharmaceutical organization. A stepwise multiple regression analysis was conducted to determine the proportion of variance in a dependent variable (career anchors) that is predicted by the independent variables (personality preferences and traits). The Minnesota Satisfaction Questionnaire (MSQ) and the NEO Personality Inventory Revised (NEO-PI-R) were used as measuring instruments. The results showed that job satisfaction has a negative relationship with Anger-hostility (a component of Neuroticism), while it has a positive relationship with positive emotions (a facet of Extraversion), Confidence, Altruism and a Compliance (facets of Agreeableness), as well as facets of Conscientiousness.

**Zebarjadian and Zadesh (2014)**, in a research work entitled “Role of Personality Traits in the Prediction of Job Satisfaction of Elementary School Teachers in Karaj City” The sample of the study consist of 112 teachers. Regression, independent ‘t’ test and pearson correlation coefficient is used to analyse the data. The result of the study indicates neuroticism, openness to experience and conscientiousness can predict job satisfaction moreover teachers’ gender is not significantly correlated to their job satisfaction.

**Moniri and Arefi (2015)**, made an attempt on “Investigation Relationship between Personality Characteristics and Job Satisfaction” sample of 50 male and female teachers from elementary school, junior high school and high school were investigated. The result of the study indicates that conscientiousness, extraversion and
acceptance had a significant relationship with job satisfaction and neuroticism; openness variables had no significant relationship with job satisfaction.

Parrick (2010)[73], in a research paper entitled “Personality Traits in Relation to Job Satisfaction of Management Educators” sample consist of amongst management educators from 25 business schools in India. Results of this study once again showed that neuroticism was negatively correlated with job satisfaction (-0.26 = general satisfaction), while a positive correlation was found between extraversion and job satisfaction (0.25 = general satisfaction). Interestingly, no significant relationships were found between the variables agreeableness, conscientiousness and openness to experience, and job satisfaction. Extraversion and extrinsic satisfaction had as significant positive relationship (0.39); the relationship between extraversion and intrinsic satisfaction was not recorded. Neuroticism and extrinsic satisfaction were significantly negatively correlated (-0.20), as were neuroticism and intrinsic satisfaction (-0.25). Overall, management faculty members recorded a general satisfaction mean of 3.75, indicating high overall job satisfaction.

Mohammadi and Skejwal (2010)[74], made an attempt on “The Relationship between Personality Factors and Job Satisfaction among High School Teachers” the sample of 223 (102, male and 121, female) teachers were participated. The result reveals that neuroticism predicted low job satisfaction on all the job satisfaction facets except pay. Extraversion predicted satisfaction with people at work. Agreeableness predicted satisfaction with people at work conscientiousness predicted satisfaction with work.

Akbari et al. (2012)[75], in a work entitled “Study of Relationships between Working Personality Types and Employees Job Satisfaction (Case Study: Payame Noor Universities, Kermanshsh)” data was analysed by using correlation coefficient and stepwise regression. The result of the study reveals that there is a meaningful relationship between working personality types and employees job satisfaction.

Shahamiri (2013)[76], made an attempt on “The Study of the Relation between Teacher Personality Type and Job Satisfaction (A Case Study of School Teachers in...
Bushehr province)" the sample of 795 were taken into consideration. Spearman correlation test and t test was used to test the hypotheses. The results of the study showed a significant positive correlation between job satisfaction and introversion personality types but there was significant negative correlation between extraversion personality type and job satisfaction, further there is no difference between men and women in terms of introversion and extraversion personality type.

Nadeem et al. (2013)\(^{77}\), in a work entitled “Study of Personality Adjustment and Job Satisfaction of Rural and urban Secondary School Teachers” the sample of the study consists of [200(urban) and 200 (rural)] 400 teachers. To analyse the data mean, SD and t test was used. The result of the study reveals that there is no significant means difference between rural and urban secondary school teachers on comparing with job concrete factor, abstract factor, psychosocial factor, economic factor and national growth factor and both the groups of teacher showed similar type of satisfaction of their job.

II.2.7. RELEVANT STUDIES

Strobe et al. (2011)\(^{78}\), made a work entitled “Be Yourself, Believes in Yourself, and be Happy: Self-Efficacy as a Mediator between Personality and Well-Being” the sample predominantly consisted of university students 72.8 percent which were recruited on the university campus. The remaining participants were either employee 21.7 Percent or self-employed 5.5 percent. To test the hypothesis means and standard deviations, internal consistencies, and inter-correlations were utilized the result indicates that self-efficacy mediated that influence of openness and conscientiousness, but not that of neuroticism and extraversion, on subjective happiness. Results highlight the importance of cognitive beliefs in functionally linking personality traits and SWB.

Colomeischil et al. (2014)\(^{79}\), in a research work “Teachers’ Work Mentality and Work Satisfaction in Relation with their Personality Traits” the research was done on sample of 1888 teachers of different scientific background, ages and belonging both to rural and urban area. In order to verify if there are any differences
regarding the teachers’ work mentality and teachers’ work satisfaction in terms of their personality traits, emotional intelligence and teachers’ self-efficacy.

Iqbal (2012)\(^8\), in a paper entitled “Impact of Core Self Evaluation on Job Satisfaction in Education Sector of Pakistan” the sample consists of 300 university staffs. The result of the study indicates self-esteem, self-efficacy, locus of control and emotional stability (low neuroticism) are positive and significant predictor of job satisfaction among all the four dimensions of CFE, self-esteem is found to be more significantly and positively related with job satisfaction.

Chi et al. (2013)\(^8\), made an attempt on “The Organisational Commitment Personality Traits and Teaching Efficacy of Junior High School Teachers: The Mediating Effect of Job Involvement” the sample of 290 teachers were taken into consideration. Correlation, regression and SEM were used to analyse the data. The findings of the research were summarized as follows: (1) job involvement has a significant and positive influence on teaching efficacy; (2) personality traits have a significant and positive influence on teaching efficacy; (3) organisational commitment has a significant and positive influence on job involvement; (4) organisational commitment has a significant and positive influence on teaching efficacy; (5) job involvement has a mediating effect between organisational commitment and teaching efficacy; (6) personality traits have no moderation effect between job involvement and teaching efficacy.

Mohammadi and Mohammadipour (2015)\(^8\), in a paper entitled “The Effect of Personality Traits and Self-Efficiency of Secondary School Teachers’ Job Performance Based on a Causation Model” the sample consist of 200 teachers obtained data were analyse using correlative and structural equation model. The findings indicate that there is a meaningful relationship between personality traits (0/78) and self-efficiency (p<0/01). Also according to the analysis of performed route, there is an indirect relationship between personality traits (0/92) and job performance. The self-efficiency (-0/18) does not affect job performance. According to model indicates, CFI = 0/79, AGFI = 0/78, GFI = 0/86, RMSEA = 0/15, PNFI = 0/76 and X2/df = 5/93.
Briones et al. (2010)\textsuperscript{83}, made an attempt on “Job Satisfaction of Secondary School Teachers: Effect of Demographic and Psycho-Social Factors” the sample of the study consist of 68 secondary school teachers in cultural diversity settings. Their average age was 43.56 years old (SD = 10.93); 60.3 percent were women and 38.2 percent were men. Path analyses showed that the teachers’ job satisfaction was significantly and positively related to personal achievement and perceived support from colleagues, and significantly and negatively related to emotional exhaustion. The teachers’ self—efficacy Was an indirect predictor of job satisfaction, and a direct predictor of personal achievement and perceived support from colleagues.

Adebomie et al. (2012)\textsuperscript{84}, in a work entitled on “Job Satisfaction and Self Efficacy as Correlates of Special Education Teachers in Oyo State” a sample of the study consist of 250 special education teachers were used to ascertain job satisfaction and self-efficacy as correlates of job commitment. The result revealed that there was a positive significant relationship between job satisfaction and commitment (r = 0.012, p < 0.5). Also, there was a positive significant relationship between self-efficacy and job satisfaction of special education teachers (r = 0.004, p< 0.05). Further, the study revealed that job satisfaction and self-efficacy when combined together were reliable predictors F (2,247) = 20.163; p< 0.05. Job satisfaction when used alone as the predictor of job commitment was found significant (β = 0.012, t = 2.543; p  < 0.05). Also, self—efficacy of special education teachers was a significant predictor of job commitment when used alone (β = 0.362, t = 6.120; p , 0.05).

Judge and Bono (2001)\textsuperscript{85}, in this article “Relationship of Core Self-Evaluations Traits Self Esteem, Generalized Self-Efficacy, Locus Of Control, and Emotional Stability (Low Neuroticism) – with Job Satisfaction and Job Performance”. The result reveals that with respect to job satisfaction, the estimated true score correlations were 0.26 for self-esteem, 0.45 for generalized self-efficacy, 0.32 for internal locus of control, and 0.24 for emotional stability. With respect to job performance, the correlations were 0.26 for self-esteem, 0.223 for generalized self-efficacy, 0.22 for internal locus of control, and 0.19 for emotional stability. In total, the results based on 274 correlations suggest that these traits are among the best dispositional predictors of job satisfaction and job performance.
REFERENCES


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