man discovers what his life requires and accordingly, acquires a code of values. A value is that which one acts to gain and/or keep: 'It is that which one regards as conducive to one's welfare'. The process of evaluation consists of estimating the relationship between some objects, actions or conditions and one or more of one's values, and therefore, in making a value judgment one is answering the question, "Does this object (action, condition) enhance or threaten my value?"

Introspectively, man cannot hold all of his values in focal awareness simultaneously. Instead when he encounters a new object, situation or problem, relevant knowledge and values enter consciousness automatically.

Locke (1969) noted that man's most basic emotions are those of pleasure and displeasure or joy and suffering. Pleasure is the consequence of (perceived) value achievement whereas displeasure or unhappiness proceeds from the (perceived) negation or destruction of one's values.

CHAPTER 2

REVIEW OF LITERATURE

2.0 INTRODUCTION

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies that are already conducted in the field. There are probably three stages in most of the reviews. First, find the information. Second, appraise what have found for relevance and robustness. And third, synthesize findings into a set of collective conclusions. Review of related literature covers from different sources as research materials, including books, magazines, periodicals, websites, scientific papers, journals, encyclopaedia, and researches of others.

2.1 PURPOSE OF LITERATURE REVIEW

- Identifies gaps in current knowledge
- Helps to avoid reinventing the wheel by discovering the research already conducted on a topic
- Sets the background on what has been explored on a topic so far
- Increases breadth of knowledge in area of research
- Allows to provide the intellectual context for work and position the research with other, related research
• Provides with opposing viewpoints
• Helps to discover research methods which may be applicable to your work

This chapter presents the review of relevant literature for the study. It discusses the origin of job satisfaction as a research focus, its theoretical perspectives, studies that have been conducted on job satisfaction, a brief discussion of the literature on the teaching profession is also presented.

2.2 THE TEACHER

The successful teaching and learning system depends largely upon the teacher, the pupil, the curriculum and the facilities. But from all of these, the teacher is the most important one and is the pivot on whom the entire educational structure depends.

Mukherjee (1957) has found that four terms are used to refer to the teacher, viz, ‘Acharya, Guru, Sikshak, and Upadhyaya.’ It may be noted that term Acharya was reserved by Patanjali for application to the highest type of teacher, an original thinker and master like Panini, while the other terms were used with reference to the ordinary teachers.

To quote Gupta (1973), “As teachers, we tend to forget that our roles are determined to a large extent by the expectation of the pupil.” One might ask what ideals for qualities a teacher should develop and possesses so as to fit in with changing roles. One cannot but recall the dictum laid down in the 13th chapter of the ‘Bhagavadgita’ about the characteristics of a real teacher: absence of pride, freedom from hypocrisy, non violence, forgiving nature, straightforwardness, service of the preceptor, purity of mind and body, steadfastness and self control.(Rao and Ramakrishnaiah)

2.3 EDUCATION COMMISSION

Many commissions and committees, appointed by the Government of India from time to time, have examined various aspects of teachers and forwarded recommendations regarding their status, salaries, conditions of service, advancements and facilities.

The University Education Commission (1948), which functioned under the chairmanship of Dr. Survepalli Radhakrishnan, examined various aspects of the teaching staff and emphasized the importance of the teacher and his responsibility. The commission was categorical about the need for improving his status, salaries, and service conditions and about providing facilities for the pursuit of knowledge and performing his duties satisfactorily. It further said that the success of educational process depends so much on the character and ability of the teacher. It opined that the success of teacher will be measured not in terms of percentage of passes alone, nor even by the original contributions to knowledge, important though they are, but equally through the quality and character of men and women he has taught and developed. It was felt that the main cause for deterioration of standards of teaching
and of discipline may be due to indifference with which teachers are treated today by public. Hence, due respect must be given to teaching profession in order to improve standard of teaching. The commission also emphasized the need for providing the necessary facilities such as books, journals and laboratories without which the teacher cannot keep pace with the advancement of knowledge and carrying significant investigations. The conditions regarding provident fund, leave and hours of work should be definitely laid down. It stressed on the need for refresher courses for the teachers to help them have up-to-date knowledge. (Ramakrishnaiah, 1998)

The Secondary Education Commission (1954) which worked under the chairmanship of Dr. A. Lakshamana Swamy Mudaliar, also stressed on the need for improving the general condition of teacher. The commission emphasized the reconstruction of the teacher in terms of his professional training and his economic status in particular and the status in the school and in the community in general. It laid great emphasis on paying adequate salary keeping in view the price index. It also suggested that other aspects such as working conditions, service, job security, leave facilities, work load, retirement benefits should be given to the teachers so that he can do his job more successfully. It further recommended that amenities like education for children, housing schemes, rail travel concessions, in-service programmes, medical facilities should also be provided (Ramakrishnaiah and Rao, 1998)

2.4 JOB SATISFACTION

In the literature on Industrial Psychology, the term Job Satisfaction is quite frequently used for individual attitudes towards specific aspects of the total work situation. The word ‘Job’ is used in a restricted manner and refers to a specific task, whereas the word ‘job satisfaction’ covers the satisfaction derived from being engaged in work or in any pursuit of a higher order, it is essentially related to human needs and their fulfillment through work. It is generated by the individual perception of how well his or her job satisfies the various needs. Job satisfaction has been linked with a large number of organizational outcome variables such as absenteeism, turnover, accidents, mental and physical health, motivational level, productivity and general life satisfaction. Even with this widespread interest in the topic, problems about the concept and its measurement still remain. To overcome some of these problems it has been suggested that job satisfaction be measured through behavioral intentions (Fishbein and Ajzen, 1975, Parasuraman, 1982) and action tendencies (Locke, 1975; DuBrin, 1984).

The rationale for measuring job satisfaction through action tendencies is that positive and negative emotional experiences associated with the job will evoke, respectively, approach and avoidance action tendencies. The respondent is asked how he/she “feels like acting” in regard to various aspects of the job, rather than attempting to directly measure cognitive belief or affect. Action tendency items may provide respondents a more absolute frame of reference than evaluative scales such as the ‘job Description Index’ (JDI) (Smith, Kendall and Hulin, 1969). It was with this background that an attempt to develop an action tendency measure of job satisfaction was made (Chhokar and Grigsby, 1982).
Satisfied v/s Dissatisfied Workers

One of the early community wide surveys was conducted in 1935 by Hoppock in the town of New Hope, Pennsylvania. Eighty-eight per cent of the 351 employed adults answered the questionnaire. Results of this study indicate that 15 per cent of the sample had negative attitudes or job dissatisfaction. This early finding is quite similar to the preponderance of evidence that has been reported since 1933.

Hoppock reports that these figures of job dissatisfaction are quite different from the common sense “view in which workers are considered as doomed to be dissatisfied in their work because of industrial mechanization and other self attributed causes.” He asked 36 nationally prominent personnel officers to estimate the percentage of workers who dissatisfied. The answers ranged from zero to 80 per cent, the average being 49 per cent. As Hoppock points out, if numbers from 0 to 100 were put in a hat, the average of the numbers drawn would be 50. Hence, it may well be that the 49 per cent is as void of meaning as chance itself.

Hoppock included five categories of role occupants in his survey. An index of job satisfaction scores was computed. A breakdown of satisfaction data on the basis of occupational categories indicates that the average index is lowest for the unskilled category and highest for the professional category. It indicates that there is considerably more job satisfaction than dissatisfaction when all the persons who are gainfully employed are included in the survey.

Hoppock also surveyed those who were in the occupation of teaching. He combined four attitude scales to measure job satisfaction/dissatisfaction experienced by 500 teachers from 51 urban and rural communities in the north eastern United States.

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Occupational classifications</th>
<th>No. of cases</th>
<th>Range of indexes</th>
<th>Mean index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unskilled manual</td>
<td>55</td>
<td>100-650</td>
<td>401</td>
</tr>
<tr>
<td>2</td>
<td>Semiskilled</td>
<td>74</td>
<td>125-650</td>
<td>483</td>
</tr>
<tr>
<td>3</td>
<td>Skilled manual and white collar</td>
<td>84</td>
<td>125-675</td>
<td>510</td>
</tr>
<tr>
<td>4</td>
<td>Sub professional business and</td>
<td>32</td>
<td>250-700</td>
<td>548</td>
</tr>
<tr>
<td></td>
<td>minor supervisory</td>
<td></td>
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</tr>
<tr>
<td><strong>5</strong></td>
<td>Professional managerial and executive</td>
<td><strong>23</strong></td>
<td><strong>300-700</strong></td>
<td><strong>560</strong></td>
</tr>
</tbody>
</table>

Of this group, the hundred most and hundred least satisfied were asked about 200 questions which helped to compare and differentiate the satisfied from the dissatisfied teachers in the following areas:

- The satisfied showed fewer indication of emotional maladjustment
- The satisfied were more religious.
- The satisfied enjoyed better human relationships with superiors and associates.
- The satisfied were teaching in cities of over 10,000 populations.
- The satisfied felt more successful.
- Family influence and social status were more favourable among the satisfied
- The satisfied selected their vocations.
- Monotony and fatigue were reported more frequently by the dissatisfied.
- The satisfied were 7.5 years older.

Interestingly, the difference in salary of satisfied and dissatisfied workers was statistically insignificant. Hoppock, however, made no attempt to measure the proficiency of the teachers and therefore, it is not known whether those who were dissatisfied were less ‘good’ than the satisfied group.

In the earlier studies of job satisfaction, at least three types of questions are asked from the respondents which elicit workers’ feelings towards their jobs. These questions include: first “Are you satisfied with your job?” Second, “If you could do it over, would you go into the same job?” Third, “Are you interested in your job?” The wording of these questions varies, but all aim to evoke a global assessment by the individual of these feelings about his job. The periodical reviews by Hoppock and Robinson of job satisfaction research which appear in the personnel and Guidance Journal in 1937 have utilized basically the same choice of question for their determination of the prevalence of job dissatisfaction.

Roethlisberger and Dickson (1939) have pointed out that dissatisfaction is usually a general effect of a complex situation and that it is necessary to distinguish between manifest and latent content of grievances. For example the attitude of a superior can
be so devastating that it cannot be consciously faced by the employee, and he may give anything as the cause for dissatisfaction ranging from insufficient income to the condition of the rest room.

After Hoppock’s study, job satisfaction studies pertaining to dichotomy of satisfied-dissatisfied workers increased by many folds. Such studies covered diverse subjects—among others, coal miners, psychologists, railroad employees, clerical workers, retail sales personnel, hospital attendants and IBM operators. Attempts were made to find out major causes of dissatisfaction. Roe in 1956 summarized studies on the topic as given with varying percentage and emphases, and listed the following as causes of vocational dissatisfaction.

- Discrepancies between aspiration and actuality.
- Unacceptable supervisory behavior.
- Inadequate opportunity for promotion or advancement.
- Uncongenial working conditions. Uncongenial social conditions are more important as a rule than unpleasant physical ones.
- Insufficient opportunity to make decisions, to have a part in arrangement of work etc.
- Uncertainty of continued employment.
- Working hours.
- Monotony of task.
- Wages.

Crites in 1969, in his book, namely, vocational psychology---The Study of Vocational Behavior and Development, has recorded that after the Hoppock’s review of researches on job satisfaction, emphasis has shifted to vocational dissatisfaction. He dates 1950 as the beginning year of researches on vocational dissatisfaction and presents the chronological details of the year wise developments in the field, ending in 1963.

A Year-wise Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>Trend towards refinement of measures of vocational satisfaction.</td>
</tr>
<tr>
<td>1951</td>
<td>Search for individual and group adjustment; correlates of vocational satisfaction.</td>
</tr>
<tr>
<td>1952</td>
<td>Concern with the definition of vocational satisfaction and the factor related to the concept.</td>
</tr>
</tbody>
</table>
1953. Continued analysis of vocation satisfaction as a concept. Criticism of measuring instruments; focus upon the relationship of vocational to general satisfaction with other life activities.

1954. Measurement of vocation satisfaction; differentiation from closely related concept, e.g., moral and job attitude; two viewpoints espoused on the best method for measuring vocation satisfaction; ask the worker to express his feeling toward various specific aspects of his job, and determine the extent to which the job satisfies worker’s needs.

1955. Interest in relationship of automation to vocational satisfaction; association of such factors as supervision of school and college graduates; use of questionnaires to measure vocational satisfaction.

1956. Increasing number of studies on satisfaction with teaching; follow ups of the vocational satisfaction of school and college graduates; use of questionnaires to measure vocational satisfaction.

1957. Re-examination of vocational satisfaction as a concept; is satisfaction synonymous with success and adjustment? Is it different for men and women? What needs are satisfied in vocation?

1958. Factor analysis of vocational satisfaction; use of more sophisticated methodology in studies of vocation satisfaction.

1959. Relationships of aspirations, expectations and status to vocation satisfaction; influence of the work group upon the prestige of the prestige of the worker as a factor in vocational satisfaction.


1962. Many studies of satisfaction with teaching; also research on aspirations in relation to achievement, opportunities for self-expression and interactions.

1963. Satisfaction with teaching; focus upon morale in relation to vocational satisfaction

Maslow (1943) made an important contribution, study of human needs, to knowledge about human motivation, an important factor in job satisfaction. Considerable research has been conducted applying Herzberg’s Motivation-Hygiene theory in the field of education. One of the early researchers in education replicated Herzberg’s study with teachers. The purpose of study was to test hypotheses related to teachers drawn from the theory of Frederick Herzberg. He found that achievement, recognition, and responsibility contribute predominantly to job satisfaction of
teachers, whereas, inadequate style of supervision, interpersonal relations with students, and poor interpersonal relations with colleagues and parents, rigid and inflexible school policies and administrative practices, were factors predominantly to teachers job dissatisfaction. The result demonstrate that many of the factors which accounted for high job feeling of teachers and many of the factors which accounted for low job feelings of teachers were mutually exclusive. The study provides support for the hypothesis that satisfiers and dissatisfiers tends to be mutually exclusive. Further, the satisfaction factors tended to focus on the work itself and, the dissatisfiers tended to focus on the condition of work. Further, the study also revealed that the satisfaction factors were found in the work itself (intrinsic) and the dissatisfiers were found in the environment of the work (extrinsic). Furthermore, the researcher found that some factors in the work situation were satisfiers when present, but not dissatisfiers when absent. Whereas other factors were dissatisfiers, but when eliminated as dissatisfiers, it would not result in positive motivation.

The researcher’s study at least in two ways deviated from Herzberg’s study: The work itself accounted for both satisfaction and dissatisfaction among teachers. Explaining this finding, he noted ‘elements of the job of teaching as we presently know it are inherently less satisfying’ Routine housekeeping, attendance taking, paper work, study hall supervision, lunch duty, and so on seem to neutralize the more satisfying aspects of teaching. Advancement, an important motivator in Herzberg’s study of accountants and engineers was conspicuously missing from the study of teachers. Teaching as an occupation offers little opportunity for advancement as it is currently structured. So after reviewing this literature, in the present study the researcher has also taken advancement as one of the variable. Here teachers are satisfied with paper work, in the present study on SMC’s school teachers also reveals that teachers are very much dissatisfies with the paper and administrative work. In the present study, teachers are satisfied with the lunch duty as everyday any of the two teachers has to supervise the children at the time of lunch break. Here Akshay Patra Foundation Plays an Important role in providing Lunch to the SMC’s School Children every day. Here, teachers can also have the lunch. Teachers are very much satisfied with the hygienic food provided by the Akshay Patra Foundaton, Surat.

Anjaneyulu (1968) she has divided the factors of dissatisfaction into three categories: strong dissatisfiers, weak dissatisfiers and emotional dissatisfiers. The third group of dissatisfiers would cease to cause dissatisfaction if the situation was changed. Factors like frequent transfers, low standard of pupils, and interference of politicians have caused conditional dissatisfaction. She also found that inadequate salary was also one of the most common causes for dissatisfaction among school teachers. After reviewing this literature, the researcher has included income as one of the variable for Job Satisfaction. Too much interference of committee members is also one of the factors of Job Dissatisfaction of Teachers.

Parunal(1969) also expressed the view that the assignment of any extra work to a teacher should be determined in the light of the work load, extra work should be assigned preferably to those who have the least number of periods of work.
Rao (1970) He has found that there was no association between job satisfaction and experience. Ramakrishnaiah (1980) found out that the years of experience possessed by teachers had no role to play in the determination of job satisfaction. No significant relationship existed between the number of years served as a principal and ratings of subjects and their overall job satisfaction. After reviewing the literature, researcher has taken Experience as one of the variable to find out job satisfaction of the teachers.

Clarke (1977) found that internal factors were more satisfying than external factors for most satisfied and most dissatisfied teachers. External factors were more dissatisfying than internal factors for both groups. Internal and external factors appeared to be related to job satisfaction and external factors appeared to be related to job dissatisfaction. So for this present study, the researcher has taken both internal as well as external factors to find out job satisfaction score of the teachers.

Karugu’s (1981) Study indicated that the Kenyan educators identified job security, sense of building the nation, chance to continue learning, love of jobs, extracurricular activities and communication with teachers, parents, and pupils as the most satisfying job factors in their current positions and also as the factors which cause them to retain their positions. So for this present study interpersonal relation, extracurricular activities and two open ended question that are most satisfying factors and most dissatisfying factors have been put to know the response from the teachers regarding their job.

Batchler, Merv (1981) examines the implications for educators of the "Motivation-Hygiene Theory" proposed by Frederick Herzberg. He has Suggests increasing staff opportunities for goal setting, decision making in any work and expanded professional competence as strategies for developing staff motivation. So for this study, the researcher has taken advancement, work responsibilities and intrinsic reward as the variables to find out job satisfaction of teachers.

Kuhn (1982) found that satisfied teachers centered on intrinsic aspects of work, predominantly, helping students. It was found that satisfaction was a result of an achievement on the job, interpersonal relation and recognition, and satisfaction was likely to result in feelings of increased job commitments. For this present study, the researcher has taken interpersonal relation as one of the variable of Job Satisfaction.

Frataccia, Enrico V.; Hennington, Iris (1982) the growing incidence of teacher burnout suggests that many teachers have difficulty in satisfying their needs and in deriving satisfaction from teaching. This study examined the needs that teachers appear to have difficulty in satisfying. The study is based on Herzberg's Hygiene-Motivation Theory. This theory, related to Maslow's Hierarchy of Needs, notes that all humans have two sets of needs: the need for psychological growth, and the need to avoid unpleasantness. The factors associated with the motivation component of this theory are related to self actualization: achievement, recognition, work, advancement, and responsibility. The factors associated with the hygiene component involve security and social needs: company policy and administration, supervision, salary, interpersonal relations, and working conditions. Thirty-seven teachers who had resigned from teaching responded to two ten-item questionnaires. Two hypothese
were tested: (1) Teachers who resigned from teaching will report no job satisfaction relative to the motivation component of the Hygiene-Motivation Theory; and (2) Teachers who resigned from teaching will report job dissatisfaction relative to the hygiene component. Each hypothesis was found to be valid. Within the hygiene component, the teachers were dissatisfied with all the factors. Within the motivation component, teachers reported dissatisfaction with recognition, advancement, and achievement. The role of the school principal in accepting responsibility for meeting these needs is particularly important. For this present study, the questionnaire has been developed using Herzberg’s two factor theory.

Diener (1984) He has conducted a study on the attitudes of 277 faculty members about their work. According to Motivation Hygiene theory that works satisfaction stems from the work itself and dissatisfaction from the work environment was explored. Special attention was focused to attitudes toward work, job stress, overall job satisfaction, and chief job satisfactions and dissatisfactions. Consideration was also given to work demands (such as class load or research opportunities), working conditions (such as adequacy of facilities or class size), and rewards and appreciation (such as salary and recognition for good teaching). The chief source of satisfaction found was student growth, followed by personal growth and intellectual stimulation. Working conditions that enhance the life and work of a faculty member, a flexible schedule and autonomy in the classroom were highly valued. Dissatisfactions arose from working conditions, including poor facilities and equipment, inflexible or heavy teaching schedules, lack of recognition, low salaries and high amounts of bureaucracy, and student and colleague apathy. Information on the characteristics and background of the faculty respondents was included. After reviewing this literature, the researcher has included various hygiene and motivational factors that affects the Job Satisfaction of The teachers in School.

Chopra (1986) found that the teachers working in schools with open climate are likely to show higher overall job satisfaction than their counterparts in closed climate schools. Further, in open climate, School teachers exhibit higher job satisfaction in respect of two areas, namely ‘supervisor’ and ‘identification with institution’

The study of Hill, Malcolm (1987) he has studied 1089 full time faculties in 20 colleges and university campus. He has taken Herzberg’s two factor theory in his study. And found that “Intrinsic Factors” contribute primarily to Job Satisfaction.

Nussel, Edward J. and Others (1988) They have done Survey on 426 Teachers and found that teacher educators indicate a generally high level of job satisfaction, with certain administrative concerns contributing to a decrease in satisfaction. The study also found the Herzberg model of job satisfaction-dissatisfaction applicable to faculty members in education. After reviewing this literature, Researcher has developed questionnaire based on two factor theory which is applicable to measure the Job Satisfaction of Teachers.

Berns (1990) He conducted Research on 745 current and former teachers in Ohio to determine the relationship between job satisfaction and teacher turnover of agriculture teachers who were then in the profession, teachers who had left the profession and
teachers who had retired from the profession. He found that the agriculture teachers participating in his study were generally satisfied with their profession, but that each of the three groups studied showed some disagreement with certain job satisfaction statements. Those Agricultural Education teachers who had remained in the teaching profession until retirement were significantly more satisfied with the support they had received from school personnel, with their current teaching position, and with the challenge of their current teaching position, than those teachers who left the profession prior to retirement. Additionally, Berns suggested that the instrument he developed could be used to determine the possibility of a teacher of Agricultural Education leaving the profession or remaining in it until retirement. As replacement rates for teachers of agriculture hover around 60% and with a significant number of teaching positions being filled by instructors who are returning to the profession (12% in 1995), it is important for the Agricultural Education community in the state of Georgia and nationally to understand better the reasons for which teachers of agriculture leave the profession prior to retirement.

Battersby, Hemmings, Kermode, Sutherland, and Cox (1990) after the study, they found that if a teacher enjoys their job that the likelihood of the teacher wanting to leave decreases. Job satisfaction has a strong positive relationship with the level of enjoyment in the job (Boylan et al., 1993). Indicators of job satisfaction are the degree to which the teacher identifies with the school, their perceived ability to make a positive contribution, and the school’s conditions that lead to a teacher feeling valued (Xin & MacMillan, 1999). Teachers who are satisfied with their jobs state that they feel positive about what they know and that how they teach makes a difference in the education of their students. For the present study, the researcher has also taken personnel satisfaction that includes teacher enjoys their work as one of the variable to measure the Job Satisfaction of SMC’s School Teachers.

Cano and Miller (1992) they have studied the relationship between Gender and Job satisfaction, as well as dissatisfaction. They found that the 37 females and 299 males participating in their study were similarly satisfied with their positions as teachers. Further, they noted that the male subjects were, in general, older and had more experience than their female counterparts. Among the females studied, it was noted that those with tenure were more satisfied with their position than those without. The highest factor in job satisfaction for the subject group was found to be interpersonal relationships with others. Females were most dissatisfied with the supervision they received, while males were most dissatisfied with their working conditions. After this literature, the researcher in the present study developed hypothesis based on association between gender and satisfaction.

Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (1997) University of Southern California. The report focuses on the perceptions of job satisfaction and job dissatisfaction held by both male and female Caucasian teachers in grades 7-12. The teachers’ perceptions were then compared to the perceptions of principals. The sample included 64 teachers, which represented 4 teachers from 9 intermediate and 7 high schools in the Garden Grove Unified School District near Los Angeles, California. The study utilized both qualitative and quantitative research strategies, which included telephone interviews and
questionnaires. The findings indicate that teachers viewed the work itself, achievement, responsibility, recognition, and possibility of growth as factors that contributed to their feeling good during a satisfying job experience. They derived the most job satisfaction from recognition, achievement, and the work itself. Intrinsic factors contributed more to job satisfaction than they did to job dissatisfaction. Principals accurately perceived that recognition, achievement, and the work itself contributed to the teachers’ feelings of job satisfaction and misperceived that the principal’s behavior had a positive effect on teachers’ job satisfaction. Positive behavior of Principal and good interpersonal relationship plays an important role in Job Satisfaction of Teachers.

Knoll, 1987; Pfeiffer & Dunlap, 1982; Retting, 2000 have written extensively about the importance of supervision in schools. According to these researchers, supervisory activities foster teacher motivation, inspiration, and trust, and help to improve teaching performance. As a result, it may be reasonable to expect a positive relationship to exist between certain aspects of instructional supervision and teachers’ job satisfaction and intention to remain in teaching. In this present study the researcher include supervision and interpersonal relationship between colleagues and superiors as one of the variable to measure Job Satisfaction of Teachers.

Andrey Bishay (1996) He has measured Levels of job satisfaction and motivation by survey in a sample of 50 teachers. A sample of 12 teachers was then studied using the Experience Sampling Method. Teachers were randomly beeped by special pagers 5 times a day for 5 days and completed surveys on mood and activity for each beep, resulting in 190 reports of teachers’ daily experiences. Conventional survey data corresponded with experience sampling method data. Job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity. For this group of teachers who work in a school with a selective student body, overall motivation and job satisfaction levels were high. Based upon the findings, it appears that gratification of higher-order needs is most important for job satisfaction. After reviewing this literature, the researcher has taken years of teaching experience, age, gender, subject taught, as one of the variables for the job satisfaction

Oshagbemi (1997) has taken responses from 566 college faculties (51.4%) indicated that teaching and research each contribute about 25% to job satisfaction and 16% to dissatisfaction. Results do not support Herzberg's theory that satisfaction and dissatisfaction are separate and distinct; overall findings reveal the influence of situation. Despite having studies, which supported the traditional theory, it can easily be concluded on the base of studies conducted by using the methodology of two-factor theory, that Herzberg's findings opened a new chapter in the literature on job satisfaction. Herzberg's theory has important implications for the work life both in industries as well as in education. Oshagbemi (1997) among the behavioral theories embraced by American business are those of Frederick Herzberg and Abraham Maslow. Herzberg proposed a theory about job factors that motivate employees, and Maslow developed a theory about the rank and satisfaction of human needs and how people pursue those needs. This digest briefly outlines both theories and then summarizes a study of the Tennessee Career Ladder Program, which suggested that
teachers in this career development program do not match the behavior of employees in business. paradigm of "hygiene" (dissatisfiers) factors that do not actually motivate or create satisfaction and "motivators" (satisfiers). Five Herzberg’s construction was two-dimensional motivators in particular were strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. Maslow's hierarchy ranks indicated that teaching and research each contribute about 25% to job satisfaction and 16% to dissatisfaction. Results do not support Herzberg’s theory that satisfaction and dissatisfaction are separate and distinct; findings reveal the influence of situation

Rose (2003) have analyzed a number of possible influences on job satisfaction including individual well-being, working hours, work orientation, financial variables, the employment contract, and market and job mobility. His findings fail to provide strong support for explanations of job satisfaction primarily in terms of socio-technical rewards of the job, although low influence in the workplace did emerge as a significant factor. All but one of the indirect measures developed to represent qualitative features of the workplace remained statistically insignificant, the measure of workplace influence being the exception. The key point that he makes is that his conclusions are not intended to demonstrate that intrinsic rewards do not matter in greater range of influences is introduced. What is needed is an expansion of the range of causality. Differences in job satisfaction between groups and individuals are extremely complex and require more research, especially in relation to the measures used to gauge job satisfaction.

John J. De Nobile and Johan McCormick (2005) in their paper “Job Satisfaction and Occupational stress is Catholic Primary Schools” mentioned nine job and four occupational stress factors which they identified during their study on 356 staff members from 52 primary schools of 6 Catholic school systems in New South Wales, Australia. The results hold implications for school systems and school administration. So here school overall administration and policy and management of the school also plays an important role in job satisfaction of teachers.

Arokiadoss (2005) did study on 275 teachers of college colleges from Madurai kamraj University in Tamil Nadu. Teacher effectiveness scale and personal information schedule were used for the study. The study found that 18% teachers had high level of teacher effectiveness and 15% had low level of teacher effectiveness whereas 67% were at the average or moderate level of teacher effectiveness. Female teachers were effective in advising and guiding and possessed better skills of teaching and evaluation. Male teachers were effective motivators. Arts teachers had higher mastery in their subjects and involvement in college activities. Private college teachers showed more involvement in college activities. Autonomous college teachers were equipped with higher teaching skills and were more involved in college activities. Teachers with research degrees had mastery over their subjects. They had motivating skill and developed rapport with the students effectively. After reviewing this literature, the researcher has included Age, Gender, and Stream of Education as well as personal satisfaction as one of the variable for the job satisfaction of teachers.
Sharma, R. D; Jyoti, Jeevan (2006) They have collected the data from government and private primary and secondary school teachers of Jammu City. The overall level of job satisfaction score was found to be 3.17 on the five point Likert scale used. The job satisfaction of the teachers in each group on individual dimensions was also studied separately. The analysis below reveals that all the dimensions studied have a positive relationship with job satisfaction and that teachers are dissatisfied with their pay package. So after reviewing this literature, the researcher has taken income as one of the variable to measure the job satisfaction of the teachers. Questionnaire also has been developed in five point likert scale.

Emily R. Lawrence, Laraine M. Glidden and Brian M. Jobe (2006) they did study with the title name” Keeping Them Happy: Job Satisfaction, Personality, and Attitudes toward Disability in Predicting Counselor Job Retention in St. Mary's College of Maryland” they studied employee retention in 48 counselors working at a summer camp for children and adults with disabilities. We hypothesized that attitudes toward persons with disabilities, personality characteristics of counselors, job satisfaction, and previous counselor experience would predict whether counselors would elect to return to work the following summer. Although experienced counselors who had previously worked at the camp were more than twice as likely to commit to returning as new counselors, a regression analysis demonstrated that only job satisfaction at the end of the summer camp predicted commitment to return as reported six months later. Counselor narrative satisfactions and dissatisfactions with the work environment provided suggestions as to how employers might improve job satisfaction.

Sridhar and Badiei (2007) he has study 100 primary school teachers in Urben district in south Mysore. He has examined teacher efficacy and emotional intelligence. Teacher Efficacy Scale and Emotional Intelligence Test were used for data collection. Results indicated that the levels of teacher efficacy and emotional intelligence of primary school teachers were placed under moderate category; a high level of both teacher efficacy and emotional intelligence would be correlated with student achievements, job satisfaction, teachers’ willingness to implement innovation, effective teaching. It was also concluded that younger teachers had the highest teaching efficacy and that teaching efficacy declined slightly with age. After reviewing this literature, the researcher has taken advancement, intrinsic reward policy and management variable as one of the factors to measure the job satisfaction of teachers.

Joseph Sebastian Thekedam (Nov. 2010 Management and labor Studies 201035:407 Sage Publication) he did study on 100 schools in Kerala district. he has used proportionate stratified sampling. Total population of school was 1703 schools. The samples of 500 male and female teachers (5 teachers from each school) were selected. The result of the study shows that job satisfaction of teachers is affected by number of variables, which include teacher and organizational characteristics. The school climate is found to have a significant effect on teacher job satisfaction. The teacher’s perceptions of totality of school environment factors have a significant impact on the way teachers rate their work satisfaction. Other variable is individual characteristics, referring to the degree to which teacher believes that he or she has attained his or her
professional goals. The finding of this study highlights the importance of cultural situational context in relation to individual teacher’s characteristics. The individual characteristic that appears to be important as predictors of job satisfaction and are not restricted to demographic variables Such as age and gender but include psychological and attitudinal characteristics as well. After reviewing this literature, researcher has taken various independent and dependant variables that affect the job satisfaction score of teachers.

Azhar Mahmood (2011) in his paper “Job Satisfaction of Secondary School Teachers: A Comparative Analysis of Gender, Urban and Rural Schools” found that Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their works. It refers to a collection of attitudes that workers have about their job. The study was conducted to investigate the difference between gender and types of school (urban and rural) about job satisfaction. Study was descriptive in nature and Minnesota satisfaction questionnaire was used to collect data. The data were collected from 785 teachers selected from all Public High schools (192) in one district. The findings were drawn after the descriptive and inferential analysis, Means, Standard Deviation and ‘t’ test, was run to test the hypotheses. Generally teachers were less satisfied with advancement, compensation, supervision, and working conditions. Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teachers’ job satisfaction.

Sanjay Kumar; Dr. R.K Bhatia (2011) the objective of the study was to compare the job satisfaction among Physical Education teachers and their attitude towards teaching. The Present study was conducted on 65 Physical Education teachers, working in various Senior Secondary Schools of Karnal and Kurukshetra Districts (Haryana). The Spearman’s rank correlation was computed between the total Job Satisfaction Scores and Total Attitude Scores for respondents. The coefficient of correlation comes out to be 0.04. It means the Job Satisfaction and Attitude of the teachers towards teaching are (+) negligible correlated with each other. T-Test was applied to find out the significant differences between the married and unmarried, Male & Female, Graduate & Post-Graduate and High & Low Income groups of Physical Education teachers they found that Job satisfaction and job attitude are identical and show the emotional reaction of the employees towards their existing job roles. However, this approach may not be appropriate because job attitude is one of the factors affecting job satisfaction. Job satisfaction appears as a general attitude formed by several effective attitudes from many areas. Job attitude is the employee’s condition of readiness to act to achieve job related goals, determined by job related personal factors. It is concluded that the level of job satisfaction and the attitude of the teachers towards teaching is least affected by the gender, the marital status, minimum qualification and the income group of the physical education teacher. All have equal level of job satisfaction and the same attitude towards teaching.

Mehta, Sandhya (2012) here in this study the teachers working in private and government secondary school in Ludhiana city is considered as the respondent. It studied schools affiliated to Punjab School Education Board belonging to government category and private run schools. The private schools belonging to the aided category were taken into consideration. Sample size was Total 300 respondent (150 from private school and 150 from government school). The teachers in both the gender
categories and sectors exhibited same level of job satisfaction on most of the parameters, except in some cases on some of the dimensions of job satisfaction. Significant differences in the perception of job satisfaction could not be established specially amongst private school teachers. Government school male teachers were found to be more satisfied with respect to various parameters including total job satisfaction. Male teachers showed differences in satisfaction with respect to ‘off-the-job factors’, whereas the female teachers differed with respect to ‘on-the-job factors’. So here gender and personal satisfaction plays an important role to find out job satisfaction of teachers of SMC’s school.

Gupta and Manju (2013) have studied job satisfaction and work motivation of secondary school teachers of Haryana and found that private school teachers possess more job satisfaction than those working in government schools. Similarly, less experienced teachers have been found to possess greater job satisfaction than more experienced teachers. After reviewing the literature, researcher has found that the number of years of experience is also one of the factor affecting the job satisfaction of teachers.

Annierah Maulana Usop (2013) this study attempted to find out the relationship of work performance and job satisfaction among teachers of Division of Cotabato City. Researcher found that most teachers are 31-40 age. Majority of them are females, married, earned a college degree and further master’s unit. 64% percent of them had 11 to 15 years of service. Therefore, the findings concluded that the teachers of Division of Cotabato City display a high level of performance. They were contented with their job satisfaction variable such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibilities. Furthermore, if the teachers contented with their job, they will develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners.

Madhu Gupta and Manju Gehlawat (2013) For the purpose of investigation, descriptive survey method was used. The sample comprised of 400 secondary school teachers working in schools located in Rohtak Division affiliated to HBSE and was selected. sampling method was Multi-Stage Random Sampling. Personal Data Sheet prepared by the investigators, Job Satisfaction Scale (JSS) by Dixit (1993) and Employees Motivation Schedule (EMS) by Srivastava (1988) were used for the collection of data. They have compared the job satisfaction and work motivation of secondary school teachers with respect to some demographic variables. Job satisfaction and work motivation were treated as dependent variables. The independent variables comprised of gender, type of schools, teaching experience and educational qualifications. After the analysis by using means, standard deviation and T Test, they found that there is no significant difference in the job satisfaction and
work motivation of male and female teachers. There were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction. There was a significant difference in the work motivation of teachers having graduate and post-graduate qualifications.

Maryam Darabi (2013) the main purpose of this study was to investigate the relationship between quality of work life and job satisfaction of teachers in secondary schools of Kermanshah. This research is based on descriptive study, the tool for data collection is questionnaire, In order to assess the quality of work life, questionnaire with 27 questions based on Walton model, to measure job satisfaction and Ruth Bradfield questionnaire with 18 questions were used. Questionnaire reliability and quality of work life = 0.79, Reliability of Job satisfaction = 0.82, respectively, and since both alpha scales are more than 0.7; Both questionnaires had a sufficient reliability. Population size is 978 school teachers in Kermanshah. Based on stratified proportional sampling, 146 persons were selected as a sample. To determine the normality of the data, the Kolmogorov-Smirnov test was used. Spearman correlation was the primary method of data analysis used to test the framework. The hypotheses considered were confirmed in this study. The results indicate that if the quality of life improves, the job satisfaction will also increase. After this literature, researcher has also used same technique to check normality of the data.

Arumugasamy and Renu (2013) have studied job satisfaction of higher secondary school teachers in Kanyakumari district of Tamil Nadu and found that gender, age, experience and number of family members are the significant factors, and qualifications, marital status, and locality of the school and nature of the school are insignificant factors in determining the job satisfaction of higher secondary school teachers. Here in the present study researcher has taken independent as well as dependant variable that affect the job satisfaction of teachers. Distance of school from home also plays an important role in job satisfaction of teachers.

Madhab Ghosh(2013) The study intended highlight the job satisfaction of teachers working at the primary school in relation to nature of job, gender, locale, management and educational qualification variation. Dixit's job satisfaction scale (1998), developed by Panda (2007) was administered over a sample of 100 primary school teachers of Dakshin Dinajpur district of West Bengal. The findings of the study revealed that female, government school and under graduate teachers are more satisfied on their job than the regular, male, private school and graduate teachers. Teachers have always played vital roles in the reconstruction of the society. In the event of universalisation of elementary education, therefore much emphasis was placed on recruitment of
teachers. Teachers are accorded great due to their manipulative skills in igniting the inherent talents of the children. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Job satisfaction could be said that the felling of joy and pleasure that a person has at the work he is engaged is known as his job satisfaction.

Farah Deeba Chughati, Uzma Perveen (2013) This Study is consisted of all teachers of Lahore city from both public and private schools. A sample of 100 teachers of government and private schools were selected. 50 teachers were selected from five government and 50 teachers were selected from 5 private schools. This study investigates how organizational justice affects employee’s workload and job satisfaction in Public and Private secondary schools of Lahore City. This study is useful for administrators; teachers and researchers for their professional working. It is a descriptive type of research. The questionnaire was prepared for measuring the job satisfaction and workload of the teacher’s. The questionnaire consists of two parts. First part consisted of questions about workload of teachers, second part is consisted of questions about job satisfaction of teachers in both governments, private schools out of 25 items, 10 were about teacher workload, and 15 were about teacher job satisfaction. All the questions were designed at five point likert scale. Data was analyzed by using SPSS in terms of frequency, t-test and Anova. The results shows that Overall government school teachers are more flexible and satisfied with their working hours and working conditions as compared to private school teachers. The study recommends certain measures for the entire satisfaction of college teachers. Teachers should be encouraged by their heads for better performance. The successful teachers showing good results in their subjects should be given incentives for their job satisfaction.

Ms. Iram Saba, Ms. Ozaira Zafar (2013) the main objective of this study is to explore job satisfaction level of teachers in both public and private universities. They have aimed to collect data from previous researches regarding various factors and then making a conceptual framework out of it and then to conduct an empirical study regarding these factors. Moreover, they have recommended solutions through which job satisfaction level of teachers could be raised. They have conducted primary research through questionnaires and taking interviews from respondents. The target population is teachers of two public and two private universities of Pakistan. non probability convenience sampling. Results are further analyzed by using SPSS software. They found that appropriate compensation, equivalent promotion opportunities, job security, suitable working conditions and work itself can positively influence on job satisfaction level of employees in both public and private universities of Pakistan.

M. Usha Rani, K. Rajam S. Ramya Dr. D. Sivasubramanian (2013) The purposes of this study were to study the level of job satisfaction of teachers teaching in secondary schools in Tiruchirappalli District of Thirupparainthurai Tamilnadu, INDIA with regard to the personal characteristics and job characteristics with that of some of the aspects of job satisfaction (work, income, working condition self-esteem) they have taken Vivekananda higher secondary school and found that Among the greatest of all services that can be rendered by men to Almighty God, is the education and training
of children, so that they can foster by grace in the way of salvation, growing like pearls of divine bounty in the shell of education and will be one day the jewel in the crown of abiding glory. Therefore, it is astonishing to know that even today many of the school teachers are dissatisfied with their jobs. Job satisfaction increases productivity and classroom performance in the schools which will be important for the society and nation as a whole. Teachers are the source of guidance in all the crucial steps in the academic life of the students. When the teachers are satisfied in their job at that time only they have interested to teach students with efficiently and effectively.

Tahir Sumbul and S.M Sajid (2014) they did research in job satisfaction level of college teachers of private management institutions in Delhi and College of Delhi University. Sample size was 40 college teachers ranging in teaching experience from 2-43 years were selected for study. Data was obtained through Paula leisters teachers job satisfaction questionnaire which was administered properly. The study found the job satisfaction of teachers is average with significant difference between male and female teachers. Thus here age and experience of the teachers can play an important role in job satisfaction of the study.

Padma S.; Reddy, M. Sudhir (2014) he has used descriptive and causal research design to examine the impact of job satisfaction of school teachers. Total 75 respondent were been approached using non probability convenience sampling method. They have approached various school teachers of Hyderabad and 54 questionnaires were returned. So the sample size was total of 54 respondents amongst various schools of Hyderabad. Both primary and secondary sources were utilized for collecting the data. From the analysis, it is found that employees of various age groups, and various job experience categories perceived their job satisfaction equally, and it is also found that Work Life Balance is the right predictor of job satisfaction. When the employees are satisfied with Work Life Balance facilities provided at their school, it leads to higher level of job satisfaction.

Rosebella Achieng’ Waga and Enose M.W. Simatwa (2014) they found that Job satisfaction and dissatisfaction influence work performance among professionals. This is because the production of any formal organization, educational institutions inclusive depends mainly on how well the employees perform their tasks, which in turn is dependent upon the level of job satisfaction and dissatisfaction among the workers. In the educational sector, teachers are important as they facilitate the learning process by imparting relevant knowledge, skills and attitudes to the learners. For this important role that they play, factors that influence their level of job satisfaction and dissatisfaction in their teaching career should be established. Even though there has been a lot of improvement on the teachers’ welfare, there are still many problems facing this cadre of professionals especially at the primary level, where their status, qualifications, professional identity and conditions of service seems to have been neglected. Indicators of job dissatisfaction like cases of absenteeism, low productivity, high staff turnover and low team morale seem to characterize teachers in Kisumu East and West Sub counties. The study found out that the factors that influenced job satisfaction of teachers in public primary schools were job security, cordial working relations with colleagues, good medical services,
security, good transport and recognition by general society. On the other hand, the factors that influenced job dissatisfaction of teachers in public primary schools were low salary, lack of fringe benefits, inadequate physical facilities, poor schemes of service in terms of promotion, lack of opportunities for professional and academic advancement and work overload. Based on the findings, the study recommended that the Teachers Service Commission and the Ministry of Education should put in place and improve on the factors like salary, working conditions, and methods of promotion that greatly increase teacher loyalty and satisfaction with the job in order to perform well in their work. The findings of this study are important to stakeholders in the education sector, particularly to the educational administrators and policy makers in operationalizing the factors like improved salaries and methods of promotion necessary for teacher job satisfaction in Kisumu East and West Sub counties.

Visakuruban Maithili (2014) has studied the level of influence of various factors on the job satisfaction of teacher-librarians of Jafna District, Sri Lanka. The findings of this study shows that teacher-librarian are more comfortable with their colleagues and more satisfied with job security, supervision, social relation to the work, decision-making authority, administration, opportunity for education, personal career growth, gaining respect for assigned duties, and management policy. However, recognition, promotion, salary, and working facilities are negatively influencing the job satisfaction of teacher-librarians. After reviewing this literature, Policy and Management variable were considered to measure job satisfaction of teachers.

Kakoli Sen(2015) This study examines the relationship between Job Stress and Job Satisfaction amongst teachers and managers. Data was collected from 31 teachers and 34 managers in the NCR region. Results show no significant differences in Job Stress and Job Satisfaction of teachers and managers. However teachers experience low job Satisfaction and they face Job Stress while in case of managers the two do not seem to associate.

H. Muhammad Ariffin (2015) He has found out and analyzed the influence of competence, motivation, and organizational competence to high school teacher job satisfaction and performance in Jayapura City, Papua, Indonesia. The study was conducted on 117 respondents of 346 teachers by means of questionnaire. Findings indicate that competence and organizational culture affect positively and insignificantly teacher job satisfaction. While, job motivation affects positively and significantly teacher job satisfaction, but it did not give any significant effect on teacher performance. Competence and job satisfaction affect positively and significantly teacher performance, they even found that organizational culture just has positive but insignificant effect to job satisfaction.

Jennifer Katz (2015) They have taken Fifty-eight teachers of grades 1–12 in 10 schools located in two rural and three urban school divisions in Manitoba to study implementing the Three Block Model of Universal Design for Learning and exploring its outcomes for teachers and students. After implementing the model, teachers reported positive student outcomes in terms of reductions in challenging behaviour, improved student-to-student interactions, engagement, and learning. They also believed the model improved their practice and self-efficacy related to inclusive
CHAPTER 3
INFORMATION OF NAGAR PRATHMIK SHIKSHAN SAMITI’S SCHOOL.

3.0 INTRODUCTION

Surat Nagar Prathmik Shikshan Samiti was established in the year 1925 with the main aim to provide Primary Education to Children of Surat. At Present Shri Hasmukhbhai Patel is the Chairman of Municipal School Board. Dharmeshbhai is Legislative of Nagaar Prathmik Shikshan Samiti Surat. There are total 331 Schools of standard 1 to 8 in Nagar Prathmik Shikshan Samiti’s in different Zones of Surat City. Total 158204 Students (78,116 Boys and 80088 Girls) are currently pursuing Education in these Schools. There are total seven Medium in schools (i.e. Gujarati Medium, Marathi Medium, Urdu Medium, Telugu Medium, Hindi Medium, Udiya Medium, English Medium)

TABLE 3. 1 LIST OF MEMBERS OF NAGAR PRATHMIK SHIKSHAN SAMITI, SURAT

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Name</th>
<th>Designation</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Shri Hasmukhlal Chaturbhai Patel</td>
<td>Chairman</td>
</tr>
<tr>
<td>2</td>
<td>Shrimati Shashikalaben Ramsevak</td>
<td>Vice Chairman</td>
</tr>
</tbody>
</table>