

REVIEW OF RELATED LITERATURE

2.1 Significance of Related Literature

One of the early activities in the research process is the review of the research literature. After the problem has been identified, information is needed about the problem so that it can be put in the proper context and the research can proceed effectively. In the review of the literature, the researcher attempts to determine what others have learned about similar research problems and to gather information relevant to research problem at hand. Besides providing the context for the research study, the review of the literature may be useful for following purposes.

- (1) More specifically limiting and identifying the research problem and possible hypotheses.
- (2) Informing the researcher of what has already been done in the area.
- (3) Providing possible research design and methodological procedures that may be used in the research study.
- (4) Providing suggestions for possible modifications in the research to avoid unanticipated difficulties.
- (5) Identifying possible gaps in the research.

(6) Providing a backdrop for interpreting the results of the research study.

As already mentioned in the first chapter the present study aimed at identifying the level of Job Satisfaction among Primary School Teachers in relation to their Educational Qualification, Mental Health and Occupational Stress. A brief discussion on the work done so far may be quite interesting in understanding the present problem. Therefore, the findings of the some previous researches related to present problem are being presented.

2.2 Studies Related to Mental Health

Choudhary (2001) studied teacher burnout in relation to occupational stress, mental health problems and socio-economic status. Four hundred teachers were selected out of 20 districts in Haryana. Personal Data Sheet, Maslach Burnout Inventory, Magotra Teachers' Mental Health Scale, Occupational Stress Scale, Padhi SES Scale were used for the study. The occupational stress, mental health problems, marital status, educational qualifications, teaching experience and residence of the primary school teachers was found independent on interactive effect on burnout and its various dimensions to varying degrees.

Burisch (2002) carried out a three-year longitudinal study on the predictive importance of numerous contextual and disposition variables in burnout. He found that neuroticism became relevant in emotional exhaustion, whereas extraversion in personal accomplishment and openness and neuroticism in depersonalization. Among contextual

variables, being overburdened and supervised became the most outstanding variables. Personal accomplishment and depersonalization were better predicted by disposition variables whereas contextual variables better predicted emotional exhaustion.

Kumar (2003) aimed to find out the mental health of teachers, administrators and workers and the personality traits of the teachers, administrators and the relationship between the mental health and personality traits of teachers. Sample of the study comprised of 117 male teachers, 112 female teachers, 32 male administrators, 18 female administrators, 54 male workers, and 37 female workers from the selected 75 secondary schools of Allahabad district. Findings revealed a positive correlation between the mental health of male teachers and the factors emotional/stable, worldly/spiritual, hesitant/social and traditional/ modern. Trusting/doubting factor had been found to have negative correlation with the health of male teachers. No significant difference was found between the other factors and mental health of the male teachers. No significant correlation was found between the mental health of male teachers and their family and social conditions

Roul (2004) examined teacher effectiveness of autonomous and non autonomous collage teachers in relation to their mental health. The sample consisted of three autonomous collages and three non autonomous collages of 86 similar statures taken from Orissa. Total sample consisted of 294 teachers out of which 199 were male and 95 were female. Results revealed that both male and female teachers from autonomous

colleges were found to be significantly higher on teacher effectiveness as compared to the teachers from non autonomous colleges. The teachers from autonomous colleges were found to have better mental health as compared to the teachers from non autonomous colleges. The combined effect of the type of college and the teachers mental health did not produce any significant effect on teacher's effectiveness.

Nibedita (2005) studied the mental health of the secondary school teachers in relation to sex, marital status, experience in teaching, level of education, self-concept and adjustment. The sample of 352 secondary school of the undivided Puri district was selected through random sampling. The Study revealed that female, unmarried, less qualified and more experienced teachers were found to be in possession of better self-concept than male, married, more qualified, less experienced teachers. There existed no statistically significant difference between married and unmarried teachers in regard to mental health. The multiple correlation value between the self concept and mental health as well as adjustment taken together has been found. Mental health and adjustment of secondary school teachers are the major factors which have been found to influence the development of their self concept both individually as well as combined.

Jeba (2005) investigated the gender and group difference in teaching competency and mental health status of students and the relationship between teacher's competency and mental health status of student teachers. Sample consisted of 150 men student

teachers and 150 women student teachers of DIET, Vanaramutti and, Tithukudi districts. Tools used included Mental Health Status Scale by Abraham and Prasana and Teaching Competency Assessment Scale. The study revealed that the mental health and teaching competency were correlated.

Anand (2006) examined burnout among teachers. Sample consisted of 100 secondary school teachers in Lucknow aged between 20 and 58 years. Tool used was Burnout Inventory adapted by Tripti Hatwal from Maslach Burnout Inventory. Findings indicated that the younger groups experience a higher level of burn-out than the older group and that the level of burn-out was negatively related to perception of the working conditions that was if the working conditions were perceived as favourable, the level of burn-out was low and vice-versa. Comparison of job burn-out among teachers having different qualifications indicated that highly qualified teachers tend to experience higher level of burn-out as compared to those who were less qualified.

Singh (2006) assessed the psycho-social stress, work-family conflict and the level of anxiety, depression, somatic symptoms and social dysfunction of middle-aged female school teachers. A sample of 50 middle-aged female school teachers was selected randomly from 15 government recognized girl's schools of Varanasi city. An Interview Schedule and two questionnaires namely General Health Questionnaire and Psycho Social Stress Scale were administered simultaneously. Psycho-Social Stress Scale score showed moderate to high level of stress in 54% subjects whereas, 18% cases had low

scores while, 28% cases were in between low to moderate level of stress. Anxiety level was observed low in 64% cases and moderate in 32% cases. Depression level was low in 92% cases. Somatic symptom score was moderate in 44% cases while social dysfunction score had been observed moderate in 80% cases. The overall assessment revealed that though the subjects were normal in general, but a substantial proportion was at risk of developing psycho-social stress generated problems that might affect their mental health.

Nagai (2007) studied poor mental health associated with job dissatisfaction among school teachers in Japan. Questionnaire – based survey of 403 teachers employed at state schools and 611 civil servants as a comparison group in a medium -S sized city in Japan. Although the proportion of subjects with civil servants, the difference in the proportion was not statistically significant in the multiple logistic regression analysis adjusted for potential confounders. In a separate analysis of the teachers, reduced job satisfaction and shorter time spent of leisure were significantly associated with an increased likelihood of having MPD. In the group of civil servants, longer working hours, and physical illness were associated with an increased likelihood of having MPD. When this analysis was conducted separately for male and female teachers, job dissatisfaction alone was associated with teachers; job dissatisfaction alone was associated with MPD only in female teachers. Poor mental health of Japanese school teachers, female teachers in particular, was found to be associated with job dissatisfaction.

Khan (2008) explored the impact of mental health on the level of burnout of the teachers teaching at different education levels. Sample comprised of 640 school and college teachers of four districts of the eastern Uttar Pradesh i.e. Azamgarh, Ghazipur, Mau and Varanasi and was drawn through random sampling technique. Burnout Scale by Hatwal and Mithila and Mental Health Status Inventory by Anand Kumar and Giridher were used. It was found that teachers with low mental health were more prone to burnout than the teachers of average and high mental health.

Ahadi (2009) examined the relationship between mental health and job satisfaction among high school principals and teachers in Iran. The sample consisted of 828 subjects selected by a random method; 665 were teachers and 163 were principals. Results indicated that global job satisfaction and its 5 components have negative correlations with the 9 mental disorders. Only 8 correlation coefficients out of 108 were not statistically significant. The multiple correlation coefficients of the 5 job satisfaction facets and the nine mental disorders have a range from 0.17-0.38 for teachers and from 0.34-0.45 for principals. All these multiple correlation coefficients were significant.

Basu (2009) examined the mental health of college teachers and influence of gender and marital status on their mental health. A sample of 150 college teachers from Ruhelkhand region was selected using multistage random sampling technique. The Mental Health Inventory (MHI) by Jagdish and Srivastava was employed to assess the mental health of the college teachers. Analysis revealed that while male teachers exhibit

significantly better mental health than their female counterparts, marital status has no significant effect on the mental health of the college teachers. Male college teachers exhibit significantly better mental health as compared to their female colleagues.

Dewan (2009) examined the effects of gender, religion and marital status upon mental health of tribal school teachers in Jharkhand. A stratified random sample of 400 tribal school teachers was selected for the study. Results revealed that gender produces significant effects on mental health. Female teachers as compared to male teachers were found to show poor mental health. The main effect of religion on mental health was found to be significant. The effects of religion were same for male and female teachers and also for married and un-married teachers. Likewise, the effects of gender were not different for married and un-married teachers.

Mistry (2010) determined the relationship between job satisfaction and mental health awareness of teachers. A sample of 90 teachers (45 male and 45 female) working in the different schools of Ahmadabad was taken. The main findings of the study were: there is no sex difference in job satisfaction of teachers. There is significant sex difference in total mental health awareness of teachers. There is positive relationship between job satisfaction and mental health awareness of teachers.

Pandhi (2010) examined organizational climate and teacher's mental health in secondary schools. The study was conducted on a sample of 160 teachers across 21

secondary schools located in Bilaspur district of Chhattisgarh. For collecting data Mental Health Check list by Kumar was used. There was no significant difference found in organizational climate of rural and urban schools, private and government schools, urban government and rural private schools, urban government and rural government schools, urban government and rural private schools, urban private and rural private schools, rural government and urban private schools. There was significant difference found in mental health of teachers of rural and urban high schools. There was no significant difference found in mental health of teachers of private and government schools, rural government and urban private schools, urban government and rural government schools. Organizational climate did not effect on the mental health of teachers.

Shakiba (2012) studied the mental health of high school teachers and educational counselors. In a cross-sectional study 60 teachers (20 male and 40 female) and 60 educational counselors (20 male and 40 female) from high schools of Zahedan city in Iran were recruited randomly and asked to complete Minnesota Multiphasic Personality Inventory (Iranian short form of MMPI). Data were analyzed using descriptive statistics and *t* test. The results showed significant difference between teachers and educational counselors in 6 clinical scales of MMPI so that the teachers had higher scores than educational counselors in D (depression), Pd (psychopathy), Pa (paranoid), Pt (Psychastenia), Sc (schizophrenia) and Ma (hypomania) scales of MMPI. Mean scores of

Male counselors in hysteria and psychopathy were higher than female's scores and also female teachers had higher mean scores in hypochondria, hysteria, paranoid, psychastenia and schizophrenia than male teachers. Although the profiles of both teachers and educational counselors were normal but teachers had higher mean scores than counselors.

Maheshbabu (2012) studied the job satisfaction and mental health of secondary school couple teachers. The study conducted on 50 secondary school couple teachers selected randomly from Gulbarga and Yadagir districts of Karnataka State. The Job Satisfaction Scale developed by Meera Dexit (2012) and Mental Health Inventory developed by Jagdeesh and Srivastava (1981) were used for data collection, t-test and correlation technique were used for data analysis. It was found that there is no significant difference in mental health of couple teacher whereas positive and significant correlation was found between Job Satisfaction and mental Health of couple teachers.

Nandoliya (2013) examined mental health of higher secondary school teachers in relation to sex, habitat, types of school and faculty. Sample was consisted of 720 higher secondary schools teacher randomly selected from Mehsana, Banaskantha and Patan district. The result showed that significant difference existed between male and female teachers on mental health. Significant difference existed between urban and rural teacher on mental health. Significant difference existed among arts, commerce and science faculty's teachers on health. Sex and type of school of teacher interact each

other on mental health Sex and different faculty of teacher interact each other on mental health. Sex, habitat, types of school and different faculties of teacher interact each other on mental health.

Jadhav (2013) conducted a study on the occupational self-efficacy, role conflict and mental health of school teachers. The sample consisted of 600 primary school teachers selected from Belgaum and Dharwad district of Karnataka State. Findings of the study revealed that, there is no significant difference in the occupational self-efficacy, role conflict and mental health of both male and female primary school teachers working in public and private aided schools. Positive and significant correlation was found between occupational self-efficacy and mental health of school teachers.

Zhang (2014) explored the mental health and burnout among graduating class teachers in remote mountain areas and examined the influence of moderating variables. Researcher conducted a multilevel analysis of 590 graduating class teachers from 42 primary and secondary schools in remote mountain areas of Guangdong province in the People's Republic of China. Mental health was measured by the Symptom Checklist-90 (SCL-90), and burn-out was measured by the Chinese Maslach Burn-out Inventory for primary and secondary school teachers. The status of both mental health and burnout among the respondents was significantly more troubling than the national norm used as a reference. Each factor in the SCL-90 had a significant correlation with burnout. All factors of the SCL-90 were entered into the regression equation for each dimension of

burn out. The factor having the greatest impact on emotional exhaustion and depersonalization was anxiety.

The above studies show that mental health is an important variable to affect the competency of teachers at secondary and higher level of education. Major studies conducted on mental health are in reference to socio-economic status, burn out, occupational stress, personality traits, self concept, adjustment, teaching competency, organizational climate, demographic variables, occupational self efficacy etc. two studies have also been conducted on job satisfaction of teachers, one in Japan and another in Iran. But not a single study was found on job satisfaction of primary school teachers in relation to their mental health in Lucknow district. So it will be interesting to see the relationship between job satisfaction and mental health of primary school teachers of Lucknow district.

2.3 Studies Related to Job Satisfaction

Shah (1991) conducted a study on the effects of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, and personality attitude and school climate on teaching effectiveness among the secondary level teachers. 2000 teachers were selected of the Garhwal region by multistage random sampling technique. Tools used were Teacher Efficiency Scale of Chauhan and Jain, Teaching Aptitude Test Battery of Singh and Sharma, the Teachers Attitude Scale of Uniyal, the Job Motivation Analysis

Form of Uniyal etc. Correlation and regression were computed while treating the data. The researcher reached to the conclusion that teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude and job motivation. Level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent. Positive attitude towards children and the job, adaptability, mental ability, professional information and some job motivation factors were assessed as the paramount determinants of teacher effectiveness.

Gupta (1994) carried out a study on job satisfaction and burn out correlates of teaching competency. The study was conducted on 440 teachers from Punjab. A Rating Scale of Teachers and Pupils Ratings of Teachers were used to find teaching competency. The findings were; there is no good agreement between different methods of identifying teaching competency. More competent group on the basis of TSSRST measure is having less burn out and more satisfied with the job as compared to less competent group. More competent teachers and less competent teachers as rated by the pupils TTR don't differ in burn out dimension. However, they are more satisfied with the job comparatively

Saxena (1995) attempted to study the teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession. Sample comprised of 545 teachers from 33 secondary schools covering both rural and urban areas from Garhwal region. Teacher's Effectiveness Scale, Teacher Adjustment Inventory by Mangal and

Attitude towards Teaching Profession Scale by Katti and Vanmal etc tools were used for the purpose of data collection. It was found that both effective and non-effective teachers were found to be well adjusted and had favourable attitude towards teaching profession. Postgraduate teachers were found more adjusted than graduate

Chopra (1996) compared the psychological profile of male and female elementary school teachers with respect to attitude towards teaching profession, job satisfaction and various personality characteristics on the basis of sex, area, and educationally backward and advanced States. The study was conducted on 450 teachers selected from two educationally backward (Bihar and Madhya Pradesh) and two advanced (Haryana and Tamilnadu) States. Findings revealed that the entire male and female sample showed higher positive attitude towards teaching profession. Total sample of female teachers as well as those working in urban areas and in advanced States had higher self-confidence than the total sample of male teachers and those working in rural areas. Male teachers as well as those working in rural and urban areas had more dominating characteristics and had more desire for power prestige and material gains than their female counterparts.

Thaker (1996) examined the job satisfaction among the 900 secondary school principals of Saurashtra in Gujrat State. The findings of the study revealed that the attitudes towards job satisfaction among the most of secondary school principals were classified as neutral. Further, the secondary school principals having experience of 9-16 years

were more satisfied and the principals having experience of 0-8 years were least satisfied. Also the post basic secondary school principals were more satisfied than ordinary secondary school principals. The principals of the schools with higher secondary sections were more satisfied than the only secondary school principals. Among the matters under consideration, the job satisfaction of secondary school principals did not differ when gender, age, educational qualification, marital status and geographical area were considered.

Goswami (1998) explored job satisfaction of teachers of central schools of north eastern region. Aspects of general satisfaction and dissatisfaction were identified. Four out of the five cadres seemed to experience dissatisfaction and that was more in the case of men, elder persons, seniors, and teachers with under graduate and post graduate qualification.

Sekar (1998) studied job-satisfaction of graduate teachers in Coimbatore and found that most of the teachers were satisfied with their nature of work, personnel policies, salary, Personal achievement and their relationship with superiors and colleagues, working conditions in schools, appreciation of good work and job security.

Kulsum (1998) explored effect of school organizational climate on job satisfaction of teachers. Data were collected from 586 secondary school teachers working in 45 different schools of Bangalore city, by using Job Satisfaction Inventory. Results of the

study found that there was no significant difference in the levels of job satisfaction of the teachers working in open climate type schools and familiar climate type schools. Further, there was significant difference in the levels of job satisfaction of the teachers working in paternal type climate schools and closed climate type school and there was significant difference in the job satisfaction levels of the teachers in the open climate type schools.

Khatoon (2000) probed the job satisfaction of secondary school teachers in relation to their religion. The findings revealed that the majority of teachers liked their jobs and female teachers had a greater degree of job satisfaction than the male teachers. The fresher teachers drawing less salary were more satisfied than their seniors who were experienced and drawing higher salaries. It was found that the teachers' training influenced job satisfaction negatively whereas religion did not have any effect on the teachers' job satisfaction.

Shafiq (2000) investigated the correlation between job satisfaction and adjustment of teachers teaching visually impaired children. Main objective of the study was to find out whether there is any significant difference between the mean scores of teachers on adjustment with low and high job satisfactions. A sample consisted of 37 teachers from Ahmadi School for blinds and from Shri Ajranandji Maharaj Anandh Vidyalaya. Teachers Adjustment Inventory by Mangal, Job Satisfaction Scale by Dixit tools were employed for the collection of the data. Correlation and 't' test were computed for data analysis.

Findings revealed that highly adjusted teachers had low job satisfaction and vice versa. Adjustment did not play any significant role in job satisfaction of teachers teaching visually impaired at secondary level.

Bazmi (2001) conducted a study on job satisfaction in relation to teaching aptitude and personal values of teachers in the school of visually disabled. Sample consisted of 219 teachers teaching in the schools for blind from all four zones of Delhi and Uttar Pradesh. Job Satisfaction Scale by Dixit, Teaching Aptitude Test Battery by Dr. R. P. Singh and Dr. S. N. Sharma, Personal Values Questionnaire by Dr. Mrs J.P. Sherry and Dr. R. P. Verma, Socio Economic Status Scale etc tools were used for the purpose of data collection. Statistical techniques applied were mean, median, Pearson product moment correlation and partial correlation. It was found that job satisfaction is highly correlated with teaching aptitude, religious values and etc.

Kaneez (2002) investigated job satisfaction among 770 secondary school teachers with Job Satisfaction Scale by Meera Dixit. Findings revealed that teachers working in secondary school was found satisfied with their jobs to a great extent. No significant difference was found in the degrees of job satisfaction of male and female and married and un-married school teachers. Teachers working in the schools situated in urban areas were found more satisfied with their jobs than those working in semi-urban areas. Urdu medium secondary school teachers working in aided and non-aided schools were found equal degrees of satisfaction. In case of Marathi medium teachers the level of job

satisfaction was found significantly higher in aided schools than in non-aided schools. No significant difference was found between the English medium teachers of aided and non- aided secondary schools. English, Marathi and Hindi medium teachers was found more satisfied than Urdu medium teachers. No significant difference was found in the degree of job satisfaction among English, Hindi, and Marathi medium teachers.

Katharing (2002) attempted to study teacher's job satisfaction, student achievement and the cost of primary education in Francophone in Sub Saharan Africa. The finding revealed that there was a positive impact of teacher job satisfaction on education quality and that therefore, education quality could be influenced by influencing teacher job satisfaction.

Gakhar (2003) investigated into the job-satisfaction, interest, creativity and attitude towards teaching of teacher educators. The study was conducted on the sample of 215 teacher educators selected from teacher education institutions situated in Punjab State. Mean, SD and 't' ratio calculated to find the differences between different groups. No significant difference was obtained in the job satisfaction of B.Ed. & NTT as well as ETT and NTT teacher educators. Significant difference was obtained in the professional and educational interest of B.Ed. and ETT teacher educators and also between the B.Ed. and NTT teacher educators. In case of attitude towards teaching, significant difference was found between B.Ed. and NTT as well as between ETT and NTT teacher educators. Male

and female were differed significantly on job satisfaction, but no difference was found on the measure of professional and educational interest.

Rose (2003) 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. Findings failed to provide strong support for explanations of job satisfaction primarily in terms of socio-technical rewards of 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.

Sonkamble (2003) designed a study to find out how college and university teachers perceive their roles in various situations outside the college and university departments. As sample 615 teachers were selected out of total 3918 teachers of the Pune University. Opinionnaires and Nihert Scale were used as tools in the study. Results revealed that 90% teachers had favorable role presentation. 65% teachers were found highly satisfied with their jobs and had a positive co-relation between perception and job satisfaction.

Chand (2005) examined work motivation and job satisfaction of 300 physical education teachers in high schools of Himanchal Pradesh and revealed that teachers posted in low level sports facilities schools possessed higher mean than average level of sports

facilities with respect to job situation component of work motivation. Job satisfaction and work motivation of physical education teachers were not related to the level of sports facilities.

Nasir (2005) studied effect of locus of control, sex and marital status on job satisfaction. Sample of 250 doctors was selected randomly from Jawaharlal Nehru Medical College, Aligarh. The sample consisted of 142 male and 108 female doctors. Job Satisfaction Questionnaire developed by Singh was used to measure job satisfaction. The female doctors were found significantly more satisfied with their job than male doctors. The degree of job satisfaction among married doctors was significantly higher than unmarried doctors.

Ian (2005) studied relationship between job satisfaction and organizational commitment amongst high school teachers in disadvantaged areas in the Western Cape. The sample comprised teachers from 16 high schools. Research concluded that the overall job satisfaction of the teachers was relatively low. there were significant relationship between pay and job satisfaction, advancement and job satisfaction, co-workers and job satisfaction and between supervision and job satisfaction. There was no significant relationship between the nature of the job and job satisfaction. Strongest relationship existed between gender and job satisfaction. There was also a significant relationship between the age of respondents and job satisfaction.

Panda (2006) examined job satisfaction of college teachers. The sample comprised 440 college teachers, 220 each from 80 colleges of Assam and Orissa. This sample was subdivided into the following sub samples; male, female, experienced, less experienced, urban, rural, government and aided college teachers. Teachers having more than ten years of experience were considered as experienced teachers in this study. Job Satisfaction Scale (J.S.S.) was used for data collection. Results concluded that college teachers as a whole and irrespective of their sex, experience, location and status did not differ significantly in their degree of job satisfaction.

Salami (2008) examined the ability of individual variable (job satisfaction and organizational commitment) and group variables (group cohesiveness) to predict the organizational citizenship behaviour (OCB) of teachers. Four hundred and twenty secondary school teachers with two hundred and five were males and 215 were female educators randomly selected from five states in southwest Nigeria. Findings of the study indicated that group cohesiveness moderated the link between job satisfaction and OCB. Results of the study also showed that job satisfaction was positively and significantly related to organizational citizenship behaviour of secondary school teachers.

Chamundeswari (2009) examined job satisfaction and occupational commitment among teachers. Samples of 588 teachers were selected. Minnesota Satisfaction Questionnaire and Occupational Commitment Scale were used for data collection. Results of the study

revealed that there was a significant difference in job satisfaction and occupational commitment in different categories of schools. The matriculation school teachers had better job satisfaction when compared to the state board school teachers; the central board school teachers had better job satisfaction when compared to the matriculation board teachers. The matriculation school teachers have more occupational commitment when compared to the state board school teachers. The central board school teachers were significantly better occupational commitment when compared to the state board teachers. The central board school teachers were significantly better in their commitment when compared to the matriculation board teachers. Job satisfaction and occupational commitment were all positively correlated with each other.

Sumangala (2009) investigated efficiency of role conflict, job satisfaction and attitude towards teaching in predicting success in teaching among the secondary school women teachers of Kerala. The survey was carried out among 300 secondary school women teachers working in 53 government and private aided secondary schools of ten districts of Kerala. The tools used for the collection of data were Role Conflict Scale, Job Satisfaction Inventory for Teachers, Scale of Attitude towards Teaching Profession and Teacher Success in Teaching. Role conflict had greater predictive efficiency of 26.464%. When compared to attitude towards teaching profession which had the predicative efficiency of 13.550%. 40.010% of the variation in success in teaching among the secondary school women teachers were accounted for by the variation due to role

conflict and attitude towards teaching profession. Job satisfaction was not capable of predicting success in teaching.

Muchhal (2010) noted accountability of primary school teachers in relation to their job satisfaction. Sample of the study comprised 150 primary school teachers from private and government school of Baghpat district from Uttar Pradesh State. Out of 150 primary school teachers only 30 teachers i.e. 20% more satisfied 70 teachers i.e. 46.67% average satisfied and the rest 50 teachers i.e. 33.33% were less satisfied with their job. The coefficient of correlation between teacher's accountability and job satisfaction was positive. It indicated that teachers who were more jobs satisfied were highly accountable; on the other hand teachers who were less satisfied were less accountable towards their job. There existed a significant difference in job satisfaction of male and female teachers. Female teachers were more satisfied towards their job as compared to male teachers.

Geeta (2011) designed a study to know job satisfaction in public sector and private sector. Findings of the study revealed that job performance of individuals with high versus low job ambivalence may fluctuate such that job performance is comparatively high when positive beliefs and affective experiences are salient and thus predominate at a certain point in time but that their performance may be comparatively low at other times when negative beliefs and affective experiences are salient and predominate.

Ghafoor (2012) examined the relationship between demographic characteristics and job satisfaction among academic staff of public and private sectors universities in Pakistan. This study considered all public and private sector universities which were working in Punjab Province of Pakistan. Minnesota satisfaction questionnaire by Weiss, et al., was adopted and few items added to measure demographic characteristics. The studied population was 6327 academic staff which comprises Lecturers, Assistant Professors, Associate Professors and Professors. The sample size was 310 academic staff. It was found there was not too much difference in job satisfaction on the basis of demographic characteristics. But, male academic staffs were slightly more satisfied than their counterpart. The permanent academic staffs were more satisfied than contractual academic staff. The academic staffs with Ph.D. degree were more satisfied with job than academic staff with M. Phil, Master and Bachelor (Hons) degree.

Agyekurn (2013) investigated the determinants of job satisfaction among Ghanaian teachers using 270 teachers randomly selected from five (5) public senior high schools in the Asuogyaman District of Ghana. The study tries to address the paucity of research into the determinants of teacher satisfaction and consequently teacher retention especially in non-urban areas in Sub Saharan Africa. Findings show that teacher satisfaction in Ghana was determined by school factors, community factors and the characteristics of the teacher. The study also confirms a significant link between job

satisfaction among teachers and their retention as well as accepting postings and remaining to teach in under resourced districts.

Ozen (2013) determined the relationship among job satisfaction and social psychological variables of government primary school teachers. Two questionnaires were used to determine the relationship between organizational climate and teachers' job satisfaction. It was resulted that there was no significant relationship among organizational climate subscales. There was significant relationship between job satisfaction factors that showed that job satisfaction factors were dependent of each other. Supportive principal behavior and directive principal behavior were found to be significantly correlated with job satisfaction; on the other hand restrictive principal behavior was found no significantly correlated with job satisfaction. Collegial teacher behavior and intimate teacher behavior were found to be significantly correlated with job satisfaction; on the other hand disengaged teacher behavior was found no relationship with job satisfaction.

Sarswati (2013) investigated the job satisfaction amongst lecturers of government & private colleges in Delhi. A questionnaire was designed to get the feedback from the lecturers of various colleges. The questionnaires were given to 500 lecturers, out of which 250 lecturers (125 male lecturers and 125 female lecturers) from 25 government colleges and 250 lecturers (125 male lecturers and 125 female lecturers) from 25 private colleges. Respondents of the questionnaire were only lecturers of having more than 5

year service. The participants completed the questionnaires, including working conditions, pay and promotion potential, work relationships, use of skills and abilities, work activities and variables chosen for this study in order to measure the job satisfaction amongst Lecturers of Government & Private Colleges in Delhi. Thereafter the data received were analyzed and the findings of the study were generalized. In the end of the study implications and conclusions were also provided.

Singh (2013) studied the influence of job satisfaction of teacher educators on their teaching competence. Using convenient sampling technique, 180 teacher educators working in self-financing B.Ed. colleges were selected for study, One newly constructed tool entitled Teaching Competence Scale and other modified tool Job Satisfaction Scale were administered on the sample for the collection of data. Statistical techniques used for the study include descriptive statistics, Karl Pearson's Product Moment co-efficient of correlation and test of significance of difference between two correlations was also calculated. Findings of the study also explored the significance of difference in correlation for sub-samples based on sex, locale and educational qualification.

Mustafa (2014) examined the relationship between emotional intelligence and job satisfaction among teachers of vocational and technical colleges in the Southern Zone, Malaysia, using Goleman Model of self-awareness, self-regulation, self-motivation, empathy and social skills. Simple random sample selection was done and a total of 138 technical teachers were selected as respondents. Data were analyzed using the

statistical package for the Social Sciences version 19.0 for descriptive analysis and inferential analysis. The mean value was calculated to determine the level of emotional intelligence among the teachers. The findings showed that the respondents' emotional intelligence and job satisfaction were at a moderate level. a significant relationship was found between the level of emotional intelligence and job satisfaction. In addition, the level of emotional intelligence varied according to the work experience. However, there was no difference in the level of emotional intelligence in terms of gender and age. Generally, there was a positive relationship between emotional intelligence and job satisfaction.

Vassallo (2014) investigated the factors leading to teacher job satisfaction or dissatisfaction among a sample of 108 long-serving teachers in Malta. The researcher identifies the relationships which job satisfaction has with respect to a number of teachers' characteristics such as age, teaching experience and sector of education. He also identifies the frequency of factors responsible for levels of job dissatisfaction. A mixed method of investigation was used throughout the study. Results show that long-serving teachers derive great satisfaction from working with their students and from contributing to society. The study concludes by suggestions aimed at counteracting the effects of job dissatisfaction factors.

From the research studies related to job satisfaction it may be concluded that teaching competencies, experience of the teacher, educational qualification,

environment of the school, teacher's burn out, adjustment of the teachers, attitude towards teaching profession, personality characteristics, teaching aptitude, personnel values, work motivation, locus of control, organizational commitment, occupational commitment, demographic variables, organizational climate, emotional intelligence, affect the job satisfaction of the teacher. It may also be concluded that job satisfaction is very emerging variable in the field of educational research and no study have been conducted on this variable in Lucknow district. So it will be interesting to see the factors affecting job satisfaction of primary school teachers in Lucknow district.

2.4 Studies Related to Occupational Stress

Fontana (1993) conducted a study to find out the stress levels, gender and personality factors in teachers. The Professional Life Stress Scale was used to assess teachers' stress levels and the Eysenck Personality Questionnaire was used to define their personality dimensions. The majority was experiencing moderate level of stress, and 23.2% serious levels. Correlation analysis revealed positive correlation between stress and psychoticism. A negative correlation emerged between stress and extroversion, and a positive correlation between stress and neuroticism. Extroversion and neuroticism were the best predictors of stress.

Sad (1999) examined the job stress, social support and trait anxiety in school teachers. Public and government primary and secondary school teachers in Haryana were

administered the authors Teachers Stress Survey, Social Support Questionnaire, Social Provision Scale and the Hindi version of the State Trait Anxiety Inventory. Results show that less qualified experienced more problems with students and that unmarried experienced more problems with parents. Job related stress was not related to anxiety.

Jayne (1999) investigated the coping strategies associated with job stress in teachers. The objectives of the study were to assess the association between teacher stress, psychological coping responses and social support taking into account the plaintive set endangered by negative affectively. 780 primary and secondary school teachers were selected for the sample. It was found that high job stress was associated with low social support at work and greater use of coping by disengagement and suppression of competing activities. In stepwise multiple regression, social support at work and the coping responses behavioural disengagement and suppression of competing activities predicted job stress independently of age, gender, class size, occupational grade and negative affectively.

Pelletier (2002) examined the pressure from above and pressure from below as determinants of teacher's motivation and teaching behaviour. The purpose of this study was to examine social -contextual conditions that lead teachers who taught classes from grade 1 to 12 to be more autonomy supportive verses controlling with their students using structural equation modeling. The authors observed that the more teachers

perceive pressure from above and pressure from below the less they are self determined towards teaching, the more they become controlling with students.

Yoon (2002) conducted a study on teacher characteristics as predictors of teacher student relationship. The purpose of this study was to investigate whether or not teacher stress, negative-effect, and self-efficacy predict the quality of student teacher relationship. Participants included 113 elementary teachers in the U.S.A. A survey method was used to measure teacher perceptions in working with difficult students and their relationship with students. Negative teacher-student relationship was predicted by teacher stress. Significant correlations were found among negative effect, teacher stress, and negative relationship.

Fletcher (2003) examined the relationship between job stress and job satisfaction among a random sample of 133 industrial and technical teacher educators. Co-relational analysis revealed a strong inverse relationship between the constructs, with stressors related to lack of organizational support being more strongly associated with job satisfaction than stressors related to the job itself were. There also were significant differences in correlation between job satisfaction and frequency of stressors and correlation between job satisfaction and intensity of stressors, suggesting that frequency of stressors had a greater impact on participants' job satisfaction than did intensity of stress.

Gnanadevan (2003) conducted a study to find situations producing stress in school teachers in relation to their personality types. The sample consisted of 80 male teachers working in school of Chidambaram. Finding revealed that extrovert, ambivert and introvert teachers differ in experiencing stress in various situations. Maximum number of extrovert and ambient teachers experience stress on prices sky rocketing. Maximum number of introvert teachers experience stress on getting married. Not even a single teacher experience stress on trouble with parent in laws.

Nibedita (2004) examined occupational stress and job satisfaction in relation to professional commitment and background factors in primary school teachers of tribal areas. The sample of 400 primary school teachers has been drawn from Kandhamal, Bolangir, Sambalpur, and Koraput districts of Orissa State. The primary school teachers in the tribal area have been found to have average level of job satisfaction, moderate to high level of occupational stress and are highly committed to their profession. The highly professionally committed teachers were found high degree of job satisfaction. There was significant three-factor interaction of sex, marital status, and professional commitment on teacher's job satisfaction. Other main effects, such as, sex and marital status and interactional effects, that was, sex and marital status, sex and professional commitment, marital status and professional commitment were found significant difference on job satisfaction of teachers.

Jamal (2006) studied organizational commitment in relation to occupational stress, job satisfaction, employees' morale and socio-emotional school climate. Sample was taken from five districts of Uttar Pradesh namely Balia, Azamgarh, Ghazipur, Jaunpur and Mau. Findings revealed that occupational stress and employees moral as a whole and its components like workload, student misbehavior, classroom resources, poor colleague relations, etc. were predictors of organizational commitment and affective commitment.

Prakke (2007) examined teacher's perceptions of their own ability to handle challenging parent behaviour and to establish positive relationships as a possible influence on the quality of teacher-parent relationships. Sample consisted of 212 elementary school teachers in the middle and middle-east region and urban agglomeration of Western-Holland, the Netherlands. Using a canonical correlation method, he found that unsatisfied parents, overprotective parents, neglectful parents and excessively worried parents have the largest impact on teacher stress. Teachers, who experience stress from challenging parent behaviour, suffer mostly from negative feelings towards parents, frustration on working with parents, loss of satisfaction with teaching and to lesser extent health problems.

Meena (2008) examined personality and occupational stress differentials of high school female teachers in Haryana. Three hundred sixty one female high school teachers were tested with Maslach Burnout Inventory. Results revealed that high burnout female

teachers had scored significantly high on three scales of personality i.e. psychoticism, neuroticism, and lie scale whereas low on extroversion than the low burnout group. It posits that female teachers characterized as aggressive, egocentric, impersonal, impulsive, unsympathetic, dogmatic, tough-minded, tense, anxious, irrational, moody, emotional, low in self-esteem, introverted, motivated to show goodness and to behave in socially desirable manner tend to be develop high level of burnout in their respective occupational setting. On the measure of type-behaviour, the high burnout female teachers have obtained significantly higher scores than their counterpart low burnout teachers. It depicted that high burnout female teachers tend to be over competitive, striving for achievement, hyper-alert, restless, under pressure of time, and challenges of responsibility. An interesting finding was obtained regarding the occupational stress differential of high and low burnout female teachers. High burnout teachers had scored significantly low on scale of occupational stress.

Ravichandran (2008) investigated the various sources of stress experienced by higher secondary teachers. A sample of 200 higher secondary teachers was randomly selected. They were administered Teacher's Stress Inventory developed by Rajendran. The results indicated that the personal variables: sex, age, educational levels, years of teaching experience and types of school, play a significant role in the perception of various sources of stress related to the teaching profession .

Badola (2009) identified the stress among school teachers of six blocks of district Chamoli in Uttarakhand State. Only government primary and secondary school male and female teachers were selected. The number of primary teachers was 51 and secondary school teachers 50. The Teachers Stress Inventory by Singh and Srivastava was used. It was found that stress did not make any major impact on primary and secondary school teachers since the difference between the mean scores of the male and female teachers on this dimension was found to be insignificant. The other finding was that in rural area male teachers scored higher value in comparison to their counterpart. At the secondary level female teachers had higher mean scores in comparison to their male counterparts. Therefore, in urban areas, both, Primary and secondary female teachers had shown significant difference on their stress level.

Durani (2009) studied stress management among working women. Study comprised of a sample of 450 working women of Delhi only. Out of the 450 working women 150 were teachers 150 were working in banks and 150 were working as nurses. Among 150 women working as teachers in schools 39%, were having low stress, 20% were having high stress, 15% were having very adverse stress, 13% were having very high stress, 8% of the respondents no stress, and 5% very low stress, and 0% i.e. negligible were abnormal. There was significant difference between teachers and nurses; there was more stress among nurses than teachers. There was no significant difference between the stresses of the two groups i.e. teachers and bankers.

Prakash (2009) investigated effective moderators of stress-strain relationship among university teachers. The study was conducted on 185 male and 115 female teachers randomly drawn from different faculties of Dayalbagh Educational Institute and Agra University. Out of six stressors, the main effect of only Physical Environment (PE), Role Insufficiency (RI) and Role Boundary Stress (RB) was significant for vocational strain. The main effect of Rational / Cognition(R/C), Social Support (SS), Recreation (RE) and Self-Care (SC) coping strategies was significant for vocational strain. The main effect of only Role Boundary (RB) and Physical Environment (PE) stress was significant for Interpersonal strain (IS).

Chaudhry (2012) explored the relationship between occupational stress and job satisfaction based on age, gender, nature of job, cadre, and work experience of university teachers. The Pearson correlation indicated: no significant relationship found between job satisfaction and overall occupational stress; inverse relationship was found between the occupational stress and overall job satisfaction in faculty members of private universities; no relationship between the occupational stress and overall job satisfaction in faculty members of public universities; no relationship between the occupational stress and overall job satisfaction in case of both male and female faculty members of universities; young age university teachers were more sensitive to the occupational stress and job satisfaction; and no significant relationship was found

between the occupational stress and overall job satisfaction in faculty members of universities across the nature of job; visiting, contract and permanent.

Kayastha (2012) investigated the relationship between teacher stress and job satisfaction facets with particular reference to corporate, higher secondary school of Nepal. The determinants of job stress that have been examined under this study include, role overload, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for person, under participation, powerlessness, poor peer relation, intrinsic impoverishment, low status, strenuous working conditions, unprofitability. The determinants of job satisfaction that have been examined under this study include work, pay, co-workers, supervision, promotion, job in general. The sample consists of government, private and public higher secondary school teachers from Kathmandu and Latitpur District of Nepal. The results show: there is a significant relationship between job stressors, job stress and job satisfaction.

Lath (2012) studied the causes of stress among teachers. The teachers of private and government schools were administered Occupational Role Questionnaire, a part of Occupational Stress Inventory (OSI) by Osipow, S. H. & Spokane, A. R. A sample of total 200 teachers was taken and questionnaire was given to them. The values of t-ratios obtained indicate that teachers from different types of schools suffer stress in different ways. The analysis revealed that teachers working in government school particularly male experience a little more stress as compared to their counterparts working in

privately managed schools. Variables like age, gender and experience play an important role in perceiving the amount of stress.

Ali (2013) studied occupational stress effects and job performance in the teachers of schools of Punjab (Pakistan). This research scrutinizes the subject of work-related stress in the teachers of Pakistani private schools. Research confining data on work-related stress in individual schools fluctuate in requisites of their span, tactic and exposure. The major risk issues for work-related stress comprise heavy workload, long working hours, lack of control and autonomy at work, poor relationships with colleagues, poor support at work and the shock of managerial transform. These factors can be difficult to address, especially if they have reserve suggestion. The main product (individual, managerial and community) of work-related stress embrace physical and mind health harms, nonexistence from work, reduced quality of productivity, augmented happiness and medical payments, and abridged output. Company-level examples of best put into practice in stress organization emphasize the need for good excellence data on occupational stress, a robust stress policy, the participation of all pertinent actors, good infrastructure, and the significance of buy-in from senior administration.

Antoniou (2013) investigated the levels of occupational stress and professional burnout of teachers of primary and secondary education. The survey involved 388 teachers who teach in public schools in Attica. Three instruments were administrated to teachers: Teachers' Occupational Stress, (Antoniou, Polychroni, & Vlachakis, 2006), the Maslach

Burnout inventory (Maslach & Jackson, 1986) and the Stress Coping Strategies Scale (Cooper, Sloan, & Williams, 1988). The findings showed that teachers of primary education experience higher levels of stress compared to the teachers of secondary education. Female teachers experience more stress and lower personal accomplishment than men. Rational coping behaviors are a resource which help teachers overcome work-related stressors and burnout and achieve their valued outcomes with students, while avoidance coping predicted high level of stress and burnout.

Bemana (2013) investigated the relationship between job stress and job satisfaction. The sample consisted of public municipality personnel from Shiraz area in Iran. Using the randomization sampling technique a total of 200 participants were selected as a sample from that organization. The participant answered the job stress and job satisfaction questionnaire. The results showed: there is a significant negative relationship between job stress and job satisfaction. The result also shows that there isn't significant difference between two genders in job stress and job satisfaction.

Eres (2013) determined the stress level of Turkish and Macedonian teachers living in different socio-cultural and economic situations. The scale used in the study has been developed by researches. 416 Turkish teachers and 213 Macedonian teachers have participated in the study. At the end of the study it was seen that Turkish teachers have mild stress levels and Macedonian teachers have moderate stress levels. There is a meaningful difference in the stress level points of Turkish and Macedonian teachers.

Khan (2013) examined the level of job satisfaction (JS) in relation with organizational climate, occupational stress, age and gender. sample size consisted of total 40 respondents designated as Managers and Officers in which 18 were male (45%) and 22 females (55%). In between them, 34 respondents shared their experiences as well. The data has been gathered from Operations Department of Islamic Banks because all the hectic and ongoing routine tasks are performed by this department on daily basis and it was convenient to collect data from this sector. Exploratory research “Interpretive” in which meetings, observations and In-Dept interviews conducted to support literature through experiments and proper analysis of respondents justifications. The results reveal that; organizational climate and occupational stress have significant impact on the level of job satisfaction (JS), age level doesn't matter and have significant impact but in gender; males were more satisfied than females.

Kumar (2013) compared the occupational stress level among male and female elementary school teachers of district Pulwama (J & K) India. The sample consisted of 100 elementary school teachers, 50 male and female teachers. A. K. Srivastava and A. P Singh's Occupational Stress Index was administered on selected sample for collection of data. The collected data was statistically analyzed and interpreted by applying Mean, S.D and t-test. The investigator found that male and female elementary school teachers differ significantly on overall occupational stress level. It was found that female

elementary school teachers have more occupational stress level than their male counterparts.

Nagra (2013) studied the level of occupational stress among the teacher educators in relation to gender, subject streams and nature of job. Occupational Stress Index was used to collect data from a random sample of 52 teacher educators. Statistical techniques such as mean, standard deviation and t- test were employed for the analysis of data. The results revealed that teacher educators experienced moderate level of occupational stress. No significant differences were indicated regarding occupational stress among teacher educators in relation to gender, and subject streams while significant results were observed in relation to nature of job.

Reddy (2013) examined the occupational stress of teachers working at higher secondary level. Three hundred and twenty seven higher secondary teachers from Vellore District in Tamil Nadu were chosen as sample by using simple random sampling technique and administered with an Occupational Stress Rating Scale. The statistical techniques employed were percentage, mean, SD, t-test, F-test, and stepwise multiple regression analysis and the obtained results are analyzed accordingly. To overcome occupational stress, the researchers have suggested some measures which could prove beneficial to teachers in coping with stress are: improve self-esteem, build self confidence, work on building emotional intelligence competencies, develop a good sense of humor, practice yoga and meditation, exercise regularly, foster a supportive friend circle, cultivate

hobbies, develop effective communication skills, and seek professional help, if necessary.

Akornolate (2014) examined the contribution of emotional intelligence, occupational stress and self-efficacy to job satisfaction of secondary school teachers. Four hundred teachers constituted the sample of the study. Four standardized instruments were used to measure both the independent and dependent variables. Through multiple regression analysis the researcher found that emotional intelligence, occupational stress and self-efficacy jointly predicted job satisfaction. Further analysis indicates that emotional intelligence is more important than self-efficacy while occupational stress did not predict job satisfaction among teachers.

Hans (2014) identified the work stress and job satisfaction among headmasters of bilingual school in Muscat, Sultanate of Oman. Descriptive research design was adopted and simple random sampling with a sample of 40 headmasters of bilingual schools in Muscat was chosen for the study. The data was collected through two structured questionnaires on job satisfaction and work stress. The data was analyzed and reported through descriptive statistics. Result indicated that the headmasters of bilingual schools were more likely to experience stress at work and had a high level of Job satisfaction in their challenging work.

Siddique (2014) investigated the relationship between occupational stress motivation and job satisfaction among university teachers. Job satisfaction has been treated as a dependent variable and occupational stress and motivation has been treated as an independent variable. The research has conducted among university teachers with reference to Gujrat city. 171 university teachers were selected as a sample from university of Gujarat Hafiz Hayat Campus. A simple random sampling technique is used. Descriptive statistics, Correlation, reliability and Regression Analysis were used to analyze data. The Pearson correlation result shows that no significant relationship exists between occupational stress and job satisfaction of university teachers. The Pearson correlation results also indicate that there is a positive relationship exists between job satisfaction and motivation of university teachers.

A perusal of studies related to occupational stress show that this variable has been studied with variables like motivation, teacher student relationship, job satisfaction among industrial and technical teacher educators, personality type, organizational climate, burnout, job satisfaction among university teachers, job satisfaction among municipality personnel, and job satisfaction among head masters. Findings of these studies also revealed that occupational stress affects these variables either positively or negatively. But not a single study is found with occupational stress and job satisfaction of primary school teachers in reference to Lucknow district. So it will

be interesting to explore the impact of occupational stress on job satisfaction of primary school teachers of Lucknow district.

2.5 Studies Related to Educational Qualification

Singh (2001) tried to develop an admission eligibility criterion for pre-school teachers. The main objectives of the study were to identify minimum academic qualification and age range for admission in pre-school teacher training institutions, to identify the components of admission in the pre-school teachers' training course. The sample consisted of 75 distinguished persons from twelve States and a Union Territory. The data was collected using questionnaire and interview schedule. Chi-square test was used to analyze the data. Majority of the experts suggested that minimum academic qualification for admission should be intermediate with 50 percent marks. The admission should be based on academic records, entrance test and interview; the weightage should be academic record (40%), entrance test (30%), and interview (30%) at the time of admission. The entrance test should include the items related to the knowledge of mother tongue (20%), knowledge of child development (25%), teaching aptitude (25%), general knowledge (20%), and personality assessment (10%).

Kagathala (2002) made an effort to study the effectiveness of teachers of secondary schools in Gujarat. The main purpose of the study was to determine the effectiveness of teachers in relation to their educational qualification and personality characteristics. The

sample comprised of 1800 teachers from secondary schools. Data were analyzed with the help of mean, SD and t-ratio. Findings revealed that the effectiveness of teachers of secondary schools in Gujrat found to be of average. The sex of teachers does not affect the teacher effectiveness. Significant effect of qualification was found on the teacher effectiveness, the teachers with the master degree possess more teacher effectiveness than the teachers with the bachelor degree.

Lynn (2002) tried to investigate the pre-service teachers' educational beliefs and their perception of characteristics of effective teachers. Data for this study was collected from 134 pre-service teachers enrolled in several sections of an introductory level education class in Southern Georgia. During the first week of classes, the authors gave students (a) a questionnaire asking them to identify, rank, and define characteristics that they believed excellent teachers possessed or demonstrate and (b) a published survey that identified participant's educational beliefs as either progressive or transmissive. A phenomenological analysis of responses revealed several characteristics that many of the pre-service teachers considered to reflect effective teaching. In order of endorsement level, the following 7 themes emerged from these characteristics: (a) student centered (55.2), (b) effective classroom and behaviour manager (33.6 %), (c) competent instructor (33.6%), (d) ethical (29.9 %), (e) enthusiastic about teaching (23.9 %), (f) knowledgeable about subject (19.4 %), and (g) professional (15.7%). With the Bonferroni adjustment, a series of chi-square analysis revealed no relationship

between the seven perception categories of effective teachers and pre service teachers' year of study, preferred grade level for teaching, and educational belief.

Doss (2002) investigated the types of teaching approaches among the college teachers. The main objective of the investigator was to study the influence of age, gender, subject of teaching, and academic qualifications and institutional background on the teaching approaches of college teachers. The sample consisted of 275 college teachers selected randomly from 25 arts and science colleges affiliated to Madurai Kamraj University in Tamil Nadu. Questionnaire on approaches to teaching by Ramsden (1992) and Personal Information Schedule were used for data collection. ANOVA and 't' test were used for data analysis. Findings revealed that the age, type of subjects teaching and the background of the colleges in which they were working had a significant influence on their teaching approaches. The reproducing approach was found to be higher among government and non-autonomous college teachers. Teachers involved in teaching courses above the P.G. level were found to be higher in academic approaches.

Devi (2005) conducted a study on assessment of attitude towards teaching. Purpose of the study was to assess the attitude of B. Ed. trainees towards teaching profession, and find out the relationship between attitude towards teaching and performance in entrance examination of B.Ed. trainees. The sample comprised of 76 student teachers in the institute of advanced study in education, Chennai. Major findings were; there exists a positive and significant relationship between attitude towards teaching and

performance in B.Ed. examinations. There was no significant difference in the attitude of student teachers with graduation, post graduation qualification towards teaching.

Suryanarayana (2010) designed a study to know teaching competency and teacher job satisfaction among secondary school teachers and concluded that the teaching competency variable was related with the teacher's job satisfaction. Teaching competency in terms of all demographic variables like sex, locality, qualification, experience, type of management and type of institution was differ significantly, whereas the job satisfaction in terms of all demographic variables like sex, locality, qualification, marital status, experience, type of management and type of institution categories was also differ significantly.

Ghazi, (2012) measured general job satisfaction of government elementary school head teachers in context of their qualification and experience at elementary level in Pakistan. Survey design was used to obtain needed information. The head teachers working in government elementary schools at district Toba Tek Singh in the Punjab, Pakistan, were asked to take part in the survey. The Urdu version of the modified Minnesota Satisfaction Questionnaire (MSQ) was used as a research tool. The head teachers were generally satisfied with their positions and no job satisfaction differences among the head teachers were found for degree status. The head teachers with minimum (less than 11 years) and maximum (more than 15 years), experience were found significantly more satisfied than the head teachers with medium (11-15 years) experience. Head

teachers with medium experience were less satisfied than the head teachers with minimum and maximum experience.

Ganai (2013) compared the job satisfaction of higher secondary teachers in relation to their seniority (age) and stream of education. 100 Higher Secondary teachers have been randomly selected from various higher secondary schools of district Srinagar. The data has been analyzed by applying mean, SD and t- value. The senior higher secondary school teachers are more satisfied with regard to their job than junior higher secondary teachers. The science teachers are more satisfied with regard to their job than junior higher teachers.

Gupta (2013) 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. For the purpose of investigation, descriptive survey method was employed. The sample comprised of 400 secondary school teachers working in schools located in Rohtak Division affiliated to HBSE and was selected by multi-stage random sampling technique. 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. The obtained data was analyzed using means, S.D's and t-test. The findings of the study revealed: No significant difference was found 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 and work motivation. Significant difference was reported in the work motivation of teachers having graduate and post-graduate qualifications.

Ghosh (2014) studied relationship among the level of job satisfaction, nature of job, gender, locale, management and educational qualification of primary school teachers. The sample for the study was drawn from 14 government and 6 private primary schools of Dakshin Dinajpur district of West Bengal through simple random sampling procedure. The sample includes 50% of the regular and 50% of the para teachers from the total sample, while selecting the sample case was taken to have a representative sample of nature of job, gender, locale management and educational qualification category. Dixits 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 para, female, government school and under graduate teachers are more satisfied on their job than the regular, male, private school and graduate teachers.

Mondal (2014) studied the job satisfaction of secondary school teacher of west Bengal in relation to their gender, level of education and residence. Stratified random sampling technique has been used to draw 499 samples from population. Job Satisfaction Scale (JSS) developed by Mondal (2014) is used for data collection. A schedule is added to

collect demographic variables like gender, residence and level of education. Three way ANOVA and 't' test has been determined using SPSS version -16 to test the null hypotheses. Findings of the study showed that teachers' level of job satisfaction is average. The effect of gender, level of education and residence is insignificant on the level of job satisfaction.

Murage (2014) investigated the teacher related factors that influence job satisfaction levels in public secondary schools in Mombasa District of Kenya. The study used a descriptive research design. The study was undertaken in 35 public secondary schools using a sample of 320 teachers which was selected using stratified random sampling technique. Data were collected using questionnaires. Data were analyzed using inferential statistics. Hypotheses were tested at alpha level of 0.05. Results of the hypotheses indicated that there was no significant relationship between job satisfaction of teachers and the demographic variables of gender, age, marital status, academic qualification and professional grade. Significant relationship was found between job satisfaction levels and variables of age and teaching experience. Multiple regression analysis revealed that age and teaching experience were the best predictors of teacher's job satisfaction.

A review of the related literature on educational qualification revealed that a number of studies have been conducted on this variable in India and abroad which brought an interesting results. Most of the studies resulted in positive impact of educational qualification on its dependent variable. Above mentioned Studies show that educational qualification was investigated in relation to effectiveness of teachers,

teaching approaches, attitude towards teaching profession, job satisfaction of head masters, secondary school teachers, teaching competency, work motivation etc but not a single study was found on educational qualification and job satisfaction of primary school teachers in Lucknow district. So it will be very much fascinating to explore the relationship of educational qualification and job satisfaction of primary school teachers in context to Lucknow district.