

## **CHAPTER- II**

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## **CHAPTER- II**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 INTRODUCTION :**

At the time of lively appraisal of educational development in India when several changes are taking place in organisation, curricular and teaching techniques. It is essential to seek a systematic up to date information about what has been done in the particular area. Every research project should be based on all the relevant thinking and the research that has preceded it.

(FOX. D.J. 1969 pp. 111).

“No individual, least of all a research scientist can wisely ignore the reach of the past history; enlarge his range of observed phenomena, afford a sense of mutuality of institution and suggest the conditioning factors in contemporary life.”

(Schlesinger A.M.P. 574, 1979)

The present study deals with Self Role Perception s of teacher communicators and Job Satisfaction of teacher communicators. Hence while reviewing related research, some studies on Role Perceptions and Job Satisfaction are included. The chapter comprises of two sections :

### Section I - Studies on Role Perceptions

### Section II - Studies on Job Satisfaction

The studies in each section are not exhaustive, neither is it possible to collect all the researches done, but from the related researches collected, the researches were grouped the studies and given a general list of their findings in context to the present study. The list of general findings is preceded by the researchers general conclusions for each Section, which itself may have its own limitations.

#### **2.1 SECTION I : STUDIES ON ROLE PERCEPTIONS:**

Related to section, there are 7 studies in the are of Role Perception but related to different correlates.

**PATTED G.M. (1975) :** Studied perceptual factors and success in teacher education.

The sample consisted of 200 students B.Ed. Course of the year 1972-73 of Karnataka University. The criteria used as measuring of success in teacher Education Course were :

1. Assessment of years work
2. Final mark
3. Final teaching mark
4. Final total mark.

The findings of the study were as follows :

1. With respect to assessment of years work SP, STP, TPP and IGP were found to be significantly correlated and it was found that SP, TPP and IGP taken together had protency in predicting the assessment of years work.
2. Self perception and teacher profession perception emerged as significant correlates for success in final theory examination.
3. Self perception and student perception, teacher profession perception, Instructional goal perception and Instructional role perception were found to be significantly correlates of final teaching marks.
4. S.P., STP, T.P.P. and IGP turned out to be significant correlates for success in B.Ed. examination.
5. S.P., T.P.P. and IGP revealed the protency for prediction, when taken together with self perception making the greater contribution.

**RAO K.S. (1976) :** Studied Self Perception Achievement motivation and Academic performance of the prospective secondary school teachers.

The aims of the study were :

- i) To measure n- Achievement and Self Perception of student teachers and to examine their relationship with sex, residence and socioeconomic status (SES) and
- ii) To examine to what extent these variables explained the achievement variance of the subjects.

The sample consisted of 139 men and 271 women B.Ed. students of the academic year 1972-73 from College of Education. Data were collected by using the MC. delland and Friedman's TAT pictures; the Wylie's Self Report inventory the Madhookar Patel's intelligence test and the personal data sheet.

The findings of the study were as follows :

- i) There was a significant difference between n Achievement scores of rural and urban students, the latter scoring higher.
- ii) The n- Achievement levels of men and women students differed significantly with the latter scoring higher.
- iii) There was a positive relationship between the students n Achievement level and parent's educational level.
- iv) There was no significant difference in n- Achievement levels found among the students whose parents belonged to labour, clerical or

semi-skilled work, school teaching and lecturership occupational groups.

v) There was a significant difference in mean measures of n Achievement between the subjects whose family income was low and the subjects whose family income was middle.

vi) "Self" was perceived significantly higher by the urban students than the rural students.

vii) The women students had more positive perceptions than the men students on all aspects of the phenomenal world.

viii) No significant relationship was found between the perceptions of "Self" and n- Achievement.

ix) A significant relationship was found between the perceptions of others and n - Achievement.

**JOB A.M. (1976) :** Studied a relationship between Socio-economic status and the role perception of secondary school teachers in Poona District.

This was a factual and comprehensive survey of the status and role of teachers in Poona district undertaken with purpose of finding out whether any special relationship exist between the teacher's role perception and his socio-economic status.

The sample consisted 336 Secondary Schools of Poona District with 5,252 teachers. the sample comprised 856 teachers randomly selected. The tool used for data collection was a questionnaire of closed and open form type.

The major findings of the study were :

- 1) Considering education, seven items having a significant bearing on the role perception of the teachers were the goals of secondary education satisfying factors in the teaching profession, functions of secondary teachers, methods of teaching, personal qualities, teaching ability and methods of discipline.
- 2) Taking into consideration a teacher's experience and role perception was observed in the context of handling discipline problems, organizing ability and methods of discipline.
- 3) The relationship of socio-economic status of the teacher with his role perception was highly significant with reference to the goals of secondary education, factors in choosing the teaching profession, satisfying factors in the teaching profession, functions of secondary teachers, teaching methods, organizing ability, teaching ability, dealing with classroom discipline problems, methods of discipline and special attention given to outstanding pupils.

4) So far as urban-rural background was concerned, the relationship was highly significant in the choice of the teaching profession, teaching methods, teaching ability, organizing ability, solving difficulties of pupils in studies and satisfying factors in the teaching profession.

**LAKSHMIKUTTY AMMA T.S. (1978):** Studied the role expectations of teachers. the major objectives of the study were :

- 1) To list the major roles expected of teachers as viewed by teachers, parents and students.
- 2) To evolve a teacher role scale which had the concurrence of these groups and
- 3) To get an idea about the curricular and co-curricular aspects of the secondary school programmes and the part played by the teachers.

The sample consisted of 504 secondary school teachers, 100 students representatives, 100 parents and some headmasters. A questionnaire was the main tool.

The major findings of study were :

- i) Some of the major roles expected of teachers were, they should try to eliminate illiteracy, they should be thorough in the subject matter, they should co-operate with the headmaster and the staff in maintaining discipline, they should treat the pupils kindly, they should not be



political workers, they should be social agents, they should mould the character of the pupils. they should visit the families of problem children, they should work for the communal harmony and they should keep close contact with the parents.

ii) There was high positive correlation between the role expectations of teachers as viewed by the students and the teachers and by the parents and the students.

iii) There was high positive correlation between the role expectations of teachers as viewed by the teachers and parents.

iv) The teachers, in general were not in favour of indulging in political activities.

v) The majority of the teachers did not like to work as scout-masters.

vi) The aided school teachers and the male teachers were more interested in tackling teacher's union problems than Government School teachers and the female teachers.

vii) The urban teachers showed more concern for the student union problems than the rural teachers.

viii) The aided school teachers were more interested in having excursions and study tours as part of their expected role.

**KUSHWAHA P.L. (1979) :** Studied an investigation into the attitudes and Role Perceptions of secondary teachers.

The objectives of the study were :

- i) To measure the attitudes of secondary school teachers towards children and school work.
- ii) To collect teacher's personal data regarding their academic qualifications sex, teaching experience and subjects taught.
- iii) To construct a questionnaire for determining their Role Perceptions and
- iv) To find out relationship between their attitudes and five types of Role Perceptions.

The sample consisted of 600 training graduate/ post-graduate teachers. The tools used were quality point of teachers, teaching experience, minnesota teacher attitude inventory and teacher's Role Perception inventory.

The findings of the study were :

- i) To measure the attitudes of secondary school teachers towards children and school work.
- ii) To collect teacher's personal data regarding their academic qualifications,sex, teaching experience and subjects taught.

- iii) To construct a questionnaire for determining their role perceptions and
- iv) To find out relationship between their attitudes and five types of role perceptions.

the sample consisted of 600 trained graduate/ post graduate teachers. The tools used were quality point of teachers, teaching experience, minnesto teacher attitude inventory and teacher's role perception inventory.

The findings of the study were :

- i) Teacher's quality was inversely related to the referrer role.
- ii) Teacher's quality point was inversely related to the disciplinarian role.
- iii) There was no relationship between teaching experience and motivator role.
- iv) There was no discrimination between teachers with high or low experience in their perception of the Counsellor role.
- v) Teacher's attitude was inversely related to the adviser role, referrer role, motivator role and disciplinarian role.
- vi) The high quality point group choose the referrer role more often and more consistently than the medium quality point group.

vii) The quality point did not seem to affect the teachers perception of their role.

viii) The high, medium and low experience groups of teachers did not mutually differ from one another in their perception of any five types of the rules. The length of teaching experience was not a factor influencing the teacher's role perception.

ix) There were no significant differences among the high, medium and low attitude groups on the roles of the motivator and the Counsellor.

x) The male teachers were better than the female teachers on adviser and disciplinarian roles. The female teachers were better than male teachers on the motivator and Counsellor roles.

**AGGARWAL Y.P. (1980)** : Studied motivational factors in the choice of teaching as a profession and its relationship with some other variables.

The major objectives of the study was to identify the motivational factors in B.Ed. trainee's choice of teaching as profession. The sample consisted of 241 B.Ed. trainees of both sexes belonging to rural as well as urban areas.

The major findings of the study as follows :

- i) Although there were inter group differences in the factors that motivated the students to join teaching five factors emerged as most important in order of priority, these were desire to continue education, possibility of doing good to the country, fondness of teaching, security of job and parents wishful filment.
- ii) Teaching had been consistently a very popular aspiration from high school through college education.
- iii) A majority of all the groups had no relative in the teaching profession, however teacher spouse influenced the urban girls.
- iv) A large majority of B.Ed. trainees wanted to take up teaching but very few wanted to start their own schools.
- v) A large majority of B.Ed. trainees belonged to high socio-economic group.
- vi) There was no significant difference in attitude towards the teaching of high, middle and low socio-economic status groups.

**MEHTA G. L. (1985) :** Studied role conflicts of teachers.

The major objectives of the study were :

- i) To identify potential role conflict situations as perceived and experienced by secondary school teachers.

- ii) To study relationships between teacher's characteristics (age, experience, professional status etc.) and overall levels of perceived and experienced role conflict.
- iii) To find out relationships if any between perceptions and experience of role conflicts and the experience of worry felt by teachers.
- iv) To examine critically the relationship between overall levels of perceived and experienced role conflict and Job Satisfaction felt by teachers and
- v) To investigate the relationship between teacher's overall levels of perceived and experienced role conflict and types of school in terms of location.

The sample consisting 393 teachers. The tool used for data collection were a role conflict questionnaire, on information sheet and Job Satisfaction scale of S.P. Anna.

The findings of the study were as follows :

- i) There were 33 different situations in six role areas viz. socio-economic, professional, organizational, personality, disciplinary.
- ii) Teachers teaching in rural schools and teachers having a linkage with professional associations had a higher level of role conflict

perceptions as compared to teachers teaching in urban schools and teachers having no linkage with professional associations respectively.

iii) There was no significant relationship between role conflict perceptions and any one of the five variables - teaching experience, number of dependents, sources of additional income, professional status and origin as related to present place of working.

iv) The relationship between role conflict perceptions and age, location of schools and linkage with professional associations was found to be significant.

v) Age, teaching experience, number of dependents, sources of additional income, location of schools, linkage with professional association did not bear significant relationship with the degree of overall role conflict experienced.

vi) High school teachers experienced a higher level of role conflict than lecturers of intermediate colleges.

vii) Teachers of aided high schools were found to perceive and experience higher role conflict than teachers of government and minority schools.

viii) Minority schools teachers and Government school teachers did not differ significantly in their role conflict perceptions and experiences.

ix) Teachers having a high level of overall role conflict perceptions and experiences were found to have a low level of Job Satisfaction as compared to teachers with low level of role conflict perceptions and role conflict experiences.

x) The difference between mean worry scores of teachers perceiving and experiencing a high level of overall role conflict as compared to teachers perceiving and experiencing a low level of overall role conflict was found to be significant.

#### **2.1.2 GENERAL FINDINGS FROM STUDIES ON ROLE PERCEPTION:**

From the above reviews related to the Role Perception of teacher communicators from these studies general findings were as follows :

- 1) Considering education, seven items having a significant bearing on the Role Perception of the teachers, were :
  - a. The goals of education
  - b. Satisfying factors in the teaching profession
  - c. Functions of teachers
  - d. Methods of teaching
  - e. Personal qualities
  - f. Teaching ability
  - g. Methods of discipline



- 2) There was a good relationship between experience and teachers role perception.
- 3) The relationship of socio-economic status of teacher with role perception was highly significant.
- 4) Attitude to the teaching profession influences the Role Perceptions of teacher communicators.

## **2.2 SECTION - II : STUDIES ON JOB SATISFACTION :**

Related to Section there are 8 studies in the area of Job Satisfaction but related to different correlates.

**KOLTE N.V. (1978):** Studied Job Satisfaction of primary school teachers.

The major objectives of study were :

- i) To identify the factors that are responsible for both the teachers satisfaction and dissatisfaction.
- ii) To test the validity of Herzberg's two factor theory of Job Satisfaction.

The sample consisted of six Panchayat Samitis in Buldhana district of Maharashtra. These Samitis were selected by systematic sampling from each of selected Panchayat Samitis, three primary schools were selected at random.

The finding of the study were as follows :

- i) Achievement was responsible for the feelings of satisfaction in about forty two of the collected satisfaction incidents.
- ii) Thirty good incidents revealed recognition as a factor for the feelings of satisfaction from the job.
- iii) Advancement emerged as a satisfier in eighteen of the incidents collected in connection with the feelings of satisfaction.
- iv) Work itself was found to be responsible for satisfaction in six of the good work incidents.
- v) Policy and administration was cited as a satisfier in incidents where both husband and wife were teachers and were posted at the same place.
- vi) Unfair policy and administration emerged as a dissatisfier in thirty-five of the dissatisfaction incidents.
- vii) Working conditions were cited as the cause of dissatisfaction in twenty-five of the bad work incidents.
- viii) Salary was mentioned as a dissatisfier in ten of the bad work incidents. ix) Interpersonal relations emerged as a dissatisfier in ten of the incidents that described the feeling of dissatisfaction with the job.

x) Advancement emerged as dissatisfier in five of the bad work incidents.

xi) Herzberg's dual factor theory was not supported in toto by the study.

**GUPTA S.P. (1980)** : Studied Job Satisfaction at three levels of teaching.

The objectives of the study were :

i) To measure Job Satisfaction of primary school teachers, secondary school teachers and college teachers.

ii) To find out relationship between selected psychological variables and Job Satisfaction exhibited by primary school teachers, secondary school teachers and college teachers.

iii) To compare the Job Satisfaction of married teachers with that of unmarried teachers.

iv) To compare Job Satisfaction of teachers of different age groups.

v) To compare the Job Satisfaction of teachers of different experience groups.

vi) To work out multiple regression equations that could predict the Job Satisfaction of primary school teachers, secondary school teachers and college teachers separately.

vii) To compare the Job Satisfaction of primary school teachers, secondary school teachers and college teachers.

The sample consisted of 765 male teachers of primary, secondary schools and colleges of merrut division, selected on the stratified random sampling.

The findings of study were as follows :

- i) Needs of achievement, affiliation and endurance were positively related while needs of autonomy, dominance and aggression were negatively related to the Job Satisfaction of primary school teachers. Needs of exhibition, succorance, abasement and nurturance were not related significantly with the Job Satisfaction of primary school teachers.
- ii) Attitude towards teaching as a career and personality maturity were positively related to the Job Satisfaction of primary school teachers.
- iii) Marital status, age and teaching experience were not associated to the Job Satisfaction of primary school teachers.
- iv) Out of twelve variables only eight were significant contributors to the prediction of Job Satisfaction of primary school teachers. These

eight variables were attitude n- out, n - Achievement, n- aff, personality maturity n - exh, n - end and n- suc (  $R = 0.675$ ).

v) Need achievement was positively related while needs of exhibition, autonomy and aggression were negatively related to the Job Satisfaction of secondary school teachers. Needs of affiliation succorance, dominance, abasement, nurturance and endurance were not related significantly to the Job Satisfaction of secondary school teachers.

vi) Attitude towards teaching as a career and personality maturity were positively related to the Job Satisfaction of secondary school teachers.

vii) Marital status, age, teaching experience were not associated significantly with the Job Satisfaction of secondary school teachers.

viii) Out of twelve variables only eight were significant contributors to prediction of Job Satisfaction of secondary school teachers.

ix) Needs of achievement and abasement were positively related while needs of nurturance and aggression were negatively related to the Job Satisfaction of college teachers. Needs of exhibition, autonomy, affiliation, succorance, dominance and endurance were not related significantly to the Job Satisfaction of college teachers.

- x) Attitude towards teaching as a career and personality maturity were positively related to the Job Satisfaction of college teachers.
- xi) Unmarried college teachers were more satisfied than married college teachers. There was a U-shaped relationship between age and Job Satisfaction of college teachers. Teaching experience was not associated significantly with the Job Satisfaction of college teachers.
- xii) Out of twelve variables only five were significant contributors to the prediction of Job Satisfaction of college teachers. These variables were attitude, n - agg, n - nur, personality maturity and n - aba (  $R = 0.732$ ).
- xiii) Primary school teachers were significantly less satisfied than secondary school teachers or/ and college teachers.
- xiv) Secondary school teachers and college teachers were almost equally satisfied with their job.

**GOYAL J.C. (1980):** Studied the relationship between Job Satisfaction and attitudes, adjustment and professional interests of teacher educators in India.

The main objectives of the study were :

- i) To measure attitudes, Job Satisfaction, adjustment and professional interests of teacher educators of different categories based on sex, age, qualification and experience.
- ii) To find out the difference in attitude, job satisfaction, adjustment and professional interests among groups of teacher educators based on sex, age, qualification and experience.
- iii) To find out relationship among attitude, job satisfaction, adjustment and professional interests of teacher educators of different categories.
- iv) To predict Job Satisfaction of teacher educators by treating their attitudes, adjustment and professional interests as independent variables.

The sample consisted 314 teacher educators working in thirty-eight institutions. The tools were used a self constructed attitude scale, Indirasan's Job Satisfaction inventory, Bell's Adjustment inventory and self developed inquiry form for professional interests of teacher educators.

The findings of the study were as follows :

- i) A large majority of the teacher educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest.

- ii) The attitude and Job Satisfaction of different groups did not differ significantly.
- iii) A majority of the teacher educators had low interest in the profession.
- iv) Emotional stability among teacher educators increased with age.
- v) Professional interest among teacher educators increased with teaching experience in school.
- vi) Attitude, Job Satisfaction and occupational adjustment among teacher educators were associated with one another, whereas social and emotional adjustment and professional interests were not related with other variables.
- vii) Job Satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

**KAKKAR, VED (1983) :** Studied Job Satisfaction in relation to attitude, job values and vocational interests of women.

The sample consisted of 800 women employees drawn from various establishments of Bharat Heavy Electricals Limited, Bhopal.

The finding of the study were as follows :

- i) Women employees of four vocation differ significantly in their job satisfaction.



- ii) Job Satisfaction and the occupational level of the employees were positively related.
- iii) Women employees of the four vocations were found to have different patterns of vocational interest.
- iv) Vocational interest patterns of women employees of four vocations did not differ significantly from those of the vocational girl students.
- v) Women employees of different vocations differed in their attitudes towards work.
- vi) Employees of different occupations were influenced differently by the different variables of vocational attitudes in their Job Satisfaction levels.
- vii) Job Satisfaction of employees was affected both by the type of job held by the employees as well as by the component of work values.
- viii) Job Satisfaction of employees was significantly influenced by the interactions of different independent variables of the study with other variables of the study. Viz positive relationships were found between Job Satisfaction and age, educational level, income, vocational attitude.
- ix) There was positive correlation between the vocational interests and the occupational aspirations of girl students.

**SARKAR S.C.(1985):** Studied a role perception and Job Satisfaction of head masters and teachers in relation to organizational climate of secondary school.

The objectives of the study were :

- i) To enquire if the secondary school in Dacca City possessed different types of organizational climate.
- ii) To compare the role perceptions of head masters and teachers working under different organizational climate.
- iii) To compare Job Satisfaction of Headmasters as well as teachers working under different organizational climate.
- iv) To find out relationship between organizational climate and Job Satisfaction of headmasters as well as teachers working under open, autonomous, controlled, familiar, paternal or closed climate.
- v) To find out relationship between role perception and Job Satisfaction of headmasters as well as teachers working under open autonomous, controlled, familiar, paternal or closed climate.

The finding of the study were as follows :

- 1) There was significant differences in role perception in all areas collectively among headmasters working in schools having different types of organizational climate.

- 2) Differences in Job Satisfaction experienced by headmasters working under different organizational climate were found to be significant.
- 3) There was no significant relationship between subtests of organizational climate and Job Satisfaction of head masters.
- 4) There was no significant relationship between role perception and Job Satisfaction of headmasters in open, autonomous, controlled familiar, paternal and closed climates.
- 5) There existed significant differences in role perception among teachers working in schools having different types of climate.
- 6) In the open climate disengagement, esprit, intimacy, thrust and consideration had a significant relationship with overall perception of teachers.
- 7) In an autonomous climate disengagement intimacy and productive emphasis had a significant relationship with overall role perception of teachers.
- 8) In controlled climate all subtests of organizational climate had a significant relationship with overall role perception of teachers.
- 9) In closed climate all the subtests had significant relationship with overall role perception of teachers.

10) There existed a significant relationship between the overall role perception and Job Satisfaction of teachers working under open, autonomous, controlled, familiar paternal or closed climates.

**SRIVASTAVA-SHOBHA (1986)** : Studied Job Satisfaction and professional Honesty of primary school teachers with necessary suggestions.

The main objectives of the study were :

- i) To find out level of Job Satisfaction and professional honesty.
- ii) To compare the Job Satisfaction and professional honesty of female teachers with male teachers.
- iii) To compare Job Satisfaction and professional honesty of unmarried teachers with married teachers.
- iv) To compare Job Satisfaction and professional honesty of urban teachers with rural teachers.
- v) To compare Job Satisfaction and professional honesty of high academic achievement teachers with low achievement teachers.
- vi) To find out factors causing job dissatisfaction of primary school teachers.

The major findings of the study were as follows :

- i) The primary school teachers of the area were found to have high Job Satisfaction and professional honesty.
- ii) Female teachers as compared to male teachers were significantly higher in Job Satisfaction and professional honesty.
- iii) Unmarried teachers as compared to married teachers were significantly higher in Job Satisfaction and professional honesty.
- iv) Urban teachers as compared to rural teachers were significantly higher in Job Satisfaction and professional honesty.
- v) Non-agriculture family occupational background teachers as compared to agriculture family occupational background teachers were significantly higher in Job Satisfaction and professional honesty.
- vi) Young teachers as compared to old teachers, junior teachers as compared to senior teachers were significantly higher in Job Satisfaction and professional honesty.
- vii) High achievement teachers as compared to low achievement teachers were significantly higher in Job Satisfaction and professional honesty.
- viii) The major factors of Job Satisfaction among primary school teachers were inadequate salary, lack of physical facilities.

**AHMAD Q. (1986)** : Studied determinants of job involvement among teachers.

The major objectives of the study were :

- i) To examine relationship between value orientation and job involvement.
- ii) To study the relationship of background factors such as length of service, family size etc. with job involvement and one's Job Satisfaction with institutions where one worked were significantly correlated.
- iii) To find out the relationship between job involvement and job characteristics.
- iv) To measure whether there was any difference between teachers belonging to constituent college and affiliated colleges.
- v) To investigate the relationship between job involvement and job satisfaction.

The findings of the study were as follows :

- i) Both individual and organizational factors determined job involvement of college teachers.
- ii) Job involvement was positively correlated with job satisfaction.

- iii) Some value preferences such as ability utilization, achievement and economic gains were negatively correlated with job satisfaction.
- iv) Social relations, prestige and autonomy were positively associated with job satisfaction.
- v) There was no significant difference between teachers belonging to constituent college and affiliated colleges.

**BALWINDER KAUR (1986) :** Studied Job Satisfaction of home science teachers. Its relationship with personal, professional and organizational characteristics.

The objectives of the study were :

- i) To study the relationship between personal characteristics and job satisfaction.
- ii) To examine the nature of personal characteristics and job satisfaction.
- iii) To study relationship between organizational characteristics and job satisfaction.
- iv) To identify the factor, structure underlying personal, professional and organizational characteristics and job satisfaction.

### **2.2.1 GENERAL FINDINGS FROM STUDIES ON JOB SATISFACTION:**

The findings of the study were as follows :

- 1) From among personal variables (age, intelligence, socio-economic status and need satisfaction) was found to be correlated of job satisfaction.
- 2) Personal characteristics (experience, salary qualification) did not act as correlate of job satisfaction.
- 3) Job Satisfaction associated differentially with specific personal, professional and organizational characteristics in respect of group factors.
- 4) Attitude towards profession, psychological needs, SES were significantly associated with job satisfaction.
- 5) Opportunity of promotion, political condition of country, lack of training opportunity, lack of physical facilities were positively correlated with job satisfaction.

From above reviews related to job satisfaction, these studies have revealed the following findings :

- 1) Social relations, prestige and autonomy were positively associated with job satisfaction.



- 2) The primary teachers were found to have high Job Satisfaction and professional honesty.
- 3) Female teachers as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers and non-agriculture family occupational background of teachers were significantly high in Job Satisfaction and professional honesty.
- 4) Job Satisfaction and occupational levels of the teachers were positively related.
5. Job Satisfaction could be predicted by attitude and occupational adjustment but not by other variables.
6. Secondary school teachers and college teachers were almost equally satisfied with their job.

The above reviews (Section I and Section II) indicate the need for a study which would explore and compare the Self Role Perception of teacher communicators at various levels of education in relation to their job satisfaction.

The next chapter is devoted to the Plan and Procedure of the study.

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