

## प्रकरण २ रे

### संबंधित साहित्याचा अभ्यास

#### 2.1 प्रस्तावना:

संबंधित साहित्याचा अभ्यास केल्यामुळे आपण जे संशोधन करणार आहोत, तेच संशोधन पूर्वी झाले काय हे समजते व झाले असल्यास त्याची पुनरावृत्ती टाळता येते. भा.गो.बापट यांनी आपल्या शैक्षणिक संशोधन या ग्रथांत म्हटलेले आहे, "संदर्भ संशोधनाच्या अभ्यासाने संशोधकास पूर्वीच्या संशोधनाचे स्वरूप समजते. जुन्याचीच पुनरावृत्ती केव्हाच मान्य केली जात नाही. " संशोधकाला या संबंधित संशोधनापासुन संशोधनाची दिशा,कार्यपद्धती या विषयी मार्गदर्शन होते.

पूर्व संशोधनाच्या अभ्यासाच्या वेळी पूर्वीच्या संशोधकाने प्रतिसादकांची निवड करतांना काय काळजी घेतली व कोणते धोरण स्वीकारले याचा अभ्यास उपयुक्त ठरतो. पूर्वीच्या संशोधकाने याच्या सारखाच प्रश्न कसा हाताळला आहे ते समजते. समस्या कशी सोडवावी,कोणत्या पद्धती व तंत्रे वापरावीत याची सुचना मिळते.

संशोधनाची योजना आखताना, संशोधनात जमविलेल्या माहितीचा अर्थ लावताना आणि अनुमान किंवा निष्कर्ष सांगतांना संशोधकाच्या अनुभवाचा, ज्ञानाचा लाभ घेता आला पाहिजे आणि यासाठी संशोधकाने इतर अधिकारी व्यक्तींच्या पुस्तकाच्या अभ्यासातुन काढलेली टिपणे आणि पूर्वीच्या संशोधनातुन घेतलेले मार्गदर्शन यांच्या सारखीच स्वानुभवाची नोंद करणे आवश्यक ठरते.

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1. बापट. भा.गो. " शैक्षणिक संशोधन " (१९७७) (नूतन प्रकाशन ,२१८१ सदाशिव पेठ,टिळक पथ पुणे ३०) पृ. सं. ६४

संदर्भ साहित्याच्या आढाव्यामुळे संशोधकास आपल्या विषयातील नाविन्य काय आहे ते मांडता येते. पूर्वीच्या संशोधनाचा उपयोग पायाभूत मानता येतो. संशोधनाचा दर्जा वाढविता येतो. वेळ, श्रम आणि पैसा यांचा योग्य त.हेने वापर करता येतो.

बेस्ट आणि कहन यांनी आपल्या रिसर्च इन एज्युकेशन या ग्रंथात म्हटले आहे, मान्यवर लेखकांच्या लिखाणाचा गोषवारा आणि पूर्व संशोधनातुन हे सिद्ध होते की, संशोधकास जे ज्ञात आहे, त्याच्याशीही तो परिचित आहे किंवा जे अदयाप ज्ञात नाही आणि ज्याची चाचणी घेतली नाही याच्याशीही तो परिचित आहे. प्रभावी संशोधन हे पूर्व ज्ञानावर आधारित असल्यामुळे ही पायरी पूर्वी जे केलेले आहे त्याची पुनरावृत्ती टाळण्यासाठी मदत करते आणि अर्थपूर्ण संशोधन करण्यासाठी सहायक सूचना, परिकल्पना पुरविते.

“A Summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what s still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigations.”<sup>2</sup>

संदर्भ ग्रंथ, ज्ञानकोष, शब्दकोष, हस्तपुस्तके व वार्षिके, निर्देशसूची, गोषवारा व नियतकालिके, शैक्षणिक संशोधन, अप्रकाशित साहित्य, संशोधन प्रतिवृत्ते या सर्वांमुळे उपयुक्त माहिती व कौशल्य प्राप्त होते. म्हणुन संशोधीकेने संबंधित साहित्याचा अभ्यास केला आहे.

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2 John W Best " James V. Kahn " Research in education (New Delhi : Prentice Hall of India Pvt. 1985 Limited ) Page No. 40

## 2.2 संबंधित साहित्याचा अभ्यास :

संशोधकने संशोधनासाठी ज्या विषयाची निवड केलेली आहे तो विषय शिक्षक शिक्षण या विषयाशी संबंधित आहे.

शिक्षक-शिक्षण या विषयावरील संशोधनांचा विचार करतांना त्यांची तीन गटांमध्ये विभागणी करण्यात आलेली आहे.

Input -----> Process -----> Out put  
अंतर्गमन            प्रक्रिया            बहिर्गमन

यामध्ये पहिला जो घटक आहे तो म्हणजे शिक्षक, त्याच्या जवळ असलेली शैक्षणिक पात्रता, वय, व्यवसायाबद्दलची अभिरुची, आवश्यक त्या अभिवृत्ती या संबंधीत संशोधने तसेच भौतिक घटकांचाही विचार उदा.-राहण्याची व्यवस्था, त्याची आर्थिक कुवत इत्यादी बाबींवरील संशोधने अंतर्गमन या घटकात येतात.

दुस-या घटकामध्ये अध्ययन प्रक्रिया, अध्यापन प्रक्रिया, शैक्षणिक साधनांचा वापर, अभ्यासक्रम, अभ्यासक्रमाची उद्दिष्टे, अध्यापन मांडणी या संबंधीची संशोधने (Process) प्रक्रिया या घटकांमध्ये घेतली जातात.

तिसरा जो घटक आहे त्या मध्ये मूल्यमापना संबंधीची संशोधने येतात. यामध्ये शिक्षकांच्या अडचणी, कार्यक्षमता, व्यवसाय समाधान या संबंधीच्या संशोधनाचा विचार करण्यात येतो.

या संबंधी Second Survey of Research in Educaion 1972 - 1978 मध्ये दिलेले आहे. "Studies on evaluation of Student teachers, problems of new teachers in schools, follow-up studies, successful and unsuccessful teachers and job satisfaction will be assigned to this heading ".<sup>3</sup> Fifth Survey of Research in Education Volume-I मध्ये, शिक्षक-शिक्षण संबंधीच्या संशोधनाची विभागणी संबंधी खालील गोष्टी सांगण्यात आलेल्या आहेत.

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3 M.B.Buch " Second Survey of Research in Education " 1972-78 (National Council of Educational Research & Training ,Delhi.] Page 420

”The reason for undertaking, strengthening and accelerating research on teacher education is explained by the need for systematically developing an empirical base for taking sound decisions about teacher education. It involves a variety of factors, such as teacher - educator characteristics, training experiences, student- teacher characteristics, curriculum and textual materials, practising schools, institutional characteristics, community characteristics and many more.

Which interact in complex combinations when it comes to understanding the teaching-learning process and learning outcomes”.<sup>4</sup>

या ग्रंथा मध्ये शिक्षक-शिक्षण या संबंधीत संशोधनाची तीन गटात विभागणी केलेली आहे.

Presage Studies - Attitudes towards teaching in relation to variables of personality, intelligence, adjustment creativity, and values and impact of elementary teacher education programme on attitudinal change of elementary teacher trainees. The impact study here was directed to finding out attitudinal changes which acts, infact, as an input variables.

Process Studies - Relationship between teaching effectiveness, teaching aptitudes and personality traits, teaching ability, effective teaching and ineffective teaching all as an process variables.

Product Studies - Studies on evaluation of student teachers, problems of new teachers in schools, follow up studies, job satisfaction will be assigned to this heading”.<sup>5</sup>

संशोधनासाठी संशोधकने जो विषय निवडला आहे त्यासंबंधी प्रत्येकाचे व्यवसाय समाधानां बाबतचे निकष हे वेगवेगळे असू शकतात.

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4 - 5 M.B.Buch " Fifth Survey of Educational Research 1988-92

Volume -I" (National Council of Educational Research & Training)

Page 449 & 451

2.2.1 P.K.GHOSH यांच्या Industrial Psychology या ग्रंथा मध्ये व्यवसाय समाधानाचा पुढील अर्थ दिलेला आहे " It is a generalised attitude., resulting from many specific attitudes in three areas 1. Specific job factor 2. Individual adjustment, 3. Group Relationship. <sup>6</sup>

वरील व्याख्येवरून व्यवसाय समाधानाशी संबंधीत तीन बाबींचा विचार व्याख्ये मध्ये करण्यात आलेला आहे.

या तीन बाबींमध्ये 1. विशिष्ट व्यवसायाशी संबंधीत घटक, 2. व्यक्तिशः केलेली तडजोड, 3. समुहामध्ये परस्परांशी असलेले संबंध या तीनही बाबी परस्परांपासून वेगळ्या करणे शक्य नाही.

## 2.22 व्यवसाय समाधानाशी संबंधीत घटक -

Asha Hingar यांच्या 'Leadership Style and Job satisfaction' या ग्रंथामध्ये व्यवसाय समाधानाशी संबंधीत घटकांच्या बाबतीत पुढील बाबी सांगितलेल्या आहेत. "व्यवसाय समाधान हे अनेक घटकांचा परिपाक आहे त्यातील महत्वाच्या घटकांची दोन विभागांमध्ये विभागणी करता येईल.

1. वैयक्तिक घटक 2. ह्या व्यवसायाशी निगडीत घटक.

वैयक्तिक घटकांमध्ये लिंग, शिक्षण, बुद्ध्यांक, व्यक्तीमत्त्व, मानसिक जडणघडण वगैरे बाबींचा समावेश होतो. व्यवसायाशी निगडीत घटकांमध्ये आवश्यक असलेल्या कार्यकुशलतेचा प्रकार, स्थैर्य, व्यवसायाचे सामाजिक स्थान व्यवसायासंबंधी सुरक्षितता, वेतन, बढतीच्या संधी, वरिष्ठांची गुणग्राहकता तसेच भौगोलिक कार्यक्षेत्र वगैरे बाबींचा अंतर्भाव होतो. " <sup>7</sup>

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6 P.K. Ghosh " Industrial Psychology " Himalaya Publishing Page 325

7 Asha Hinger " Leadership Style & Job satisfaction " Himalaya Publishing House, Delhi Page 64

डॉ. प्रदिपकुमार यांच्या Principles of Management या ग्रंथांत व्यवसाय समाधाना मध्ये अंतर्भूत असलेले घटक पुढील प्रमाणे सांगितलेले आहेत.

1. व्यावसायिकांच्या समस्यांकडे लक्ष देणे व त्या सोडवणे - 2. सेवा शाश्वती 3. कार्यक्षमतेनुसार कामाची विभागणी व त्यानुसार वेतन 4. व्यावसायिकांच्या विधायक सल्यांचा स्विकार 5. कामाचे योग्य मुल्यमापन 6. आवश्यकतेनुसार, नियमानुसार पगारामध्ये वाढ 7. सोयी- सुविधांची वेळेवर उपलब्धता 8. चांगल्या कामाचा तात्काळ मोबदला 9. योग्यतेनुसार बढती 10. कामाच्या योग्य वेळा 11. समान कामासाठी समान पगार 12. वरिष्ठांची विनाकारण टिका, वेळोवेळी कमी लेखने 13. कामाच्या सुट्टीमध्ये विश्रांतीची सोय 14. रजेसंबंधी योग्य धोरण. <sup>8</sup>

डॉ. प्रमोदकुमार यांच्या व्यवसायासमाधानासंबंधीच्या प्रश्नावलीच्या मॅन्युअल मध्ये व्यवसाय समाधानाशी संबंधित पुढील घटक दिलेले आहेत. 1. काम व कामाचे स्वरूप 2. वेतन 3. सेवाशाश्वती 4. बढतीच्या संधी 5. संस्थेच्या योजना 6. संस्थेची ध्येयधोरणे 7. संस्थेच्या कार्यामध्ये सल्लामसलत करण्याचे समाधान 8. वरिष्ठा कडून मिळणारी संस्थाप्रमुख म्हणून वागणूक 9. वरिष्ठाकडून मिळणारी वैयक्तिक अडचणी सोडवतानाची वागणूक या सर्व गोष्टींचा वर प्रत्यक्ष व्यवसाय समाधानाशी संबंध आहे. <sup>9</sup>

डॉ. ल.मा.शिवणेकर यांच्या "अध्यापक भूमिका व कार्ये " या ग्रंथामध्ये व्यवसाय समाधानास अनुकूल घटक व असमाधानास कारणीभूत घटक असे दोन वर्ग केलेले आहेत.

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8 Pradip Kumar " Principles of Mangement " Kedarnath & Ramnath & Co.  
Meerut Publication Page No. 290

9. Pramod Kumar " Revised Manual for teachers job satisfaction" 1995  
page no. 1

वर्ग - 1. समाधानास अनुकूल घटक

- यश आव्हाने
- कामातील विविधता आव्हाने
- व्यक्तीगत विकासाची संधी
- व्यावसायिक विकासाची संधी
- स्वातंत्र्य व पुढाकाराची संधी
- क्षमता वापराची संधी
- मान्यता
- अधिकार प्राप्ती
- संस्थेचा नावलौकिक
- निर्णय घेण्याची संधी

वर्ग - 2. असमाधानास कारणीभूत घटक

- वरिष्ठ, सहकारी व कनिष्ठांशी संबंध
- विद्यार्थी व पालकांशी संबंध
- संस्थेची धोरणे, प्रशासन व पर्यवेक्षण
- सेवाशाश्वती, सेवाशर्ती, न्याय, दाद
- सुविधा, वेतनश्रेणी, इतर लाभ
- खाजगी आयुष्य.<sup>10</sup>

Edwin B.Flippo यांच्या Principles of Personnel Management या ग्रंथामध्ये व्यवसाय समाधानाचा संबंध व्यावसायिकावर अवलंबीत कुटुंबसंख्या यांच्याशीदेखील दाखवला आहे.

10 ल.मा.शिवणेकर "अध्यापक भुमिका व कार्ये" नूतन प्रकाशन पूणे प्रथमावृत्ती १९९२ पृ.क्र. १५७

याबाबत “व्यावसायीकावर अवलंबीत कुटुंब संख्या जर जास्त असेल तर असे व्यावसायीक जास्त असमाधानी असतात. यामुळेच कंपन्या या उद्योगधंद्यांमध्ये अधिक समाधान निर्मितीसाठी कुटुंब नियोजनाच्या कार्यक्रमांमध्ये योग्य अशा सामाजिक कार्यकर्त्यांमार्फत कर्मचा-यांना याबाबीकडे प्रवृत्त करतात ”. <sup>11</sup>

### 2.23 व्यवसायसमाधान व परिणामकारकता परस्पर संबंध

शिक्षकांचे व्यवसायसमाधान व परिणामकारकता यांचा निकटचा संबंध आहे. आपल्या व्यवसायांमध्ये समाधानी असलेला शिक्षकच शिक्षणाची गुणवत्ता उंचावू शकतो.

डॉ. करंदीकर सुरेश यांच्या शैक्षणिक मानसशास्त्रामध्ये शिक्षकांच्या परिणामकारकतेचा पुढील अर्थ दिलेला आहे.

“शिक्षकाची परिणामकारकता असा शब्द प्रयोग आपण जेव्हा करतो तेव्हा त्याची गुण वैशिष्ट्ये, अध्यापनक्षमता, आणि अध्ययन-अध्यापन प्रक्रियेनंतर दिसणारे फलित या तिन्ही गोष्टींचा अप्रत्यक्षपणे उल्लेख करीत असतो. शिक्षकाचे अध्यापन प्रभावी होण्यासाठी विविध गुणवैशिष्ट्यांचे आणि क्षमतांचे एक रसायन तयार होऊन अध्ययनार्थ्यांचे अध्ययन उत्तम होण्यासाठी त्याचा उपयोग केला जातो. या रसायनात गुण असतील, पद्धती असतील, नवीन तंत्रे असतील, क्षमता असतील, यासा-या गोष्टी एकरूप होऊन जेव्हा प्रकट होतात तेव्हा ते अध्यापन ‘प्रभावी’ ठरते. ती शिक्षकांची परिणामकारकता होय.” <sup>12</sup>

डॉ. प्रमोदकुमार यांच्या शिक्षकांच्या परिणामकारकतेच्या प्रश्नावली संबंधिच्या मॅन्युअल मध्ये शिक्षकांच्या परिणामकारकते बाबत पुढील बाबी दिलेल्या आहेत.

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11 Edwin B.Flipppo," Principles of Personnel management ,third edition,International student edition,Mcgra-Hill Koga Kusha page 101

12. डॉ. सुरेश करंदीकर ” शैक्षणिक मानसशास्त्र ” फडके प्रकाशन १९९४ कोल्हापूर



“It is generally agreed that the goodness of an educational programme to a large extent is dependent on the quality of teachers available to implement it.

A school may have excellent material resources, equipment, building, library and other facilities along with a curricula appropriately adopted to suit the community need, but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The problem identification of effective teacher is therefore of prime importance for realising desirable educational goals. An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students." (Ryan 1969) <sup>13</sup>

P.K.Ghosh यांच्या Industrial Psychology मध्ये व्यवसाय समाधान व परिणामकारकतेचा संबंध हा वरिष्ठांकडून मिळणा-या वागणुकीशी दिलेला आहे.

“आपल्या देशातील कर्मचा-यांना सहानुभूतीने वागवणारा पर्यवेक्षक हवा असतो जो पर्यवेक्षक कर्मचा-यांच्या प्रश्नांकडे लक्ष देवून ते प्रश्न तात्काळ सोडवण्याचा प्रयत्न करतो. तसेच कर्मचा-यांच्या सौम्य चुका क्षम्य मानतो व त्यांच्या कामात ढवळाढवळ करित नाही असा पर्यवेक्षकच कामगारांची सहानुभूती मिळवतो व उत्पादनही वाढवून परिणामकारक कामगार निर्माण करू शकतो.” <sup>14</sup>

डॉ शिवणेकर ल.मा. यांच्या अध्यापक भूमिका व कार्ये या ग्रंथामध्ये परिणामकारक शिक्षकांची पुढील गुणवैशिष्ट्ये दिलेली आहेत, “परिणामकारक अध्यापक होण्यासाठी विषयांवर प्रभुत्व, इतर विषयांचे ज्ञान, सुस्वभावी, प्रेमळ, दयाळू, इतरांबरोबर चांगले संबंध, स्फूर्तीदायक, प्रभावी, अध्यापन पद्धती व

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13. Pramodkumar " A Revised manual for teacher effectiveness scale" -

Dept of Psychology Sardar Patel University 1985 page 1

14 P.K.Ghosh "Industrial Psychology " Himalaya Publishing page 326

तंत्राचा वापर, पाठ चांगला व रंजक करण्यासाठी व्यूहरचना, प्रामाणिक, दुजाभाव व पूर्वग्रहांचा अभाव, वक्तशीरपणा, वर्गात शिस्त राखणे, विद्यार्थ्यांच्या वैयक्तिक समस्यांबाबत मार्गदर्शन करणे, शैक्षणिक मार्गदर्शन करणे, व्यवसाय मार्गदर्शन करणे इत्यादी गोष्टी अध्यापकांच्या अंगी असणे आवश्यक आहे. ”<sup>15</sup>

### 2.3 संबंधित संशोधनाचा अभ्यास :-

पूर्वी झालेल्या कार्याचा शोध घेण्याकरिता दीर्घ प्रयत्न करावे लागत असले तरी त्यामुळे संशोधनाचे कार्य पद्धतशीर व सफल होण्यास मदत होत असते.

रा.श.मुळे व वि.तु.उमाटे यांनी आपल्या शैक्षणिक संशोधनाची मूलतत्वे या ग्रंथात या संदर्भात महत्वपूर्ण विचार मांडलेले आहेत.

“The student should find, analyze and evaluate critically every pertinent research report dealing with his chosen problem – Anything less than this will be neither sensible nor scientific.”<sup>16</sup> विद्यार्थ्यांनी निवडलेल्या विषयाची ज्या संबंधित अशा संशोधन अहवालामध्ये चर्चा केली आहे. त्याचा त्याने शोध घेतला पाहिजे, विश्लेषण केले पाहिजे आणि समीक्षणात्मक दृष्टिकोनातून मूल्यमापन केले पाहिजे असे केले नाही तर ते समजस व शास्त्रीयही असणार नाही. म्हणून प्रत्येक संबंधित संशोधनाचा अभ्यास बारकाईने करणे आवश्यक असते.

संशोधिकेने पुढील संबंधित संशोधनाचा अभ्यास केला आहे. ती संशोधने M.B.Buch यांच्या शैक्षणिक संशोधने या ग्रंथात प्रसिद्ध झालेली आहेत.

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15 डॉ. शिवणेकर ल.मा. 'अध्यापक भूमिका कार्ये' नूतन प्रकाशन पूणे पृ.क्र. ७९

16 रा.श.मुळे, वि.तु. उमाटे ” शैक्षणिक संशोधनाची मूलतत्वे ” १९८७ ( नागपुर ; महाराष्ट्र विद्यापिठ ग्रंथ निर्मिती मंडळ ) पृ. क्र. ७०

2.3.1 Lavingia K.U. A study of job satisfaction among school Teachers, Ph.D. Edu.,Guj.U.,1974.

The main aims of the study were :

1. To measure the degree of job satisfaction among teachers and 2. To study the impact of job satisfaction on the stability of teachers. The hypotheses tested in the study were (1) Female teachers are more satisfied than male teachers (2) There is significant relationship between job satisfaction and stability of teachers.

The sample consisted of 1600 teachers from primary and secondary schools of the State of Gujarat. A rating scale was used to collect data. The reliability of the scale was found out by using test retest method and the same was found to be satisfactory.

Major findings of the study were (1) Primary teachers were more satisfied than secondary teachers (2) Female teachers were more satisfied than male teachers (3) Job efficiency was positively correlated with job satisfaction.

(4) Young teachers, in the age group of twenty to twenty four years, were more satisfied in both the groups of primary and secondary teachers and (5) Unmarried teachers were more satisfied. <sup>17</sup>

2.3.2 Singh H.L.

Measurement of Teacher values and their relationship with teacher Attitudes and job satisfaction D.Phil.,Edu.,BHU,1974.

The present study was an attempt to know precisely what were the dominant values of the teachers, whether their attitude towards their profession was favourable or not and whether they were satisfied with their jobs or not. Ultimately, the study was concerned with examining the nature of relationship between teacher values, attitudes and job satisfaction.

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17 M.B.Buch," Second Survey of Educational Research 1972-78 (National Council of Educational Research & Training ) page No. 438,448

An important phase of the study was the construction and standardisation of a 'Teacher value Inventory'.

The study was conducted in two phases. In the first phase, the teacher value Inventory (TVI) was constructed and standardised. In the second phase the TVI was administered and relationship between teacher values, attitudes and job satisfaction was studied. The sample consisted of 517 higher secondary school teachers of the Union Territory of Delhi for standardisation of the TVI. For the study of relationship between values, attitudes and job satisfaction a different sample of 521 teachers was selected on the basis of stratified random sampling. Management, location, and type of school (boys , girls) formed the criteria for stratifying and selection. The tryout was carried out on 300 teachers not included in these two samples. Split half reliability and concurrent validity of instrument were found to be quite satisfactory.

The TVI was also validated on the basis of the known groups. The final form of the TVI consisted of one test booklet, one separate answer sheet, manual, and a set of scoring keys. In addition to this the Abluwalia's teacher attitude Inventory, modified version of the Roth's staff satisfaction survey, and personal data sheet were also administered to collect the data.

The findings of the study were : (i) Teachers scored the highest on social and theoretical values and the lowest on economic and political values. (ii) Age of the teachers did not make any difference to his values; only religious and and political values differed due to age (iii) Level of education, training, management of school, location and size of the school had no significant bearing on values of teachers, (iv) Values of teachers also differed according to the subjects they taught (v) Teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration.

(vi) there was no difference in the level of satisfaction of teachers due to difference in age; female and unmarried teachers were more satisfied with all the factors than the male and married teachers. (vii) relationship between scores on values and scores on job satisfaction was more pronounced; teachers scoring high on theoretical values were significantly satisfied with their profession; similarly teachers scoring high on social values were also highly satisfied, teachers scoring high on economic and political values were not satisfied with their profession the relationship was negative and significant in the case of economic values and political values; (viii) There was a positive and significant relationship between scores on attitudes and scores on satisfaction.

2.3.3 Job Satisfaction – Lavingia (1974) measured the degree of job satisfaction among teachers and the impact of job satisfaction on the stability of teacher.

#### Follow-up Studies –

Four researchers have made shorts to follow-up the teacher trainees after they have passed out of the teacher education institutions. Bajwa and Phutela (1972) made a follow-up study of the alumni of Khalsa college of Ed., Ludhiana. They surveyed, the nature and the type of employment of trained teachers, their change over from one job to another, appraised the extent of job satisfaction and adjustment and thus attempted to analyse the effectiveness of training programme in the light of the practical experiences of the alumni.”

2.34 CHOPRA,R.K.,A A Study of the Organizational Climate of Schools in relation to Job Satisfaction of Teachers and Students’ Achievements, Ph.D. Edu., Agra U., 1982.

The objectives of the investigation were : (i) To study the overall job satisfaction of teachers working in schools having different organizational climates, (ii) To identify the areas of job satisfaction on which the teachers of schools having different organizational climates differed, (iii) To study students' achievement adjusted for intelligence and socio-economic status in schools having different organizational climates, and (iv) To study the relationship between teachers' job satisfaction and students' achievement after partialling out the effects of intelligence and socio-economic status on achievement scores.

The group-within treatment design was adopted to suit the purpose of the study. Six types of organizational climates - open, autonomous, familiar, controlled, paternal and closed - were treated as six treatments, with the school as the unit of sampling. Since the purpose was to study teachers' job satisfaction and students' achievement in different organizational climate schools, variable like the sex of students and the management and location of schools were controlled by choosing the schools having students of the same sex (boys), from the same area (urban) and from the same type of management (Government). Further, to study organizational climates in relation to students' achievement, the effects of intelligence and socio-economic status on achievement were eliminated by the adjustment of achievement scores for these two variables. The two-stage sampling technique was adopted for conducting the study. At first, all the forty-two government boys secondary and senior secondary schools located in the urban area of the south educational district of Delhi were surveyed and six types of organizational climates prevailing in them were identified. At the second stage, the stratified random sampling procedure was followed for selecting three schools from each of the six climate groups for studying criterion and control variables. Thus, the sample for

the study included 272 teachers and 620 students of eighteen randomly selected schools. The tools used for data collection were Sharma's School Organisational Climate Description Questionnaire, Wali's Teacher Job Satisfaction Inventory, Jalota and Kapoor's Socio-Economic Status Scale, Reven's Standard Progressive Matrices, and Achievement Proforma, One way analysis of variance, analysis of covariance, Newman-Keul's test and partial correlation coefficient were the statistical techniques used for the analysis of the data.

The major findings of the investigation were : (i) Among the six climates, the open climate schools showed the highest overall teacher job satisfaction, followed by the autonomous, familiar, controlled, ckised abd oaterbak ckunate schools, respectively. (ii) Overall job satisfaction of the teachers in the open climate schools was significantly different from that of the teachers in the closed and paternal climate schools at 0.05 level. (iii) The schools having other five types of climates did not show significant difference among themselves in respect of overall job satisfaction of the teachers even at 0.05 level. (iv) Out of the fifteen areas of teachers' job satisfaction, only in two areas, namely, supervisor and identification with the institution, there were significant differences among different climate type schools. (v) The teachers in the open cliamte schools had significantly higher job satisfaction in the area supervisor than those in closed climate schools at 0.05 level. (vi) Job satisfaction of the teachers related to the area identification with the institution was significantly higher in the open climate schools than in the paternal and closed cliamte schools at 0.05 level. <sup>18</sup>

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Ibid Page No. 421

18 M.B.Buch Third Survey of Research in Education 1978-83 (National Council of Educational Research & Training page 796

Ibid Page No. 805

2.35 GOYAL, J.C., A Study of the Relationship among Attitudes, job Satisfaction, Adjustment and Professional Interests of Teacher-educators in India, Ph.D. Edu., Del. U., 1980.

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 the relationship among attitude, job satisfaction, adjustment and professional interests of teacher, adjustment and professional interests as independent variables.

The sample consisted of 314 teacher-educators working in thirty-eight institutions, which included men and women of different age groups possessing different qualifications and teaching experience. The tools used were a self-constructed attitude scale, Indiresan's Job Satisfaction Inventory, Bell's Adjustment Inventory and a self-developed inquiry form for professional interests of teacher-educators.

Mean, standard deviations, t-test, analysis of variance, product moment correlation, multiple linear regression analysis were used for statistical interpretation.

The major findings of the study were : (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 the teacher-educators increased with age. (v) Professional interest among teacher-educators increased with teaching experience in a school. (vi) Attitude, job satisfaction and occupational adjustment among teacher



educators were associated with one another, whereas social and emotional adjustment and professional interest were not related with other variables. (vii) Job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

2.36 GUPTA, S.P., A Study of Job Satisfaction at Three Levels of Teaching, Ph.D. Edu., Mee. U., 1980.

The objectives of the study were : (i) To measure the job satisfaction of primary school teachers, secondary school teachers and college teachers, (ii) To find out the 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 the 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. and (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 schools, secondary schools and colleges and colleges of Meerut division, selected on the basis of stratified random sampling. The study used Teacher's Job Satisfaction Scale (TJSS), Attitude Towards Teaching Career Scale (ATCS), Meenakshi Personality Inventory (MPI), Personality Maturity Test (PMT) and Personal Data and Information Form (PDIF). The study applied product moment coefficient of correlation, multiple coefficient of correlation, regression analysis, F-test and t-test.

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Ibid page no. 809

The findings of the study were : (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-aut, n-ach, 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 and 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 the prediction of job satisfaction of secondary school teachers. These variables were : attitude, n-ach , n-aut, personality maturity, n-end,n-dom,n-aba, and n-suc ( $R= 0.767$ ). (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 the 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.

2.37 KOLTE, N.V., Job Satisfacton of Primary School Teachers : a Test of the Generality of the Two Factor Theory, National Institute of Rural Development, Hyderabad, 1978.

The study was undertaken (i) to identify the factors that are responsible for both teacher's satisfaction and dissatisfaction, and (ii) to test the validity of Herzberg's two factor theory of job satisfaction.

The hypotheses were : (i) The intrinsic and extrinsic factors were unipolar in nature, that is, the intrinsic factors caused feelings of satisfaction and did not cause feelings of dissatisfaction. (ii) The extrinsic factors caused feellings of dissatisfaction but not feelings of satisfaction.

The sample consisted of six panchayat samitis in Buldana district of Maharashtra. These samitis were selected by systematic sampling. From each of the selected panchayat samitis, three primary schools were selected at random. All the teachers of these schools formed the respondents for the study. A questionnaire, in Marathi, was mailed to all the respondents.

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Ibid Page No. 815

They were asked to describe one incident when they felt exceptionally good about their job and another when they felt exceptionally bad about it. In all, seventy-eight incidents about good feelings and seventy incidents about bad feelings about the job were collected. The cause of either good or bad feelings was found out by content analysis of incidents and percentages were calculated on the basis of the total number of incidents of each type.

The study yielded the following findings. (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 feeling 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 bad work 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 feelings of dissatisfaction with the job. (x) Advancement emerged as a dissatisfier in five of the bad work incidents. (xi) Herzberg's dual factor theory was not supported, in toto, by the study.

2.38. ABDYL SAMAD, Study of Organisational Climate of Government High Schools of Chandigarh and its Effect on Job Satisfaction of Teachers, Ph.D. Edu., Pan. U., 1986.

The objectives of the study were (i) To identify the climate of schools as well as the degree of job satisfaction of teachers, (ii) To

determine whether a significant relationship existed between organisational climate and job satisfaction of teachers, (iii) To find out the relationship between biographical characteristics and perceptions of the organizational climate. The biographical characteristics were sex, age, total teaching experience and teaching experience at the present school.

The data for the study were collected from 175 teachers selected randomly from 18 government high schools of Chandigarh. They were administered, (i) The Halpin and Croft Organizational Climate Description Questionnaire, (ii) The Gaba Teacher Job Satisfaction Scale.

The findings of the study were : 1. Teachers in more open climate schools enjoyed job satisfaction than teachers of less open climate schools. 2. Teachers in more open climate schools enjoyed more job satisfaction with respect to 'principal' than teachers in less open climate schools. 3. Teachers in more open climate schools were more satisfied with respect to colleagues than teachers in less open climate schools. 4. Teachers in more open climate schools were more satisfied with the facilities provided in schools than teachers in less open climate schools. 5. Teachers in more open climate schools were more satisfied with respect to 'Miscellaneous regarding Personal Characteristics' than teachers in less open climate schools. 6. No significant differences were found between teachers working in open climate schools and teachers working in less open climate schools on the sub-scales, manager, society, emoluments and students. 7. There was no significant relationship between the dimension of disengagement and the sub-scales, manager, society, emoluments and facilities. 8. No significant correlation existed between organizational climate dimensions of hindrance, intimacy and aloofness and all the eight sub-scales of the job satisfaction scale.

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M.B.Buch Fourth Survey of Research in Education 1983-88 Volume II  
(National Council of Educational Research & Training page 917

9. There was a positive correlation between dimension of esprit and four sub-scales of job satisfaction, viz., principal, colleagues, students and some characteristics. 10. Production emphasis was significantly related with job satisfaction sub-scales principal and emoluments. 11. A significant positive correlation was found between the dimension of thrust and sub-scales of job satisfaction, viz., principal, manager, colleagues, emoluments, facilities, students, miscellaneous regarding personal characteristics. 12. The dimension of consideration was significantly related with viz sub-scales of job satisfaction, viz., principal, manager, society, emoluments, facilities and miscellaneous regarding personal characteristics. 13. Male and Female teachers did not differ significantly in their perception of some dimension of organizational climate, viz., disengagement, hindrance, intimacy, aloofness, production emphasis, thrust, and consideration. 14. Teachers belonging to lesser age group (20-30 years) perceived disengagement to be higher than those of the over-age group (42 years). 15. Significant difference was found among the four groups of teachers categorized on the basis of experience (0-5 years, 6-11 years, 12-17 years and 18 years and above) on the dimension of esprit. But no difference was found in these groups on the dimensions of hindrance, intimacy, aloofness, production emphasis, thrust and consideration. 16. Female teachers express greater openness of climate than their male counterparts. 17. Teachers belonging to the lesser age group (20-30 years) expressed less openness of climate than the other two, older, age groups (i.e 31-41 years and 42 years and above). 18. Teachers with 18 years or above teaching experience expressed greater openness of climate than those with 0-5 years of teaching experience. 19. Female teachers were more satisfied with their job than their male counterparts. 20. Teachers of 20-30 years of age were less satisfied with sub-scale 'Principal' of the Job Satisfaction Scale than teachers with 42 years and above age. 21. Teachers with least years of teaching experience

(0-5 years) indicated significantly less satisfaction with 'Principal' than teachers with more years of teaching experience.

2.39 DIXIT, M., A Comparative Study of Job Satisfaction among Primary School Teachers and Secondary School Teachers, Ph.D. Edu., Luc. U., 1986.

The study was designed (i) To measure job satisfaction among primary and secondary school teachers, and (ii) To observe the effect of sex, teaching experience and medium of instruction on the level of satisfaction with their profession. The sample for the study consisted of 300 primary and 300 secondary school teachers working in Lucknow. The data regarding job satisfaction were collected with the help of a Likert-type scale devised by the investigator .

The main findings of the study were : 1. In Hindi-medium schools, primary school teachers were more satisfied than secondary school teachers. 2. In English medium schools the level of job satisfaction among primary and secondary school teachers was the same. 3. Female teachers were more satisfied than male teachers both at the primary and the secondary levels. 4. At the primary level, the group seniormost in age was most satisfied and the middle age-group was least satisfied. 5. Among the secondary school teachers, those with greater length of service were more satisfied. 6. Among the primary school teachers, those teaching in Hindi medium schools were more satisfied than those teaching in English-medium schools. 7. Among the secondary school teachers, those teaching in English-medium schools were more satisfied than those teaching in Hindi-medium schools.

2.3(10) MISTRY, T.C., Need Achievement, Job Satisfaction, Job Involvement as a Function of Role Stress, Locus of Control and Participation in Academic Climate : A Study of College and Secondary Teachers, Ph.D. Psy., Guj. U., 1985.

The investigation was an attempt to fill some of the gaps in the existing field of knowledge regarding job satisfaction, job involvement and n-achievement as outcome variables of locus of control, motivational climate, participation in academic climate and various types of role stresses the teaching population faced.

In the study, six different research tools were employed to collect the data : the satisfaction dissatisfaction Employer's Inventory developed and standardized by Pestonje, used to assess job satisfaction; the Social Relation Inventory developed by Rotter and adapted by Hasan, used to assess the internality-externality dimensions of personality, a "Your feelings about your role" scale developed by Pareek, used to measure the extent of role stress, a Motivational Analysis of Organizations (MAO) questionnaire developed by Pareek, used to assess organizational academic climate, a Psychological Participation Index developed and standardized by Pestonjee, used to assess the extent of psychological participation, and a General Inventory prepared for the study to gather general information about age, tenure, socio-economic condition, etc. and information pertaining the job. Two hundred and two subjects were selected from colleges and secondary schools of Ahmedabad. Multiple regression analysis was carried out to estimate the contribution of various independent variables to three dependent variables-- job satisfaction, job involvement and n-achievement.

Major findings were : 1. No significant relationships were observed between locus of control and various dimensions of job satisfaction.

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Ibid Page No. 962



2. The climate of academic motivation was found to be significantly associated with such dimensions as job satisfaction, involvement as well as overall satisfaction. 3. The climate of control was found to be negatively correlated with on-the-job aspects of job satisfaction and with total job satisfaction. 4. The climate of dependency had no effect on various aspects of job satisfaction and job involvement. 5. Job involvement was found to be significantly and positively related with different aspects of job satisfaction. 6. Self-role distance was found to be significantly but negatively correlated with all the dimensions of job satisfaction. 7. Inter-role distance, role-stagnation, role-ambiguity, role-overload, role-inadequacy and overall indices of role-stress had been found to be negatively associated with all but social relations dimensions of job satisfaction.

2.3(11) SRIVASTAVA, SHOBHA, A Study of Job satisfaction and Professional Honesty of Primary School Teachers with Necessary Suggestions, Ph.D. Edu., Avadh U., 1986.

The objectives of the study were (i) to examine the extent of job-satisfaction and professional honesty among primary school teachers, and (I) to make suggestions for creating a suitable environment in primary education in the above context. namely, Faizabad, Gonda, Bahraich, Barabanki, Sultanpur and Pratapgarh, comprising both rural and urban areas.

The sample of the study consisted of 100 educational experts - university/ college teachers, administrative staff, etc. and 987 (263 female and 724 male) primary teachers selected from the randomly chosen primary schools in proportion to the population of each district of Faizabad division, The tools of the study were a Job-Satisfaction Inventory , Professional Honesty Preference Record , a Questionnaire on Reasons for Job

Dissatisfaction, and a Check-list for the factors conducive to Professional Honesty in primary teachers. All the tools were prepared by the investigator using standard procedures. The data were tabulated and analysed using suitable statistical techniques.

The findings of the study were : 1. The primary teachers of the area were found to have high job-satisfaction and professional honesty. 2. Female teachers, as compared to male teachers, unmarried teachers as compared to married teachers, urban teachers as compared to rural teachers, and non-agricultural family occupation background teachers were significantly higher in job-satisfaction and professional honesty. 3. Young teachers as compared to old teachers, junior teachers as compared to senior teachers, and high academic achiever teachers as compared to low achiever teachers were also significantly higher in job-satisfaction. 4. Cast was not found to have a significant effect on either of the two. 5. The major factors of job-dissatisfaction among the primary teachers were inadequate salary, lack of physical facilities (space, equipment, etc.), problems in getting arrears, exploitation by officers, etc. 6. The major factors conducive to professional honesty in primary teachers were the teacher's strong and good character, the teacher's sincerity towards work, recognition and appreciation of the teacher's good work, a healthy and open environment in the school, the teacher's mental health, etc. 7. Professional honesty was higher than job-satisfaction in the teachers' sample and the coefficient of correlation between these two variables was 0.256.

2.312 While studying job-satisfaction of graduate teachers in Coimbatore, SEKAR, G. and RANGANATHAN, S.(1988) 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.

2.313 AGARWAL, M (1991) in a study on job satisfaction of primary and secondary school-teachers, concluded that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single family teachers, more experienced and government school-teachers, were more satisfied than others; age and marital status, however, had no relationship with job satisfaction. Economic and political values were found to be correlates of job satisfaction.

2.314 CLEMENCE, S.M. (1989) found that role conflict affected job satisfaction of women teachers but social dimension of value influenced their job satisfaction rather favourably.

2.315 NAIK, G.C. (1990) found that ad hoc teaching assistants of the M.S.University, Baroda, were satisfied with their jobs mainly because of their favourable attitude towards the teaching profession, financial consideration and the facilities which they were getting for further studies; marital status, age, experience and gender did not affect their level of job satisfaction; leadership qualities of heads of institutions promoted job satisfaction, and group goals and objectives were essential parameters in determining the job satisfaction of teachers. Sex, experience and background variables had no bearing on job satisfaction.

2.316 RAMA MOHAN BABU, V. (1992) found that less experience, favourable attitude towards teaching and efficiency of teaching corresponded with higher job satisfaction. Teachers working in open and autonomous climates were found to be having high job satisfaction compared to those working in a closed climate. Job involvement and general state of health and life had a positive effect on the level of job satisfaction.

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- 2.317 RAMAKRISHNALAH, D. (1980) concluded that college teachers attitude towards teaching had a bearing on job satisfaction and that the job involvement and job satisfaction are independent of each others.
- 2.318 RAWAT, S. (1992) found that level of job expectation played a significant role in determining job realities of teachers as also the job satisfaction which had positive relations with humanistic, creative, social and aesthetic values and negative correlation with political and economic values.
- 2.319 RAY, S. (1992) concluded that the mental health of teachers was positively correlated with job satisfaction and attitude towards pupils.
- 2.320 REDDY, B.P. (1989) in his study found that over-qualified primary school teachers had low job satisfaction while teachers younger in age had higher level of job satisfaction, which had positive correlation with attitude towards teaching and job involvement.
- 2.321 SAXENA, N. (1990), while studying a sample of higher secondary school teachers in Madhya Pradesh, did not find any difference due to gender, stream (science or arts), experience and other variables, on job satisfaction.

#### Presage-Process Studies :-

In this section such studies as are indicative of interacting effect of inpute variables on the process have been reviewed.

- 2.321.1 ATREY, J.S. (1989) concluded that teaching effectiveness was significantly correlated with values and job satisfaction.
- 2.322 BASI, S.K. (1991) examined teaching competence of language teachers in relation to job satisfaction, locus of control and professional burn - out.

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Ibid Page No. 453

2.324 SINGH, T. (1988) attempted to establish a relationship between teaching efficiency and job satisfaction as also with socio-economic status and found a positive relationship.

Analysis Category system for observing teacher's classroom behaviour and attempted to predict it from attitudes ( Measured by the Minnesota Teacher Attitude Inventory). The findings of the study revealed that there was a significant relationship between attitude towards teaching and classroom verbal interaction of student teachers of secondary level. Indirect influence, pupil talk, pupil initiation ratio, are positively related to attitude towards teaching in both male and female groups. Lecturing, criticising, justifying authority, direct influence and restrictiveness are negatively correlated with attitude towards teaching.

2.327 Agarwal Meenakshi (1991) Job satisfaction of teachers in relation to some demographic variables and values. Ph.D. Edu. Agra Univ.

2.328 Atreya, Jai Shanker (1983) A study of teachers values and job satisfaction in relation to their teaching effectiveness at degree college level Ph.D. Edu. Agra Univ.

2.329 Basi, Satpal Kaur (1991) A study of teaching competency of language teachers in relation to their job satisfaction, locus of control and professional burnout. Ph.D. Edu. Panjab Univ.

2.330 Clemence, Mary, S. (1989) A 3 x 3 ANOVA of job satisfaction among high school women teachers by their role conflict and dimensions of values.

2.331 Naik, G.G. (1990) Job satisfaction of teaching assistants of the M.S. University of Baroda. M.Phil. Edu. University of Baroda.

2.332 Nongrum, Medalin (1992) A study of job satisfaction of secondary school teachers in Shillong and leadership characteristics of the heads / Principals. Ph.D Edu. North Eastern Hill Univ..

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Ibid Page No. 453

2.333 Rama Mohan Babu V. (1992) Job satisfaction attitude towards teaching, job involvement efficiency of teaching, job involvement efficiency of teaching and perception of organisational climate of teachers of residential and non residential schools. Ph.D. Edu. Sri.Venkateshwara Univ.

2.334 Ramakrishnaiah D. (1980) A study of job self attitude towards teaching and job involvement of college teachers. M.Phill.Edu. Sri.Venkateshwara Univ..

समारोप :-

या प्रकरणामध्ये संबंधित साहित्याचा व संबंधित संशोधनाचा अभ्यास केला आहे. ही माहिती संबंधित संशोधनासाठी पार्श्वभूमी म्हणून आवश्यक होती. संबंधित साहित्याच्या अभ्यासामुळे व्यवसाय समाधानावर परिणाम करणा-या आवश्यक घटकां व्यतिरिक्त इतर ब-याच घटकांची माहिती संशोधकंस झाली व त्यामुळे संशोधनास नवी दिशा मिळाली. संबंधित संशोधनाच्या अभ्यासामुळे नमुना निवडीच्या योग्य पद्धती, तुलनात्मक अभ्यासासाठी योग्य अशा संख्याशास्त्राचा वापर व परिकल्पना मांडणी यासाठी संबंधित संशोधनाचा उपयोग झाला व सदर संशोधनामध्ये येणा-या अडचणी टळल्या. पुढील प्रकरणामध्ये संशोधन विषयाची विस्तृत माहिती दिलेली आहे.