Chapter - II

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REVIEW OF RELATED LITERATURE AND RESEARCHES

2.0 Introduction

A study of the related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the research project undertaken.

A review of the related literature gives the investigator an understanding of the previous work that has been already done. It gives the investigator needed support to convert the tentative research problem into a specific and a concise one. It provides the researcher with an opportunity to gain insight into the methods, measures, subjects and approaches employed by other research workers. This in turn leads to significant improvement of the research design.

The need for the related literature has been duly explained by John W. Best as follows –

"A summary of the writings of recognized authorities and the previous research provides evidence that the research is familiar with what is already known and what is 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 hypothesis and helpful suggestions for significant investigation."

The survey of related literature and studies also help to avoid the risk of duplication. It also help the investigator to see whether the evidence already available solves the problem adequately without further investigation and thus, to avoid the risk of duplication. Every investigator is expected to know what sources are available in this field of enquiry, which of them he is likely to use and find them. In order to find out the related studies and literature, various educational journals and research studies published in this area are reviewed here.

Section – I

2.1 Reviews of Related Literature of Teaching Aptitude

1. S. K. Singh (2005)

In their Convocation Address of Patna University on 8th January 2005, said that if expansion of higher education is compulsory then we will need to find more quality, inclusiveness and relevance of that education in our society. All this need to support by teachers and their teaching aptitude and co-operation of government.

2. APJ Abdul Kalam (2006)

In their Convocation Address at Kathmandu University, Kathmandu, said that inquiry, creativity, technology, entrepreneurial and moral leadership are the five capacities required to built through educational process. If we produce all five capacities in students then

student became "Autonomous Learners". For doing this teaching aptitude of teachers play important role, this creates confidence among students and the spirit of 'I can do it' among teacher and students.

3. Radhakanta Gartia and Jagannath Dash (2008)

In their article 'Higher Education in India', they discussed some problems about difficulties in higher education in India. Teaching aptitude, problems in conducting exams, communication problems, government policies etc. problems are discussed in the article.

4. Indu Garg (2008)

'Teacher educator – self-propelled learner', in this article she explained the problems of teacher educators, they are teaching aptitude and salary, working culture, and their academic enhancement. All these things bagger for the educational progress of teacher educator.

5. Manisha Mohanty (2008)

"Working for excellence in Teacher Education", in this article she focuses on teaching aptitude, hard work, honesty of teacher educators. All these factors show effect on excellence of techer education as well as student teachers welfare and their quality and their attitude towards teaching profession.

2.2 Reviews of Related Researches of Teaching Aptitude

1. Bhattacharya, Anjana (1980)

A cross sectional study of some differential aptitudes of secondary school students (Ph. D. Education, Kalyani)

Objectives of the Study are as follows :

1. To standardise a verbal reasoning test in Bengali, an English usage test and an abstract reasoning test.
2. To determine the significance of difference between the mean scores on the above tests, sex wise and stratum wise and correlates between above variables and scientific aptitude and physical science achievement.

Methodology of the study was as follows :

The sample consist of 420 students, of them 264 were urban boys and 156 were rural boys drawn from 11 schools. The tools used included verbal reasoning test, English usage test, abstract reasoning test and scientific aptitude test.

Major findings of the study were as follows :

1. On VRT, boys performed better than girls, urban students performed better than rural students, rural boys performed better than rural girls.
2. Urban girls showed superiority over rural girls in all.

3. On EUT urban student showed superiority over rural students, but there is no difference between urban boys and urban girls or rural boys and rural girls.

4. In ART boys show superiority over girls.

5. Correlation between VRT and scores in Bengali ranged from 0.79 to 0.91, between EVT and English from 0.79 to 0.93, between ART and Maths from 0.82 to 0.92 and rural girls were poorest group in aptitudes and scholastic achievement.

2. Jantli, R. T. (1988)

Relationship between teaching aptitude, pupil personality and pupil growth outcome (Ph. D. Education, Karnataka University)

Objectives of the study were as follows :

1. To determine the effect of teaching aptitude on pupils achievement.

2. To determine the relationship between a) extraversion and achievement b) neuroticism and achievement.

3. To determine the interaction effect of pupil personality and teacher behaviour on pupil achievement.

Methodology of the study was as follows :

The quasi-experimental design of study had a 2 x 2 x 2 pre-test post test factorial design with 2 levels of teacher behaviour, 640 pupils

of Dharwad city was sample; junior personality inventory and self constructed aptitude scale were used.

Major findings of the study were as follows :

1. Neuroticism and extraversion were significantly and negatively related to academic achievement.
2. Good teaching aptitude influences pupil's achievement in positive direction.
3. Teacher behaviour affects pupil's personality as well as pupil's achievement in many cases.

3. Bhasin, Chanchal (1988)

Teaching aptitude and its relationship with teaching effectiveness of the higher secondary school teachers in relation to the modern community (Ph. D. Education, Rani Durgavati Vishwavidyalaya).

Objective of the study was as follows :

To study the relationship of teaching aptitude with teaching effectiveness of higher secondary school teachers.

Methodology of the study was as follows :

The sample consist of 300 male and 300 female teachers from various disciplines from government and non-government schools of urban and rural areas T. A. T. B. by Shrivastava was used and T. E. T. of Kumar and Mutha was used.

Major findings of the study were as follows :

1. It was found that teaching aptitude had a significant positive correlation with teaching effectiveness but it had no direct relationship with teacher community participation.'

2. A significant difference was found between science and human science teachers in relation to teaching aptitude.

3. No significant difference was found between rural and urban, government and on-government, male and female teachers with regard to their aptitude and effectiveness.

4. Kahlon, S. P. and Saini, S. K. (1989)

Impact of teacher education on teaching aptitude of Punjab Agricultural University education graduates, independent study, Punjab Agricultural University.

Objectives of the study were as follows :

1. To evaluate the impact of teacher education on the teaching aptitude of education graduates.

2. To find out the relationship between academic achievement and teaching aptitude.

Methodology of the study was as follows :

All 20 students of B. Ed. class from Punjab Agricultural University were respondents. Teaching Aptitude Test of Shrivastava was applied t start and at the end of academic session.

Major findings of the study were as follows :

1. Various personality traits indicate significant differences in favour of fairness and cooperative attitude, followed by kindness, morality, wide interest, patience, enthusiasm, respectively showing strengthening of these traits with the teaching of various educational courses.
2. Teaching of educational courses affected the development of teaching aptitude.
3. Academic achievement was significantly related to teaching aptitude.

5. Meera, S. (1988)

A study of the relationship between teacher behaviour and teaching aptitude of teacher trainees (M. Phil. Avinashlingam Institute of Home Science and Higher Education)

Objectives of the study were as follows :

1. To explore the classroom verbal behaviour of student-teachers through Flanders technique.

2. To find out if there is any relationship between teacher behaviour and teaching aptitude.

3. To study the relationship between various aspects of aptitude factors and different components of classroom behaviour.

4. To study if there is a significant different among teacher behaviour of teacher-trainees in different disciplines.

Methodology of the study was as follows :

A random selection of 60 student-teachers undergoing B. Ed. was respondent. Flanders ten category system of interaction analysis and teaching aptitude test of Thilagam were used for the study.

Major findings of the study were as follows :

1. The teacher talk ratio was significantly correlated with the total teaching aptitude score.

2. There was a significant negative correlation between silence, confusion and total aptitude score.

3. There was a significant correlation between content cross ratio and total aptitude score.

4. Two of the aptitude factors namely mental ability and general information were significantly correlated with content cross ratio.

5. Teacher talk, teacher response and content emphasis were significantly higher in high aptitude group.

6. More, R. T. (188)

A study of the relationship between personality, teaching aptitude and effectiveness of secondary teachers (Ph. D. Nagpur University)

Objectives of the study were as follows :

1. To find out relationship between teaching effectiveness, teaching aptitude and personality of teachers.
2. To find out extent of reliability of the statements that even after 40 years of independence, there is no change in the criteria for admissions to B. Ed. colleges thereby resulting in poor output.

Methodology of the study was as follows :

The sample comprised 500 male and female teachers taken from secondary schools in Nagpur, Wardha district. The tools used were cattell's 16 personality factors questionnaire. T. A. T. of Jaiprakash and Shrivastava and Teacher Effectiveness Scale of Kumar & Mutha.

Major findings of the study were as follows :

1. Out of 16 personality factors, only six factors were found to be positively correlated with teaching effectiveness of which intelligence was most important.

2. The total personality of teacher was found to be affecting his teaching aptitude.

3. There was a significant different in the male and female teachers as regards to effectiveness of teaching and personality.

7. Reddy, Bhoom N. (1991)

Teaching aptitudes and attitudes of secondary school teachers in Andhra Pradesh (Ph. D. Osmania University)

Objective of the study were as follows :

To test whether sex, age, faculty and category of teachers have any influence on their teaching aptitude and attitude.

Methodology of the study was as follows :

In the study 332 student-teachers of the B. Ed. regular course were taken as the main sample. A sub sample of 80 experienced secondary school teachers was taken. Thematic Appreciation Test and Teaching Aptitude Inventory were used as tools.

Major findings of the study were as follows :

1. The female respondents performed relatively better in the teaching aptitude test.

2. Age and faculty did not influence the performance on TAT.

3. Experienced teachers and teacher awardees exhibited a superior performance over student teachers.

8. Sharma, R. C. (1998)

Teaching aptitude, intellectual level and morality of prospective teachers (Ph. D., M. Sukh University)

Objectives of the study were as follows :

1. To find out aptitude, intellectual level and morality of prospective teachers.
2. To compare these factors between male and female teachers.
3. To compare teachers of different discipline in relations to these factors.

Methodology of the study was as follows :

The sample of the study includes 412 student teachers. The teaching aptitude test, group mental ability test and self made teacher's morality tests were used for data collection.

Major findings of the study were as follows :

1. About 75% of student teachers were below average in aptitude and intellectual ability.
2. An insignificant difference was found in teaching aptitude ability in sex wise and discipline wise comparison.

3. A positive correlation was found between teaching aptitude, intellectual level and morality of perspective teachers.

9. Kaur Harvinder (2009)

Impact of B. Ed. programme on teacher effectiveness, personality, teaching aptitude and attitude towards teaching of perspective teachers. (Ph. D., Punjab University, Chandigarh)

The objectives of the study were –

1. To see the impact of one year regular B. Ed. programme (face to face) on the perspective teachers.
2. To find the change in teacher effectiveness of teacher trainees due to the impact of B. Ed. programme.
3. To find change in teaching aptitude of teacher trainees due to impact of B. Ed. programme.
4. To find change in attitude towards teaching of teacher trainees due to impact of B. Ed. programme.
5. To find change in personality traits of teacher trainees due to the impact of B. Ed. programme.
6. To find change in male and female teacher trainees due to impact of B. Ed. programme.

The sample consist of 800 (660 female and 140 males) teacher trainees in academic year 2006-07 from eight colleges of Ludhiana and Moga districts of Punjab University was taken for the study.

The findings of the study were as follows –

1. Punjab University B. Ed. programme was effective in bringing positive changes in teacher effectiveness among prospective teachers during the session 2006-07
2. Male and female trainees have also shown significant improvement in teacher effectiveness after doing B. Ed.
3. B. Ed. programme had favourable effect on teacher effectiveness of perspective female teachers as compared to male prospective teachers.
4. B. Ed. programme brought positive changes in teaching aptitude among prospective teachers.
5. Male B. Ed. trainees have also shown improvement in teaching aptitude after doing B. Ed.
6. B. Ed. programme was equally effective in enhancing teaching aptitude of both male and female prospective teachers.
7. B. Ed. programme had positive effect on attitude towards teaching of male and female B. Ed. trainees.
8. B. Ed. programme had brought improvement in personality traits of male and female B. Ed. trainees.

Section - II

2.3 Reviews of Related Literature of Job Satisfaction

1. Butler (1961)

Observed that degree of satisfaction was related to feelings of freedom or lack of it, which was allowed by the management in the classroom.

2. Suber (1962)

Also found that communication was one of the most vital areas in the whole morale process. It was most conspicuous by its absence and consequently intended to be a major source of dissatisfaction.

3. Anjaneyulu (178)

In his study on job satisfaction of secondary school teachers, educationists, inspecting officers, headmasters and retired teachers, found that in committee schools, the teachers were dissatisfied because of lack of job security, rigid and orthodox service conditions and too much of domination by the management in mission schools.

4. Sommers (1969)

Observed that most of the teachers felt that there was lack of communication between teachers and administrators hence this leads to low satisfaction of teachers.

5. Smith (1977)

Found that the satisfying elements in the principalship to be directly controlled by the principals themselves while control of the dissatisfying elements rested with the upper level school district management.

6. Rao, S. N. (1981)

Found that with regard to work values job satisfaction was related to job involvement and it is significantly related to work identification and organisational identification.

7. Ramatulasama (2008)

Identified that the management were not conductive to job satisfaction.

8. Bhaskara Rao and Shridhar (2003)

Found a high job satisfaction in teachers working in private and government secondary schools without any difference.

9. Jasim Ahmad (2007)

In his article, he discusses about factors affecting job satisfaction i. e. intrinsic and extrinsic factors and various dimensions and theories related to job satisfaction.

10. Sanjay More (2007)

In his study of job satisfaction of secondary school teachers they shows that maximum job satisfaction is due to government policies, decision process in involvement, organizational climate etc. factors.

11. S. Chamundeshwari and S. Vasanthi (2008)

In their article, 'Job satisfaction and occupational commitment among teachers', they focuses on finding if their is any significant difference in job satisfaction and occupational commitment among teaches, the investigator conclude that if teachers attain adequate job satisfaction they will be in a position to fulfil the educational objectives and national goals.

12. Brajesh Kumar Sharma, Savita Prava Patnaik (2008)

In their study of organizational health and job satisfaction they focuses on the quality of output of schools depends upon job satisfaction of teachers working in them as well as organizational health conditions in the schools organizational climate, which is one of the important dimensions of organizational health, affects job satisfaction of teachers and is affected by the leadership provided in organization, organizational health and job satisfaction of government schools is good than private schools.

2.4 Reviews of Related Researches of Job Satisfaction

1. Gupta, S. P. (1980)

A study of job satisfaction at three levels of teaching (Ph. D., M. S. University, Baroda)

The objectives of the study were as follows –

1. To measure job satisfaction of primary school teacher's secondary school teachers and college teachers.
2. To find relationship between selected psychological variables and job satisfaction exhibited by primary school teachers, secondary school teachers.
3. To compare the job satisfaction of married teachers with that of unmarried teachers.
4. To compare job satisfaction of teachers of different age groups.
5. To compare the job satisfaction of teachers of different experience groups.
6. To workout multiple regression equations that could predict the job satisfaction of primary school teaches, secondary school teachers and college teachers separately.

7. To compare the job satisfaction of primary school teachers, secondary school teachers and college teachers.

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

The findings of the study were as follows –

1. 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.

2. Attitude towards teaching as a career and personality maturity were positively related to the job satisfaction of primary school teachers.

3. Marital status, age and teaching experience were not associated to the job satisfaction of primary school teachers.

4. Out of twelve variables only eight were significant contributes to the prediction of job satisfaction of primary school teacher. These eight variables were attitude n-out,

n-achievement, n-aff, personality, maturity, n-exh, n-end and n-suc (r = 0.675).

5. Need achievement was positively related 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.

6. Attitude towards teaching as a career and personality, maturity were positively related to the job satisfaction of secondary school teachers.

7. Marital status, age, teaching experience were not associated significantly with job satisfaction of secondary school teachers.

8. Out of twelve variables, only eight were significant contributors to prediction of job satisfaction of seconcary school teachers.

9. Needs of achievement and a basement were positively related and 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.

10. Attitude towards teaching as a career and personality maturity were positively related to the job satisfaction of college teachers.

11. 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 job satisfaction of college teachers.

12. Out of twelve variables, only five were significant contributors to the prediction of job satisfaction of college teachers. These variables were attitude, n-age, n-nur, personality, maturity and n-aba (R = 0.732).

13. Primary school teachers were significantly less satisfied than secondary and college teachers.

14. Secondary school teachers and college teachers were almost equally satisfied with their job.

2. Goyal, J. C. (1980)

A study of relationship among attitudes, job satisfaction, adjustment and professional interest of teacher educators in India (Ph. D., Delhi University)

The objectives of the study were –

1. To measure the attitudes, job satisfaction, adjustment and professional interests of teacher educators

of different categories based on sex, age, qualification, and experience.

2. To find out the different in attitude, job satisfaction, adjustment and professional interests among groups of teacher educators based on sex, age, qualification and experience.

3. To find out relationship among attitude job satisfaction, adjustment and professional interest of teacher educators of different categories.

4. To predict job satisfaction of teacher educators by treating their attitudes, adjustment and professional interests as independent variables.

The sample consist of ¾ teacher educators working in 38 institutions. The tools were used as a self-constructed attitude scale, Indirason's Job Satisfaction Inventory, Bell's Adjustment Inventory and self-developed inquiry of professional interests of teacher educators.

The findings of the study were as follows –

1. A large majority of the teacher educators were favourable inclined towards their profession and were satisfied in the job. However, they were not a well adjusted and had low professional interest.

2. The attitude and job satisfaction of different groups did not differ significantly.

3. A majority of the teacher educators had low interest in the profession.

4. Emotional stability among teacher educators increased with age.

5. Professional interest among teacher educators increased with teaching experience in school.

6. 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.

7. Job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

3. Kakkar Ved (1983)

Job satisfaction relation to attitude, job values and vocational interests of women. (M. S. U., Baroda)

The objectives of the study were –

1. To measure attitude, job values, job satisfaction and vocational interests of women employees.

2. To find out the difference in attitude, job satisfaction, job values and vocational interests of women employees based on type of job and component of work values.

3. To find out relationship among attitude, job satisfaction, job values and vocational interests of women employees.

4. To predict job satisfaction of women employees by training their age, educational level, income and vocational attitude as independent variables.

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

The findings of the study were as follows –

1. Women employees of four vocations differ significantly in their job satisfaction.

2. Job satisfaction and the occupational level of the employees were positively related.

3. Women employees of the four vocations were found to have different patterns of vocational interest.

4. Vocational interest patterns of women employees of four vocations did not differ significantly from those of the vocational girl students.

5. Women employees of different vocations differed in their attitudes toward work.

6. Employees of different occupations were differently satisfied by different variables of vocational attitudes.

7. Job satisfaction was affected both by the type of job held by the employees as well as by the component of work values.

8. Job satisfaction of employees was significantly influenced by the interactions of different independent variables such as age, educational level, income and vocational attitude.

9. There was positive correlation between the vocational interests and the occupational aspirations of girl students.

4. Shrivastava Shobha (1980)

A study of job satisfaction and professional honesty of primary school teachers with necessary suggestions. (Ph. D., M. S. U., Baroda)

The main objectives of the study were –

1. To find out level of job satisfaction and professional honesty.

2. To compare the job satisfaction and professional honesty of female teachers with male teachers.

3. To compare job satisfaction and professional honesty of unmarried teachers with married teachers.\

4. To compare job satisfaction and professional honesty of urban teachers with rural teachers.

5. To compare job satisfaction and professional honesty of high academic achievement teachers with low achievement teachers.

6. To find out factors causing job dissatisfaction of primary school teachers.

The major findings of the study were as follows –

1. The primary school teachers of the area where found to have high job satisfaction and professional honesty.

2. Female teachers as compared to male teachers were significantly higher in job satisfaction and professional honesty.

3. Unmarried teachers as compared to married teachers were significantly higher in job satisfaction and professional honesty.

4. Urban teachers as compared to rural teachers were significantly higher in job satisfaction and professional honesty.

5. Non-agriculture family occupational background teachers as compared to agricultural family occupational background teacher were significantly higher in job satisfaction and professional honesty.

6. Young teachers as compared to old teachers as compared to senior teachers were significantly higher in job satisfaction and professional honesty.

7. High achievement teachers as compared to low achievement teachers were significantly higher in job satisfaction and professional honesty.

8. The major factors of job satisfaction among primary school teachers were inadequate salary, lack of physical facilities.

5. Dixit, M. A. (1986)

Comparative study of job satisfaction among primary and secondary school teachers. (Ph. D., Lucknow University)

The main objectives of the study were –

1. To measure job satisfaction among primary and secondary school teachers.

2. To observe effect of sex, experience and medium of instruction on job satisfaction among primary and secondary school teachers.

3. To identify the factors that are responsible for both teachers job satisfaction and dissatisfaction.

The sample consist of 3000 primary and 300 secondary school teachers of Lucknow area. These were selected by stratified random sampling for collection of data Likert type of scale device by investigator was used.

The findings of the study were as follows –

1. The Hindi medium primary school teachers were found to be more satisfied than secondary school teachers.
2. The English medium primary school teachers and same medium secondary school teachers level of job satisfaction is same.
3. Female school teachers were found to be more satisfied both at primary and secondary level.
4. As age increased degree of job satisfaction decreases for all of teachers.
5. Achievement, work conditions, policy and administration, salary were the factors, which affect positively or negatively on job satisfaction of teachers.

6. Agarwal Meenakshi (1990)

A study of job satisfaction of teachers in relation with some demographic variables and values. (Ph. D., Agra University)

The main objectives of the study were –

1. To study job satisfaction of teachers in relation to their achieved characteristics.
2. To study job satisfaction of teachers in relation to their ascribed characteristics.
3. To study values of teachers having high job satisfaction and poor satisfaction.

The sample consist of 338 female and 265 male primary and secondary school teachers by stratified sampling system. Job Satisfaction Test by Gupta and Shrivastava, Teachers Personal Block Test by investigator and Value Test by Bhargava were used.

The major findings of the study were as follows –

1. Urban, Hindi speaking teachers were more satisfied than rural non Hindi speaking teachers at both primary and secondary level.
2. Male teachers were more satisfied than female teachers.
3. Trained, post graduate teachers were more satisfied.
4. Single family, more experienced teachers were less satisfied.
5. Caste, place of work, mother tongue influence job satisfaction.

7. Reddy, Y. N. (1990)

A study of some correlated of job satisfaction in teaching profession. (Ph. D., Dharwad University)

The main objectives of the study were –

1. To determine relationship between attitude and job satisfaction of persons serving in teaching profession.
2. To find out upto what extent aptitude for teaching profession yields job satisfaction.
3. To find out the relationship between socio-economic status of teacher and their job satisfaction.
4. To suggest some remedial measures to minimise job dissatisfaction.

The sample consist of 600 teachers from different level of education in Hubli district. Job satisfaction test of Kumar and Mutha, socio economic status scale of B. Kuppuswami, TAT battery of Singh and Sharma and Teachers attitude inventory of S. P. Ahluwalia were used.

The major findings of the study were as follows –

1. There was positive correlation between attitude and job satisfaction of teachers at different levels.
2. Positive but not significant correlation was found between aptitude and job satisfaction.

3. Job satisfaction was negatively correlated to socio-economic status of teachers.

4. Pay scales, educational qualifications must be increased to increase job satisfaction of teachers at different levels of education.

8. More, S. G. (2008)

A study of job satisfaction of secondary school teachers. (Ph. D., Pune University)

Objectives of the study were as follows :

1. To study the job satisfaction of secondary school teachers of Dhule district.

2. To study the professional attitude of secondary schools in Dhule district.

3. To study the organizational climate of secondary schools in Dhule district.

4. To study attitude of secondary school teachers for management bodies in Dhule district.

The sample consist of all secondary school teachers in 382 high schools in Dhule district. Survey method was used for this study. Standardized test of job satisfaction by Kumar and Mutha was used.

The major findings of the study were as follows –

1. Maximum job satisfaction occurs due to government polices and rules.
2. Private school teachers are less job satisfied than government school teachers.
3. Dominating organizational climate reduces job satisfaction of teachers.

2.5 Conclusions from Studies of Teaching Aptitude and Job Satisfaction

1. Good teaching aptitude influences pupils achievement in positive direction.
2. Teaching aptitude had no direct relationship with teacher community participation, area of living etc.
3. The teacher talk ratio was significantly correlated with total teaching aptitude.
4. Teacher response, content emphasis, mental ability were significantly related to teaching aptitude.
5. Personality of teacher affects teaching aptitude but age and faculty did not affect it.
6. B. Ed. program had positive effect on teaching aptitude of prospective teachers.

7. Attitude, personality, maturity, level of teaching were positively related to job satisfaction.

8. Marital status, age, experience, were not significantly related to job satisfaction.

9. Non adjusted teacher educators show low job satisfaction.

10. Attitude, adjustment are related to job satisfaction and occupational level.

11. Primary teachers, female teachers, unmarried teaches, young teachers, urban area teachers, good salary show high job satisfaction.

12. Medium of teaching, policy, work conditions, administration affect job satisfaction.

Several researches were undertaken study of job satisfaction and teaching aptitude at various levels separately but not jointly at B. Ed. level. Hence, this research study can be said different as pointed out earlier there is need of conducting this research work.