“If you want to make a difference in the life of our nation;
If you want to make a difference in the life of a child,

Become a Teacher,
Your country needs you”

- Baraak Obama
CHAPTER - II
REVIEW OF RELATED LITERATURE

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Chapter References
REVIEW OF RELATED LITERATURE

2.1 Introduction

“The literature in any field forms the foundation upon which all future work is built. If we fail to build the foundation of knowledge provided, by the review of literature, our work is likely to be shallow and native and will often be duplicate work that has already been done better by someone else.”

- W.R. Borg (1971)

Reviews that integrate and summarize research studies on specific topic can help researcher to have an overview of the prevalent knowledge generated out of researches. The reviewing of related literature involves systematically identifying, locating, and analyzing the research documents containing information related to the research problem as well as findings. These documents can include articles, abstracts, reviews, survey reports, monographs, dissertations, books, other research reports, and also electronic media effort.

Without reviews of literature, it would be difficult to build a body of valid knowledge on an educational topic. Knowledge from the literature is used in stating the significance of the problem, developing the search design, relating the results of the study to previous knowledge, and suggesting further research. A review of the literature enables a researcher to define and limit the problem. It places the study in a historical and associational perspective and helps to avoid unintentional and unnecessary replication. It provides an opportunity of gaining insight into the method, measures, subjects and approaches employed by other researchers.
This chapter of review of related literature is a vital component of this research process. The research studies reviewed in this chapter include closely related investigations carried out in India and abroad. The review has been conducted on the studies related to the areas of organizational climate of institutions, motivation to work and job satisfaction of the employees especially teachers. Therefore, in order to prepare a base for defining the problem precisely, making interpretation of data meaningfully and making comparisons among similar studies, the investigator studied the related literature extensively. The review provided an insight into various dimensions of the problem and related issues at different stage and different sectors. In this attempt, the investigator selected such research literature which had a direct bearing of a present study. For review, the researcher had to personally visit National library in Kolkata, ICSSR library at New Delhi, documentations centre in NCERT, Sikkim University library, Ramkrishna Mission Sikshanamandira teacher education college library and libraries of local colleges. The investigator browse the internet under INFLIBNET, Sodhganga, Vidyanidhi, Eric Data Base, and Google Book along with Dissertation Abstract internationals. Reviews were collected from different sources of periodicals and journals, surveys Annotated Bibliography. Most of the reviews were collected from Education Index, Teacher Education Quarterly, Educational Reviews, Phi Delta Kappan and Surveys of Indian Educational Abstracts. The detailed procedure for collection of literatures, major findings along with a critical analysis have been presented to make the chapter relevant and exhaustive. A systematic procedure of literature review – year wise and variable wise was adopted.

The present chapter provides a thumbnail account of previous studies such studies, their ambit and outcomes. The available researches, which are directly and indirectly related to the present study, have been conveniently classified under three sections –
2.3. deals with the research studies related to organizational climate, 2.4. includes the review of studies pertaining to motivation to work, and 2.5. the studies related to job satisfaction have been presented. The researches done in India as well as abroad in the related area are chronologically presented to gain an insight into the nature of the researches undertaken over the years.

2.2 Literature Matrix

Literature Matrix, a helpful way to keep track of research abstracts with the record of the name of author, date, variables and findings in a very sort from. The matrix is a powerful organizer when researchers are committing their thoughts to text. Along the Y-axis the authors’ names and year of publication are listed. Along the X-axis the kinds of variables/theme/issues addressed by the studies are mentioned. The matrix provides researcher with a mental map of what he is reading and what the studies share in common (Gay, Mills & Airasian, 2009, P. 92). In this present study the researchers has mentioned major variable, researcher names, year of publication and place of research (India/Abroad) along Y-axis and dependent, independent variables and their relationship (positive/negative) of study in X-axis in Table 2.3 (i), Table 2.4 (ii), and Table 2.5 (iii) respective variable wise organizational climate, motivation to work, and job satisfaction.

2.3 Studies related to Organizational Climate

2.3.1 Studies Conducted in India

Bhatnagar (1979) analyzed organizational climate of the teacher training institutions of Uttar Pradesh. Results revealed significant difference between non-government teacher training colleges and government teacher training colleges. Non-government
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Teaching training college’s organizational climate indicated higher hindrance, high democracy, freedom and lack of facilities. Government teaching training college’s organizational climate indicated high social support, high authoritarianism, high trust, high academic emphasis, high discipline and control.

Kumar and Bohra (1979) studied on the relationship of worker’s job satisfaction with their perception about existing organizational climate. The obtained findings revealed that perceived organizational climate significantly affect worker’s job satisfaction. The workers perceiving organizational climate as democratic were found to be highly job satisfied as compared to those perceiving organizational climate as autocratic.

Amarnath (1980) conducted a study to compare the organizational climate of government and privately managed 32 higher secondary schools of Jallundhur district. The results found showed that there was no positive relationship between the organizational climate and the academic performance of the students. The Government and Privately managed schools did not differ significantly in their organizational climates.

Panda (1985) while studying the ‘Management, organizational climate and teacher’s morale in Orissa schools’ revealed that the result of secondary school board examination for private schools (51.5%) was better than that of Government schools (49.61%). There was no large difference between the school organizational climate scores of government and private management schools.

Veeraraghavan (1986) from his study found that the ‘organizational climate dimensions varied significantly amongst high, average and low performance schools’.
The high performance schools as compared to average and low performance schools showed relatively more open climate.

**Mukhopadhyay (1988)** found that six district organizational climate types were identified on the basis of nine determinants. Further, out of nine determinants of school climate - Headmaster-staff relationship, administrative-teacher-student relationship, capacity of the headmaster, dutifulness and punctuality of teachers and student-student relationship were not found to be statistically significant.

**Ahluwalia and Ahluwalia (1990)** conducted a comparative study of organizational climate of three types of schools of Delhi. This study included four public schools, four central schools and six government schools. The findings of this study revealed that paternal climate was popular in central schools, whereas government schools had closed climate except one government school, which had controlled climate. Furthermore, it was revealed that two public schools had open climate and two public schools had controlled climate. Thus, organizational climate of different schools was different from each other.

**Chakraborti (1990)** studied on the organizational climate of secondary schools in West Bengal and correlates it with other relevant variables. It was found that the paternal climate was the most frequently perceived (29.12%) followed by controlled (20.45%) familiar (15.9%), open (12.12%) and autocratic climate (11.36%). Further significant and positive correlation was found between the school organizational climate and the leadership behaviour of the Principal.

**Venkatapathy (1990)** studied the organizational climate created by the use of certain leadership style in a comparative analysis of the top private and public sector.
organizations. Private sector executive perceived the top leadership to be more critical and less developmental toward their subordinates in comparison to public sector executives. Public sector executives perceived the climate as conducive to fostering high degree of self-confidence and interdependence. Private sector executives perceived the climate as fostering incompetence, dependence, and dissatisfaction.

Pradhan (1991) conducted his study on effect of school organizational climate on creativity, adjustment and academic achievement of secondary students of Orissa. He found that the organizational climate of the schools significantly affected the academic achievement of the students. And out of 27 schools under investigation 2 schools were having open climate, 6 with autonomous climate, 2 with closed climate, 5 having controlled climate, 5 with familiar climate and 7 with paternal climate type schools. The open climate of a school is superior to controlled climate as far as development of academic achievement was concerned. The schools having paternal climate are better than the schools those who were having autonomous familiar and controlled climate so far as academic achievement of students is concerned. The schools having closed climate was superior to schools having autonomous familiar and controlled climate type. It was also found that schools having familiar climate were superior to schools having controlled climate. Besides this the open, autonomous, familiar, paternal and closed climates were not effective in developing academic achievement of students on the other hand, autonomous climate was equally effective as familiar and controlled climate so far as development of academic achievement was concerned. Further, it was revealed that closed climate suites for improving academic achievement of students positively.
Patnaik (1992) studied on ‘Effect of environment climate of the school on development of science concepts among the primary level learners’. The results found out that so far as overall development of concepts in Science was concerned there were significant differences among the schools of different organizational climate. In autonomous and controlled climate type of schools the students attainment was found to better than in the schools of open and closed type of organizational climate. There was substantial variation among the schools of different organizational climate type with regard to the instructional objective-wise attainment in scientific concept.

Patel (1994) investigated organizational climate in girls, boys and co-educational higher secondary schools of urban as well as rural areas of Gujarat. The investigation revealed that the girls’ school were having open climate whereas the boys schools had mostly closed climate. Analysis indicated that the percentage of familiar, controlled and open climate was found more in case of large size schools.

Siddiqui (1994) studied on the ‘Organizational Climate leadership behaviour, teacher morale and school performance in minority managed and other general secondary schools of Delhi’. The results revealed that there was a significant difference in organizational climate between the minority and other schools. Leadership behaviour pattern differed significantly between the minority and other schools. There was significant difference in teacher’s morale between minority and other schools. The school performance was significantly different between the two types of schools. The school performance was positively correlated with school organizational climate and leadership behaviour.

Patel (1995) studied on organizational climate in higher secondary schools. It was found that in the closed climate the principal did not consider the teachers as effective
persons and in the open climate the teachers and the principal find pleasure in working with each other. Girl’s schools were found in open climate whereas boy’s schools with closed climate are more in number. The percentage of familiar controlled and open climate is found more in large size school.

**Babu, et al. (1996)** during their investigation on organizational climate of schools in relation to type of schools and sex of teachers found that there was no significant association between the two attributes, types of school and school climate. The mean score of non-residential schools was higher than that of residential schools on disengagement. There exists more hindrance and aloofness and less intimacy in the case of non-residential schools compared to residential schools. No significant difference was found between the organizational climate of the two types of schools with regard to the spirit, production emphasis trust and consideration dimensions. There was significant thrust and consideration difference existed between the two sexes with regard to the perception of organizational climate of their school on hindrance and consideration.

**Kulsum Umme (1998)** analyzed the effect of organizational climate on job satisfaction of school teachers. Results revealed positively significant differences in the level of job satisfaction of teachers working in different school climates. However, there was no significant difference in the job satisfaction scores obtained in the open climate type and familiar climate type schools. Teachers working in parental climate and closed climate type schools did not differ in their level of job satisfaction.

**Neal, et al. (2000)** investigated links between general organizational climate and specific safety climate and found that general organizational climate could influence
perceptions of safety climate and that these perceptions of safety climate influenced safety performance through their effects on knowledge and motivation.

Ali and Ali (2005) examined the relationship between organizational climates with job satisfaction in power-generation plants. Results revealed significant correlations among organizational climate with employee job satisfaction.

Bhattacharya and Neogi (2006) studied on goal setting tendencies, work motivation and organizational climate as perceived by the employees of Peerless Hospital. The major findings revealed that the employees in nursing have lower goal setting tendencies than those of the officers. The employees have utmost importance to the security of their jobs. Organizational climate as perceived by the employees in nursing is better than that of the officers. Besides, this, the employees working for below one year have less favourable perception towards organizational climate and also lower goal setting tendencies than that of the older employees.

Ahlawat and Thakur (2007) conducted a study on teacher’s job satisfaction with respect to organizational climate with special reference to private professional colleges in western Haryana. Results suggested that organizational climate plays a key and vital role in enhancing job satisfaction among teachers. The correlation analysis revealed a high positive correlation among organizational climate and job satisfaction.

Roul (2007) worked on teachers of autonomous and non-autonomous colleges. It was found that organizational climate of autonomous colleges was more effective than the non-autonomous colleges. Further results revealed that teachers in autonomous colleges got more freedom in all respects including curriculum framing and flexibility in the academic reforms. On the other hand, teachers of non-autonomous colleges
were burdened with more work and they faced interfaces from principals and management in their work.

**Shukla and Mishra (2007)** conducted a comparative study of organizational climate among professional and non-professional colleges, Indore and outside Indore colleges, teaching and non-teaching employees. No significant difference in employees’ perception about organizational climate among professional and non-professional colleges was reported. However, a significant difference in employees’ perception about organizational climate of colleges in Indore and outside Indore was observed. Outside Indore colleges have better organizational climate. Results further revealed that the employees belonging to teaching department have better perception of organizational climate as compared to non-teaching department employees.

**Gupta (2009)** conducted a study on organizational climate in public and government schools. Results found a significant difference in the organizational climate of Public schools and Government schools. Public schools possessed controlled climate whereas the Government schools possessed familiar type of organizational climate.

**Kathirvel (2010)** conducted a study on employees of engineering industries in Coimbatore, Tamil Nadu. Results found a significant relationship between organizational climate and organizational commitment. It was further revealed that organizational climate influence the employee’s commitment towards the organization.

**Kumar (2010)** examined the role of organizational climate perception in determining the teaching competence of primary school teachers. The results observed significant influence of organizational climate perception on teaching competence of primary
school teachers. Results further indicated significant relationship between teaching competence and organizational climate perception among primary school teachers.

Raza (2010) conducted a study on ‘Relationship between organizational climate and performance of teachers in public and private colleges of Punjab’. It was concluded that majority of the public and private college principals opined that open climate was very highly positively correlated to teacher performance but paternal and closed climates were negatively correlated to teacher performance. As compared to public college principals, private college principals liked closed climate in their institutions. Majority of the public and private college teachers disliked closed climate. Teachers of both systems liked the thrust behaviour of their heads and disliked aloofness behaviour of their heads. Majority of public and private college students held that their teachers did not explain subject matter with daily life examples. Teachers did not use effective teaching aids. Teachers did not try to assess student’s level of understanding. Teachers of both systems did not respect opposing viewpoints of students.

Tripathi (2010) studied on organizational climate of student teachers of B.Ed. colleges. The research findings were teachers with reference organizational climate of the institutions as perceived by teacher trainees of grant-in-aided and self financed B.Ed. institutions, the significant difference was found in the dimensions i.e. principal, teacher trainees, administration and infrastructure. The self-financed institution’s teacher trainees showed better perception in three dimensions such as principal, teacher trainees and administration, whereas the grant-in-aided institution teacher trainees exhibited better perception only in infrastructure dimension than self-financed B.Ed. institutions. The organizational climate as perceived by teacher trainees of the rural
and urban grant-in-aided B.Ed. institutions, the significant difference was found in
dimensions of principal, teacher educators, administration and infrastructure.

Rodrigues and Gowda (2011) conducted a study on organizational climate in
professional college libraries and information centers in Mangalore city. The results
showed that job security, performance evaluation and guidance, appointments and
promotions play a positive role in the level of satisfaction, while responsibility and
decision making aspects play a negative role. They conclude that by providing better
physical facilities, strengthening the rewards system, maintaining better interpersonal
relations, job security, and promotion facilities provide for increased level of
satisfaction that leads to better organizational climate.

Surapuramath (2012) examined the organizational climate of colleges of education
under Karnataka University. Significant difference in organizational climate of
government colleges and private colleges of education was observed. Study results
indicated that the government colleges of education are perceived as having better
organizational climate as compared to private colleges of education. The findings
further revealed that colleges of education older than 20 years have good
organizational climate as compared to colleges less than 20 years old.

Akhilesh (2013) did a comparative study on institutional climate of aided and self-
financed teacher education institutions. Here results indicated that the institutional
climate of aided institutions is less favorable for teacher educators than that of self
financed institutions. The teacher educators of self-financed institutions are less
satisfied than those of aided institutions. Satisfaction of teacher educators is very
essential in order to harness their full capacity for all round development of students. It
was further revealed that self financed institutions had better position than aided
institutions, co-operation and aided private institutions in all aspects of organizational climate.

**Bhattacharya and Mukherjee (2013)** studied on organizational climate and work motivation – A study on Private sector organization. The findings reveal that there is a positive relationship between perceived organizational climate and work motivation. The findings also reveal that female group of employees have more face favourable attitude towards organizational climate than that of the male group. Besides this, work motivation is also better among the female group than that of the male group. Duration of has also significant impact in this regards.

**Babu and Kumari (2013)** conducted a study on ‘Organizational Climate as a Predictor of Teacher’. The study showed that there exists open climate in government schools whereas closed climate exists in private schools. The second finding of the study was that maximum numbers of effective teachers are in government schools where open climate exists compared to private schools were closed climate exists. Third finding of the study was that maximum numbers of effective teachers are in open climate compared to closed climate.

**Gok (2013)** conducted a study on the influence of organizational climate on motivation of employees. Organizational climate has positive or negative impacts on performance, job satisfaction, and motivation of employees. In this study, which consists of two parts, the relation between organizational climate and work motivation is examined. The statistical results demonstrated that organizational climate has a positive influence on motivation of employees.
Jyoti (2013) conducted a study on impact of organizational climate on job satisfaction, job commitment and intention to leave: an empirical model. The results showed that an organizational climate that supports collaboration increases job satisfaction of the employees. The sixth factor of organizational climate i.e. image regarding teaching and research does not contribute significantly towards the job satisfaction and this has not been explored. All factors of organizational climate are exerting sixty nine per cent influenced on the mechanism of job satisfaction. Job commitment is positively related to job satisfaction and organizational climate. About sixty two per cent influence is being exerted by different factors of these two variables on job commitment. Job satisfaction along with organizational climate plays a vital role in retaining the employees by enhancing their commitment towards the organization.

Kaur and Kaur (2013) reported significant difference in the perception about organizational climate of male and female teachers in secondary schools. The result was no significant difference in the perception of organizational climate of teachers teaching in aided and private schools.

Shukla and Pareta (2013) reveal that there is significant difference in the perception of organizational climate by male employees and female employees. Male employees perceive climate of their organizational in a better way than that of their counterparts. Lower level employees perceive climate of their organization in a better way than that of their counterparts. The present level of job satisfaction of the employees is found unsatisfactory.

Puri (2014) conducted a study on organizational commitment in relation to organizational climate of government employees. The study results revealed that in
specific, significant positive relation between factor 1 of organizational commitment and factor 2 of organizational climate shows that an employee would be called as committed if he is concerned about the organization’s loss; goals, which organizations need to achieve; goodwill and development. Significant positive relation between factor 1 of organizational climate and organizational commitment in total shows that commitment is directly linked to team development where individual development is also considered, work is not a burden but pleasure and at the time of problem or conflicts, sufferer views are concerned before making any decision. Factor 2 of organizational climate is linked positively with organizational commitment in total which specifies that an employee strongly feels that image of the organization is reflected by superiors with whom they can learn many things and on whose capability they can have a trust.

Sahoo and Sahoo (2014) studied on the job satisfaction of teacher educators in relation to their perception of organizational climate. Findings of the study were, no significant difference existed in the level of job satisfaction of male and female teacher’s, the organizational climate of the B.Ed. colleges had no significant relationship with job satisfaction of teacher’s.

Roy (2015) studied on teacher-educators’ perception of the organizational climate of their own teacher education institutions. The result showed that the teacher educators’ perceptions of the organizational climate of their own teacher education institutions are not normal trend followed. Their perception dimensions wise it was different. Gender, type of management and locale variation did not play significant role in the perception teacher educators towards organizational climate of their own teacher education institutions.
**Kaur and Kaur (2015)** conducted a study on organizational climate in relation to professional aspiration among teachers at secondary stage as related to type of institutions and professional aspiration. No significant difference was found in the organizational climate of government and private schools. Significant difference was found in high professional aspiration and low professional aspiration of teachers in relation to organizational climate at 0.01 level of confidence. Significant difference was found in organizational climate of government and private school teachers in relation to their professional aspiration.

### 2.3.2 Studies Conducted Abroad

**Byrne (1994)** investigated the impact of organizational climate variables on individual teachers in reference to burnout. The major findings of this study showed that role conflict, work overload, classroom climate, and decision making and peer support were all organizational factors that contributed to teacher stress and eventual burnout. Self esteem and external locus of control also played a role. As each study is examined several facts begin to stand out about burnout. It appears that teachers’ burnout comes from a variety of sources and it has an effect on a person’s emotional and physical well-being.

**Abu-Saad and Hendrix (1995)** conducted a study exploring aspects of the organizational climate of all the Bedouin Arab schools in Israel. The results revealed that whilst the leadership of the principal was the dominant factor in determining the organizational climate within these schools, other factors included considerations of teaching load, levels of autonomy, qualities of school resources and the nature of relationships among teachers.
Stephens (1999) studied the organizational climate of schools in relation to teacher’s qualifications and the type of school. Results revealed that teachers with diverse qualifications differed significantly in their perception of organizational climate. Teachers’ working in high control climate schools affected by the organizational climate more than those working in low control climate schools.

Griffin, et al. (2000) investigated links between general organizational climate and specific safety organizational climate and found that general organizational climate could influence perceptions of safety organizational climate and that these perceptions of safety organizational climate influenced safety performance through their effects on knowledge and motivation.

Michael and Thompson (2003) conducted the study on ‘Organizational Climate Perception and Job Element Satisfaction: A Multi-frame Application in a Higher Education Setting’. The findings of the present study revealed that the perceived ability to encompass the cognitive complexity, or use of multiple frames (balanced) in organizational (college) policies and procedures (climate), yielded a more satisfied group within the organizational community than those who perceived the college as having an unbalanced organizational climate.

Reynolds (2006) conducted a study on ‘Perceptions of Organizational Climate and Job Satisfaction among Full-time and Part-time Community College Faculty’. After examining survey responses, it became clear that the institutions which are concerned with forming a productive organizational climate and enhancing job satisfaction should take heed of the issues and concerns indicated by the responses. The statistically significant correlations between perceived levels of and satisfaction with, each of the
components of organizational climate (with the exception of political climate) are very telling.

**Ghodsy (2007)** studied the influence of organizational climate of a school on the occupational stress of the teachers. The study results revealed that (a) 40.02% of secondary school teachers experienced occupational stress at a moderate or higher level, (b) the rate of occupational stress among teachers can be predicted using the scores on the school organizational climate, this predictability is highest for the open climate and gradually decreases through the engaged and disengaged closed climate, (c) among the teachers working in the disengaged and closed climate, the rate of occupational stress significantly exceeds that recorded among the teachers working in the open climate.

**Lichtman (2007)** examined the organizational climate factors which influence the degree that supply chain managers perceive their work situation as facilitating giving best performance to their work. Supply chain managers who reported that their work environment facilitates putting forth their best performance indicated that they perceived their organization as providing a high degree of opportunity to achieve factors. Whereas, supply chain managers who perceived their organization as not supportive of factors perceived that their work environment did not facilitate their putting forth their “best performance (effort)”. 

**Adeyemi (2008)** conducted analytical survey on organizational climate and teachers’ job performance in primary schools in Ondo State, Nigeria. The finding of these studies according to the researcher was that variables of organizational climate are critical variables in teachers’ job performance in primary schools in Ondo State, Nigeria. Although the open climate was found in this study to be prevalent in schools,
yet, the findings of the study has led the researcher to conclude that the level of organizational climate in the schools was low. This perhaps could have led to the low level of teachers’ job performance in the schools.

**Huseyirgul (2008)** study aimed to find out how managers and academicians working in the organization perceived their organization and how they responded to the variations arising from climatic changes in the organization. The finding showed that there was significant difference in five dimensions between academicians who were in the post of management and those who were not managers scored more than the rest. Moreover, the findings showed that gender and academic title were not important in the perception of organizational climate.

**Zhang (2010)** investigated the characteristics of organizational climate and its effects on organizational variables. Investigation of 419 participants including both managers and employees indicated as follows: educational level, position and length of time working for the current organization had significant main effects on organizational climate; specialty, enterprise character and enterprise size also had significant main effects on organizational climate; organizational climate had significant main effects on human resources management effectiveness such as turnover intention, job satisfaction and work efficacy; organizational climate also had significant main effects on organization effectiveness like staff members’ organization commitment and collective identity.

**Adenike (2011)** conducted a study on ‘Organizational climate as a predictor of employee job satisfaction: evidence from Covenant University.’ The Pearson Product Moment Correlation Coefficient analysis finding shows that there is a significant positive relationship between organizational climate and job satisfaction. Correlation
here is high because Pearson Product Moment Correlation Coefficient analysis reveals the significant positive relationship between the major variables i.e. Organizational Climate and Job Satisfaction. Literature indicates climates of an organization and job satisfactions of their employees vary together. That climate had the greatest impact on satisfaction with interpersonal relationships on and the rejection of the null hypothesis.

**Adeniji et al. (2011)** conducted a study on ‘Organizational Climate and Job Satisfaction among Academic staff in some Selected Private Universities in Southwest Nigeria’. The results indicate that there is a significant positive relationship between organizational climate and job satisfaction among academics in Southwest Nigeria. That the climates of an organization and job satisfaction vary together. Not only that, in the overall analysis that was done on the perception in the way junior and senior academics experience their organizational climate, it was found that there is a significant difference in the way both the senior and junior academics experience their organizational climate.

**Khurana (2013)** studied Organizational Climate and Job Satisfaction of Teachers in Schools. The results revealed a significant difference in the school organizational climate and the job satisfaction of teachers. Job satisfaction was same among the teachers irrespective of their Marital Status, location of school, type of school they work except their sex. However, it is interesting to note that the open type of climate leads to very high level of job satisfaction among the teachers.

**Selamat, Samsu and Kamalu (2013)** conducted a study on the impact of organizational climate on Teachers’ job performance. The findings showed that teachers in a secondary school were unable to carry out their tasks and the organizational climate in the school was unhealthy. The study also showed that
organizational climate was found to be a significant factor that could affect teachers’ job performance. In terms of organizational climate dimensions, one aspect of principal’s leadership behavior and teachers’ behavior: thrust and hindrance were found to be critical factors in enhancing teachers’ job performance. The findings of this study have implications to the role of principal in exercising positive job behavior and do not over emphasize on paper work as it would benefit teachers’ classroom instruction and students’ academic achievement. Based on the findings, this study also provides recommendations for practices and future research.

Zahoor (2013) studied on influence of organizational climate, teaching attitude and adjustment on job satisfaction of teachers. The study showed that private schools have better organizational climate than government schools. Findings of the study suggest that when teachers are motivated or directed by the principal they show their high spirit in their work. It helps them to participate actively in school activities or decision making. Therefore, all the principals should be directed to have supportive and cooperative attitude towards their teachers in order to enhance their performance. The obtained results suggest that supportive school organizational climate have a positive role in increasing job satisfaction. An organizational climate which supports the positive relationship of teachers with their principal and with each other nourishes innovative ways of representing problems and findings solutions.

Bai (2014) conducted a case study on the relationship between school organizational climate and physical education teachers’ burnout. The result of the present study indicates that the organizational climate of schools is related significantly with Physical Education teachers’ burnout. Therefore, it is recommended that managers
create a positive organizational climate to decrease Physical Education teachers’ burnout.

**Bai, Hydari, and Niknahad (2014)** studied on the relationship between school organizational climate and physical Education teachers’ effectiveness. The result of the present study indicates that the organizational climate of schools is related significantly with physical education teachers’ effectiveness. Therefore, it is recommended that managers create positive organizational climate and open atmosphere to increase physical education teachers’ effectiveness.

**Ghanbari and Eskandari (2014)** conducted a study on relationship between organizational climate with job motivation, and organizational citizenship behavior at the Bu-Ali Sina University. Results of the level of organizational climate, job motivation, and organizational citizenship behavior were above the average level. Pearson correlation coefficient revealed that there is a significant positive correlation between organizational climate and job motivation, and organizational citizenship behavior. The results of multiple regression analysis indicated that the components of organizational climate, factors of reward satisfaction and role clearness and agreement are most effective in predicting job motivation, and the factor of aim clearness and agreement has the highest impact prediction of organizational citizenship behavior.

**Rani and Rani (2014)** conducted a study on the influence of organization climate of elementary schools on job satisfaction of elementary teachers. The findings of the study showed that organizational climate of elementary schools is negligibly correlated with job satisfaction. This correlation shows that the job satisfaction of elementary teachers is not affected by organizational climate. The study also revealed
that there is no correlation between the organizational climate of elementary schools and job satisfaction of female teachers.

**Ladyong (2014)** conducted a case study on organizational climate and teachers’ work motivation in Prachinburi, Thailand. The findings are the teachers have high level of motivation in their work. Among the five factors, responsibility is the highest or most important motivator of teachers’ work while recognition is the lowest or least important motivator of teachers’ work. The open organizational climate exists in schools as perceived by teachers. Among the four factors of organizational climate, School-Community Interrelationship is found to be the highest or most open climate, while Collegial Leadership the lowest or least open climate. Organizational Climate influences teachers’ work motivation. By using method enter and method stepwise multiple regression analysis, it was found that two factors of organizational climate namely, collegial leadership and school – community interrelationships were significant to predict teachers’ work motivation.

**Shankar et al. (2015)** studied on the organizational climate factors that could predict the job satisfaction of academic staff of Central and Western Ethiopia Public Universities. It is concluded that, among the organizational climate factors, coworker relationship, working condition, organizational commitment and leadership and management are factors that could predict the job satisfaction of academic staff. That means, integrated coworker relationship, better working conditions, high organizational commitment, and good leadership and management that could result in increasing the level of job satisfaction of academic staff.
### Table 2.3 (i): Literature Matrix of Organizational Climate

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<td>Michael, D. &amp; Thompson.</td>
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<td>Job Element Satisfaction</td>
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<td>Ali, I. &amp; Ali, J.H.</td>
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<td>Job Satisfaction</td>
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<td>Reynolds, S.J.</td>
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<td>Abroad</td>
<td>Organizational Climate</td>
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<td>India, WB</td>
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<td>Work Motivation</td>
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<td>Goal Setting Tendencies</td>
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<td>Lichtman, R.J.</td>
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<td>Performance of work</td>
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<td>India</td>
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<td>India</td>
<td>Organizational Climate</td>
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<td>Adeyemi, T.O.</td>
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<td>Abroad</td>
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<td>Job Performance</td>
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<td>2008</td>
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<td>Organizational Climate</td>
<td>Gender &amp; Academic title</td>
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<td>Gupta, P.</td>
<td>2009</td>
<td>India</td>
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<td>Type of management</td>
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<td>Zhang</td>
<td>2010</td>
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<td>Job Satisfaction</td>
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<td>2010</td>
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<td>Teaching Competence</td>
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<td>Raza, S.A.</td>
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<td>Teacher Performance</td>
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<td>Tripathi, B.C.</td>
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<td>Adenike, A.</td>
<td>2011</td>
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<td>Adeniji, et al.</td>
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<td>Abroad</td>
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<td>Khurana, V.</td>
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<td>Abroad</td>
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<td>Selamat, N. et al.</td>
<td>2013</td>
<td>Abroad</td>
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<td>Zahoor, Z.</td>
<td>2013</td>
<td>Abroad</td>
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<td>Job Satisfaction</td>
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</tbody>
</table>
### 2.4 Studies related to Motivation to Work

#### 2.4.1 Studies Conducted in India

Mittal (1989) studied on teachers’ motivation to work and its relationship with the organizational climate of the schools. Major Findings were teachers working in private schools were significantly more motivated to work than their counterparts.
working in government-managed schools. The location of the school and the sex of the teacher had no significant influenced on the teachers’ motivation to work. Teachers who perceived less disengagement, less alienation, less psycho-physical hindrance, more esprit and more humanized trust dimensions of the school organizational climate, were found to be more work-motivated.

Akhilesh and Mathew (1991) studied bank employees’ officers and clerks in relation to work motivation and involvement. Work motivation was found to be high and there were gender differences in the relationship between motivation and job outcome. In the case of male officers, a significant relationship was observed between job authority and work motivation, whereas there was no significant relationship between job authority and motivation in the case of all women. The results indicated that the extent of participation in decision making influenced the male managers’ motivation to work. The fact that this relationship was not observed in the case of woman managers at the same level is interesting and needs further exploration.

Bhattacharya (2000) explored the usefulness of intrinsic and extrinsic motivation in teaching competence among 16 teachers of primary schools run by the institute for development of disabled. Results revealed that the mean gain scores in general teaching competence were higher for the two experimental groups compared to the control group. Among the experimental groups, the group receiving intrinsic motivation treatment had higher mean gain score. The group receiving treatment B and the control group significantly differed in terms of mean gain scores in attitude.

Balasubramanian and Meenakshisundaram (2001) conducted a study on selected demographic variables and work motivation of postgraduate teachers. It was found that no significant difference in the work motivation among the post-graduate teachers in terms of their teaching subject (science vs. language), employment (both husband
and wife employed vs. only husband employed), locality of schools (rural school teachers vs. urban school teachers) and type of school (boy’s school vs. urban schools vs. co-ed schools).

**Khan (2001)** probed work motivation among teachers and teacher performance in senior secondary schools of Delhi. It was revealed that the teachers of the government senior secondary schools in general possessed work motivation to some extent and no significant difference was found in the overall work motivation of the male and female teachers. However, male teachers were found to be significantly better than their counterparts with respect to dependence, work group relations, psychological work incentives. Also, no significant difference was reported in the work motivation of the teachers of three different age groups that was up to 40 years, 41-50 years and 51 and above.

**Raj (2001)** examined the relationship between motivation to work, teaching effectiveness and job satisfaction among 100 secondary school teachers from both rural and urban areas. Results indicated that motivation to work had a significant effect on teaching effectiveness. The effect of job satisfaction as well as the interaction effect of motivation to work and job satisfaction was found to be non-significant. Teachers high on motivation to work were significantly better than poorly motivated teachers on teaching effectiveness.

**Sanghi (2001)** conducted a study of motivational climate in relation to job satisfaction and organizational commitment among officers, supervisors, groups C and D employees of a unit of the Indian Railways. The level of motivation led to higher job satisfaction and organizational commitment. The level of motivation was higher among officers as compared to supervisors and group C and D employees.
Virk, Chhabra and Kumar (2001) investigated the effect of job status, age and type-behaviour on occupational stress and work motivation. The results found that type-A behaviour measure rendered significant effect on occupational stress and work motivation of the subjects. Job level and age variables also yielded significant differences in the work motivation. A significant second order interactive effect of job level X type-behaviour X age was found for occupational stress and measure of type-behaviour also interacted with job level of the subjects to affect the work motivation in a significant manner.

Ramchandran (2005) had studied on the teacher’s motivation in India. The study found out that at primary level due to low salary the teachers were often away from school on private business. It was also due to only two teachers and lots of children at the primary level, so they faced difficulty and became not interested to teach.

Sharma, Gajraj and Sharma (2007) studied organizational commitment as a determinant of job satisfaction and work motivation. The study revealed a positive relationship between organizational commitment and job satisfaction. However, a positive but low relationship was found between work motivation and organizational commitment. The study also reported a non-significant relationship between work motivation and job satisfaction for the junior engineers due to the lack of organizational identification.

Kumar, Udayasuriyan and Vimala (2008) conducted a study on understanding the motivation to work among the private sector teachers. The study reported significant differences in work motivation based on the demographic variables such as age, gender, and teaching experience.

Balachandar, Panchanatham and Subramanian (2010) studied the impact of job situation factor on the motivation to work of insurance company officers. Results
revealed that the officers of private and government insurance are of the same opinion about the motivational efforts on their work taken by the organization. And more than half of the total respondents are of the opinion that they are moderately influenced by the motivational factor.

**Darolia, Kumari and Darolia (2010)** explored the extent to which the perceived organizational support, work motivation and organizational commitment predict the individual differences in job performance of workers. Among all the three classes or predictor variables, perceived organizational support showed highest correlation with job performance followed by work motivation measure i.e. monetary gains and affective commitment. Continuance commitment, need for goal achievement and competition and non-financial rewards showed modest level association with performance. Two components of work motivation i.e. need for monetary gains and goal achievement and competition contributed significantly to the prediction of job performance. The study revealed that among the three components of organizational commitment, affective and continuance commitments were the best predictors of job performance.

**Pal and Dasgupta (2012)** investigated the relationship between sources of work motivation and organizational citizenship behaviour. The results indicated that the organizational citizenship behaviour tended to be higher in the private sector workers than that of the public sector workers. Work motivation with respect to the workers of two sectors presented a mixed picture with ‘t’ differences being significant on the three sources and insignificant on the other two. The relationship of organizational citizenship behaviour with that of the work motivation was found to be significant among the private sector organizations whereas the same relationship was insignificant in the public sector organizations.
Gupta and Gehlawat (2013) studied job satisfaction and work motivation of secondary school teachers in relation to demographic variables. The findings of the study shows that there were no significant difference in the work motivation of male and female teachers, teachers working in private schools possessed significantly higher work motivation than those working in government schools, less experienced teachers possessed significantly higher work motivation than the more experienced teachers. The secondary school teacher work motivation and job satisfaction positively correlated.

Kumar (2013) mainly focused on investigating the collision of managerial policies and rewards/incentives on the motivation to work of teachers of Engineering Colleges in Krishna District of Andhra Pradesh. The results of the study exposed that, incentives extends the motivation whereas the administrative policies declines the motivation to work of the teachers.

Russel (2014) conducted a study on Work Motivation of Secondary School Teachers in Relation to Organizational Climate. The findings of the study showed that the variables such as age group the work motivation of teachers of secondary schools should be in conformance with not only the motivation of teachers but also the better performance of school teachers and also good quality in education. The school that cannot give efficient and commitment teachers need to be given special care and necessary remedial measures such as work training for the teachers.

Mohan and Mohana (2014) conducted a research on the emotional intelligence and work motivation of school teachers with reference to the gender, locality of schools and the types of the schools by taking 800 school teachers through stratified random sampling. The results revealed that there was no significant difference between male
and female, rural and urban, govt. and Pvt. and positive relation to emotional intelligence and work motivation of school teachers.

**Bose (2015)** studied on emotional intelligence of school teachers in West Bengal in relation to their motivation to teach. The findings of the study revealed that school teacher’s motivation to teach and emotional intelligence gender wise no difference. Years of teaching experience has not found to be influencing the teaching motivation of the teacher. Teacher’s teaching motivation is same in case of both primary and secondary school teachers. From this result of correlation it is clear that there is a positive relation between the teacher’s emotional intelligence and motivation to teach. Therefore, teacher’s motivation to teach does get influenced by their emotional intelligence.

### 2.4.2 Studies conducted Abroad

**Bishay (1996)** conducted an employing experience sampling method study on teachers’ work motivation and job satisfaction. The results showed that job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity. For this group of teachers who work in a school with a selective student body, overall motivation and job satisfaction relationship levels were high positive. Based upon the findings, it appears that gratification of higher-order needs is most important for job satisfaction.

**Chen (2007)** explored the structure of secondary school teachers’ job satisfaction and its relationship with attrition and work motivation. The results revealed that (a) the structure of secondary school teacher job satisfaction was made up of ten components and was consistent with the model put forward by Locke et al. (1976); (b) secondary school teachers were dissatisfied with their jobs as a whole and with dimensions such
as the educational system, student quality, leadership and administration, work achievements, working conditions, salaries and welfare, and work stress; and (c) teacher overall job satisfaction and satisfaction with the educational system, income and welfare, leadership and administration, status, and work environment and conditions were closely related to work involvement and retention. The external rewards and commendations were also found to stimulate the teachers’ work motivation.

**Tella, Ayeni and Popoola (2007)** studied on work motivation, job satisfaction and organisational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. The findings of this study revealed that a correlation exists between perceived motivation, job satisfaction, and commitment, although correlation between motivation and commitment was negative. No difference was observed in the perceived motivation of professional and non-professional library personnel. Moreover, findings also showed that differences exist in the job satisfaction of library personnel in academic and research libraries, and that no relationship exists in the organizational commitment of library personnel based on their years of experience.

**Ololube (2009)** studied on teachers’ job satisfaction and motivation for school effectiveness: an assessment. The survey results revealed that teacher related sources of job satisfaction seem to have a greater positive impact on teaching performance and motivation, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

**Griffin (2010)** studied on Bahamian and Jamaican Teachers’ Level of Motivation and Job Satisfaction. The results indicate that teachers in the Bahamas reported higher levels of job satisfaction as compared to teachers in Jamaica. Other findings relating to job satisfaction and motivation are discussed, and various aspects of job
satisfaction are discussed in relationship to the principles of Invitational Education, both are negatively related.

Hadi and Adil (2010) investigated job characteristics as the predictors of work motivation and job satisfaction. All job characteristics were found to be significant and positive correlates of intrinsic motivation. It was found that skill variety, task significance and task identity were significantly and positively related to job satisfaction. The task identity turned out to be the most important positive predictor of job satisfaction and intrinsic motivation whereas extrinsic motivation was only predicted by feedback.

Wagner and French (2010) studied motivation, work satisfaction and teacher change among the teachers. The results indicated that three facets of work satisfaction: supervisor support, the nature of the work itself, and co-worker relations were the significant predictors of intrinsic interest in professional development. The qualitative analysis also revealed the ways in which interactions between motivation, professional development activities, and work environment support or undermines change.

Dombrovskis, Guseva and Murasovs (2011) analyzed the connection between peculiarities of motivation to work and professional burn-out among urban and rural school teachers who had less than five years of professional experience. The motives of work satisfaction and social status were found to occupy the lowest position in work motivation structure. The study also detected significant correlations between emotional exhaustion, economic motive and the motive of career growth in both groups of teachers.

Nandia Ayub (2011) examined the relationship between work motivation and job satisfaction of bank managers in Pakistan. The findings of the study suggested that
there was a positive correlation between work motivation and job satisfaction. And there was a significant gender difference on the variable of work motivation and job satisfaction.

**Akuoko, Dwumah and Baba (2012)** conducted a study on the teacher motivation and quality education delivery of public basic schools in Tamale Metropolis in Ghana. Results showed a significant relationship between teacher motivation and quality education delivery and there was no significant difference in terms of motivation between urban and semi-urban teachers in the metropolis. Majority of the teachers joined the service because of the interest they had in teaching. But the level of motivation was too low. It was recommended that the living and working conditions of teachers should be improved and the opportunity for career advancement should be simplified for teachers to upgrade their professional knowledge and skills.

**Al-Salameh (2012)** studied on the teacher’s motivation of primary teachers. The results of the study indicated that there were significant differences in the work motivation of male and female teachers. Specifically the results suggested that female teachers were found to be more motivated to their work than male teachers.

**Baleghizadeh and Gordani (2012)** studied on the Motivation and Quality of Work Life among Secondary School EFL Teachers. The results revealed that the participants enjoyed a medium level of quality of work life and experienced a medium-to-low level of motivation. In addition, a significant relationship was found between motivation and quality of work life categories. Furthermore, the subscales of the quality of work life that best predicted teacher motivation were identified. The findings of this study have implications for teacher educators and educational decision makers in bringing about higher levels of motivation and quality of work life among English language teachers.
HSU and CHEN (2012) conducted a study on the relationship among work-motivation, organizational commitment and job satisfaction of University Faculty Members in Taiwan. This study revealed that the work motivation of the teacher who participated in in-service education was high. Extrinsic work motivation was greater than intrinsic work motivation. Extrinsic work motivation, such as “Go with trend” and “Incentive by school”, were main factors influencing teachers who participated in in-service education. The level of job satisfaction did not reach significant difference with continuing in in-service education. The difference between organizational commitment and continuing in in-service education was not significant. This phenomenon seemed implied that their in-service education might not really focus on or improve organizational commitment. The faculty possessed higher organization commitment score, while they held the higher the level of job satisfaction. Also, this study found that faculty finished their academic degrees possessed higher organizational commitments than that faculty were pursuing their continuing education.

Maharjan (2012) studied on association between work motivation and job satisfaction of college teachers. The study concludes that there is a positive association between work motivation and job satisfaction of teachers. Because colleges are always motivating the teachers for their job satisfaction in order to enhance the performance of the organizations.

Shah, and Rehman, et al. (2012) conducted a study on job satisfaction and motivation to work of teachers of public educational institutions. Results showed significantly positive relationship between reward and recognition, satisfaction with supervision and the work itself, with job satisfaction as well as a very positive and
significant relationship was also observed between job satisfaction and intrinsic motivation.

**Saeed and Muneer (2012)** conducted a study on work motivation of male and female secondary school teachers in Karachi. The result indicated that there is a significant difference in the level of work motivation among male and female teachers. The female teachers were found to be more motivated to their work than male teachers. It is recommended that the principals should adopt a dynamic leadership style and encourage participation of teachers in decision making.

**Jafri (2013)** conducted a study of Motivation on College Teachers of Royal University of Bhutan. Results of the study revealed professional and personal growth opportunities employee was highly motivated to perform. Result found that two categories of faculty vary in their motivation and also differences are found in the motivating factors between nationals and faculties.

**Yemisi (2013)** studied the influence of gender, age, training and experience on teachers’ motivation in Nigeria taking the sample of 500 teachers. The result of the study revealed that there was no significant difference in the motivation of male and female, untrained and trained, experienced and inexperienced teachers.

**Recepoglu (2013)** investigated the teacher’s job motivation in the high schools. The findings of the study revealed that teachers did not show any difference in relation to gender and streams wise.

**Babatunde, et al. (2014)** investigated on the relation of working motivation and emotional intelligence to the teacher’s productivity in school. The results indicated that there was a significant impact of work motivation and emotional intelligence on the teacher’s productivity in the school.
Convey (2014) examines the relationship between Catholic school teachers’ motivation to teaching and job satisfaction. The results showed that teachers’ motivation to teaching and job satisfaction are positively related. This study confirms the importance of a religious factor as an important motivator for teachers choosing to teach in Catholic schools and an important predictor of their job satisfaction.

**Table 2.4 (i): Literature Matrix of Motivation to Work**

<table>
<thead>
<tr>
<th>Author/s</th>
<th>Year</th>
<th>Place</th>
<th>Variables Considered in Study</th>
<th>Independent (Relationship with Dependent variable)</th>
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<td>Mittal, J.P.</td>
<td>1989</td>
<td>India</td>
<td>Motivation to Work</td>
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<td></td>
<td></td>
<td></td>
<td>Type of management (Significant) &amp; location, sex (No significant difference)</td>
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<tr>
<td>Akhilesh, K.B. &amp; Mathew, M.</td>
<td>1991</td>
<td>India</td>
<td>Work Motivation</td>
<td>Work Involvement (Negative)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gender (Significant difference)</td>
</tr>
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<td>Bishay, A.</td>
<td>1996</td>
<td>Abroad</td>
<td>Work Motivation</td>
<td>Job Satisfaction (High positive)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gender, Subject, Age, Experience (Significant difference)</td>
</tr>
<tr>
<td>Bhattacharya, G.C.</td>
<td>2000</td>
<td>India</td>
<td>Motivation</td>
<td>Teaching Competence (Negative)</td>
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<tr>
<td>Balasubramaniam, &amp; Meenakshisundaram, A.</td>
<td>2001</td>
<td>India</td>
<td>Work Motivation</td>
<td>Teaching Subject, Employment, Locality &amp; Type of Schools (No significant difference)</td>
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<td>Khan, W.A.</td>
<td>2001</td>
<td>India</td>
<td>Work Motivation</td>
<td>Gender &amp; Age group (No significant difference)</td>
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<td>Raj, T.</td>
<td>2001</td>
<td>India</td>
<td>Motivation to Work</td>
<td>Job Satisfaction (Negative)</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Teaching Effectiveness (Positive)</td>
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<tr>
<td>Sanghi, S.</td>
<td>2001</td>
<td>India</td>
<td>Motivational Climate</td>
<td>Job Satisfaction (Positive)</td>
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<td>Organizational Commitment (Positive)</td>
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<td>Virk, J. et al.</td>
<td>2001</td>
<td>India</td>
<td>Work Motivation</td>
<td>Occupational Stress (Positive)</td>
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<td>Job status, age &amp; Type of behavior (Significant difference)</td>
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<td>India</td>
<td>Teacher’s Motivation</td>
<td>Salary (Significant difference)</td>
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<td>Sharma, O.P. et al.</td>
<td>2007</td>
<td>India</td>
<td>Organizational Commitment</td>
<td>Job Satisfaction (Positive)</td>
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<td>Work Motivation (Low Positive)</td>
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<td>Chen, W.</td>
<td>2007</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Work Motivation (Positive)</td>
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<td>Tella, A. et al.</td>
<td>2007</td>
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<td>Kumar, M.S. et al.</td>
<td>2008</td>
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<td>Ololube, N.P.</td>
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<td>India</td>
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<td>Darolia, C.R. et al.</td>
<td>2010</td>
<td>India</td>
<td>Job Performance</td>
<td>Organizational support, work motivation &amp; organizational commitment (Positive)</td>
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<td>Griffin, D.K.</td>
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<td>Abroad</td>
<td>Level of Motivation</td>
<td>Job Satisfaction (Negative)</td>
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<td>Hadi, R. &amp; Adil, A.</td>
<td>2010</td>
<td>Abroad</td>
<td>Work Motivation</td>
<td>Job Satisfaction (Positive)</td>
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<td>2010</td>
<td>Abroad</td>
<td>Motivation</td>
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<td>Dombrovskis, V. et al.</td>
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<td>2011</td>
<td>Abroad</td>
<td>Work Motivation</td>
<td>Job Satisfaction (Positive)</td>
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<td>Pal, D. &amp; Dasgupta, S.K.</td>
<td>2012</td>
<td>India</td>
<td>Work Motivation</td>
<td>Organizational Citizenship Behaviour (Positive significant)</td>
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<td>Akuoko, K.O. Dwumah, P. &amp; Baba, W.M.</td>
<td>2012</td>
<td>Abroad</td>
<td>Teacher Motivation</td>
<td>Quality Education (Positive)</td>
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<td>Al-Salameh, E.M.J.</td>
<td>2012</td>
<td>Abroad</td>
<td>Teacher’s Motivation</td>
<td>Gender (Significant difference)</td>
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<td>Baleghizadeh, S. &amp; Gordani, Y.</td>
<td>2012</td>
<td>Abroad</td>
<td>Motivation</td>
<td>Quality of Work Life (Positive)</td>
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<td>HSU, M.C. &amp; CHEN, K.M.</td>
<td>2012</td>
<td>Abroad</td>
<td>Work Motivation</td>
<td>Organizational Commitment (Negative)</td>
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<td>Maharajan, S.</td>
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<td>Abroad</td>
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<td>Shah, M.J. et al.</td>
<td>2012</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
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<td>Saeed, A. &amp; Muneer, R.</td>
<td>2012</td>
<td>Abroad</td>
<td>Work Motivation</td>
<td>Gender (Significant difference)</td>
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<td>Jafri, M.D.</td>
<td>2013</td>
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<td>Motivation</td>
<td>Professional &amp; personal growth opportunities (Positive)</td>
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<td>Yemisi, A.C.</td>
<td>2013</td>
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<td>2013</td>
<td>Abroad</td>
<td>Job Motivation</td>
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<td>Gupta, M. &amp; Gehlawat, M.</td>
<td>2013</td>
<td>India</td>
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<td>Job Satisfaction (Positive)</td>
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</table>
2.5 Studies related to Job Satisfaction

2.5.1 Studies Conducted in India

Chopra (1983) investigated the overall job satisfaction of teachers working in senior secondary schools having different types of climate and to identify the areas of job satisfaction in which teachers of schools having different types of climate differ. Teachers working in school with open climate were found to be more likely to show higher overall job satisfaction than their counterparts is paternal and closed climate, namely high on spirit, humanized thrust, average intimacy, less of psycho-physical hindrance and production emphasis and low on disengagement, alienation and control were found to be conducive to high level teachers job satisfaction.

Kumar (1986) studied on job satisfaction in relation to organizational climate and motivation. It was revealed that either of the motivation was not significant source of variability in job satisfaction. Both, existing and ideal organizational climate variation significantly affected the job satisfaction. However, job satisfaction significantly affected the discrepancy between ideal and existing climate. Multiple regressions and correlation between job satisfaction and predicators as climate and motivations were highly significant and positive. Among the motivations, career along with existing
climate and self-sufficiency along with ideal climate are better predictors of job satisfaction. Highly significant positive correlations were obtained between organizational climate and job satisfaction. Partialing out motivation effect could not change this relationship. Only career motivation and job satisfaction were positively significant. The correlation between existing climate and motivations were negatively non-significant. Although ideal climate was significantly negatively correlated with self-sufficiency motivation, Partialing out job satisfaction effect was also ineffective. It is concluded that job satisfaction and organizational climate are not redundant as positive perfect correlation was not evident.

**Chakraborti (1990)** studied the organizational climate of secondary schools in West Bengal and its correlation with job satisfaction. Results found that the paternal climate was the most frequently perceived climate (29.55%) followed by controlled (20.45%), familiar (15.91%), open (12.12%), autonomous (11.36%) and closed (10.61%) climates respectively. Further results showed significant and positive correlations between the organizational climate and job satisfaction among the teachers.

**Sharma and Bhaskar (1991)** measured job satisfaction as an indicator of the level of motivation and morale of junior and middle managers of 30 public sector industries. Respondents were asked to rank their perception of various dimensions of organizational climate and job characteristics. Low ranks devoted lower satisfaction with the variable and high ranks indicated greater satisfaction with the variable. Several dimensions of organizational climate, grievance handling, welfare strategies, participative management, scope for advancement, monetary benefits, objectivity and rationality, and recognition were assigned low ranks. Delegation of authority and aggressiveness were also ranked low thus pointing to their neglect by the organization. The medium ranked variables were bureaucracy, safety and security,
lateral trust, and training and education, work technology, and a liberal personality. The variables ranked high were conscientiousness, outgoing behavior, and interpersonal relationships with colleagues. Job satisfaction assessed as a positive attitude toward work, was moderate in 23 organizations studied, low job satisfaction was found in 2 organizations, and high job satisfaction in 5. The three most powerful determinants of job satisfaction were objectivity and rationality, liberalism, and work experience.

**Beegam (1994)** conducted an analytical study of factors related to job satisfaction among college teachers. The result revealed that job satisfaction of the college teachers was found related to certain socio-demographic variables such as faculty, locale, religion, caste and community, education of spouse and mode of conveyance. Job satisfaction of college teachers was found related to certain personality variables like self-esteem, nationalism, spiritualism orientation and thoughtfulness.

**Joshi (1999)** investigated the interrelationship between job satisfaction, job involvement, and work involvement and their relationship with age, job experience, monthly income, and educational level. Results revealed a significant positive association between job satisfaction and job involvement. Employees’ age, job experience, and monthly income were significantly correlated with job involvement. Job satisfaction was significantly correlated only with monthly income.

**Sharma and Kaur (2000)** measured job satisfaction as an indicator of work motivation among executives of a public sector organization. Executives reported a high degree of dissatisfaction with their organizational climate in 9 of the 11 dimensions: scope for advancement, grievance handling, participative management, objectivity and rationality, recognition and appreciation, safety and security, training and development, welfare facilities, and delegation of authority.
Shukla (2000) studied the relationship between job satisfaction and power motivation of 50 managers (age 24-55 years) of rice mills in the Chhattisgarh region. Results revealed a significant positive relationship between power motivation and job satisfaction. Managers holding matriculation degree had significantly higher job satisfaction than managers having graduate and postgraduate degrees. The effect of level of education on power motivation of managers was found to be non significant.

Susskind et al. (2000) examined service employees’ behavioral intentions and attitudes. The findings showed that perceived organizational support influenced job satisfaction and organizational commitment strongly and significantly, where as job satisfaction was found to have a limited predictive impact on organizational commitment. Moreover, the intent to quit the job was influenced by both job satisfaction and organizational commitment.

Vigoda (2000) studied teacher motivation in India and found that the level of job satisfaction or morale may decrease due to prevailing work conditions and other factors, relationship was negative. The government school teachers lack the basic seriousness. There is a lot of dissatisfaction and frustration among them but it does not generate any action.

Zainuddin (2000) conducted a study on the influence of gender, education level, and salary on job satisfaction. It was found that these independent variables significantly influence the job satisfaction.

Bhargava and Kelkar (2001) found significant positive correlation of age with salary, experience and promotion. Centralization was positively correlated with job involvement but negatively correlated with job satisfaction. It was examined that the hypothesis that organizational structure as well as corporate culture predicts job involvement, job satisfaction and empowerment. The participants were managers,
officers and supporting staff of a successful business organization. Job satisfaction and empowerment were positively related but were unrelated to job involvement but negatively to job satisfaction and empowerment indicated the importance of decentralization for managing people in organizations.

Malhotra, Shruti, and Sachdeva (2001) explored the effect of work behavior in terms of work motivation and job anxiety on job satisfaction of 180 bank employees at different ranks. Work motivation and job anxiety had a significant influence on job satisfaction. However, the interactive effect of work motivation and rank significantly influenced employees’ job satisfaction.

Reddy and Reddy (2001) conducted a study on job satisfaction of private school teachers and in a study observed that the teachers employed under private managements were the more satisfied while those in the government managements were the less satisfied.

Mertler (2001) found 77% of the teachers were satisfied with their jobs. Analysis revealed that the teachers with experiences of more than 20 years as well as those with experiences less than 5 years were more satisfied. Further it was concluded that middle high school teachers were more satisfied than elementary and high school teachers and male teachers had a higher level of job satisfaction than female teachers.

Kaur (2002) conducted a study on job satisfaction of college teachers of Punjab with respect to area, gender and type of institution, it was found that rural and govt. college teachers were more satisfied as compared to urban and private college teachers and on the other hand male college teacher were more satisfied as compared to their female counterpart because of their low expectation.

Bhuyan and Choudhury (2003) conducted a study to determine the degree of job satisfaction of the college teachers with respect to sex, marital status and location as
well as experience. The result revealed that there is significant difference in the job satisfaction of male and female teachers but there is no significant difference in job satisfaction between married and unmarried, between rural and urban and among experience of the college teachers.

**Dixit (2005)** Studied on Job satisfaction among primary and secondary school teachers and it aimed to analyze the effect of sex on different intrinsic factors (salary, benefits etc.) of job satisfaction among primary teachers and it was observed that sex differences had more effect on extrinsic factors rather than the intrinsic factors.

**Raj and Mary (2005)** examined the job satisfaction of government school teachers in Pondicherry region and results revealed that job satisfaction of government school teachers was not high; no significant difference in job satisfaction between male and female teacher. Similarly, no significant difference on the basis of salary, religion and educational qualification among government school teachers of Pondicherry was found.

**Ahlawat and Thakur (2007)** conducted a study on teacher’s job satisfaction with respect to organizational climate with special reference to private professional colleges in western Haryana. Results suggested that organizational climate plays a key and vital role in enhancing job satisfaction among teachers. The correlation analysis revealed a high positive correlation among organizational climate and job satisfaction.

**Giri and Kumar (2007)** examined the relationship of organizational climate and job satisfaction of the employees of different Indian organizations. Results revealed that organizational climate had a significant positive relationship with job satisfaction.

**Khaleque (2007)** conducted a study to find out the level of job satisfaction among teachers working in higher education of Barpeta district of Assam. Results indicated no significant difference in the levels of job satisfaction among the college teachers of
rural and urban areas. The female teachers had higher degree of job satisfaction as compared to male teachers.

**Kumar (2008)** conducted a study to find out the job satisfaction of the government and private lecturers of Jammu district and the result indicated a significant difference in the job satisfaction of government and private college lecturers. The government college lecturers have higher job satisfaction than the private college lecturers.

**George (2009)** revealed that majority of the employees are dissatisfied regarding the overall organizational climate prevailing in public sector banks. There is significant difference in the level of job satisfaction of male and female employees too. A great majority of the employees opined that there is strong relationship between organizational climate and job satisfaction. Majority of the employees stated that organizational climate has affected their physical and mental health. Most of the employees who are unsatisfied are ready for voluntary exit when circumstances become favorable. The overall satisfaction of a bank employee depends on organizational climate related satisfaction.

**Biswas (2010)** examined the relationship between psychological climate and job satisfaction among 357 senior level, middle level and junior level executives working in manufacturing and service sector organizations. Study results revealed that psychological climate comprised of six factors, namely: supportive management, role clarity, contribution, recognition, self-expression and challenge is statistically significant predictor of job satisfaction of executives.

**Malik (2010)** conducted a study on job satisfaction of faculty members at university of Balochistan and found that faculty member were generally satisfied with their jobs. However male faculty members were less satisfied than female faculty members. The
demographic characteristics (age, years of experience, academic rank, qualification) were negligibly related to overall job satisfaction.

**Chauhan (2010)** conducted a study of job satisfaction of pupil teachers in relation to their gender and locality and found that the level of job satisfaction male pupil teacher’s possess slightly better than the female pupil teachers and urban pupil teachers possess slightly better than rural teachers.

**Ali, et al. (2011)** showed that the secondary school teachers were slightly satisfied with the basic eight dimensions (out of twenty) of a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition. Results revealed a significant difference of job satisfaction between male and female secondary school teachers and no significant difference was found between the job satisfaction of urban and rural teachers.

**Mahmood et al. (2011)** conducted a study to investigate the difference between urban and rural school teachers about their level of job satisfaction. Results highlighted that the teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions; Female teachers were more satisfied than their male counterparts. No significant difference in the level of job satisfaction among urban and rural school teachers was observed.

**Latif et al. (2011)** examined the level of job satisfaction of teachers in public and private sector colleges. The results showed a significant difference in job satisfaction between public and private college teachers. Public college teachers are more satisfied with the six components (educational qualifications, nature of work, pay, job security, promotional opportunities and work life balance) of job satisfaction, whereas private college teachers were less satisfied.
Bharath (2011) conducted a study on job satisfaction and motivation among software professionals: a study of selected software companies in India. The research found that employee’s preferences changes based on the economic conditions and their company’s performance. Irrespective of moving up in their experience, employees move back to their basic needs. Organizations too fail in keeping the momentum of good policies and practice at all the conditions. This also leads to employee engagement issues and productivity drops drastically. In most of the situations, middle level employees who are responsible to provide directions to their group, feel that though they are involved in engagement initiatives, their managers do not provide the same support to them. Organizations do not use a substantial amount of consultations and delegation to empower subordinates and give them a sense of ownership for activities and decision. Lot of frustration takes place in the work place due to the way organizations handle policies in different conditions. Organizations sticking to their practices at all times are missing.

Gehlawat (2012) reported significant main effects of type of schools and gender on the organizational commitment of the teachers whereas the triple interaction effect of the variables type of schools, job satisfaction and gender on organizational commitment was found to be non-significant. Significant interaction effects of type of schools and job satisfaction; job satisfaction and gender; and type of schools and gender were found on the organizational commitment of the teachers. On exploring the effect of type of schools, work motivation and teaching experience on the organizational commitment, work motivation and teaching experience were found to have a significant main effect on the organizational commitment of the teachers. The study further revealed a significant double interaction effect of work motivation and teaching experience on the organizational commitment of teachers. However, type of
schools and work motivation; type of schools and teaching experience were reported to have non-significant double interaction effects on organizational commitment. The triple interaction effect of the variables namely type of schools, work motivation, teaching experience on organizational commitment of the teachers was also reported to be significant.

Mondal and Bhattacharyya (2012) evaluated the job satisfaction and life satisfaction among secondary school teachers. The results revealed that there is strong gender difference between job satisfaction and life satisfaction. But significant (p<0.01) difference was found between rural and urban teachers’ job satisfaction along with non-significant results in life satisfaction.

Srivastava and Chabra (2012) conducted a study under the title “Job Satisfaction among Teacher Educators: Interplay of Gender and Qualification”. The present study was designed to assess the job satisfaction level of teacher educators and to find out if the expressed level of job satisfaction was influenced by their gender or educational qualification like NET and Ph.D. The study concluded that teacher educators were satisfied with their job, the gender of teacher educators are not influencing the level of job satisfaction significantly and qualification having a significant effect.

Dedun (2013) conducted a study on job satisfaction of B.Ed. teacher educators. The results found that the B.Ed. teacher educators belonging to 50+ years of age group have higher job satisfaction and its dimensions compared to 30-35 years of age group teacher educators. This is because aged teacher educators have high experience and they are motivated towards teaching and get lot of experience because of teaching.

Ghosh (2013) studied on the job satisfaction of teachers working at the primary school. The findings of the study revealed that para, female, govt. school and under
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graduate teachers were more satisfied on their job than the regular, male, and private school and graduate teachers.

**Khurana (2013)** studied on Organizational Climate and Job Satisfaction. The results revealed a significant difference in the school organizational climate and the job satisfaction of teachers. Job satisfaction was same among the teachers irrespective of their marital status, location of school, type of school they work except their sex and the open type of climate leads to very high level of job satisfaction among the teachers.

**Sarswati (2013)** studied on the measure job satisfaction level amongst lecturers of Government and Private Colleges in Delhi. It was found out that Lecturers of government colleges in Delhi are more satisfied than the lecturers of private college in Delhi. Pay and promotion potential are also good in comparison with the lecturers of govt. and private college in Delhi.

**Khan and Verma (2014)** conducted a study on Job satisfaction of teacher educators of private B. Ed colleges Affiliated to G.G.S.I.P. University, Delhi and M.D. University, Rohtak, Haryana: A comparative study. Majority of the teacher educators working in private B.Ed. colleges under both the Universities have shown Low Level (68.50%-GGSIP, 62.25%- MD) of job satisfaction or they are less satisfied with their jobs. Whereas, more than thirty percent (31.50%- GGSIP 33.75%-MD) teacher educators have shown high level of job satisfaction, which is less in number as compared to that of low level. This result concluded that there was a slight difference of two percent in high level and of six percent (not significant) in low level of job satisfaction among teacher educators working in private B.Ed. colleges, may be due to some interpersonal reasons. All teacher educators of private B.Ed. colleges have shown near about equal type and level of job satisfaction. Findings of the study shows
more than thirty percent teacher educators have shown high level job satisfaction and they are more satisfied with their jobs.

**Thakur (2014)** conducted a comparative study on job satisfaction of teacher educators in relation to private teachers’ training institutions of university of Gour Banga and university of Kalyani. It was found that the key percentages of teacher educators were encompassing no job satisfaction. There was no significant difference in the level of job satisfaction of university of Gour Banga and university of Kalyani teacher educators and female and male teacher educators.

**Ghosh and Panda (2014)** attempted to examine the level of teacher-educators’ Job Satisfaction in relation to different types of B.Ed. teaching institutions in West Bengal. It was found that the teacher-educators of Govt. and Govt.-aided colleges are more satisfied regarding their job than the teacher-educators of self-financing colleges.

**Khatun (2015)** conducted a study on job satisfaction of teachers working at the elementary level. Findings revealed that the para teachers were more satisfied in their job than the regular teachers. Female and above 5 years experienced teachers were more satisfied in their job than the male and below 5 years experienced teachers.

**Basak (2015)** studied on job satisfaction of the teacher educators at the secondary level teacher education institutions. It was revealed that caste and locale variation did not play significant role on job satisfaction and gender and type of management variation influenced on job satisfaction of teacher educators at the secondary level teacher education institutions.

**2.5.2 Studied Conducted Abroad**

**Sonnie, Billingsley and Lawrence (1992)** studied on predictors of commitment, job satisfaction and intent to stay in teaching: a comparison of general and special
educators. Cross validated regression results suggest that work related variables, such as leadership support, role conflict, role ambiguity, and stress, are better predictors of commitment and job satisfaction than are demographic variables. Generally, the findings were similar for general and special educators.

Barrett (1999) found that there were significant gender differences in perceived job satisfaction between male and female university teachers. Most of his male respondents reported that they derived less satisfaction from their jobs compared with their female counterparts.

Brown (2001) determined the relationship between organizational climate and job satisfaction. Results revealed a negative relationship between organizational climate and teacher job satisfaction. Further results showed no significant relationship on the basis of gender, years of teaching experience, and educational level.

Lam, Baum, Pine (2001) presented the results of an empirical study of work motivation and job satisfaction among managers in Chinese restaurants in Hong Kong. The findings indicated that in this specific catering sector a negatively significant relationship was found between job satisfaction and turnover intentions that has supported many studies in the discipline of social psychology. In addition, sectorial and cultural specificity is suggested to address the unique characteristic of the Hong Kong Chinese restaurant environment.

Ronit (2001) studied on the influence of leadership style on teacher job satisfaction. It was found that teachers’ occupation perceptions strongly affected their satisfaction. Principals’ transformational leadership affected teachers’ satisfaction both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level.
Terry Lam et al. (2001) conducted a study on managerial job satisfaction in Hong Kong’s Chinese restaurants and indicated that work environment and jobs itself and rewards are the critical factors in predicting the satisfaction.

Eckman (2004) studied for determining the effect of gender, role conflict, role commitment, and job satisfaction on the high school principals. The results indicated that there are differences between female and male high school principals in their personal and professional attributes as well as in role conflict. There were similarities between female and male high school principals in terms of role commitment and job satisfaction.

Griffith (2004) studied the direct effect of principal transformational leadership to school staff turnover and school performance, in addition to its indirect effect through school staff job satisfaction. Results showed that staff reports of principal behaviors could be described in terms of the three components of transformational leadership: inspiration or charisma, individualized consideration, and intellectual stimulation. Principal transformational leadership was not associated directly with either school staff turnover or school-aggregated student achievement progress. Finally, higher levels of school staff job satisfaction were associated with smaller achievement gaps between minority and non-minority students. This result was more evident among schools having higher levels of principal transformational leadership. Results were discussed in relation to the role of transformational leadership in school performance and in recruiting, training, and evaluating school principals.

Zembylas et al. (2004) examined job satisfaction and motivation among teachers in Cyprus - a small developing country in the Eastern Mediterranean. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated
with this profession. And motivations influence the level of job satisfaction of Cypriot teachers.

Curral et al. (2005) found out job satisfaction is positively correlated with motivation, job involvement, organizational citizenship behaviour, organizational commitment, life satisfaction, mental health, and job performance, and negatively related to absenteeism, turnover, and perceived stress.

Liu and Ramsey (2007) compared the differences between male and female teachers in their satisfactions with seven job aspects and found that there were small gender differences in job satisfaction. Male teachers were slightly more satisfied with safety and work conditions than were female teachers and female teachers were slightly happier about student interaction than male teachers.

Adebola (2008) examined the job satisfaction of secondary school teachers in Kano State of Nigeria. Results highlighted a significant difference in the level of job satisfaction among teachers on the basis of experience, sex, age, marital status, school size and educational qualification.

Alzaidi (2008) revealed significant difference between job satisfactions in terms of morale, relationship with the educational administration, the school environment in Saudi Arabia. Findings suggested no significant differences found between job satisfactions related to experience, student numbers, head teachers’ qualification, age, management and school building type.

George et al. (2008) explored job satisfaction amongst urban secondary-school teachers in Namibia. A sample of 337 secondary school teachers randomly selected from 17 government schools, in the Windhoek region of Namibia. Results indicated a low level of job satisfaction among urban secondary school teachers than the rural secondary school teachers.
Okpara and Wynn (2008) examined the influence of Organizational Ethical Climate on Job Satisfaction and Commitment of selected managers in Nigeria. The findings revealed a correlation between organizational ethical climate and job satisfaction was negative. The correlation between ethical climate types and organizational commitment was found positive and significant.

Platsidou and Diamontopailav (2009) conducted a study and found that Greek academics were moderately satisfied with their jobs, no satisfactory significant effects of the demographic factors (such as age, gender, working experience and marital status) were found.

Bhaesajsanguan (2010) explored relationship among organizational climate, job satisfaction and organizational commitment of 700 Thai technicians in the Thai Telecommunications Private Enterprise at Bangkok Metropolitan. Results revealed a positive relationship of technicians’ perception in an organizational climate effect to job satisfaction and organizational commitment. It was observed that organizational climate have positive relationship with organizational commitment through job satisfaction.

Castro and Martins (2010) explored the relationship between organizational climate and job satisfaction in an Information and Communication Technology (ICT) organization within South Africa on 696 employees across three regions. The findings of this study indicated a strong positive relationship between organizational climate scores and job satisfaction scores and thus regardless of how the dimensions are perceived, organizational climate has an influence on job satisfaction.

Goughan (2011) conducted a study on Job satisfaction among University Faculty and found that faculty members are more satisfied with their jobs when they perceive that
colleagues respect their research work and they are paid what they are worth. Women tend to be less satisfied and the tenured are more satisfied.

**Sabri, Ilyas and Amjad (2011)** studied on Organizational culture and its impact on the Job Satisfaction of the University Teachers of Lahore. Empirical findings showed that organizational culture is categorized into two components i.e. organizational culture related to managers and leaders (OCM) and organizational culture related to employees (OCE). In this study effect of both kinds of culture on job satisfaction was positive and significant. Pakistan is considered to have a very low educational standard than many developed countries. Lack of existence of supportive organizational culture in education sector may be one of the important reasons of this. Supportive organizational culture may raise the level of job satisfaction of teachers and satisfied teachers may produce healthy, satisfied and creative minds.

**Klassen and Chiu (2012)** studied on Effect on Teachers’ Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress. Teachers’ years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviors, and lower classroom management self-efficacy. Teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction. Those teaching young children (in elementary grades and kindergarten) had higher levels of self-efficacy for classroom management and student engagement. Lastly, teachers with greater classroom management self-efficacy or greater instructional strategies self-efficacy had greater job satisfaction.
Kitchel, et al. (2012) studied on Teachers’ Job Satisfaction and Burnout viewed through Social Comparisons. Findings indicated that teachers were satisfied with their jobs and tended to engage most frequently in upward assimilative (UA) comparisons, leading to inspiration emotional outcomes. According to the Maslach Burnout Inventory for Educators (MBI–E), teachers experienced low levels of burnout related to personal accomplishment (PA) and depersonalization (DE), and moderate levels related to emotional exhaustion (EE). Seven moderate relationships were found between dimensions of social comparison and either burnout and/or job satisfaction.

Aydin and Sarier (2013) studied on the effect of school principals’ leadership style on teachers’ organizational climate and job satisfaction. The research results showed that particularly, transformational leadership style affected job satisfaction and organizational climate of teachers in a positive way. It was concluded that as the leadership style of administrator’s changes from transactional to transformational, the level of job satisfaction and organizational climate of teachers’ rose.

Shahram, Hamid and Rahim (2013) conducted a study on the relationship between organizational climates with job satisfaction of educational teachers at high school grade of Ardabil city. The main purpose of the study is to review and evaluate the relationship between organizational climates with job satisfaction of educational teachers at high school grade of Ardabil City. The results represent the fact that there is a positive significant correlation between the organizational climate and job satisfaction. The results of correlation coefficient between the dimensions of organizational climate and job satisfaction showed that there is a significant relationship between the target agreement, role agreement and agreement on approaches of organizational climate dimensions with the job and job satisfaction. However, there was not found a significant relationship between the target, role
agreements and satisfaction on the approaches of organizational climate dimensions with coworker, optimization and from job satisfaction point of view. There was not found significant relationships between the effectiveness of the relations from the organizational climate dimensions with the whole dimensions of job satisfaction and connection between the praise satisfaction with organizational climate with job, optimization and payment from the job satisfaction. There was observed a significant relationship between the satisfactions from praise with the peer.

Iqbal, et al. (2013) compared the level of job satisfaction among secondary school teachers of Lahore. Findings of the study revealed that female teachers were more satisfied as compared to male teachers. No significant difference was found in the job satisfaction between science and arts teachers as well as urban and rural school teachers. No significant difference was found in the level of job satisfaction on the basis of their age and experience.

Rauf, et al. (2013) studied the relationship between organizational commitment and job satisfaction of 610 subject specialists’ teachers working in 95 government higher secondary schools. Results showed that both the dimensions i.e. organizational commitment and job satisfaction are positively correlated. Furthermore, it was concluded that the strength of relationship (correlation) is slightly higher in case of rural subject specialists as compared to urban subject specialists and in case of married and female subject specialists this relationship is much stronger than unmarried and male subject specialists.
Table 2.5 (i): Literature Matrix of Job Satisfaction

<table>
<thead>
<tr>
<th>Author/s</th>
<th>Year</th>
<th>Place</th>
<th>Dependent Y-axis</th>
<th>Independent (Relationship with Dependent variable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chopra, R.K.</td>
<td>1983</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>School Climate (Positive)</td>
</tr>
<tr>
<td>Kumar, R.</td>
<td>1986</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Organizational Climate (Positive)</td>
</tr>
<tr>
<td>Chakraborti, M.</td>
<td>1990</td>
<td>India, WB</td>
<td>Job Satisfaction</td>
<td>Organizational Climate (Negative)</td>
</tr>
<tr>
<td>Sharma, B.R. &amp; Bhaskar, S.</td>
<td>1991</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Motivation (Positive)</td>
</tr>
<tr>
<td>Sonnie, S. et al.</td>
<td>1992</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Predictor of Commitment (Positive)</td>
</tr>
<tr>
<td>Beegam, L.</td>
<td>1994</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Locale, Caste &amp; Religion (No significant difference)</td>
</tr>
<tr>
<td>Joshi, G.</td>
<td>1999</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Job Involvement (Positive)</td>
</tr>
<tr>
<td>Barrett, A.</td>
<td>1999</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Gender (Significant difference)</td>
</tr>
<tr>
<td>Sharma &amp; Kaur</td>
<td>2000</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Work Motivation (Positive)</td>
</tr>
<tr>
<td>Shukla, P.</td>
<td>2000</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Power Motivation (Positive)</td>
</tr>
<tr>
<td>Susskind, A.M. et al.</td>
<td>2000</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Organizational Commitment (significantly positive)</td>
</tr>
<tr>
<td>Vigoda, E.</td>
<td>2000</td>
<td>India</td>
<td>Teacher Motivation</td>
<td>Job Satisfaction (Negative)</td>
</tr>
<tr>
<td>Zainuddin, R.</td>
<td>2000</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Gender &amp; Educational Level (No Significant difference)</td>
</tr>
<tr>
<td>Bhargava, S. &amp; Kelkar, A.</td>
<td>2001</td>
<td>India</td>
<td>Organizational Structure</td>
<td>Job Satisfaction (Negative)</td>
</tr>
<tr>
<td>Malhotra, S. et al.</td>
<td>2001</td>
<td>India</td>
<td>Work Motivation</td>
<td>Job Anxiety (Positive)</td>
</tr>
<tr>
<td>Reddy &amp; Reddy, Mertler</td>
<td>2001</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Type of management &amp; Experience (Significant Difference)</td>
</tr>
<tr>
<td>Brown, O.M.</td>
<td>2001</td>
<td>Abroad</td>
<td>Organizational Climate</td>
<td>Job Satisfaction (Negative)</td>
</tr>
<tr>
<td>Lam, T., Baum, T.P. &amp; Pine, R.</td>
<td>2001</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Work Motivation (Negative)</td>
</tr>
<tr>
<td>Ronit</td>
<td>2001</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Leadership Style (Positive)</td>
</tr>
<tr>
<td>Terry, L. et al.</td>
<td>2001</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Work Environment (Positive)</td>
</tr>
<tr>
<td>Kaur, G.</td>
<td>2002</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Area, Gender &amp; Type of Institutions (Significant Difference)</td>
</tr>
<tr>
<td>Bhuyan, B. &amp; Choudhury, M.</td>
<td>2003</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Sex (Significant Difference) &amp; Marital status, Location (No Significant Difference)</td>
</tr>
<tr>
<td>Eckman, E.W.</td>
<td>2004</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Gender, Role conflict &amp; Role Commitment (Significant difference)</td>
</tr>
<tr>
<td>Griffith, J.</td>
<td>2004</td>
<td>Abroad</td>
<td>Leadership</td>
<td>Job Satisfaction (Negative)</td>
</tr>
<tr>
<td>Zembylas, M.P. et al.</td>
<td>2004</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Motivation (Positive)</td>
</tr>
<tr>
<td>Dixit, P.</td>
<td>2005</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Sex (Significant Difference)</td>
</tr>
<tr>
<td>Authors</td>
<td>Year</td>
<td>Location</td>
<td>Study Area</td>
<td>Findings</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Raj, P. &amp; Mary, R.S.</td>
<td>2005</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Type of management (Significant Difference) &amp; Gender, religion, Educational Qualification (No Significant Difference)</td>
</tr>
<tr>
<td>Curral, S.C. et al.</td>
<td>2005</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Motivation to Work (Positive)</td>
</tr>
<tr>
<td>Ahlawat, P. &amp; Thakur, K.P.</td>
<td>2007</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Organizational Climate (High Positive)</td>
</tr>
<tr>
<td>Giri, V.N. &amp; Kumar, B.P.</td>
<td>2007</td>
<td>India</td>
<td>Organizational Climate</td>
<td>Job Satisfaction (Positive)</td>
</tr>
<tr>
<td>Khaleque, A.</td>
<td>2007</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Locale (No significant difference) &amp; Gender (Significant difference)</td>
</tr>
<tr>
<td>Liu, X.S. &amp; Ramsey, J.</td>
<td>2007</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Gender (Significant difference)</td>
</tr>
<tr>
<td>Adebola, O.J. &amp; George, E.</td>
<td>2008</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Sex, Locale, Age, Experience, marital status &amp; school size (Significant difference)</td>
</tr>
<tr>
<td>Okpara &amp; Wynn</td>
<td>2008</td>
<td>Abroad</td>
<td>Organizational Ethical Climate</td>
<td>Job Satisfaction (Negative)</td>
</tr>
<tr>
<td>Kumar, D.</td>
<td>2008</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Type of management (Significant difference)</td>
</tr>
<tr>
<td>George, K.</td>
<td>2009</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Organizational Climate (Positive)</td>
</tr>
<tr>
<td>Platsidou, M. &amp; Diamontopailav</td>
<td>2009</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Age, Gender, Experience &amp; Marital status (No significant difference)</td>
</tr>
<tr>
<td>Bhaeajsanguan, S.</td>
<td>2010</td>
<td>Abroad</td>
<td>Organizational Climate</td>
<td>Job Satisfaction (Positive)</td>
</tr>
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<td>Biswas, S.</td>
<td>2010</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Psychological Climate (Positive)</td>
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<td>Castro, M.L. &amp; Martins, N.</td>
<td>2010</td>
<td>Abroad</td>
<td>Organizational Climate</td>
<td>Job Satisfaction (Positive)</td>
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<tr>
<td>Malik, N. &amp; Chauhan, N.</td>
<td>2010</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Gender, Location (Significant difference) &amp; Age, Qualification, Experience (No significant difference)</td>
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<tr>
<td>Ali, et al., Mahmood, et al. &amp; Latif, K.</td>
<td>2011</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Gender, Type of college (significant difference) &amp; Locale (No significant difference)</td>
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<tr>
<td>Bharath, C.</td>
<td>2011</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Motivation (Negative)</td>
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<tr>
<td>Goughan, M. &amp; Sabri, et al.</td>
<td>2011</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Organizational Culture (Positive)</td>
</tr>
<tr>
<td>Klassen, R.M. &amp; Chiu, M.M.</td>
<td>2012</td>
<td>Abroad</td>
<td>Self-Efficacy</td>
<td>Job Satisfaction (Positive)</td>
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<tr>
<td>Kitchel, T. et al.</td>
<td>2012</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Burnout (Moderate relationship)</td>
</tr>
<tr>
<td>Gehlawat, M.</td>
<td>2012</td>
<td>India</td>
<td>Organizational Commitment</td>
<td>Job Satisfaction (Significant Positive)</td>
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<td>Mondal, N.K. &amp; Bhattacharyya,</td>
<td>2012</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Life Satisfaction (Negative)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gender &amp; Locale (Significant Positive)</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Year</td>
<td>Location</td>
<td>Topic/Variable</td>
<td>Findings</td>
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<td>-----------</td>
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</tr>
<tr>
<td>Srivastava, S. &amp; Chabra, S.</td>
<td>2012</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Gender &amp; Educational Qualification (Significant difference)</td>
</tr>
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<td>Dedun, K.S. &amp; Ghosh, M.</td>
<td>2013</td>
<td>India, WB</td>
<td>Job Satisfaction</td>
<td>Experience, Nature of Job, Gender &amp; Type of School (Significant difference)</td>
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<tr>
<td>Khurana, V.</td>
<td>2013</td>
<td>India</td>
<td>Organizational Climate</td>
<td>Job Satisfaction (Positive)</td>
</tr>
<tr>
<td>Sarswati, S.</td>
<td>2013</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Type of college (Significant difference)</td>
</tr>
<tr>
<td>Aydin, A. &amp; Sarier, Y. and Shahram, S. et al.</td>
<td>2013</td>
<td>Abroad</td>
<td>Organizational Climate</td>
<td>Job Satisfaction (Positive)</td>
</tr>
<tr>
<td>Iqbal, A. et al.</td>
<td>2013</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Gender (Significant difference) &amp; Stream, Locale, age, experience (No significant difference)</td>
</tr>
<tr>
<td>Rauf, et al.</td>
<td>2013</td>
<td>Abroad</td>
<td>Job Satisfaction</td>
<td>Organizational Commitment (Positive)</td>
</tr>
<tr>
<td>Khan, M.A. &amp; Verma, D.K.</td>
<td>2014</td>
<td>India</td>
<td>Job Satisfaction</td>
<td>Type of B.Ed. college (Significant difference)</td>
</tr>
<tr>
<td>Thakur, N., Ghosh, T.K. &amp; Panda, U.K.</td>
<td>2014</td>
<td>India, WB</td>
<td>Job Satisfaction</td>
<td>Type of university &amp; Gender (No significant difference)</td>
</tr>
<tr>
<td>Khatun, R. &amp; Basak, S.</td>
<td>2015</td>
<td>India, WB</td>
<td>Job Satisfaction</td>
<td>Nature of job, Experience, Gender, Type of Management (Significant difference) &amp; Locale (No Significant difference)</td>
</tr>
</tbody>
</table>

### 2.6 Diagrammatic Representation of Literature Reviews

In below represent the different diagram on literature reviews on major variables wise like organizational climate, motivation to work and job satisfaction under different categorical variables like gender (male and female), type of management (government and self-financed) and locale (urban and rural) in figure 2.6 (a), (b) & (c). And also present at a glance on major variables like organizational climate, motivation to work and job satisfaction 2.6 (d).
Figure 2.6 (a): Diagrammatic representation of Literature Review on Organizational Climate under different categorical variables
Figure 2.6 (b): Diagrammatic representation of Literature Review on Motivation to Work under different categorical variables
Figure 2.6 (c): Diagrammatic representation of Literature Review on Job Satisfaction under different categorical variables
Figure 2.6 (d): Diagrammatic representation of Literature Review at a glance on major variables
2.7 Critical Appraisal

The studies of Shukla and Pareta (2013), Bhattacharya and Mukherjee (2013), Kaur and Kaur (2013), Khurana (2013), and George (2009) found that significant difference exist between male and female respondents in their perception on organizational climate. Whereas Roy (2015), Sahoo and Sahoo (2014), Huseyirgul (2008), Brown (2001), Babu, et al. (1996), and Mittal (1989) found that no significant difference were their between male and female in their perception on organizational climate. The studies of Akhilesh (2013), Surapuramath (2012), Zahoor (2012), Tripathi (2010), Gupta (2009), Siddiqui (1994), Ahluwalia and Ahluwalia (1990), Mittal (1989), and Bhatnagar (1979) showed that employee of govt. managed institutions significantly differ from the employee of privately managed institutions in their perception of organizational climate. Whereas Kaur and Kaur (2015), Roy (2015), Kaur and Kaur (2013), Babu, et al. (1996), Panda (1985), and Amarnath (1980) showed that employee of govt. managed institutions not significantly differ from the employee of privately managed institutions in their perception of organizational climate. In case of locale variation significant difference exists in the studies of Khurana (2013) and Patel (1994). Other side Roy (2015), and Mittal (1989) found that no significant difference were their between urban and rural in their perception of organizational climate.

From this appraisal of previous researches on organizational climate does not confirmed whether gender, type of management, and locale play specific role in determining the perception of organizational climate as few found significant differences and others found not significance difference between the sub groups of each categorical variable. So in case of teacher education institutions findings out of
the conditions of the perception organizational climate with respect to above mentioned categorical variables may be taken under consideration of this present study.

On similar note, Al-Salameh (2012), Saeed and Muneer (2012), Kumar, et al. (2008), Bishay (1996), and Akhilesh and Mathew (1991) found that significant difference exist between male and female respondents in their motivation to work. Other side Bose (2015), Mohan and Mohana (2014), Gupta (2013), Recepoglu (2013), Yemisi (2013), Gehlawat (2013), Khan (2001), and Mittal (1989) showed that no significant difference exist on motivation to work in gender variation. The studies of Gupta and Gehlawat (2013), and Mittal (1989) reveled that significant difference exist in type of management variation of motivation to work. Whereas Mohan and Mohana (2014) and Balasubramanian and Meenakshisundram (2001) proved that no significance difference exists on motivation to work between govt. and self-financed managed institutions by their research studies. Locale variation wise there was no significant difference exists on motivation to work found by Mohan and Mohana (2014), Akuoko (2012), Dwumah (2012), Baba (2012), Balasubramanian and Meenakshisundram (2001), and Mittal (1989).

Hence, it cannot be confirm from these ambiguous findings that with respect to the levels of gender, type of management, and locale significant or not significant differences existed in their motivation to work.


From this appraisal of previous researches on job satisfaction does not confirmed whether gender, type of management, and locale play specific role in status of job satisfaction as few found significant differences and others found not significant difference between the sub groups of each categorical variable. So in case of teacher education institutions findings out of the status of job satisfaction with respect to
above mentioned categorical variables may be taken under consideration of this present study.

It was further revealed from the reviews that among the past studies conducted to examine the relationship among the major variables. Some studies confirmed that significant and positive correlation existed between the variables of perception of organizational climate and motivation to work. Such studies are of Ladyong (2014), Ghanbari and Eskandani (2014), Gok (2013), Pal and Dasgupta (2012), Darolia, et al. (2010), Neal, et.al. (2000), Mittal (1989) but the studies of Russel (2014), Bhattacharya and Neogi (2006), and Kumar (1986) found negative correlation between this two variables.


Job satisfaction of respondents was reported as significantly and positively correlated with the motivation to work as suggested by the findings of Convey (2014), Gupta and Gehlawat (2013), Gehlawat (2012), Maharajan (2012), Shah et al. (2012), Hadi and Adil (2010), Wagner and French (2010), Ololube (2009), Chen (2007), Sharma et

The reviews collected so far showed that studies have been conducted in the primary level, secondary and higher secondary level of schooling. The tertiary level has also been covered. Researches both at national level as well as international level showed that the one or the two variables has been covered for the study like organizational climate, motivation to work or job satisfaction, but study conducted keeping all the three variables on the same sample (teacher educators) was hardly found. Researchers have been carried out in different sectors like banking, corporate, office, school, colleges and various such organizations. Researches related to teacher education institutions considering these major variables were hardly found.

Hence, it can be considered worthwhile and beneficial for the teachers, teacher educators, policy maker and the society at large to conduct a study examining the status of these variables (Organizational Climate, Job Satisfaction, and Motivation to Work) with respect to the levels of the categorical variables and the relationship among these three major variables.

2.8 Proposed Study

From the critical appraisal of the previous research literatures it can be said that there is ample scope to carry out study on the status of organizational climate, motivation to work and job satisfaction in teacher education institutions with respect to gender, type
of management, and locale. There may have been also another scope to throw a light on the kind of relationship among these major variables. And the same has been considered for the present study keeping in view the cultural perspective of the teacher education institutions in West Bengal.

Thus, a humble attempt was made to find out the status of perception of organizational climate by the teacher educators their motivation to work and job satisfaction with respect to gender, type of management and locale variation and also the relationship among these variables. Diagrammatic representation of proposed study is given below.
Figure 2.8 (a): Proposed Study
In this chapter the literature published in print journals, e-journals, books, e-books, survey report – NCERT, and different unpublished dissertations were reviewed in order to find out the studies that were conducted so far to investigate and reveal about the relationship of organizational climate with motivation to work and job satisfaction. The past studies reviewed in this section enabled to recognize the need to further explore the relationship of aforementioned independent variables with dependent variable to meet the research gaps. The review of the studies further facilitated in identifying the research gap to support the methodology that would be followed for the present study and to be discussed in the following chapter.
Chapter References


Chapter II/Review of Related Literature


Chapter II/Review of Related Literature


Chapter II/Review of Related Literature


Chapter II/Review of Related Literature


Chapter II/Review of Related Literature


**Websites & Webliography**


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