CHAPTER - I

“Teachers have a great mission to ignite of the young”

– Dr. A.P.J. Abdul Kalam
# CHAPTER - I

## INTRODUCTION

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1.1 Introduction

“The only true teacher is he who can immediately come down to the level of the students, and transfer his soul to the students’ soul and see through the students’ eyes and hear through his ears and understand through his mind.”

– Swami Vivekananda

A good teacher is like a candle, it consumes itself to light the way for others. India is marching towards a bright and prosperous future. Education plays the most important role in this aspect. Emile Durkheim first wrote that education is the institution through which values are transmitted and internationalized by societal members. The importance of teacher in an education system, in nation building in making of good citizen, in maintaining of cultural heritage is incredible. The quality of teachers largely depends upon their personal insight and the quality of their professional preparation (Duggal, 2005, p. 3). The Indian Education Commission (1964-66) has rightly remarked in the opening sentence of the report that the destiny of Indian is now being shaped in her class room. The statement state that “no people can be raised above the level of its teachers” is an all-time truth.

Since long time back existence of the inherited, outdated and cumbersome educational structures, values, ideologies and attitudes were part of the curriculum, pedagogy and assessment. The desire of government to implement reforms in national life is always driven by the will of political parties. Changes or reformation in economic system as well as in education system is not an easy task for a multilingual and multi-cultural country like India.
With the new realities of the global world, our nation with limited resources always addresses the basic issues associated with the educational system, like provisions of education to all children, resource and infrastructural facilities, well balance national curriculum at all stages, prevention of wastages, retention of children in educational process, and above all levels quality education for masses. The process of globalization, promises of equality, social justice and egalitarian society, but in reality the process brought such changes that led to inequalities, crises, tensions and conflicts. However, scientific and technological developments, commitment to education, end of the era of colonization and global expansion for equality of opportunity have brought socio, cultural and economic changes in every country. In spite of this, the life of people is not full of peace or out of tension. Delors Commission (1996) report stated, in the title “Learning: The Treasure within”, seven tensions in the shape of education like; tensions between global and local; universal and individual, tradition and modernity; long term and short term conditions; competitions and equality of opportunities; expanding knowledge and capacities to assimilate emergence of perpetual tension of spiritual and material pursuits. The major areas of crises confronted by the nations are crisis of ideology of progress, crisis of long term and short term considerations and crisis of morality. An alarming magnitude of these tensions and crises are emerging in the education system which is to be addressed to.

Who would respond to these tensions and crises? Definitely the answer is education system. Efforts are on full swing to make education responsive to the needs of the changing times. It can only be done through education of teachers. The major portion of responsibility is on teachers. But education of teachers is always steps behind in meeting the emerging expectations of the learners and the society. Teacher education
systems should respond to clean signals of change and transformation (Klein, 2015, p. 16).

The standards of education in India in some areas were not up to the mark as compared to the developed countries. The pre-independence period and post-independence period (up to the end of last century) did not differ much in terms of quality of education despite the fact that the government initiatives to improve the situation were at full swing. For quality improvement in the field of education it was always strived for meaningful programme and the components of quality education has already been identified by the government and the nation. Since old days, the system of teacher preparation was not satisfactory in India on several aspects though efforts have been made to upgrade the standard of teacher education and enhance the quality of stake holders in teacher training intuitions in India. The Secondary Education Commission (1964-66) and Policy Perspectives in Teacher Education stated that for the prosperity, welfare, security of people and for the qualitative improvement of education, a sound programme is essential for professional preparation of teachers.

‘Teacher Education’ means professional preparation of teachers. It is not merely training of teachers, but it is the acquisition of that type of knowledge, skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It strives for reshaping the attitude, motivation level and personality of teachers. Across the globe, teachers are always facing challenges to bring changes in their academic and professional world for the betterment of their society and nation as a whole. Subsequently teacher education programme has to cope
up to the changing as well as professional world of the teachers. India cannot be the exception in this regards.

First of all, our teacher education programmes have to undergo revolutionary changes because they are solely responsible for the mental makeup of all future educators. Teacher education must be imparted keeping in mind the social, physical, psychological, economical, political, technological and spiritual changes occurring in our society or world at large. Coupled with this; physical facilities, scientifically designed and child oriented curriculum, latest equipment, latest teaching-learning strategies, comprehensive and continuous evaluation system, effective leadership and management will equip us to achieve the desired results in the arena of education (Fry, Ketteridge & Marshall, 2014). It is also a known fact that the improved quality of education will have a direct and positive effect on the organizational climate.

Teacher educators are not mere teachers but are charged with the responsibility of providing professional education to teachers. They need to have not only a clear understanding of the distinctness in the knowledge based on teacher education but also the competence to reach it in appropriate forms to their students.

1.2 Teacher Education in India

The system of education in India has a long history and goes back to ancient India whereas the formal training of teachers is of recent origin. Training Institutions started coming up in the 19th century; mostly established by private organizations. It was later that the government established a few normal schools for training of primary schools teachers. Since independence, the growth of teacher education has been phenomenal. The introduction of centrally sponsored scheme of strengthening of teacher education
in late 80’s has had significant impact on teacher education throughout the country. With the establishment of Institute of Advanced Study in Education (IASE) and District Institute of Education and Training (DIET), the pre-service and in-service educations of teachers have been integrated (Miyan, 2004).

Development of Teacher Education is a success story. From the D-Day, several institutions worked vibrantly and produced good teachers for schools. A large number of dedicated teacher educators persevered with integrity, vigour and commitment imaginatively to produce equally devoted, competent and skilled teachers for schools of all levels and types. It has been fortunate in getting valuable support from governments, universities and schools. The quantitative growth of Teacher Education has been phenomenal, meeting well the increasing needs and demands. Qualitative changes have evolved slowly, imperceptibly but continuously (Chaurasia, 2000).

Beginning with elementary teacher training by the Calcutta School Society in 1819, the first Government Training College in Madras in 1856, there were 2 training colleges and 106 normal schools in the whole country in 1882 and 6 training colleges, 50 secondary and 54 primary schools in 1907. With the recommendations of the Sadler Commission in 1917-19, when Certificate in Training was made compulsory requirement for teaching jobs, several universities started Departments of Education. The first Nursery Teacher Training Institutions was started in Madras in 1936. With these efforts for 128 years, in 1947, we had a Montessori training institutions, 612 normal schools, a few Basic Training Colleges and 25 secondary training colleges and about 10 university Departments of Education. This is all that constituted Teacher Education in 1947 (Miyan, 2004). Since then in only 50 years we today have a large
number of organizations and institutions, constituting a monolithic teacher education (Annual Report of NCTE, 2004-05).

The country has always given importance to teacher education. The Parliament of India has created the statutory body, National Council for Teacher Education (NCTE) in 1995, strongly empowering it with the authority control of programmes and institutions preparing teachers at different levels. In India as per Programme of Action (PoA, 1986) there were more than 1200 institutions for teacher education at primary level and more than 360 institutions for secondary level in India. There are about 1300 teacher education institutions for elementary education and more than 700 colleges of education/university departments preparing teachers for secondary and higher secondary schools as per National Council for Teacher Education (NCTE, 1998). As per NCTE (2007) list of recognized secondary teacher education institutions there are 3429 secondary teacher training institutions in India, in 2014 number of institutions increased to 12052 as per list of recognized institutions in NCTE. It is amazing to notice that from 1998 to 2007 (19 years) the growth of rate of secondary teacher training institutions was about 400 and from 2007 to 2015 (8 years) the growth of rate of secondary teacher training institutions was increased up to more than 350 in India (Annual Report of NCTE, 2014-15). It shows the quantitative expansion of secondary teacher education institutions in the country. But it is quite difficult to say about the qualitative development of the teacher education institutions which attracts the researcher to undertake a study on the teacher education and teacher educators and also to working on the quality of teacher education, in terms of attitude, occupational stress and professional commitment of teachers working in the teacher education system.
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During last 10 years there has been a significant development in the teacher education scenario with many governments and self-financed run institutions coming up both in urban and rural areas. Of these it was observed by the researcher that there are some teacher education institutions those are providing good salary packages whereas some are displaying a sorry state. Similarly, some institutes have a pleasant working environment while the others have poor working environment. So it is one of the concerns to study the attitude towards teaching profession in relation to occupational stress and professional commitment of teacher educators working in different set ups.

Teacher education has developed both into a discipline and a profession with short or long education periods and core and specialized curricula. The organizations are equipped with varying quality of infrastructure, buildings, campuses, laboratories, libraries etc. some are very rich, some tolerable and some just workable. The mode of transaction is varied. The mainstream is a face-to-face teaching organization, but we have had a proliferation of Correspondence Courses which have now been promoted to Distance Education (DE). Open Universities like IGNOU offer courses through distance education mode both at secondary and elementary levels (Miyan, 2004). Teacher education today covers preparation of teachers not only for the general school education pre-primary, elementary, secondary in all school subjects but also for special children and for arts, music and physical education. Indian teacher education has a good image abroad. Many of its students have earned excellent reputation in many developed and developing countries where they have made valuable contribution to their schools.
1.2.1 Pandit Madan Mohan Malviya National Mission for Teachers Training

An umbrella scheme to create synergies among the various ongoing initiatives on Teachers and Teaching was launched. The Scheme addressed all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, developing a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching. The scheme also addressed the need to induct qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. Reform in the Teacher Education sector through suitable regulatory changes, to improve quality standard has been initiated. Twelve teacher education courses have been revised and the curriculum upgraded and three new programmes have been approved and notified (4 years B.A./B.Sc. B.Ed., 3 years B.Ed.-M.Ed. and part time B.Ed. in vacations). Teacher Education Institutions are now required to obtain accreditation within a period of five years from NCTE recognized accreditation agencies (including NAAC) (Annual Report of MHRD, 2014-15. P. 7. www.mhrd.gov.in).

1.2.2 Pattern of Teacher Education in India

Students can opt to become teachers with B.Ed. after Graduate or Master Degree which they can acquire through regular courses or through distance learning programmes. For admission, it is mandatory that they fulfill the 10+2+3 requirements. The students can after B.Ed. or D.Ed. with graduation opt to do M.Ed. programme. These courses are of 2 years duration and conducted by different governments or self-financed organizations under different universities. However, they can after 10+2 years of schooling opt to do a primary teacher education programme which will give them a diploma in teaching. This course is of 2 years duration. This is conducted by
DIET and self-financing institutes of education. The diploma is awarded by the respective state governments. In teacher education stakeholders are – (i) Teacher Trainees (who aspire to be teachers), (ii) Teacher Educators (who are motivated, interested in student development and thorough professionals), (iii) Provider (college of education, organization/institutions and universities), (iv) Society (community at large – local, national and global), (v) Funders (students, universities, other philanthropists, industries, schools and colleges), (vi) Employees (schools, colleges, industries, district and local govt.) and (vii) Awarding Bodies (Universities, NCTE which Grant Recognition and NAAC which Accredits and Assesses the output).

(NCTE Regulation Notification, November, 2014).

1.2.3 Teacher Education in West Bengal

Presently, West Bengal is having a large system of teacher education with 327 Elementary level Teacher Education Institutions (D.El.Ed.), 325 Secondary level Teacher Education Institutions (B.Ed.), 19 for B.P.Ed., 7 for M.P.Ed., and 11 institutions for M.Ed. Among the 325 secondary level institutions, governments are 8, governments aided are 31, universities departments are 8, self-financed are 278 in number. Recently one university, exclusively for teacher education (The West Bengal University of Teachers’ Training, Education Planning and Administration) was established in 2015. It is to mention that more than 3000 teacher educators are working in the preparation of school teachers and college teachers (190th NCTE-ERC meeting held on 31st May, 2015 report). The NCERT organizes various professional development programmes for teacher educators in areas like students teaching, micro-teaching, research and evaluation activities, up gradation of teacher education curricula and so on (NCERT-1981, Educational Review, P. 4). The UGC also
implements various teacher education programmes and offers financial support for conducting seminars, workshops and research projects for teacher educators. Despite all these efforts, there has not been any substantial improvement in this field. There is clear and categorical recognition that the teacher educators have to play significant role in preparing prospective school teachers for developing the professional competencies and commitments through their high degree of accountability and academic accomplishment (MHRD - UGC Report-2001).

1.3 Organizational Climate

The term “Organizational Climate” can be used in either a technical or a colloquial sense. As a technical term, it is defined as a set of measurable properties of the work environment, based on the collective perception of the people who live and work in the environment and demonstrated to influence their motivation and behavior. As an everyday term, it describes the way it feels to work in an organization. People use “climate” as a catchall phrase to describe the overall “tone” or “work atmosphere” of an organization. Simply stated, climate is people’s perceptions of the environment in which they work (Fread, 2000).

The term organizational climate has two terms viz. ‘Organization’ and ‘Climate’. According to the Oxford Dictionary Hornby (1982), the term organization refers to the prevailing condition. The term climate means those characteristics that distinguish an organization from other organizations and influence the behavior of employees in the organization. The term climate is regarded as a synonym of setting atmosphere, environment, culture or feeling. It is the resultant accumulated effect of the ways in which the head of the institution interacts with teacher educators and teacher educators interact with each other and with the head of the institution. This
interaction takes place within an organizational framework of the training institutions.

Thus, the organizational climate refers to a complex network of social relations and regular interaction among different individuals as well as groups creating a condition in which the behavior of all peoples in the training institutions becomes interdependent. It is resultant accumulated effect of the ways in which the heads interact with teacher educators and the teachers educators interact with themselves and with the head. The interaction takes place within the sociological framework of the training institutions. Thus, the organizational climate shows of a work group and its whole social system. When the workers find a suitable climate, they work hard, as it gives them a sense of personal worth (Khan, 1995).

The concept of school or institutional organizational climate was first discussed by Andrew Halpin in a meeting held on the campus of Ohio State University in 1954. According to Franklin (1975) the term organizational climate was first used by Cornell in 1955.

Irrespective of the controversy over its origin the term was little known sometimes after World War-II after the exploration of Halpin in 1959; then the term gained momentum and only better known after the research work of Halpin and Croft (1963). Argyris (1958) conceived the concept of organizational climate which embraces the personalities of principal and teacher educators interacting within the sociological and psychological framework of an organization like teacher education institutions. The climate may be pictured as a personality sketch of teacher education institutions. The personality describes an individual and climate describes the essence of an institution.
Morale is a part of one's personality and is only one facet of organizational climate. So ‘morale’ can be defined in terms of specific human needs and individual perception in a particular environmental condition for the satisfaction of their own needs. Personality is a complex phenomenon and may be changed, but is relatively stable for a period of time. As the organizational climate being composed of the interaction of diverse individual personalities, is indeed a broad multifaceted idea. Although, there are inevitable variations in the personalities and behaviours of the people in any teacher education institutions, this complex network of social relations and regularly recurring interactions between different individuals and groups create conditions in which the behaviour of all people in the teacher education institutions can become closely interdependent. Especially, those in formal authority such as the principal and those who emerge as the leading members of informal groups of teachers’ educators and students can have extensive influence on the pattern of behaviour which develops and influences the behavioural norms. Individual personalities and requirements of the job interact to produce a climate that can be significant for both the individuals and the organizations.

Gibb (1960) opined that for the first time when a new observer comes into a group, he first tries to sense the feeling of the group which may be called as an atmosphere or a climate. He also distinguished the climate as supportive climate or defensive climate. In the supportive climate there is an attitude or willingness to share a problem that the group holds in common. So the attitude of willingness comes from the deep levels of the personality of the persons in the group. The supportive climate shares a problem solving attitude feelings of acceptance and sympathy towards other members of a group. But the defensive climates are advice giving, persuasion, consoling defense, controlling or punishing etc. towards other members of the group.
Halpin and Croft (1963) stated that personality is to the individual what organizational climate is to the organization.

Sharma (1971) stated that organizational climate is the interaction that takes place between organizational members to fulfill their prescribed roles while satisfying their individual needs. He also specified that it is resultant or resulting conditions within the school or any other organization of social interaction among the teachers and between the teachers and the principal.

Miskel (1985) said that climate refers to factors such as shared values, social believes and social standards that affects how people behave in organization.

Mohanty (2009) stated that organizational climate is the atmosphere of work place along with the group interaction and leadership characteristics prevalent among teacher and teacher, headmaster and teacher, headmaster and pupils, and teacher and pupils.

Above discussion enumerate that the organizational climate is the product of relationship established between principal and teachers and among the teachers. It also constitutes task achievement dimensions and need-satisfaction dimensions within the organization. Thus, organizational climate plays a significant role in promoting and achieving the Organizational objectives, including academic achievements of the students. By way of its unique interactions with individual characteristics and personalities, a particular organization climate could be stimulating or supportive or neutral or hostile or destructive to the academic performance of students, job satisfaction and motivation to work of teachers in the educational organization.
1.3.1 Types of Organizational Climate

According to several researchers an organization’s climate may be broadly classified as open or closed (Halpin and Croft, 1963; Hoy and Miskel, 1982). Depending upon the characteristics of the teachers as a group and the role of the principal as a leader, Halpin and Croft (1963) have identified six organizational climates which are arranged along a continuum with an open climate at one end and a closed climate at the other. The six climates are termed as –

(i) The Open Climate,
(ii) The Autonomous Climate,
(iii) The Controlled Climate,
(iv) The Familiar Climate,
(v) The Paternal Climate, and
(vi) The Closed Climate.

1.3.2 Components of Organizational Climate

The teacher education organizational climate constitutes the following components:

(i) **Teacher Education Institutions Resources**

No teacher education institution can function in vacuum. It can function only when adequate material equipment is there according to NCTE. The material equipment which is considered as the teacher education institutions resources is to the teacher education institutions as the body to the soul, machinery to the factory, land to the agricultural production and tool to the workman.
The NCTE (2014) emphasizes on the provision of necessary land, provision of teacher education institutions building, reducing the building costs to the minimum level possible and devising suitable machinery which can implement the programme expeditiously and economically.

Keeping in view the new report, all over the country emphasizes a teacher education institutions should have the following resources –

- The institutions shall possess 2500 sq. mts. of exclusive well demarcated land for the 100 students.
- Have a provision of adequate accommodation for the smooth conduct of classes and multipurpose hall with seating capacity of 200 with a Dias, one classroom, and others.
- Have adequate accommodation, laboratory, and library and hostel facility.
- Have adequate sanitary facilities for students and staff, separately for men and woman in respect of all institutions.
- Have adequate drinking water facilities.
- Have playground facilities annexed to the institutions.

(ii) **Inter-Personal Relations among Teacher Educators**

Inter-personal relations in any organization between seniors, subordinates and peer groups constitute very important parts of internal communication system in human transactions. Formal inter-personal relationship between head and staff of an organization is also important for effective coordination and execution of various organizational tasks. Inter-personal communication is the chain of understanding that integrates an organization from top to bottom, from bottom to top and from side to
side and enables the organization to achieve its organizational goals. Inter-personal relations are essential because of interdependence of individuals and group of people in the organization.

According to Peter Drucker (1985) in every human organization there is far too much need for cooperation, coordination and human relations such as good human relations and good manners are taken granted.

Rensis Likert (1967) also emphasizes that “In a good organization, human relations are upwards, downwards and sides way, are based on mutual understanding and respect”. People are friendly with each other but personal relationship is also greatly influenced by pattern of organizational behavior and the organizational environment. Inter-personal relation depends upon good communication, perception, body language, persuasion, use of verbal and non-verbal communications inter-personal behaviour of different individuals.

Above all, the teacher educators are the supreme factor in teacher education as they are vital to the institute. Teacher educators play an important role in shaping and molding the habits, tastes, manners and the characters of student teachers. The inter-personal interactions in institutions are multi-dimensional. It includes the intimacy between teacher educators and principal, teacher educators and students, the concern of the principal for the teacher educators and the students etc.

Halpin (1966) remarked that the organizational climate includes the communication system involving instruction and the feedback between institutional personnel. The local conditions, physical settings and manageable abilities are important to form part of an organizational climate.
(iii) Administrative Style of Principal

Principal is a group leader who knows how to involve people, how to arrange conditions and initiate processes that will bring out the best on each participant. The principal as a group leader is also to direct and stimulate group interaction and in the college administration, principal occupies a unique position. He is the strategic center of a web of instructional relationship viz. teacher-teacher, teacher-student, and teacher-guardian. He must possess a sound philosophy of education, sound academic administrative and accounting knowledge with superior mental ability characterized by sound adjustment, deep intuition, logical reasoning and organizing ability. Society wants that a principal should be a good leader with all the above qualities to be able to inspire those who work under his purview. Being at steering position, he has to prove himself being a head of others in all aspects.

(iv) Receptivity of Students

Above all the students are the backbone of the organization. The achievement of the students is the achievement of the organization. On the other hand, the achievement of student’s teacher depends upon their receptivity ability. So the organizations which admit good students get good result. The teacher educators also plays vital role in teaching learning process to enrich the student with academic and teaching skill knowledge to achieve the goal. The organizational climate of the institution including all the components discussed above puts an impact on the receptivity of the students.

1.3.3 The Dimensions of Organizational Climate

(i) Developing Performance Standards: While performance elements tell employees what they have to do, the standards tell them how well they have to do it.
A performance standard is a management-approved expression of the performance threshold(s), requirement(s), or expectation(s) that must be met to be appraised at a particular level of performance. A fully successful (or equivalent) standard must be established for each critical element and included in the employee performance plan. If other levels of performance are used by the appraisal program, writing standards for those levels and including them in the performance plan is not required by is encouraged so that employees will know what they have to do to meet standards higher than fully successful (Dutta, 2012).

(ii) Communication Flow: Communication that flows to a higher level in an organization is called upward communication. It provides feedback on how well the organization is functioning. The subordinates use upward communication to convey their problems and performances to their superiors. The subordinates also use upward communication to tell how well they have understood the downward communication. It can also be used by the employees to share their views and ideas and to participate in the decision-making process. Upward communication leads to a more committed and loyal workforce in an organization because the employees are given a chance to raise and speak dissatisfaction issues to the higher levels. The head of the institutions get to know about the employees feelings towards their jobs, peers, supervisor and organization in general. Head can thus accordingly take actions for improving things. Grievance Redressed System, Complaint and Suggestion Box, Job Satisfaction surveys etc all help in improving upward communication (Management Study Guide, MSG).

(iii) Reward System: This management discipline is concerned with the formulation and implementation of strategies and policies, the purposes of which are to reward employees fairly, equitably and consistently in accordance with their value
to the organization. It deals with design, implementation and maintenance of reward systems (processes, practices, procedures) that aim to meet the needs of both the organization and its stakeholders (Wikipedia). Considering all approaches of reward (financial or not) as a coherent whole; integration with other HRM strategies Differential reward according to the contribution Fairness, equity, consistency, transparency. The 4Ps of Reward- Pay: Salary, bonus, shares, etc. Praise: Positive feedback, commendation, staff-of-the-year award, etc. Promotion: Status, career elevation, secondment, etc. Punishment: Disciplinary action, withholding pay, or criticism, etc. (Kotelinkov, 2012).

(iv) **Responsibility:** Thus far we have dealt with organizations at their role level, where the task-allocation and the organizational structure range. Responsibilities concern instead agents and arise in relation with task-allocation and structure once there are agents enacting the roles of a given organization. Given a task-allocation allocating a specific subtask to a role, and given that an agent is enacting that role, the agent is then said to be responsible for that task or task-based responsibility. In other words, the allocation of subtasks to roles determines a distribution of what we call task-based responsibilities over the set of agents enacting the roles of the organization (Business Dictionary).

(v) **Conflict Resolution:** Two meta-theoretical traditions mark research on conflict resolution in organizations the rationalist tradition, which portrays organizations as goal-directed collectivities and conflict resolution as a threat to efficiency and performance; and the cultural tradition, which portrays organizations as normative collectivities constituted by ongoing social interaction, interpretive dynamics, and institutional environments, and emphasizes the interplay of law and social inequalities in interpersonal and collective organizational conflict resolution.
Within these traditions, we distinguish between structural and procession styles of research, noting the empirical methods favored in each tradition, research that blurs the boundaries between the traditions, and vanguard scholarship. Finally, we discuss several potential areas of research that could enhance meaningful intellectual exchange between the traditions (Wikipedia).

(vi) **Organizational Structure:** Organizational structure has at least three relevant dimensions which we call power, information and control. These three structures will be analyzed in relation with the basic organizational activities with which they are related: power in relation with the delegation activity, coordination in relation with the knowledge and information issues, and control in relation with the monitoring and recovery issues. That these activities and dimensions are of essential importance to the overall performance of an organization is common thesis in the theory of organizations; delegation is the primordial organizational act, a precarious venture which requires the continuous elaboration of formal mechanisms of coordination and control. Organizations are viewed as explicitly displaying a triple structure constrained on the basis of the interplay between the three notions of power, coordination, and control; task-allocation defines the roles that are played in the organization; the power structure regulates the delegation activity within the organization; the coordination structure explicit how information flows within the organization; finally, the control structure specifies how the performance of the organization is monitored and kept stable (Droege, 2012).

(vii) **Motivational Level:** The majority of organizations are competing to survive in this volatile and fierce market environment. Motivation and performance of the employees are essential tools for the success of any organization in the long run. On the one hand, measuring performance is critical to organization’s management, as it
highlights the evolution and achievement of the organization. On the other hand, there is a positive relationship between employee motivation to work and organizational effectiveness, reflected in numerous studies. In one organization the drivers of employee motivation to high levels of organizational performance. If the empowerment and recognition of employees is increased, their motivation to work will also improve, as well as their accomplishments and the organizational performance (Van Baren, 2012).

(viii) Decision Making Process: Decision making is an essential part of planning. Decision making and problem solving are used in all management functions, although usually they are considered a part of the planning phase. In psychology, decision making is regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities. Every decision making process produces a final choice that may or may not prompt action. In this process first step is identifying problems, second is multiple perspective analysis then short time decisions lastly following up and feedback. In its simplest sense, decision making is the act of choosing between two or more courses of action. In the wider process of problem solving, decision making involves choosing between possible solutions to a problem (Chron, 2015). Decisions can be made through either an intuitive or reasoned process, or a combination of the two.

(ix) Support Systems: Organizational decision support system provides support for multiple decision making processes in an organization. The concept and applications of Decision Support Systems (DSS) help organization to make better teaching institutions’ decisions in order to attain the organizational objectives in an efficient way. Ample evidence indicated that building empowerment is important for
having access to information and resources, thinking critically, being effective, create
effecting change and building confidence (Merriam-Webster, 1980).

(x) **Warmth:** Warmth is governed by social judgments of individuals and groups, and these judgments shape people’s emotions and behaviors. Here describes the causes and consequences of warmth and judgments; how, when and why they determine significant professional and organizational outcomes, such as hiring, employee evaluation, and allocation of tasks and resources (Collins English Dictionary, 2001). Warmth represent the central dimensions of group stereotypes, the majority of which are ambivalent – characterizing groups as warm but incompetent (e.g., older people, working mothers) or competent but cold (e.g. model minorities, female leaders), in turn eliciting ambivalent feelings (i.e., pity and envy, respectively) and actions toward members of those groups. However, through nonverbal behaviors that subtly communicate warmth and competence information, people can manage the impressions they make on colleagues, potential employers, and possible investors.

(xi) **Identity Problems:** People’s identity is rooted in their identifications; in what they are associated themselves with. What a person associates him or herself with is ultimately who that person is, for all identity is ultimately in relationship to something else. An Indian person identifies himself or herself as “Indian”, for example, and that becomes part of that Indian person’s identity. The same person might identify themselves as male/female, a member of a particular religious group, a brother or sister, a child, an employee, etc. Even more personally, they may identify themselves as a loser, as someone who is helpless to influence the course of their lives, or as someone who needs to hate a particular religious group simply because that is what members of their own religious group are “supposed” to do. Though such personal beliefs may have no basis in reality, they often are taken at face value by the people
who hold them. Such people act on their mistake or irrational beliefs and end up creating problems for themselves (Dombeck, 2006).

1.3.4 Factors Influencing Organizational Climate

Certain factors persist in each and every organization which exerts profound effect and plays important role in modulating its existing climate. Lawrence James and Allan Jones (1974) have identified those factors which regularly influence the organizational climate and grouped them into five categories.

i. Organizational Context,

ii. Organizational structure,

iii. Process,

iv. Physical Environment and

v. Value systems and norms.

(i) **Organizational Context:** Management philosophy is the first and foremost influential factor that affects the climate of an organization. If the organization effectively utilizes its both human and non-human resources, then it can be concluded that the climate is good. The management philosophy generally includes the rules, regulation and policies etc. of the organization. But the reactions of the employees and the degree of acceptance of the managerial philosophy are very crucial to the development of sound and favorable organizational climate. If the goals have of the employees perfectly matched to the ideals of organizations in the existing management techniques then the climate of the organization is highly favorable.

(ii) **Organizational Structure:** Structure of the organization represents another variable factor which affects its climate. Structure is a framework that establishes
formal relationship and delineates authority and functional responsibility. The structural arrangement of hierarchy in the management is also considered as an important factor as it affects climatic condition of the organization. The organizational structure may be decentralized as well as centralized. When the management has a strong belief in participative decision-making and high degree of employee input in the total output will promote decentralization which results in sound climate. In contrast, if the management maintains greater degree of consistency in operations regarding decision-making it will be called as centralized structure. Thus, structure influences the organizational activity and its goal and affects the climate of the organizations.

(iii) Process: To run any organization certain processes like communication, decision-making, motivation and leadership are vital and important through which the management carries out its objectives. In all these processes the relationship between superior and subordinate is visible for which he cannot ignore this. Visible interface while managing the organization as a leader of the team. In the leader follower relationship in the leadership process; a leader has to be aware of the possible influence of his actions on the climate and if his style miss-matches to the situation it might abrupt any hope of attaining organizational objectives. Thus, it affects the climate of an organization.

(iv) Physical Environment: The physical environment of an organization relates to its external conditions, size and location of the building in which employee works, size of the city communication facility etc. which affect the organizational climate if an employee performs his job in a relatively clean, quiet and safe environment it will undoubtedly have a favorite perception of his own organizational climate which reflects in his work. Similarly, the office decor, size, shape, cleanliness, seat
arrangement, noise etc. are the important factors to be considered and borne in mind as all these are considered instrumental in influencing the climate of the organization. High level of noise brings frustration, nervousness, aggression and will have a negative effect upon organizational climate. Loud and intermittent noise converts an organization into a market place. So it is evident from the discussion that physical environment has tremendous effect on the organizational climate.

(v) **Value Systems and Norms:** Every organization has both formal and informal value system. The formal value system is communicated to employees through rules, regulations and policies. In this system certain kinds of behaviors are encouraged and rewarded; on the other hand certain behavior also requires formal sanctions. The organization having this type of climate is known as formal organization. It is totally goal oriented and has a definite structure. It is very difficult to ascertain the value system of informal organizations. In this system the employees acts according to certain pre-existing norms. The informal organization can be viewed as a shadow organization. It arises naturally from the interaction of people. It refers to unofficial and unauthorized relationships that inevitably occur between individuals and groups. The interactions that occur informally are not prescribed by the formal structure nor can they be completely controlled by the formal structure (Katz, 1974). Informal values are by product of human nature and are affected by the formal structure. The informal organization presents many opportunities for motivating employees, resolving conflicts and creating worker satisfaction.

However, both formal and normal group are very powerful in exerting influence on climate of an organization. For instance, the organization that treats employees with respect to understanding will have certainly a different climate than one which is very cold and impersonal.
1.4 Motivation to Work

The strength of an educational system largely depends upon the quality of its teachers. It is a teacher who helps to transform an individual into a person of imagination, wisdom, human love and enlightenment, and institutions into lampposts of posterity, and the country into a learning society. The National Policy on Education (1986) has rightly remarked “the status of the teacher reflects the socio-cultural ethos of a society; it is in this context that today a teacher occupies a unique and significant place in any society”. Motivation to work is a set of energetic forces that originate within as well as beyond an individual’s being. It is a psychological process resulting from the reciprocal interaction between the individual and the environment that affects a person’s choices, effort, and persistence. Work is of special concern to the study of motivation. From a psychological point of view, work is an important source of identity, self-esteem and self-actualization. It provides a sense of fulfillment for an employee by clarifying one’s value to the society. It is important for organizations to understand and to structure the work environment to encourage productive behaviors and discourage those that are unproductive given work motivation’s role in influencing workplace behavior and performance. There is general consensus that motivation involves three psychological processes: arousal, direction, and intensity. Motivation to work is an action that stimulates an individual to take a course of action, which will result in attainment of some goal or satisfaction of certain psychological needs of the individual himself. People can motivate themselves by seeking, finding and carrying out work, which satisfies their needs or at least leads them to expect that their goals will be achieved (Herzberg, 2008).
1.4.1 Concept of Motivation

Motivation is usually an internal state that arouses, directs, maintains and controls behavior. The word ‘motivation’ has been derived from the Latin word ‘moveer’, which means ‘to move’. So it can be said that it is the process of movement (Srivastava, 2008). Motivation is something that gets us going, keeps us working, and helps us complete task. It is a theoretical construct used to explain behavior. Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. The study of motivation however is not restricted to the process of evoking behaviour; it includes an analysis of the conditions which sustain activity and which regulate and direct its patterning. Motivation is what causes us to act, which involves the biological, emotional, social and cognitive forces that activate behavior. It represents the reasons for people’s actions, desires and needs. It involves goal that provides impetus for and to action. Motivation requires both physical and mental activity. Mental activity includes planning, rehearsing, organizing, monitoring, making decision, solving problems etc. In case of the teaching-learning process motivation is very important for both the teacher and learner (Tomporowski, P.D., Mc Cullick, B.A., & Pesce, C. 2015, p. 46).

1.4.2 Definition of Motivation

“Motivation is a process governing choices made by persons or lower organisms among alternative forms of voluntary activity”. - Vroom (1964)

“Motivation is a process which begins with a physiological or psychological need or deficiency which triggers behavior or drive that is aimed at a goal or incentive”. - Fred, Luthans (2000)
“Motivation incorporates those psychological processes that create the arousal, direction and persistence of voluntary actions that are goal oriented”.

- Kreitner & Kinicki (2004)

“The term motivation refers to factors that activate, direct and sustain goal directed behavior... motives are the ‘why’ of behavior – the needs or wants that drive behavior and explain what we do. We don’t actually observe a motive; rather, we infer that one exists based on the behavior we observe”.

- Nevid (2013)

1.4.3 Components of Motivation

Anyone who has ever had a goal probably immediately realizes that simply having the desire to accomplish something is not enough. Achieving such a goal requires that ability to persist through obstacles and endurance to keep going in spite of difficulties. According to Sarvesh (2012) there are three major components to motivation –

i) **Activation:** Activation involves the decision to initiate behavior, such as enrolling in a psychology class.

ii) **Persistence:** Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy and resources.

iii) **Intensity:** Intensity can be seen in the concentration that goes into pursuing a goal. For example- one student might complete by without much effort, while another student will study regularly, participate in discussions and take advantage of opportunities outside of class.
1.4.4 Concept of Motivation to Work

According to Good, C.V. (1935), in Dictionary of Education, Motivation can be defined as: “Broadly considered, the process of arousing sustaining and regulating activity, a concept limited to some aspect such as the energetic behavior”. Work can be defined as: “Group of tasks requiring performance for one’s livelihood”.

Teachers play a very important role in the learning process. So the teaching motivation of the teacher directly affects the students. If the teacher is not motivated towards the teaching he/she cannot be able to motivate the student towards learning. Motivation helps the teacher to teach the student effectively as per their needs. Teachers are power tools for improving quality of education through effective classroom practices in the secondary school (Davidson, 2007). Work has become a highly complex phenomenon in the present state of technological development. Work may be a task, a duty or an accomplishment. It may be mental, physical or both. Its end product is often evaluated differently by different people. In other words, work takes on different shades of meaning and most important is the intrinsic meaning that it has for the individual performer and for the group with whom he identifies himself.

Men work for various reasons. To produce, to create, to earn money are some of the reasons that make the individuals to work. Regardless of its meaning work cannot be considered apart from the individual’s motivation that performs it. Motivation to work is a human state where competence to work and ‘will to work’ fuse together. According to Hellriegel, Slocum and Woodman (2001) motivation represents the forces acting or within a person that cause the person to behave in a specific, goal-directed manner. Because the work motives of employees affect their productivity; one of management’s jobs is to channel employee motivation effectively towards achieving organizational goals. By executing the correct motivational action, an
organization can essentially operate smoothly and efficiently. In other words, motivation is the key to success in any organization. However, a mistaken use of motivation in an organization can lead to a much different outcome. Motivation to work is a human state where competence to work and will to work fuse together. In the absence of one the other does not produce results. It is the ultimate test of effectiveness of almost every organization because it is directly related to the results achieved. According to Pinder (2008), “Work motivation is a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior and to determine its behavior, and to determine its form, direction, intensity, and duration”. Work motivation is a process used to encourage and inspire workers to perform their jobs thoroughly and well. It can also be defined as the willingness to exert high levels of efforts towards the organizational goals conditioned by the ability to satisfy some individual need (Jennifer Vanbaren, 2010).

Every employer wishes to hire positively motivated people who want to work and will continue to try hard throughout the total period of employment motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistence), towards a particular goal (direction). Even when people have clear work objectives, the right skills and supportive work environment, they must have sufficient motivation to achieve work objectives. Because the work motives of employees affect their productivity, one of management’s jobs is to channelize employee’s motivation effectively towards achieving organizational goals. In other words, motivation is the key to success in any organization. By executing the correct motivational action, an organization can essentially operate smoothly and efficiently. However, a mistaken use of motivation in an organization can lead to a much different outcome (Gehlwat, 2012).
Therefore, it is important for organizations to understand and to structure the work environment to encourage productive behaviors and discourage those that are unproductive, given work motivation’s role in influencing workplace behavior and performance. There is general consensus that motivation involves three psychological processes: arousal, direction and intensity. Arousal initiates action which is fueled by a person’s need and desire. Direction refers to the path the employees take to reach the goals and intensity is based upon the importance of the goal. These psychological processes result in the following. First it serves to direct attention focusing on a particular issue, second it results in persistence, third it produces patterns of behavior to reach a particular goal (Daniel’s, 2003).
Chapter I/Introduction

Fig.1.4 (a): The Motivation Process

Motivation in simple terms may be understood as the set of forces that cause people to behave in certain ways. The process of motivation begins with the individual’s need which induces a human being to expand energy in the pursuit of the goals. In this manner, human energy is directed towards the realization of the goals (Fig. 1.4 a). The realization of goals produces satisfaction and relieves tension. This re-energizes the individual and leads him to formulate new goals. The new goals lead to new desires and wishes and the process continues. If the desired goal is not realized, an individual becomes dissatisfied. This causes tension but it can also re-energize an individual. In the latter case, goals are strengthened and the individual tries to realize the goal. If the goal is not realized, there are two possibilities: one is that the goal displacement occurs, which leads to formation of alternative goals and the second is that the entirely new goals are formulated. Thus, motive determines the behavior and behavior leads to the realization of goals (Sharma, 2009).

There are 3 types of forces which generally influence one person’s motivation to work: they are (i) forces operating within an individual, (ii) forces operating within the organization (iii) forces operating in the environment which have also been shown in the figure (ii). The forces operating within an individual are one of the major determinants of motivation to work. The human needs are both numerous and complex. Some of these needs cannot be described and identified because people hide their real needs under the cover of socially accepted behavior (Rao, 2009).
Motivation to work has emerged as one of the important organizational behavior that affects performance at work. During past two decades extensive empirical research has been done to understand the implications of motivation at work place. The interest in work motivation among the psychologists and other behavioral scientists who study organizations has escalated dramatically as well (Katzell and Thompson, 1990). There are obvious reasons for it; firstly the dwindling productivity of organizations, secondly demographic changes seem to have accentuated the need for innovative approaches to developing and detaining valuable human resources. As a matter of fact work motivation may be viewed as a broad construct pertaining to the conditions and processes that account for the arousal, direction, magnitude, and maintenance of effort in a person’s job. The psycho-socio-economic incentives drive man to work; while socio-economic stratification is the main determining force. Teachers’ motivation to work may be thought of as both motives driving the teachers to involve in their expected roles in the colleges. For the purpose of present investigation teachers’ motivation to work would be ascertained through the scores on teachers’ motivation to work (Rao, 2009).
Motivation to work also helps the employer in understanding the behavior of a teacher educator. It interacts with and acts in conjunction with other mediating processes and the environment but it cannot be seen. It is hypothetical construct which helps in explaining the behavior though it cannot be equated with behavior. Certainly individuals differ in their basic motivational drive. It has also been established that teacher’s motivation changes from one occasion to another. In an organization, when a teacher doing a good job or production is increased by him, he must be regarded with respect to his needs. The individual may be motivated by more than one need at a time, and unless we recognize the part played by each one we cannot properly understand his behavior (Miner, 2007). So, in a workplace the manager or supervisor has to know the needs or drives of individual and motivate him according to it. Educational organizations like schools, colleges, universities and teacher training institutions need highly motivated teachers so as to attain their goals and produce good citizens. It is one of the several factors that go into a teacher’s performance. It includes the factors that cause, channelize and sustain the behavior of teachers in a particular committed direction. The researchers assume that motivation among teachers is in short supply and in need of periodic replenishment. Thus, if it is known that what drives the teacher, it will help in understanding their work behavior. Their efficiency in working will lead to the progress of school which in turn will enhance their commitment to college and job satisfaction. To summarize, motivation acts as a powerful tool in educational institutions which may lead to increased efficiency of teachers. There may be several reasons which motivate the teachers to do their work efficiently. There are many incentives like money which can also serve as motivators. For instance, Srivastava and Krishna (1994) indicated that the ‘need for achievement’ and ‘self-control’ were the most dominant motivating forces for male as well as
female teachers whereas the ‘monetary gain’ was the least effective motivator for them. Similarly, Patel and Rao (2005) examined the determinants of teachers’ work motivation and found that among these factors individual ability of teachers, concern of head of school for administrative efficiency, internal school environment and supportive classroom environment were correlated with teacher motivation and their performance. Similarly, opportunity for reward and recognition were found to have higher positive correlation with teacher motivation to work whereas the current compensation package for teachers was found to be negatively correlated with the motivation of the teachers. Competence of teachers and their motivation is crucial for improving the quality.

Teaching is an important area which influence the younger students during their early formative years and therefore the question of the teacher educators’ motivation to work shall be receiving due importance. Thus, the motivation of teacher educators for improving their performance and in turn improving the quality and performance of teacher training college system has been recognized in our country and has been receiving serious attention. Also, several measures have been taken to improve the status and conditions of teacher educators to achieve improvements in the institutional system. In this context, a consensus is emerging about understanding the motivational factors, mechanisms and processes which influence teacher educator’s motivation to work and their best performance. Such understanding can lead to identification of monetary and non-monetary inputs having significant influence on motivation and performance of teachers and when carefully managed and implemented could lead to visible improvement in the quality and performance of teacher training institutions and their outputs.
1.5 Job Satisfaction

Job satisfaction of teacher is important for any educational institution, Job satisfaction refers to the perceived feelings of an employee towards his job. It is psychological feelings and has both rational and emotional elements. Job satisfaction being global is affected by a large array of variables such as salary, promotion, primary and secondary needs opportunities for advancement, congenial working conditions, competent and fear supervision and degree and participation and goal setting and perception, pivot variables in any organization is the job satisfaction. A large number of factors determine this satisfaction and it’s affect by the totality of the situation. Teacher’s as a nation builder’s contribute much to the nation’s development (Epstein, 2010, p. 35). Hence it is obligatory the teacher’s must have highest satisfaction to work in the organization.

The teacher educator is the heart of every teacher educational institutions and the success of educational goal depends largely on the quality of its teacher educators. Effective teaching requires a feeling of satisfaction and positive identification with the institutions. If the facilities provided by an institution is up to the expectation of the teacher educators and the teacher educators are free to perform there then satisfaction level is automatically obtained. But its duties are imposed forcefully and facilities are either not provided or not up to the mark then satisfaction level is not achieved.

Perceived feelings of teacher educators is a work satisfaction of a person, it exists when the perceived benefits of the work exceed the perceived costs by a margin deemed by the worker to be adequate under the circumstances. It is how ever not a static state and is subject to influence and modification from the forces within and outside of the immediate work environment (Arnett, 2008).
1.5.1 Concept of Job Satisfaction

Job satisfaction could be said that the feeling of joy and pleasure that a person has at work he is engaged is known as his job satisfaction. What does he feel about the work he does, decides it. It is linked with his set of mind. It seems to be his personal concern. This is not all. This could also be linked with the monetary rewards or the wages that he gets. As a whole all that, is there at his work place determines it what inspires him, gives him a sort of thrill to be his best at the job is a source of his job satisfaction. What keeps him out of place at the job, works against the job satisfaction that he could have. Job satisfaction serves him as his motivation to do the work. This influences his effectiveness at work. In this context, Chopra (1986) writes as: ‘A basic tenet of personal work has long been that a satisfied employee, with a high morale is likely to get along better with other employees, will be more accepting of managements directives, will be more committed to achieving organizational goals and in general will be more productive this persists despite rather limited supportive research’.

The study of job satisfaction has its origin in the later part of the second decade of the twentieth century. It can perhaps be said to have begun with the famous Haio Thome studies conducted by Elton Mayo and his Harvard Colleagues in the Western Electric Company, Chicago in 1920 (Davis, 1977, 58). Job satisfaction implies the attitude of a person towards his job and profession. It expresses the amount of congruence between one’s expectation of the job and the rewards that the job provides. Since job satisfaction involves expectations compared with rewards, it is related to equity and the psychological contract. The term job satisfaction is very often confused with other kinds of terms like attitudes and morale. Similarly, job satisfaction is not the same as
moral, although it may contribute to moral. Moral is a group feeling and job satisfaction is an individual feelings. Moral is generated by the group and it is a byproduct of the group. Job satisfaction is indeed a complex, cumbersome and many sided concept. It is a general attitude which is the result of many specific attitudes in three areas, namely specific job factors, individual characteristics and group relationship outside the job. Davis (1977) observes that “job satisfaction is the favorableness or un favorableness with which employees views their work. It results when there is a fit between job characteristics and the wants of employees. It expresses the amount of congruence’s between one's expectations of the job and the rewards that the job provides”. From the above definitions it can be concluded that job satisfaction is governed, to a large extent, by perceptions and expectations. Men work to satisfy their needs and they aspire and expect their work life to fulfill these needs. For perfect job satisfaction there should exists a one to one relationship between the perception of how well the job life fulfils the various needs and expectations or aspirations of the individual and the extent to which these needs are actually fulfilled (Rao, 2003, p. 30). Any discrepancy between aspirations and perceptions account for dissatisfaction. Thus, the perceived or imagined judgment of how well the job life is satisfying the various needs, accounts for the degree of job satisfaction and dissatisfaction.

Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with such specific factors or wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment by employer, and other similar factors. However, other aspects such as employee’s age, health,
temperament, and level of aspiration should be considered. Again, his family relationships, social status and activities in organizations, like labour, political or social, contribute ultimately to job satisfaction. Job satisfaction or dissatisfaction is the result of various attitudes the person holds towards his job, towards related factors and towards life in general (Ramatulasamma, 2003, p. 10).

1.5.2 Definition of Job Satisfaction

Smith (1955) suggested that “job satisfaction is the employee’s judgment of how well his job on the whole is satisfying his various needs”.

Graham (1982) “job satisfaction is the measurement of one’s total feelings and attitudes towards one’s job”.

Dawis and Lofquist (1984) defined satisfaction as “an individual’s positive affective evaluation of the target environment; result of an individual’s requirements being fulfilled by the target environment; a pleasant affective state; the individual’s appraisal of the extent to which his or her requirements are fulfilled by the environment”.

Schul (1997) defined job satisfaction as “the psychological disposition of people towards their work – and this involves a collection of numerous attitudes or feelings.”

Weiss (2002) has argued that job satisfaction is an attitude, but point out the researcher should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behavior.

Hogan and Holland (2003) states that job satisfaction is a feeling which is a function of the perceived relationship between all that one wants from his job and all that one
perceives as offering or entailing. The emphasis here is on all that one wants, whether it is important for self-definition or not.

1.5.3 Factors of Job Satisfaction

For keeping the right man on the right job, counselors must be alert to factors responsible for job satisfaction in working out predictable job choices with their pupils. Comparison studies show that a larger percentage of men than women are dissatisfied; that there is more dissatisfaction in large companies than in small companies; that skilled workers are more satisfied than semi-skilled workers; that a larger percentage of professional than managerial workers and a larger percentage of managerial than commercial workers are satisfied; that workers who had received school guidance shared greater job satisfaction than those unguided, and that those, whose jobs are related to a vocational interest pattern, are more satisfied than other whose jobs are in the field other than that of their interest. Every person is interested, at least to some degree, in monetary returns. He must earn enough to maintain himself and usually a family, even if he is willing to accept a low standard of living. Many people are willing to engage in any work that is not actually frustrating; they do not seek intrinsic satisfaction. If a job is tolerable, their primary concern is with the salary or wages and the general conditions under which they work. With respect to the conditions of work, most people can probably adjust to a rather wide range on the other hand for many; environment is important and may lead to either satisfaction or frustration. They compromise by accepting lower returns in order to work in a satisfactory environment.

According to different researches, job satisfaction is a summation of employee’s feeling in five important areas two or these areas encompass factors directly
connected with the job but which are presumed to have a bearing on job satisfaction. These areas with their related aspects are as follows:

(i) **Intrinsic factors:** job concrete includes like excursions, working conditions, place of posting etc. and job abstract include likes, cooperation, democratic functioning etc.

(ii) **Extrinsic factors:** psycho-social such as intelligence social circle etc. – economic such as quality of life, nation’s economy and national growth such as quality of nation’s economy.

Studies have emphasized nature of job satisfaction but it is not entirely a matter of individual judgment. The degree of job satisfaction is dependent upon a variety of factors which may be categorized into personal factors inherent in the job and the factors controlled by the management.

(i) Personal factors, (ii) Factors inherent in the job, (iii) Types of work, (iv) Skills required, (v) Occupational status, (vi) Geography, and (vii) Size of the institution.

### 1.5.4 Sources of Job satisfaction

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her students. A teacher who is dissatisfied can become irritated quickly and may create awkward situations which can have negative influence on the students’ learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation.

Kim and Loadman (1994) list seven predictors of job satisfaction, namely: interaction with students, interaction with colleagues, professional challenges, and professional
autonomy, working conditions, salary and opportunity for advancement. However, there are also other factors that need to be considered, for example, class sizes, workload of teachers, changes in the school curriculum and labour policies which teachers have little or no control over.

Job satisfaction is governed to a large extent by perception and expectations of workers. Men work to satisfy their needs and they aspire or expect their life to fulfill their needs. For perfect job satisfaction there should exist a one to one relationship between the perceptions of how well the job fulfills the various needs and expectations or perception of how well the job fulfills the various needs and expectation or aspirations of the individual regarding the extent to which these needs should have been fulfilled. Any discrepancy between aspiration and perception accounts for dissatisfaction.

Evans (1998) mentions that factors such as teachers’ low salaries and low status, growing class sizes and changes in the education system have all contributed as causes of what has been interpreted as endemic of dissatisfaction within the profession.

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**Source of Job Satisfaction**

![Figure 1.5 (a): Sources of Job Satisfaction](image)

The sources of job satisfaction may vary from individual to individual. Generally speaking, mentally challenging work that an individual can successfully accomplish is satisfying. Rewards that are equitable and that offer accurate feedback for performance may keep the person glued to job and the organization. Working conditions that encourage goal accomplishment, likewise, are satisfying. Individuals, again, will be satisfied with organizations that have policies and procedures designed to help them attain rewards. According to Rao (2009) the sources of job satisfaction can be categorized into seven sources which have been illustrated in figure 1.5 (a). Firstly, the work itself is the major source of job satisfaction. It involves the extent to which the job offers the individual with interesting tasks, opportunities for learning and the chance to accept responsibility and job content factors such as recognition, responsibility, achievement etc. The amount of financial remuneration that is received often referred to as pay plays an important role in influencing job satisfaction.

1.5.5 Dimensions of Teacher Job Satisfaction

Of many dimensions, the researcher considered the following dimensions for measuring Teacher Job Satisfaction. They are:

(i) **Professional** related to job security and social prestige, molding the young minds, getting appreciation from others, reaching problems of the students.

(ii) **Teaching Learning** refers to the problems of the students, new situations, successfully managing the classes, students’ active participation in the classes, and innovative technique in teaching and systematic plan of the work.

(iii) **Innovation** relates to creativity, innovative technique in teaching, participation of cultural activities, co-curricular and social welfare activities.

(iv) **Inter-personal relations** refer to relations with colleagues, parents, students,
higher authorities or any personnel confined to college.

Gupta and Jain (2003) reported that a variety of factors such as salary, security, physical conditions, promotion, recognition etc. influence job satisfaction. Kumar and Patnaik (2004) reported that job satisfaction and work motivation are highly correlated. Jain and Pratibha (2006) concluded that more committed employees with perceived conducive climate in the organization were found to be more satisfied with their jobs in comparison to less committed employees with perceived non-conducive climate.

1.6 Relationship between Organizational Climate and Motivation to Work

The success of an institution depends on the level of motivation of its employees. One of the critical roles of institutional management is playing a balanced role in creating a pleasant working atmosphere or climate for teacher educators. Organizational climate is an important component of effective institutions. It influences teacher educators’ motivation to work and dedication to their work. Understanding the influence of organizational climate on teacher educators’ motivation to work is important to improve teacher education institutions. Jhonson and Birkeland (2003) confirmed that keeping good teachers should be one of the major concerns of school leaders. Ladyong (2014) findings have implications on the role of administrators particularly in enhancing a positive school climate in order to motivate teachers to improve their work performance.

The organizational climate has played a crucial role in an organization/institution is producing individuals of higher caliber with fullest dedication. Motivation is the process of stimulating people to action and to achieve a desired task and healthy
organizational climate is an individual’s expressed career-related goals or choices. The organizational climate is very much connected with motivational aspects. Men work to satisfy their needs and they aspire or expect their work life to fulfill their needs. Teacher educators play an important role in bringing about social transformation leading to national reconstruction. The quality of teachers and inputs, therefore, become of paramount importance in the whole process of teaching and learning. Besides, all organizational factors generally talked about influencing teacher educator’s performance and their motivation to work seems to be in the root of the behaviors displayed by teacher educators. Motivation is the process or the way through which we achieve from appropriate and good organizational climate of teacher education institutions. An institution has healthy organizational climate and teachers must have high motivation. For any educational plan to succeed, the teacher is required to be there to see to the full implementation of the programme. This is so because no educational system can rise above its teachers (Ukeje, 1986). Motivation is a force leading to choices among alternatives. Such a definition does minimum violence to any particular theoretical position, and still has the flavour of practical utility in real organizations. The choices are important, such as whether to join A or B organization to share organizational goals or to confront them, to maintain and grow in skill or to become absolute; to stay or to quit. The purpose of work motivation is to boost employee morale by encouraging and influencing them in a positive way. When employees’ morale is high, they perform their job duties more efficiently. Organizational climate should be evaluated in terms of the accuracy of the perceptions. If it refers to the individual, then perceived organizational climate may simply be a different name for job satisfaction or employee attitudes.
1.7 Relationship between Organizational Climate and Job Satisfaction

Job satisfaction of teachers is as important as organizational climate of any educational institution. Job satisfaction refers to the perceived feelings of an employee towards his job. Job satisfaction being a global aspect is affected by a large array of variables such as salary, promotion, primary and secondary needs, opportunities for advancement, congenial working conditions, competent and fair supervision, and degree of participation in goal setting and perception of the employees. One of the most pivot variables in any organization is the job satisfaction. A large number of factors determine this satisfaction and is affected by the totality of the situation. This totality of situation may also be called as the organizational climate of an institution and it is necessary for a good academic environment. Teachers as nation builders contribute much to the nation’s development. Hence it is obligatory that the teachers must have highest satisfaction to work in the organization. According to Sahoo & Sahoo (2014) ‘organizational climate and job satisfaction both play a vital role in the life of a teacher. If the organizational climate is good, democratic and conducive only then the individual is motivated to do something better. By providing better working conditions teacher will be more satisfied to work in the institution they are working. Organizational climate and job satisfaction are two sides of the same coin. They could be considered as dependent on each other. Teacher’s job satisfaction is one other key factor in school dynamics and is generally considered as a primary dependent variable in terms of which effectiveness of the human resources of an organization are evaluated. A teacher, who is happy with his job, plays a pivotal role in the upliftment of the society where as a unsatisfied teacher can become irritable and may create tensions which can affect the student’s learning process and consequently their
academic growth. The well-adjusted and satisfied teacher can contribute a lot to the well-being of his/her pupils (Rani & Rani, 2014). Singh & Kapoor (2011) studied the impact of organizational climate on job satisfaction. It was found that organizational climate have significant impact on job satisfaction.

### 1.8 Relationship between Motivation to Work and Job Satisfaction

The relevance of job satisfaction and motivation to work are very crucial to the long-term growth of any educational system around the world. Motivation contributes immensely to the promotion of the efficiency of the teachers of organization. Motivation is considered as a vital factor influencing the behavior and activity of employees. Behind every action of a man, there has been a specific motive. The relationship between motivation to work and job satisfaction is very important. Job satisfaction and motivation to work are intimately related to each other. Job satisfaction cannot be talked of where there is absence of motivation.

Sharma (2005) studied the effect of work motivation on job satisfaction of special teachers, engaged with teaching covariate the effect of occupational stress. It was found that work motivation affects job satisfaction of teachers. Popoola (2007) revealed that a correlation exists between perceived motivation and job satisfaction. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Money is not the only motivator.

Hadi and Adil (2010) concluded that the job characteristics such as skill variety, task significance and task identity were the positive correlates of work motivation. Wagner and French (2010) indicated that the three facets of work satisfaction: supervisor
supports, nature of work itself and co-workers, relations were the significant predictors of intrinsic interest in the professional development of teachers. Dombrovskis, et. al. (2011) concluded that ‘the motives of work satisfaction and social status were found to occupy the lowest position in the work motivation structure’. In these circumstances, social support, extrinsic and intrinsic motivation and autonomy to teachers can be provided and thus help in reducing substantially their disillusionment and stress and in bringing job satisfaction to them.

1.9 Relationship among Organizational Climate, Motivation to Work and Job Satisfaction

An institution is effective to the degree to which it achieves its goals. An effective organization/institution will make sure that there is a spirit of cooperation and the sense of commitment and satisfaction with in the sphere of its influence. In order to make employees satisfied and committed to their jobs in academics, there is need for strong and effective motivation and for that; there is the need of healthy organizational climate. The work place where the teacher educators are working needs to be properly organized and appropriately maintained. Their professional satisfaction and motivation to educate and train the teachers should be at such extent that they can support to create a good organizational climate in the teacher education institutions. The human interaction that takes place in an institution plays an important role in developing relationship. The organizational climate is the catholic pattern giving identity to sub groups and the interpersonal relations in a living organization. Organizational climate, arising from routine organizational practices which are important to the organization’s members, is defined by perceptions and influences of members’ attitude and behavior. Thus organizational climate is a relatively enduring character of an institution that is experienced by its participants, and is based on the
collective perception of behavior in an institution. The various elements of an organization contribute to the psychological environment. Hence organizational climate is determined by member characteristics, class structure, organizational variables like communication, performance standards, support, warmth participation in decision making and level of motivation. Thus organizational climate is an outcome of interplay between a number of variables of the societal system, the organization and the individual members. It is defined as a set of perceived attributes of an organization and its subsystems as reflected in the way an organization deals with its members, groups and issues. Schneider and Payne (1990) defined it as the shared perception, a moral concept reflecting the content and strength of prevalent values, norms, attitudes feeling and behavior. The organizational climate of any institution has obvious implications for improving the quality of work life. But what is the link between climate, teacher motivation, students’ achievement and other school effectiveness indicators? The relationship is indeed complex. Quality of togetherness among teachers is referred to as intimacy and is conceived psychologically as the shared perceptions of organizational life in the institution’s climates are largely built, shaped and channeled as a result of interpersonal leadership by the head of the institution. It is conceived as the potential energy to act – the capacity to change, improve and achieve – is a concept primarily related to the educational leadership force, which provides the necessary know how and direction. Hence effective teachers having been satisfied with the job and motivation to work with a good and sound mental health would be the indispensible components for effective organizational climate.

According to Moorhead and Griffin (2000) there are five major organizational factors towards which employees form attitudes, pay, opportunities for promotion, the nature
of the work, policies and procedures of the organization and working conditions. Thus job satisfaction and motivation to work are affected by all these organizational factors. Satisfied and motivated teachers help in establishing a congenial environment in the institution and quality of institution, educational and research output and students- teachers’ relationship is improved. Further, the job satisfaction and motivation to work of teachers are supposed to be related with their pattern of perception of organizational climate. Bal and Visser (2011) reported that organizational climate and change of work role were positively related to work motivation of the teachers and these both variables effect on their level of job satisfaction.

From the above discussion it is concluded that organizational climate, motivation to work and job satisfactions are correlated to each other. In all type of educational institutions specifically organizational climate of teacher education institutions, motivation to work and job satisfaction of teacher educators are interrelated.

1.10 Emergence of the Problem

Teacher education must become sensitive to the emerging demands for the school system as reported in NCF - 2005. This indicates that the teacher education institutions are to play important roles. As the organizational climate of an educational institution is said to be responsible for improving the quality of working life for those who work in institutions, proper environment to be restored in every educational institution. The link between organizational climates, teaching motivation, institutional improvement, students achievement as effective indicators pose serious problems for the educational planners. Although no easy answer exists to find out the effective indicators, it is felt that the organizational climate be
characterized by a great deal of togetherness, familiarity, and trust among teachers. If organizational climate as a condition represent by informing capacity to act with efficiency, enthusiasm and vigor then teachers’ job satisfaction, motivation to work, accountability and professional commitment come into the picture. Therefore climate should be conceived as potential energy to act, improve and achieve organizational effectiveness, development of inter-personal relationship and process and style of organizational life. In the field of teacher education, a large number of self-financed institutions have been established since last ten years in West Bengal and most of these are established by businessmen. Naturally their intention to establish an educational institution is in question and societal hearsay is that these institutions are money earning institutions meant for business rather than development of suitable and congenial organizational culture. Some of the government aided colleges also have some serious threats which may lower the teacher educators work performance and output. In this context, there is an urgent need to investigate the hearsay and the reality in the teacher education institutions of West Bengal and suggest some measures for improvement.

1.11 Rationale of the Study

India has a long tradition of learning and education which has always been valued in society. For the proper development of the nation, proper education must be mediated. The importance of elementary, secondary and higher education has been recognized in our society. The teacher’s role assumes great significance for the proper development of the nation. Only good, career oriented, motivated and fully satisfied teacher can be able to perform his task sincerely and truthfully. For making good and effective teacher, teacher educators play a prominent role. Teacher educators are one
who educates teachers. He/she is responsible to develop new strategies of teaching skills among prospective teachers. Only fully satisfied and motivated teacher educator imparts good and effective quality education to teacher trainees. Effective organizational climate, job satisfaction and motivation to work of teacher educators are the major and probably the important factors in contributing quality education.

Many Commission and Committees set for the field of teacher education and examined the functioning of educational process of teacher education in the country. They have expressed concern about the quality, commitment, motivation to work and job satisfaction of teacher educators towards an overall improvement of the education system. The mushroom growth of self-financed teacher education institutions may be responsible for lightening the quality of teacher training as hearsay confirms. Hence, there are many governments, government aided and self-financed teacher education institutions in India at the door step of the verification in terms of their role in maintaining standard their quality. It is necessary to identify the organizational climate of such institutions, where the teacher educators feel relaxed and develop an inner tendency with regards to motivation to work and remain satisfied with the job.

Nowadays teachers face many challenges. There has been a feeling of grievance on the part of the teachers that they do not receive the status and respect from the society to their profession and role demand. The conditions of teacher educators of self-financed institutions are not as same as that of government managed institutions teacher educators with respect to their status and receiving of salary.

As the efficacy of teacher education institutions depends upon the nature of its climate, a congenial and conducive climate is essential for an effective institution. Such type of organizational climate with proper infrastructure, administration and
student-teachers relationship in institutions is important. Teacher Educators knowledge, attitude, interest, devotion and commitment are responsible for quality teacher education. So their satisfaction in job and motivation to work would be great catalyst for an improved organizational climate.

Hence this study was meant to emphasize the job satisfaction of teacher educators of West Bengal. This study was conducted in West Bengal because a good number of Government and private teacher education institutions are there within reachable distance. The second reason is that the researcher belongs to the state of West Bengal and familiar to the culture, norms tradition and language of West Bengal.

This study was hoped to provide assistance to both policy makers and administrators in understanding the degree of influencing factors like performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth, identity problems, management and organizational factors, professional and academic developmental factors, professional satisfaction of teachers, students involvement, work performance, and inter-personal relationship, gender, type of management, locale etc. on organizational climate, motivation to work, and job satisfaction of teacher educators.

Hence, this study was conducted with a hope to contribute by its findings to raise the quality teacher education programme and Institutions also. Bearing all these facts in mind the researcher decided to make a study based on organizational climate of teacher education institutions, motivation to work and job satisfaction of teacher educators at secondary level.
1.12 Statement of the Problem

In view of the above, the present study was intended to find out the relationship between teacher education organizational climate, motivation to work and job satisfaction of teacher educators. Therefore the problem was stated as “Organizational Climate of Teacher Education Institutions, Motivation to Work and Job Satisfaction of Teacher Educators: A Relationship Study”.

1.13 Objectives of the Study

The study is intended keeping in view the following objectives -

1. To study the status of organizational climate as perceived by the teacher educators in Teacher Education Institutions.
2. To study the teacher educators’ level of motivation to work in the Teacher Education Institutions.
3. To study the teacher educators’ level of job satisfaction in the Teacher Education Institutions.
4. To compare the organizational climate as perceived by teacher educators in teacher education institutions due to categorical variables like gender (male & female), type of management (govt. & self-financed) and locale (urban & rural).
5. To compare teachers’ motivation to work in the Teacher Education Institutions due to the categorical variables like gender (male & female), type of management (govt. & self-financed) and locale (urban & rural).
6. To compare teachers’ job satisfaction in the Teacher Education Institutions due to the categorical variables like gender (male & female), type of management (govt. & self-financed) and locale (urban & rural).
7. To study the relationship among organizational climate as perceived by teacher educators, motivation to work and job satisfaction of teacher educators in Teacher Education Institutions.

8. To develop a regression model keeping organizational climate as criterion variable and motivation to work and job satisfaction as predictor variables.

1.14 Hypotheses of the Study

Basing upon the objectives stated above, the following hypotheses have been formulated.

**H₀₁**: There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to gender (male and female) variation.

**H₀₂**: There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to type of management (government and self-financed) variation.

**H₀₃**: There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to locale (urban and rural) variation.

**H₀₄**: There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to gender (male & female) variation in government institutions.
**H₀5:** There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to gender (male & female) variation in self-financed institutions.

**H₀6:** There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to gender (male & female) variation in urban institutions.

**H₀7:** There would be no significant difference in the mean score of organizational climate as perceived by teacher educators in relation to gender (male & female) variation in rural institutions.

**H₀8:** There would be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male & female) variation.

**H₀9:** There would be no significant difference in mean score of motivation to work of teacher educators in relation to type of management (government and self financed) variation.

**H₀10:** There would be no significant difference in mean score of motivation to work of teacher educators in relation to locale (urban and rural) variation.

**H₀11:** There would be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male & female) variation in government institutions.

**H₀12:** There would be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male & female) variation in self financed institutions.
\textbf{H_013}: There would be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male & female) variation in urban institutions.

\textbf{H_014}: There would be no significant difference in mean score of motivation to work of teacher educators in relation to gender (male & female) variation in rural institutions.

\textbf{H_015}: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to gender (male and female) variation.

\textbf{H_016}: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to type of management (government and self financed) variation.

\textbf{H_017}: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to locale (urban and rural) variation.

\textbf{H_018}: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to gender (male & female) variation in government institutions.

\textbf{H_019}: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to gender (male & female) variation in self financed institutions.

\textbf{H_020}: There would be no significant difference in mean score of job satisfaction of teacher educators in relation to gender (male & female) variation in urban institutions.
H$_{0}^{21}$: There would be no significant difference in mean score of satisfaction of teacher educators in relation to gender (male & female) variation in rural institutions.

H$_{0}^{22}$: There would be no significant relationship between organizational climate as perceived by teacher educators and teacher educators’ motivation to work.

H$_{0}^{23}$: There would be no significant relationship between organizational climate as perceived by teacher educators and job satisfaction of the teacher educators.

H$_{0}^{24}$: There would be no significant relationship between motivation to work and job satisfaction of teacher educators.

1.15 Scope and Delimitation of the Study

The study was confined to teacher education institutions of 12 districts (Malda, Uttar and Dakshin Dinajpur, Darjeeling, Cooch Behar, Jalpaiguri, Kolkata, Howrah, North & South 24 Paragana, Burdwaman and Murshidabad) of West Bengal in India considering its socio-cultural context. It was delimited to 16 Government (5) & Government aided (11) and 24 self-financed Teacher Education Institutions. The study was also delimited to 221 teacher educators of different streams, from the above mentioned Teacher Education Institutions.

1.16 Operational Definitions of Important Terms

Organizational Climate here refers to the interpersonal relations in a living organization, member perception, member’s attitude and behavior. It is the collective perception of behavior in an institution. It also refers to its internal environment perceived by its member’s means teacher educators. The various elements of an organization contribute to the psychological environment in an organization.
Organizational determined also by member characteristics, i.e., their age, sex and length of association with the organization. It is also reflected in the class structure in terms of the stratification of various roles and status. It is an outcome of interplay between a number of variables of the societal system, the organization and its individual members. In the present study the different aspects of organizational climate were studied as per, the scale of performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision making process, support system, warmth and identity problems were the following components were considered as the vital factors. (Chattopadhyay and Agrawal, 1976). In this present study organizational climate means interpersonal relations in a living organization, member perception, member’s attitude and behavior. It is the collective perception of behavior in an institution. It also refers to its internal environment perceived by its members.

**Job Satisfaction** here refers to the perceived feelings of a teacher towards his job. It is a psychological feeling having both rational and emotional elements. It is affected by an array of variables like salary, promotion, age, experiences, primary and secondary needs, opportunities for advancement, congenial and conducive working conditions, competent and fair supervision, and degree of participation in goal setting and perception of the teachers. Job satisfaction is presumed to wield considerable influence on job performance. One of the most pivotal variables in any organization is the job satisfaction. A man is a congenital worker and never works in a vacuum. A large number of factors determine his satisfaction and these influences to a great extent the quality and quantity of the output. This was considered as per the scale developed by Mudgil, Mobar and Bhatia, (2012). In this present study job satisfaction
is operationally define as the perceived feelings of a teacher educator towards his job. It is a psychological feeling having both rational and emotional elements.

**Motivation to Work** denotes the direction, aptitude and persistence of an individual’s behavior in understanding the task. It is influenced by variables like organizational structure, monetary incentives, recognition, satisfaction of doing the work, freedom to plan one’s own work and friendly and helpful supervision. Motivation to work is a human state where competence to work and “will to work” fuse together. Motivation to work in the present study refers to the process, which is used to encourage and inspire teachers to perform their jobs efficiently and also to initiate work-related behavior among them. The scale developed by the investigators on motivation to work was considered along the following lines which were scrutinized and analyzed by many experts. They include the following dimensions teacher responsibilities, engaging students, work performance, professional and academic development programme, management and organization factors and Job situation. Bennell (2004) refers motivation to work as: “The psychological process that influences individual behavior with respect to the attainment of work place and tasks”. In present study motivation to work is generally defined as the intensity of efforts and desire of teacher educators to participate in the pedagogical process within the institution environment and to strive for excellence and growth in instructional practice.

**Teacher Education Institution** here refers to the teacher education colleges for the secondary level, which provide B.Ed. course and are either government/government aided or self-financed college. This teacher education programme approved by National Council of Teacher Education (NCTE).
**Teacher Educators** here refer to those teachers who teach at B.Ed. level and work in above mentioned Teacher Education Institutions. A ‘Teacher Educator’ is the higher education faculty responsible for teacher preparation. A simple definition of teacher educator is anyone who educates teachers. According to Good’s C.V. dictionary of Education, “Teacher Educator is a qualified professional person responsible for the preparation and in service training of teachers”. As far as concern with this study ‘Teacher Educators’ are those teachers who teach the prospective teachers of private institutions as well as department of education, affiliated colleges and universities.

**Gender** here refers to the attitudes, feelings and behaviors that a given culture associates with a person’s biological sex. It refers to one’s sense of oneself as male or female.

**Type of management** here refers to the administration of an organization, whether it is a business, a not-for-profit organization, or government body. The term management may also refer to people who manage and control an organization. Management’s primary function is to get people to work together for the attainment of an organization’s goals and objectives. Management processes include planning, organizing, directing and controlling. In the present study two types of management of teacher education institutions has been considered. First government managed teacher education institutions means those institutions which are fully or directly managed by West Bengal Government in terms of rules, regulations, appointment and financial assistance for the convenience of the study government aided teacher education institutions are also considered as government managed institution. Second, self-financed teacher education institutions mean those institutions which are managed by different NGO or private bodies having no financial aids from
government. All teacher education institutions are recognized by NCTE and affiliated by different university in West Bengal.

**Locale** here refers to geographic place at which there is an institution situated, a place or locality especially when viewed in relation to a particular event or characteristics. Generally two types of locale are there, urban and rural. Urban areas means those area where teacher education institutions situated in city or town locally administered by Municipality or Corporation. Rural area means those areas where teacher education institutions situated in village locally administered by Panchayat.

### 1.17 Significance of the study

The present study has significance in the following aspects –

- The study would help to understand the status of organizational climate as perceived by the teacher educators in Teacher Education Institutions (government/government aided and self-financed) of West Bengal at secondary level.

- The study would help to understand the level of motivation of work and job satisfaction of teacher educators Teacher Education Institutions (government/government aided and self-financed) of West Bengal.

- The study would also help to understand the relationship among the organizational climate, motivation to work and job satisfaction of teacher educators in Teacher Education Institutions.

- The study would also help to understand the dimensions of organizational climate as well as motivation to work where necessary interventions are required for its overall improvement of the status of the variables.
• The study would help to understand the conditions of job satisfaction and would so the way of action by which the status of satisfaction be improved.

• The study would help the authorities/government/management in taking significant measure to adopt for framing policy and action for the development of the teacher education programme and to help all the stakeholders in a beneficial way.

• The study would open the eyes of researcher to concentrate their focus of research towards various aspects of teacher education programme.
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