CHAPTER-I

INTRODUCTION

1.1 Introduction

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 pupils. A dissatisfied teacher can become irritable and may create tension which can have negative influence on the students’ learning process and consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of family, thinking of parents and customs of the society. Personality of parents, their education and their behavior towards children form the basis of development of attitudes. Teachers having favorable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Conducting a study on the secondary school teachers of Bangalore city Umme Kulsum (1999) concluded that attitude towards teaching correlated positively and significantly with their job-satisfaction. The job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male
and female teacher educators was also positively but not significantly related to their attitude towards teaching.

Job satisfaction is a crucial factor that determines retention of employees in all industries. In the 21st century, with the abundance of job opportunities available to employees, a constant challenge faced by upper management cadre is in the retention of existing employees. Job satisfaction is defined as a general behavior towards an object or job (Okpara, 2006). Locke (1976) defined job satisfaction as a positive or pleasant emotional state resulting from a person’s appreciation of his/her own job or experience. Low job satisfaction has been cited as a possible cause of the current teaching crisis in the UK.

1.2 Concept of Job Satisfaction.

Job satisfaction is a complex phenomenon. It is one of the most crucial and controversial issues of behavioural management in any organization. Job satisfaction is the result of various attitudes the employee holds towards his job, towards related factors and towards life in general. Job satisfaction is caused by and is derived from many inter-related factors. It is viewed as a result of or consequence of the workers’ experiences on the job in the relation of his own values, and what he wants or expects from the job. Job satisfaction can be viewed in a way, as similar to pleasure.
1.3 Definitions of Job Satisfaction.

There are a number of definitions of job satisfaction. One comprehensive definition is that it is a generalized attitude, resulting from many specific attitudes in three areas;

- Specific job factors
- Individual adjustment and
- Group relationships

Job satisfaction is the favorableness or unfavourableness with which employees view their work. It results when there is congruence between job requirements, wants and expectations of employees. It expresses the extent of match between the employee expectations of the job and the rewards that the job provides.

A dictionary defines the term job satisfaction as “Extent to which a person is pleased or satisfied by the content and environment of his/her work or is displeased or frustrated by inadequate working conditions and tedious job content.”

International Dictionary of Education, this implies that the measure of the satisfaction or frustration of an individual towards the environment or the conditions under which he has to work and the type of work he has to do determines job-satisfaction. But this would not give a complete picture of job-satisfaction as such.
Hoppock (1935) views it as “any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say ‘I am satisfied with my job.’ He states ‘job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet.’ The degree of satisfaction is determined by the ratio between what we have and what we want.

Super (1939) views job satisfaction as “Work satisfaction and life satisfaction depends upon the extent to which the individual finds adequate outlets for his ability, interests, personality traits and values. They depend upon his establishment in a type of work, a work situation and a way of life in which he can have the kind of experiences which have led him to consider congenial and appropriate.”

R.R. Bullock (1952) in his study of social factors related to job satisfaction has defined it as “an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job, these evaluations may rest largely upon one’s own success or failure in the achievement of personal objectives and upon the perceived contribution of the job and company towards these ends.”

H.C. Smith (1955) in his study Psychology of Industrial Behavior holds that “job satisfaction is the employee’s judgement of how well his job on the whole is satisfying his various needs.”
According to Blum and Naylor (1968), “job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job and are concerned with such specific factors as wages, supervision, and steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations in the job, prompt settlement of grievances, fair treatment by employer and other similar items.”

It is axiomatic to state that, people differ in regards to the extent to which they are satisfied with their jobs. Among the factors influencing job satisfaction the most widely examined are supervision, the work group, job content, wages, promotional opportunities and hours of work.

Ronan (1970) observes “Job Satisfaction is expressed opinion concerning the job, the organization and variables related to job context.”

Sinha (1972) opines that “job satisfaction covers both the satisfaction derived from being engaged in piece of work or in any pursuit of higher order. It is essentially related to human needs and their fulfillment through work. In fact, job satisfaction is generated by individual’s perception of how well his job on the whole is satisfying to his various needs.”
Loke (1976) observes, “job satisfaction may be defined as a pleasurable positive emotional state resulting from the appraisal of one’s job or job experiences. It results from the perception that one’s job fulfills or allows the fulfillment of one’s important job values providing to the degree that these values are congruent with one’s needs”.

According to Kochhar (1978) ‘job satisfaction is the whole matrix of job factors that make a person ‘like’ his work situation and be ‘willing’ to head for it without distaste at the beginning of his work day.” This means that job satisfaction includes two aspects;

   i) Living and enjoying the job,
   ii) Going to ones job with head erect and with smile.

While Smith (1978) asserted that “the concept refers to an effective response of a worker to his job.” Smith further emphasized that satisfaction results when on-the –job experience of a worker relates to his own values and needs.

Vroom (1978) defined Job satisfaction as “the affective orientation of individual towards the work roles that they are presently occupying.”

In the view of Ejiogu (1985) views “Job satisfaction is an emotional affective personal response as a result of his estimation of the degree to which some fact of job reality is congruent or incongruent with his values.” It is therefore important to have a good understanding of an
individual’s total personality and value system in order to understand and describe his job satisfaction.

Russel (1975) observes, “Job satisfaction is a function of the importance attached by the workers to the extent to which needs are generally met in the work situation relative to the way in which those workers have ordered their wants and expectations.”

From an analysis of the above definitions it is evident that job satisfaction depends on variables related to job. Hence, job satisfaction is a pleasant and positive attitude possessed by an employee towards his job as well as his life.

1.4 Factors Contributing for Job Satisfaction.

It is extremely difficult to rank the various factors involved in job satisfaction. They vary in importance not only from individual to individual but also in the same individual from time to time.

A number of studies were undertaken in order to find out the exact factors which are believed to determine job satisfaction and to rank them according to their importance or the priority of the employee. Here are some such studies.

In the epilogue to his study on job satisfaction Hoppock proposed the following six major components of job satisfaction;

1) The way an individual reacts to unpleasant situations.
2) The facility with which he adjusts himself to other persons.
3) His relation status in the social and economic group with which he identifies himself.

4) The nature of work in relation to the abilities, interests, and preparation of the worker.

5) Security.

6) Loyalty.

In his study Hoppock summarized that the factors influencing job satisfaction, are relative status of the individual within the social and economic group with which he identifies himself, relations with superiors and associates in the job, nature of the work, earnings, hours of work, opportunities for advancement, variety, freedom from close supervision, visible results, the satisfaction of doing good work, opportunities for service to others, environment, freedom to live where one chooses, responsibility, vocations, excitement, opportunity for self expression, competition, opportunity for necessity of traveling, fatigue, appreciation of criticism, security and ability to adjust oneself to unpleasant circumstances.

Another investigation dealing with the factors of job satisfaction has been reported by Wyatt, Langdon and Stock. In this study ten factors were ranked by 325 employees in the order of importance as shown below;

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factors</th>
</tr>
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<tbody>
<tr>
<td>I</td>
<td>Steady work</td>
</tr>
<tr>
<td>II</td>
<td>Comfortable working conditions</td>
</tr>
</tbody>
</table>
III  Good working components
IV  Good boss
V  Opportunity for advancement
VI  High pay
VII  Opportunity to use their ideas
VIII  Opportunity to learn the job
IX  Good hours
X  Early work.

Rauble submitted a list of 71 Morale factors to employees to rank five factors in order of importance which came out as follows;

**Rank  Factors**

I  Job security
II  Compensation
III  Opportunities for advancement
IV  Employees financial benefits
V  Informing employees about their job status

Another investigation made by Jurgensen C.E. who asked 3345 male applicants for employment to rank ten factors in order of importance to them. The ten factors, in the average rank order of importance are listed below;

**Rank  Factors**

I  Job security
II  Opportunity for advancement
III  Type of work
The best discussion on factors relating to job satisfaction has been provided by Thomas Willard Harrel (1958) in his book ‘Industrial Psychology’. According to Harrel, it is not one factor alone which influences job satisfaction. It is caused by many interrelated factors. He believes that job satisfaction depends upon three major categories of factors, as shown below;

i) **Personal Factors**;

   a) Sex
   
   b) Number of dependents
   
   c) Age
   
   d) Time on the job
   
   e) Intelligence
   
   f) Education
   
   g) Personality

ii) **Factors Inherent in the Job**;

   a) Type of work
   
   b) Skills required
c) Occupational status

d) Size of the plant

iii) Factors controlled by Management;

a) Security

b) Pay

c) Fringe benefits

d) Opportunities for advancement

e) Working conditions

f) Co-workers or Colleagues

Afsar Khan (1995) suggested several factors for the variation in the job satisfaction of workers. They are;

i) Job characteristics

ii) Individual characteristics

iii) Organisational characteristics

iv) Work situation characteristics

i) Job characteristics;

Herberg (1966) in his two factors theory, has identified job content (intrinsic) one of the factor of job satisfaction and the other as job context (extrinsic). The factors associated with doing the job (content factor or intrinsic factor) include;

a) The challenge and interest of the work

b) Perception of the worth of the work
c) Participation in decision making power accompanying the job

d) Control / freedom of the job

The second set of job characteristics have been identified as job context or extrinsic factors. These factors focus on the context in which a job is done and job features that are determined by external events or other people. The most common dimensions appear to be;

a) Amount of payment

b) Cohesion of a work group

c) Style / Type of supervision or leadership received

ii) Individual Characteristics:

These are also known as personal characteristics, the most important of these being;

a) Occupational level

b) Age

c) Education

d) Sex

iii) Organizational Characteristics:

These characteristics of job satisfaction are connected with variables of organizational structure. The most important of these are;

a) Infrastructure of the organization

b) Service benefits

c) Recreational facilities

d) Placement and promotion
iv) Work situational characteristics;

There are also considered to be the most important characters affecting job satisfaction of workers. The important characteristics of work situation are listed below;

a) Safety measures
b) Interpersonal relationships
c) Management concern
d) Work environment
e) Nature of work
f) Motivation

However a more comprehensive approach is required to give a complete picture of factors of job satisfaction many additional factors have to be included before a complete understanding of job satisfaction can be obtained. Such factors as the employee’s age, health, temperament, desires and level of aspiration should be considered. Further his family relationships, his social status, his rational outlook, his activity in organizations, such as labor or political or purely social contribute ultimately to job satisfaction. Hence one can understand that job satisfaction is not a unitary trait but as a trait which is the resultant of a number of factors which are directly or indirectly related to each other or which influence each other.
In short, job satisfaction 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.

The following diagram presents a model of Job Satisfaction

The factors that are going to make jobs as some more dissatisfied are things like:

- poor pay
- poor compensation
- poor work conditions
- lack of promotions
- poor benefits offered
- lack of job security
Curiously enough, all these factors, are fixed, one may still not get a satisfied employee. If everything above is fixed, one have an employee sitting somewhere in the middle of the satisfaction scale, so they would be neither satisfied nor dissatisfied.

The factors that make an employee MORE satisfied are things like:

- good leadership in the organization
- good relationship with their manager
- recognition for their achievements (not necessarily monetary recognition)
- advancement in their careers
- personal growth and development
- feedback and support (meaningful feedback, not just naked criticism)
- clear direction and objectives

The following two diagrams show the nature of Job Satisfaction.
1.5 Theories of Job Satisfaction

This sub-section is an attempt to present a brief discussion of the available theories of job satisfaction which gives the theoretical understanding of job satisfaction.

1.5.1 Conventional Theory of Job Satisfaction.

Conventionally job satisfaction has been interpreted as on unidimensional concept. This approach explains job satisfaction as the total body of the feelings an individual has about his job. This feeling being made up of both job related and environment related factors, the
interaction, which causes fluctuation between a condition of satisfaction and dissatisfaction. Midway between satisfaction and dissatisfaction is a condition of neutrality, in which individual is neither satisfied nor dissatisfied.

1.5.2 Two Factor Theory of Job Satisfaction.

Two-factor theory of job satisfaction was the first significant step towards a multi-dimensional description of job satisfaction in contrast to the conventional uni-factor approach. According to this theory only intrinsic work element called satisfier or motivator could generate job satisfaction; conversely extrinsic elements called dissatisfiers gave rise to job dissatisfaction. Thus it is concluded that satisfier may range up waved from neutrality. Dissatisfiers may range downwards from centrality. And thus, job satisfaction is made up of two unipolar traits. This theory is also referred as duel factor theory.

1.5.3 Expectancy Theory of Job Satisfaction.

Prof. Room has proposed a cognitive model of motivation in the job. The key variable in Rooms’ model is valance. Valance refers to affective forestations towards particular outcomes. The outcomes may be positive or negative. If one outcome has positive valance, this means that an individual would like to achieve it. While another outcome with negative valance is one that a person prefers not to attain. He says that there are considerable evidences indicating that persons’ report of the attractiveness of their job directly related to the extent to which their
jobs are instrumental to the attainment of outcome which might be assumed to be generally attractive to persons.

1.5.4 Reference Theory

As an alternative to the theoretical formulation of job satisfaction, Prof. Smith proposes that job satisfaction is a function of the perceived characteristics of a job in relation to an individual’s frame of reference. According to this view, job satisfaction is not an absolute phenomenon but is relative to the alternatives available to the individual.

There seems to be three main theories of job satisfaction. While these theories may spring from different traditions, outlooks, seems to be no common basis for integrating them into a relatively consistent frame work.

1.5.5 The Need Fulfillment Theory.

This theory originated from two logical assumptions, (a) a person is satisfied when he gets what he wants (b) the more he wants something or more important it is for him, the more satisfied he will be when he obtains it and the more dissatisfied he will be when he does not get it.

Vroom has suggested two methods for the measurement of job satisfaction, the subtractive and multiplicative based on these assumptions. Job satisfaction being a direct function of the extent to which an environment corresponds to one’s need structure.
The subtractive model proposes that job satisfaction is a direct function of the discrepancy between a person’s needs (importance attached to them) and the extent to which the environment provides satisfaction or fulfillment of these needs; the greater the discrepancy lesser is the satisfaction while a smaller discrepancy would indicate greater job satisfaction.

Vroom has shown that, the use of this subtractive model may sometimes distort results, for example, individual with need (importance) fulfillment level of one would be, on the basis of this model, be rated as having the same satisfaction as individual with a need level score of 10 and fulfillment level of 10 (Discrepancy scores: 1-1=0 and 10-10=0 are the same in each case). Vroom, therefore, suggested that the multiplicative model where in the individual need scores are multiplied by the fulfillment scores and the products for the various needs added to give over all job satisfaction score.

Experimental evidence has provided some support for both the models mentioned, without establishing the clear superiority of one over the other. Yet other studies seem to suggest, that the need fulfillment theory is only a partial answer in the search of an adequate theory of job satisfaction.

**1.5.6 The Social Reference Group Theory**

This theory does not focus interest on the needs, desires or interests of a given individual but on the opinions and beliefs of the
group to which the individual refers for guidance; such group is known as reference group. According to this theory, job satisfaction of an individual depends upon whether or not the job meets the interests, desires and requirements of the reference group.

Hulin obtained strong support for this hypothesis in a study involving female clerical workers. With job satisfaction being held constant, he found that a person living in a well to do locality was likely to like his or her job; this may be attributed to the fact that individuals from these localities have a higher reference level in evaluating job conditions.

1.5.7 Herzberg’s Motivator - Hygiene Theory

This theory has stimulated a lot of research; its findings have however not always satisfied its assumptions. It was developed by Herzberg, Mauser and Syderman and its rationale is provided by Maslow’s (1964) theory of hierarchy of needs. According to this theory man’s needs are satisfied or fulfilled in a certain hierarchy of importance. Thus certain basic physiological needs such as those for food and water, for security etc., must be satisfied before the emergence of other social needs such as those for belongingness, love, recognition etc. Again the satisfaction of these needs is necessary before other higher order needs such as those of self actualization etc. can be fulfilled. Herzeberg contents that in the contemporary American Society the basic needs are generally satisfied and hence job satisfaction will
usually be dependent upon the fulfillment of the higher order needs in the hierarchy (self actualization etc.).

These considerations led Herzberg to propound the Two Factor Theory of job satisfaction, whose propositions may be summarized as below;

a) Job satisfaction is a function of the environment, supervision, co-workers and general job content; these may be termed as the ‘hygiene’ factors.

b) Job satisfaction is a function of challenging and stimulating work activities or work content, these are termed as the ‘motivator’ factors.

A great deal of evidence which did not support Herzberg’s propositions was attributed to the use of restricted samples of occupations and the methodology of data collection. Eg. The use of open-end reporting in which subjects were required to describe their most satisfying and dissatisfying incidents in a job. While a number of studies point to these limitations and a tendency towards over simplification is there for some reasons to believe that motivators are considered more important than the hygiene factors in job satisfaction. From the view point of Korman this finding can probably be accounted for in terms of the social reference group theory.

Thus it seems that needs fulfillment theory and social reference group theory are the most adequate explanations of job satisfaction. Research has some limited success in attempting to integrate these two
theories and in dealing with the problem arising out of their combination to predict a given individual's job satisfaction or the problem of assigning weights to each theoretical explanation in an integrated theory.

A great deal of research, however, has not been concerned with justifying theoretical assumptions but with trying to discover what factors determine or are related to job satisfaction. Findings in this direction have discovered relationships between job satisfaction and factors such as occupation level, the content of the job, leadership and supervision, pay and promotional opportunities, working conditions and inter-relations in the work group and personal factors such as the age and educational level of workers. Sometimes there have been explanations to account for these relationships on the basis of the need fulfillment and the social reference group theories.

In an effort to understand the nature of job satisfaction two broad groups of theories have emerged. They are Content Theories and Process theories of job satisfaction –Campbell (1970).

The Process Theories of job satisfaction attempt to specify the types or classes of variables (experiences, needs, values, perception etc) considered casually relevant to job satisfaction as well as how these variables combine to determine overall job satisfaction.

The Content Theories, on the other hand, attempt to identify the specific needs or values most conducive to job satisfaction. The Content
Theories attempt to specify particular needs that must be satisfied or the values that must be perceived by an individual to be satisfied with the job.

It seems that none of these theories is perfect. Each one has its limitations. Therefore when we deal with the phenomenon of job satisfaction, we should always consider the various independent variables of the situation. Participating in professional organizations, workshops and seminars for professional growth make the principals of colleges satisfied in their job. Along with this, with reference to educational institutions, the physical facilities like good infrastructure, good library, laboratory facilities status and recognition, sex, age, experience, and academic qualifications also contribute to their job satisfaction. Type of the institution also plays a major role in the job satisfaction. All types of work conditions are neither fully satisfying nor dissatisfying. Working condition is a major contributor for job satisfaction. Job satisfaction definitely promotes happiness, success and efficiency in one’s professional activity.

1.6 Organizational Climate

Teachers are important pillars of the educational system of any nation. They are considered to be the Nation Builders. To perform such a heavy task they have to be physically, mentally, economically and socially balanced. Only then can they provide an effective teaching and learning process. Teaching requires effective as well as qualitative
improvement for the betterment of learners. At present it is felt that there is a decline in the quality of teaching. Recent research in the field of education reflects that though the quality, competency, dedication and commitment in teachers are showing upward trends, they are not being able to discharge their duties in a right manner. It has been observed that in an educational institution where all the facilities are the proper ones, teachers are competent, yet the results are of mediocre level whereas institutions with fewer facilities produce better results. In an institutional organization, the system of administrative hierarchies and controls, examination and centralized planning for school reforms, all currently restrict the autonomy of the teacher. For the teacher to be effective a certain amount of autonomy should be provided so that he/she should be able to meet the diverse needs of children. In the same way in which the learner requires space, freedom, flexibility and respect, the teacher requires the same. The teacher should not only receive orders, but his views and ideas should also be heard by his superiors and colleagues, who often take decisions that affect the immediate organizational climate in the institution. The teachers and the head must share a relationship based on equality and mutual respect to create a better and positive organizational climate. The decision making must be on the basis of dialogue and discussion. The way they conduct themselves individually as well as jointly has a direct bearing on the climate of the organization. There is a need to encourage
an atmosphere that facilitates collaborative efforts among all concerned with the organization. Therefore, it can be said that, in any organization where there is a conducive environment or climate, teachers excel. An educational organization free of red tapism and other hierarchical problems produces healthy competition among teachers, which ultimately increases teacher effectiveness.

Research studies (Olorunsola and Arogundade 2012; Adenike 2011; Raza 2010; Garg and Rastogi 2006; Kumaran 2005) show that there is a significant influence of the organizational climate on different psycho-social variables of the teacher, the Organizational Climate as a Predictor of Teacher Effectiveness.

Organizational climate is the formal system of task and reporting relationships that controls, coordinates, and motivates employees so that they cooperate to achieve the set goals. This includes the leadership focus, authority and responsibility, resources policies and planning, deployment or implementation. The task of an administrator is to create an organizational structure and culture that encourages employees to work hard and to develop supportive work attitudes and allows people and groups to cooperate and work together effectively. The way a climate or culture is designed or evolved over time affects the way people and groups behave within the organization. The organizational climate affects the people’s processes and decisions, motivation, teamwork and cooperation, social relationships and rewards of good performances. As for schools, classroom climate is a
necessary link between school organizational climate and teacher attitude and behavior. It has been remarked that the formal characteristics of schools have an important influence on the way in which teachers perceive the climate. Clearly, climate represents a composite of the mediating variables that intervene between the climate of an organization and the style and other characteristics of leaders and teacher performance, effectiveness and satisfaction. The importance of the organizational climate to teachers’ effectiveness is relevant to a high degree, since it is indicative of how well the teacher manages to realize his/her full potential. High performance organizations tend to make optimal use of everyone’s capabilities. Thus, organizational climate definitely affects the teacher’s performance in school. It will affect their motivation and dedication at work, job satisfaction and efficacy. In an organization with a high extent of humanistic relationship, collegiality, and participation, the teaching effectiveness is high, triggering a higher success of education, too.

1.7 School Organizational Climate

The school contributes a lot for the proper functioning of a more comprehensive system, namely, society. The social system model treats the school as a system of mutually inter-dependent as well as independent parts. Each part is assumed to have a role to which are associated a set of behavioral expectations. This view is endorsed by the study of Wallers (1932) who first made a qualitative study of the school as a social institution. However, precise and systematic studies
of the organizational patterns of schools and their influences on the students are not many.

Cornell used the terminology, ‘Organizational Climate’ in 1955 and described it as ‘a delicate blending of interpretation by persons in the organization or their jobs or roles in relationship to others and their interpretations of the role of other in the organization’.

In the last three decades the attention of the educationists and administrators has been directed towards the environment of schools which surrounds the children and affects their attitude and behaviour. Benjamin Bloom regards this environment as providing a network of forces and factors which surround engulf and play on the individual. Although some individuals may resist this network, only rarely individuals can completely avoid or escape these forces. The environment is a shaping and reinforcing factor which acts on individuals.

Striking differences from school to school could be encountered in organizational climate interrelationships between the needs of the individual and the demands of the organization. In one school, the teacher and the principal are zestful and exude confidence in what they are doing; whereas in the other, the brooding discontent of teachers towards the principal is palpable. The principal tries to hide his incompetence and his lack of sense of direction as a cloak of authority.
Organizational climate of school plays a significant role in promoting and achieving organizational objectives including academic achievement of the students. By way of its unique interaction with intellectual characteristics and personality factors of the students, a particular organizational climate could be stimulating, supportive, neutral, hostile or even destructive to the academic performance of the students.

1.8 Rapid Growth of School Environment

In the post–independence period, India has registered a rapid growth and development in the field of school education. There has been a tremendous increase in the number of schools as well as pupils. Various types of schools have come into existence and they are affiliated to various boards of education and are run by different types of managements. Naturally, this has led to the prevalence of different types of school climates – totalitarian, democratic and other forms. Hence, a need has arisen to study the organizational climate of these schools which ultimately affect the student’s social and psychological behavior. There are a number of documentary evidences in support of the trend that the environment of the schools is fast changing.

The National Education Commission (1964-66) advocated the restriction of unplanned and uncontrolled expansion of secondary schools.
The Commission further observed. “One of the common criticisms against the development of education in the post-independent period is that there has been a fall in standards, and two main illustrations are given to support it: the increase in the number of sub-standard institutions of general education and the increase in the number of students with sub-standards attainments. The first of these is far more serious and is largely the cause of the second”.

While fixing the criteria for evaluating standards, the Commission said. “In our opinion, the basic issue in educational reconstruction is not to compare the standards of today with those of the past or to determine whether they are rising or falling. On the other hand, we should judge them on the basis of the interrelated criteria of adequacy, dynamism and international compatibility. Judging on the basis of these criteria, the existing situation appears to be far from satisfactory”.

A discussion paper on ‘Major Problems of Secondary Education’ issued by the National Education Commission in 1965 rightly illustrated the position. “In fact, it may be said that the major defects pointed out by the Commission still persist in a majority of secondary schools today. The education imparted in these institutions continues to be more or less isolated from life. The curriculum is still, generally speaking, narrow and one-sided and not designed to develop the full personality of adolescents. The methods of teaching are by and large, dreary and unimaginative and do not aim at inculcating desirable
values and proper attitudes and habits of work among the students. In spite of certain measures taken to increase the salary scales and improve the status of the teaching profession, the economic position of secondary school teachers continues to be unsatisfactory. Frustration naturally affects their attitudes towards their work. Though several steps have been taken to reduce the harmful influence of the external examination, it still dominates all educational activities in the average secondary schools”.

It is clear from the National Education Policy Document (1986) that national integration and national values are not very much encouraged in the present educational institutions. In other words, the environments of educational institutions are not very much congenial. The National Education Policy observed: “There is today, as never before, an upsurge in favour of National Integration and adherence to certain national values and concerns. Re-organization of the content and processes of education on the lines will therefore, be a matter of foremost priority”.

1.9 Nature of Attitude

Attitudes reflect in part a tendency to be consisted in our outlook. Even when we detect inconsistencies in another’s behavior, his behaviour often seems consistent to him. This tendency to preserve consistency is one of the motivational factors controlling attitudes.
It has been extensively explained by Festinger (1957) according to a principle which he calls 'dissonance'. By dissonance, he means a perceived inconsistency between one’s own attitude and behavior. The existence of dissonance is accompanied by psychological discomfort, hence, when dissonance arises, an attempt will be made to reduce it. If a heavy smoker believes that smoking is harmful, this belief is dissonant with his continuing as a heavy smoker. Hence, he must either reduce his smoking or deny his belief in the harmfulness of smoking. The latter is what he frequently does.

1.10 Attitude is a Mental Disposition

There is a close relation between man’s personality and his attitudes. His behavior is organized around the attitudes he holds. Attitude is the state of mind within the individual human being. According to Shaw (1948) “It refers to certain regularities of an individual’s feelings, thoughts and predispositions to act towards some aspect of his environment”. It is a subjective reaction in relation to objects. It is usually a “hypothetical construct”. It is inferred from verbal expression or overt behavior.

An attitude is often defined as a tendency to react favorably or unfavorably towards a designated class of stimuli, such as a national or racial group, a custom, or an institution. Attitude towards the teaching profession is generally discussed among academic circles. It is evident, that attitudes cannot be directly observed but must be inferred from the behaviour, both verbal and non-verbal. Attitude scales yield a
score based on the individual’s responses to a series of questions pertaining to the attitudinal under consideration. Attitude surveys are also employed to check the effectiveness of education and training.

The demand for secondary school teachers is ever growing with the ever expanding secondary education everywhere. Hundreds of teachers are required to be recruited for the secondary schools. The prospects and service conditions are not so attractive. Hence even the people with necessary aptitude for teaching are tempted to join other professions. Mostly those who cannot secure good jobs elsewhere join this profession. They are available in thousands. There is no dearth of such teachers; but there is a great dearth of “real” teachers. The problem of securing the services of good teachers’ trouble those who are concerned with education.

1.11 Components of Attitudes

Attitude widely used in psychological literature, has three elements. They are:

a) A cognitive component of belief or disbelief, (opinion, information or stereotype)

b) An affective or emotional component of likes or dislikes and

ii) An action or cognitive behavioral habit component or readiness to respond.

Thus attitudes are the particular ways in which a person thinks feels and acts. Physiological responses or verbal statements of likes or
dislikes can measure the affective component. The cognitive component may be measured by self-ratings and beliefs through the account of knowledge, which a person has about a relevant topic. The behavioral component can be measured by direct observation of how a person behaves in a specific situation but is very often measured by his self report of how he would or does behave.

1.12 Characteristics of Attitudes

Major characteristics of attitudes are;

i) They represent predispositions to behavior towards an attitudinal object (Person, thing, place or idea).

ii) They are learned behavior and hence they are not inherited or innate dispositions.

iii) They are more or less permanent and persist for a reasonable period of time.

iv) They are directed towards a goal or an object and hence it may manifest in a positive or negative way towards the attitudinal object.

v) They can be indirectly inferred from covert to overt behavior of individual.

1.13 Characteristics of Attitudes Favorableness

Favorableness is the degree to which a person favorable is for or against a psychological object. This dimension determines the direction of attitude. A person may have positive or negative attitude. He/she
may like or dislike an object. He/she may approve or disapprove certain practices. When people say that family planning is a must, it indicates their favorable attitude towards family planning.

**Intensity**

Intensity refers to the strength of the feeling, how strongly a person feels about something. It reveals the strength of his/her feeling towards the attitudinal object. For example, Rama disagrees with co-education system, while Krishna strongly disagrees with it. It can be inferred that Rama’s feelings are stronger against co-education system. Moreover, two people may have the same attitude of equal intensity, but their direction may differ. Mohan strongly approves reservation policy, while Rohan strongly disapproves it. Intensity may be equal but their attitudes are in opposite direction. The more favorable or unfavorable an attitude, the more intense it is. However, people who are neutral in their feelings have the least intense attitude.

**Salience**

Salience means how freely or spontaneously an individual expresses his attitude. It is the readiness or promptness with which the individual gives vent to his/her feelings. A person may express his/her attitude freely towards caste system or rising prices, but may not express his/her attitude about sex. Salience is affected by cultural permissiveness.
**Attitudes are acquired**

Attitudes are not inborn or innate. They are not inherited by the individual but are acquired during the growth process. At the time of birth, the child does not inherit any preference for food, but as s/he grows s/he develops positive and negative attitudes towards certain types of foods.

**Attitudes are more or less permanent**

Attitudes, once acquired, become relatively permanent. They are lasting and enduring. They become stable over a period of time. Since they are more or less permanent, an individual’s future behavior can be predicted on the basis of his/her attitudes.

**Attitudes involve subject object relationship**

Attitudes are not formed in vacuum. They are always formed by the individual in relation to some person, object or situation or idea.

**Attitudes involve affective, cognitive and action components**

Affective component refers to feelings, cognitive to knowledge and action to behavior. A person will have some idea or knowledge about a psychological object; will also have feelings towards it and in behave towards that object positively or negatively.

**Attitudes are inferred**

Attitudes of a person cannot be known directly because individuals do not express them frankly. Attitudes therefore are to be inferred from the individual’s behavior in terms of actions or words. Teaching is a profession is not as important as the issue that Teachers
are professionals'. Maximum problems related to teaching-learning can be handled safely without giving too much financial inputs, if teachers possess healthy professional attitude. In India, teaching is the third largest workforce; thus a large number of people enter into this profession. Lack of professional attitude among this group has made it difficult to ensure uniform standards in teaching-learning. The increasing demand for professional service with quality has put the onus on the teaching faculty to be more responsible and more accountable to the needs and conditions of service. Due to lack of professional attitude among teachers, continuous and adequate efforts are not made to recognize the best ideas in teaching, practice which help for self renewal and sustenance.

Teachers have to carefully understand the new prominent characteristics of their profession in the modern age, namely scientific temper, objectivity, achievement motivation, merit, excellence and faith in change. The teacher who will have a healthy professional attitude will not act in a manner that will bring bad name to himself/herself or his/her profession. He/she is proud of the fact that he/she belongs to this profession. He/she will always to conduct himself/herself in a dignified manner. True professionals do not wait for or allow regulation of their professional work by others. They will regulate their conduct themselves. Remuneration is not considered as important as to overshadow the sense of satisfaction which a good professional gets when he/she has done the work as it ought to have been done. These
are some of the dimensions which reflect professional attitude of teachers.

Attitudes are habitual ways of reacting to situations. Freeman defines attitudes as “a dispositional readiness to respond to certain situations, persons, objects in a consistent manner which has been learned and has become one’s typical mode or response”. Attitude towards teaching is nothing but one’s reacting to teaching learning situations.

1.14 Range of Attitudes

Attitudes range from strongly positive to strongly negative. By ‘positive’ we mean that the person involved shows some tendency to approach the attitudinal object towards which he has a positive attitude, while ‘negative’ refers to a pre-disposition to avoid the object. In most cases, strong negative or strong positive attitudes are accompanied by intense feelings. Cantril (1946), for example, demonstrated that as attitudes become more extreme, they tend to be held with greater intensity. Newcomb, Turner and Converse (1965) suggest that we consider “an attitude toward a specified object as lying at some point on a simple continuum like that of a thermometer, running from large negative values through more moderate negative values to a zero point, and then becoming increasingly positive”
1.15 Formation of Attitudes

Enduring attitudes develop through learning experience related to other people. Allport (1935) has suggested four common conditions for the formation of attitudes. They are:

- The accretion and integration of responses learned in the course of growing up.
- The individual’s differentiation or segregation of experiences.
- The influence of some dramatic experience or trauma and
- The adoption of readymade attitudes.

Hilgard (1953) opines that as attitudes are so interwoven with affective and highly motivated experiences, they become embedded personality characteristics. On the other hand, attitudes as components of personality cannot be separated from the objects or events in the social context to which they refer.

1.16 Dimensions of Attitude

Attitudes have four dimensions; intensity, direction, extensity, and duration. Each of these dimensions is important in understanding attitudes and their influence upon behavior. Assessment of these dimensions is done most frequently by observation of behavior, but attempts have been made to develop scales to evaluate attitudes. Behavior patterns provide evidence of each of these dimensions. Most
such scales simply attempt to survey the attitudinal patterns and determine their positive or negative direction.

**Intensity** of an attitude is evidenced by the extent to which it motivates an individual’s behavior. Limits of intensity can be determined by the nature of the barriers needed to inhibit a response. Behavior motivated by a weak attitude can be thwarted by obstacles that seem to have very little actual resistance, but an intense attitude is likely to find expression in behavior despite almost overwhelming obstacles. An observer must be aware that an attitude can be expressed in several ways, and that if it is intense, there is likely to be a shift in mode of expression, when several obstacles are confronted. A child with an intensely negative attitude towards figures of authority may be deterred from direct aggression towards them, but such a child may write its feelings indirectly.

**Direction of attitude** is observed in behavior as a force that repels, attracts, or fails to motivate the child in any direction, for example in the case of an “I don’t particularly care” attitude. Although the direction of behavior is frequently indicates a direct relationship to attitude. There are number of occasions when the opposite interpretation is in order. An individual having a negative attitude towards a given group may join them, outwardly seeming to have a positive attitude but by very subtle meaning bring about disruption and chaos in the group or divert it from its goal.
**Extensity** is observed in a broad survey of the pattern of attitudes within the individual. Some attitudes seem to have broad and pervading influences. These probably develop from a wide variety of situations that have reinforced feelings until generalizations have occurred. A single potent incident, a sort that can be generalized may bring about an extensive influence. Other attitudes seem to be unique or may be related to only a small segment of behavior. Actions that are uncommon in a particular child may provide evidence of this type of limited attitude.

Duration of an attitude is another aspect that is important in education. An important function of education is the modification of existing negative attitudes and the creation of new ones that are positive and enduring. Some attitudes may endure for only a short time because they have not been reinforced by experiences. In fact, new experiences may bring about a complete reversal of a previous attitude. In general it can be said that, an attitude endures as long as it promotes the goal objectives of the individual. It is evident that attitudes are modified through experience. They can be changed from strongly negative to positive, from strongly positive to negative or shades of change may occur between these extremes. Since attitudes are subject to change it is important to look at the methods that have been found effective and ineffective in producing attitudinal change.
1.17 Attitude in the Prediction of Behavior

One of the most common criticisms of attitude scale of all types is that they do not allow us to predict actual behavior in real life situations. Most such arguments, have urged that attitude scores indicate only a disposition and they have agreed that attitude scores indicate only a disposition toward certain classes of behavior, broadly defined but what overt response actually occurs in a real life situation depends also upon the context provided by that situation.

By combining judgments derived from scales representing other dimensions with those derived from the evaluative factor alone, additional information can be obtained and prediction presumably may be improved.

1.18 Factors Influencing the Development of Attitudes

As mentioned earlier `Attitudes’ are acquired ones. Development of Attitude is influenced by many factors. Following are some of the important factors.

Sex

It is well known fact that attitudes are reactions toward something. There is no uniform pattern of attitude among different persons. This difference is remarkable with respect to the gender of an individual. It seems that there are also some important sex differences in the development of emotions. Developmental factors may effect May development of attitudes.
As an example of specific sex differences in personality and attitudes, it is worthwhile to mention the study made by Tryon (1930). She found that at the age of twelve the average girls wished to conform to adult standards and to be lady like; but by the age of fifteen the characteristic desire as rather to be attractive to men and to be considered a good sport. Certainly this is hardly what would be found in a comparison of boys at twelve and fifteen.

An important sex difference is shown by Allport-Vernon study of values. On this test males had higher scores for aesthetic, social and religious values. Quite obviously these and the other sex differences in interest and values will have an important effect on the results of instruction.

Age

Generally we all know that the person’s attitude varies according to the age. Common observation of everyone is that the older people and younger people differ in their attitude towards many things. This is commonly known as `generation gap’.

Home Influence

It is generally accepted that attitude are determined largely by the social environment and that home influences are especially important. In a study of interfamily similarities in attitudes. New Comb and Svehla compared parents and children using Thurston’s Scale for measuring attitudes towards the church, and communism.
Correlations between the parents were quite high, those between parents and children were next, and those between siblings were lowest.

**The Teacher**

Brown asked 300 graduate and under graduate students in Educational Sociology to evaluate the various factors in their school experience that had been influential in the formation of personality and character traits. According to their adjustment, the personalities of their teachers had been the most important single factor, 65.3 percent of students thought this influence had been good, but 33.3 percent thought it had been unfavorable. Only about 10 percent did not consider the teachers influence important. On this line of emphasis on the personality of the teacher, the group recommended that teachers be selected more on the basis of personality and love for children and less on the basis of mastery of subject matter.

**Experience**

It is well known that attitudes are results of one’s particular biography. It has also been pointed out earlier the task of education is to change attitudes in the desired direction is started, better is the possibility as attitude change. Intellectually development of attitudes is conditioned by the growth of intelligence. Attitudes are based on perceptual experiences and their development depends on memory, understanding and reasoning
**Education**

As pointed out earlier attitudes are acquired once, their change become difficult. Modification or change of attitudes is greatly influenced by the acquiring of new, correct knowledge. It is very effective through the systematic formal education.

This theoretical knowledge of factors affecting the attitudes of a person, led the present investigator to select sex, age, experience and qualification as the independent variables for this Study.

**Teachers Attitudes**

Before considering what teachers can do to develop favorable attitudes in children, we should first take a look at teachers attitude towards children. One person may like teaching because it provides, an opportunity to dominate, to give order, and to be the judge, jury and chief executioner. Another may feel the need of excessive affection or admiration and use the pupils to obtain these. These are of course, not wholesome attitudes. They may even sometimes illustrate what Freud has called the mechanism of reaction formation, in which the behavior is just the opposite of the attitude. A teacher, or parent, may seemingly be very kind, loving, and over indulgent, but he is behaving this way in order to compensate for his true feeling of rejection and hatred, which he may not admit even to himself.

In general, what has been said of pupils also applies to teachers. They may have favorable or unfavorable attitudes toward young people.
especially unfavorable toward those who make trouble and these attitudes may transfer to the class and the whole educational situation. Such attitudes may have developed, as consequences of the teacher’s own home and school experiences and the way in which life has treated them. Since the attitudes of one person develop attitudes in others, we may well ask what characteristics of teacher’s attitudes make pupils move toward them (acceptance) rather than away from or against them (rejection). It is possible to generalize from what incidents satisfy and annoy them as far as pupils are concerned, and say that pupil’s attitudes will tend to be favorable if the teacher likes children, to help, to learn and to lead children to learn.

1.19 Attitudes in Selection of Personality

To the extent that attitudes are considered to fall within the realm of personality, they are differentiated by Sahakian (1972) from other personality constructs on several bases. First, attitudes are relational, and second, their referents are specific, that is, an attitude is a characteristic which implies a type of relationship between the person and specific aspects of his environment. Third, attitudes differ from other personality constructs in their possession of an evaluation function. Fourth, attitudes rather than being overt responses, serve as predispositions to respond overtly, therefore, as with any mediating variable, it is necessary to measure them indirectly.
1.20 Attitude towards Teaching Profession

Attitudes play an important role in teaching that is why there have been different definitions of what attitude towards teaching. Attitude may be defined as the predisposition of tendency to react typically towards a given object situation or value, usually accompanied by pleasant or unpleasant feeling and emotions.

Parents wrongly consider attitudes as “Natural” or “Instinctive” But in reality they are learnt through socialization process. Most of the Attitudes may develop gradually through a longer period of time, Attitude cannot be directly observed but must be inferred from individual’s overt behavior both verbal and non verbal.

The basic function to teaching is preparing a student to sound judgment and to be able to solve the problems of life. The study of attitude towards teaching will not only help the teacher to select suitable choices for his students, Without the study of the students’ attitude the work of the teacher will remain unsatisfactory and the aim of teaching will never be attained. Effective teaching and learning are the products of various factors. These factors are directly related to the quality of education in general and to successful classroom instruction in particular. These factors include teachers background, his/her competencies, pre-service and in-service training, teacher-students’ interaction, efficient use of instructional time and materials and assessment of students achievement. It is imperative that for better planning of effective and efficient education in our institutions the
above factors should be well conceived, properly organized and
diligently managed.

Teacher must have knowledge, about attitudes, beliefs and skills of
students. These characteristics must be medicated through the
individuality of the teacher.

If the teachers lack professional attitude, they will show less
effectiveness in their performance.

Effective and productive learning on the part of pupils can be
achieved only by teachers with desirable attitudes. When we ask
someone about her / his attitude towards something, say her / his job,
we are primarily finding out how he feels about his/her job and, in
particular, whether his/her likes or dislikes his/her job. Attitudes have
been defined in a number of ways. The simplest definition is that, it is a
feeling for or against something (Remmers, Gage & Rummel 1960, p.
67). According to Britt (1958, p. 52), it is “a mental set of response.”

Fishbein (1967, p.12) defines it as “a mental disposition of the
human individual to act for or against a definite object.” Allport (1935,
p.34) defines it as “a mental and neural state of readiness, organised
through experience, exerting a directive or dynamic influence upon the
individual ’s response to all objects and situations with which it is
related.” Thurstone (1946, p. 39) has defined attitude as “the degree of
positive or negative affect associated with some psychological object.”
By a psychological object, he means any symbol, phrase, slogan,
person, institution, ideal or idea towards which people can differ with
respect to positive or negative effect. A particular job, for example, may
be a psychological object. In the literature of psychology, the terms
‘affect’ and ‘feeling’ are used interchangeably. An individual who has
associated positive affect or feeling with some psychological object is
said to like that object or to have a favorable attitude towards the
object. An individual who has associated negative affect with the same
psychological object would be said to dislike that object or to have an
unfavorable attitude towards the object. The above definitions show
that an attitude is a preparation or readiness to respond. It is covert
rather than overt and consummator. It is not behavior, but the pre-
condition of behavior.

1.21 Importance of Right Attitudes of Teachers in Education

From the definitions given by many psychologists, it is obvious
that, action, every act, behavior, performance of a person are
determined by his attitudes. Thus attitudes have an important place in
determining one’s personality. Person having positive favorable attitude
towards something will behave in a proper, desirable and acceptance
way.

One of the important aims of education is to develop desirable
attitudes and modify the attitudes of pupils in the desirable direction.
Main characteristics of a particular society at particular time are
dependent of its members who are the final products of the education
system of that particular society. Formation and modification of one’s
attitudes is not only the job of the family but also of the school. “Family
resemblances in attitudes are probably not, solely due to the personal
influences of members on one another. They may also be due to the
influence of institutions affecting all members such as a church to
which they belong, a school to which they all go or the general
environment in which they all live” (Eysenck, 1951b).

It is evident from the above statement that school in general and
in particular the teacher has a major role in the development and
modification of children’s attitude. It is evident that teachers are an
important influence on students’ attitude.

It can be said that the teacher with right attitude towards
teaching profession in particular and educational aspects in general
can develop proper attitudes in pupils. It is the teacher’s function to
provide inspiration and to use his knowledge and experience to develop
and modify the attitudes of children in desirable direction to search for
the “solid joys and lasting treasure” waiting to be found by those who
can appreciate their value.

1.22 Need and importance of the study

The quality and quantity of performance performed by any
individual in any task is mainly determined by the fact that whether
the individual is satisfied or dissatisfied by the particular task.

Work occupies an important place in the life of man. It is a major
source for the satisfaction of biological, psychological and social needs
of the individual (Roe, 1956), as well as best single determinant of
social class (Komhauser, 1955). Suitability of work, therefore, is very important for job satisfaction and the mental health of the individual (Bray Field and Morsh, 1957).

Job satisfaction is an employee affective response to his/her job and its environment. It is a state of mind inferred directly from an employee’s response to question relating to his/her job. “The human side of enterprise” according to McGregor (1960) has become the focal point of modern management. The human side of enterprise “is all of a piece” that the theoretical assumption management holds about controlling it enterprise. Both the practitioners and theoreticians know the value of meeting human needs in an organizational life.

Teacher job satisfaction has been shown to be a predictor of teacher retention, a determinant of teacher commitment and in turns a contributor to school effectiveness.

Teaching profession as such has an important, noble place in the society. People who are involved in the teaching profession are rather different from the people who are involved in other professions. Wholehearted participation of the teachers in the educational process and organization is primary necessity for the success of educational system. Teachers would express their maximum, ultimate potentialities to serve their profession, if they are satisfied with their jobs. This point points towards the importance of study of teachers’ job satisfaction. Because of this it has been of great interest to behavioral science researchers. Indeed a recent estimate (Cranny, Smith, and Stone 1992)
suggests that more than 5000 studies of job satisfaction have been published since the 1930s. Many researchers have conducted studies on the job satisfaction of elementary and secondary teachers (Kreis and Brookopp, 1986). Furthermore educational researchers have studied the relationship between job satisfaction and gender (Sweeney, 1981), length of teaching experience, (Av-Itzhak, 1988), age (Lowther, Gill, and Coppard, 1985).

Teachers’ job satisfaction is a pivotal link in the chain of education reform. Teacher’s satisfaction influences job performance, attrition and ultimately, student performance. Job dissatisfaction has been found to be associated with a higher rate of absenteeism (Jackson, Ritting and Pasamanick, 1957), turnover (Loken, 1951) accidents, wastages, (Bray Field and Crockett, 1955). It is not only result in unhappiness to individual but also leads to wastage of human and material resources of society.

Understanding job satisfaction is undoubtedly a vital phenomenon for secondary schools as it is for any organization. Hence, there is a great need for the study of teacher’s job satisfaction working in secondary schools.

The study of attitudes and their measurement, change in attitudes and their relationship with other variables have been a very important area of research in social and educational psychology. Attitudes influence the psychological, social and political process in the minds of both laymen and scientists.
Importance of attitudes was formally recognized in the early period of social psychology. Thomas and Znanieck, (1918) defined social psychology as the scientific study of attitudes. Allport (1954) viewed the attitude as 'the most distinctive and indispensable concept in contemporary American Social Psychology'.

Education is the most potent instrument of bringing about social, political and economic betterment and cultural transformation of a country. It is the quality of education that determines the level of prosperity, welfare and security of the people. But the quality of education depends upon the quality of teachers. It is a good augury that, educationalists and educational planners in India have started realizing that only securing enough teachers will not do, what is equally important is securing the right type of teachers. Unless such teachers are found, secondary schools cannot deliver the goods that are expected of them. Fundamentally the success of secondary education does not depend either on the setting of aims, statements of objectives, or discussion of subject values, but on the academic and professional preparation of teachers.

For the professional preparation of the teachers the study of attitudes is hailed by manager is very important. How a teacher performs his duty as a teacher is dependent, to a great extent, on his attitudes, values and beliefs. A positive favorable attitude makes the work not only easy but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the teaching task
harder, more tedious and unpleasant. In addition a teacher’s attitudes not only affect his behavior. Attitudes not only affect his behavior in the classroom but also influence the behavior of his students. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired directions.

The influence of teacher attitudes on expectations of the behavior of school children has been discussed in several studies. Among the most interesting of those has been that of Pidgeon (1970). He tested from a number of studies, some tentative supporting the hypothesis that a teacher’s attitudes influence the behavior and ability of his pupils. Barker Lunn (1970), too, has suggested that the observed decline in reading performance of children might, in some measure, be due to their teachers’ lower expectations of them.

Indeed as writers like Bemard (1952) and Crow and Crow (1951) have pointed out the teachers with an undesirable set of attitudes should not be entrusted with the charge of developing the tender minds of pupils, as otherwise, he would impart to them his own tensions frustrations. According Goyal (1984) the teacher’s attitude is significantly correlated to pupils, achievement. All these evidences clearly indicate that the attitude of the teachers plays an important role in deciding the quality of learning, thereby in building an efficient system of education.
Beginning of 21st century has given birth to tremendous changes in the educational field also. Role of the teacher has become narrower due to the developments in the field of science and technology. Influence of information technology has extended to such an extent that teacher has lesser role to play in educational process. But as pointed out earlier, mere transmission of knowledge is not the job of the teacher. He has a great responsibility of developing good citizens through the development of right attitudes, beliefs, norms, character, and nationalism and so on. To do this, basically the teacher should have right attitude towards teaching and his pupils'. Then only he can be able to influence the pupils to develop, modify their attitude in the right direction.

Therefore, the present investigator felt that it is a need of an hour to study the attitude of teachers working in secondary schools.

A teacher comes to the profession with only the academic knowledge obtained by him/her in his/her school/college career and rudiments of professional knowledge received by him/her from the training institution which cannot form a permanent base for the whole teaching career. A person may prove him a poor teacher and he may start disliking his profession in due course contradicting with his previous disposition in this regard whereas another person may prove himself a successful teacher and more effective even though he was not so to begin with and teaching was not his first choice. This may be due to the environment in which teachers work which constitutes the
relationship between the colleagues and the head of the institution, the locality of the school, the adequacy of the library, laboratory and other facilities, provision for self improvement and particularly the school organizational climate that enable a teacher to develop favorable attitude towards his profession and derive job satisfaction. Lippit and White (1939) have expressed that democratic atmosphere of the school is more constructive and co-operative than autocratic atmosphere which leads to aggression and hostility. Anderson (1945) is of the opinion that dominative atmosphere is more harmful and destructive whereas integrative atmosphere is constructive, flexible and child centered.

Environmental appraisal refers to an individual’s personal impression of the setting (Gifford, 1987). Presumably work spots that individual evaluates as good and finds beautiful also make them more pleasant. Research has indicated that pleasant or attractive work spots make people feel better which is consequently related to high productivity and satisfaction (Maslow and Mintz, 1956). The positive effect on mood makes pleasantness an interesting issue for the design of work space. It is reasonable to assume that if attractive work space makes people feel pleasant they will help to increase efficiency and accuracy in work (Combell, 1981).

The type of culture in the environment shapes the personality of a person. If the culture is liberal and permissive according to the environmentalists, the type of personality that develops is indeed is
different from that personality developed in a culture based on authoritarianism and regimentation. Proper socialization may not be possible in an environment where social interaction is not properly ensured. The form of behavior and manner of thinking in teacher can be radically affected if modes of behavior are restricted. This reveals that environment in all its manifestation – social, economic, culture, political – has great potentialities, in bringing about changes in the behavior of a teacher.

School’s environment is as different and complex as the teachers who live in them. The environment is a shaping and reinforcing force, which acts on the individual. According to Bayley (1957), Bloom (1968) environment is a powerful determinant of behavior. Boring, Longfield and Wells have pointed out that the environment is everything that affects the individual. It has also been found that poor environment can produce serious maladjustment in a person. Such characteristics like poor locality, non-cooperative colleagues, monopoly of the head of the institution, controlled atmosphere in school, unhealthy relationship between teacher and students, teacher and parents, are responsible for creating unhealthy trends in the personality of a teacher.

Skodak’s analysis based on his experiments also emphasized the importance/influence of environment on the growth and development of personality characteristics (Mangal, 1995). If individual’s needs and aspiration for constructive purpose are not properly and judiciously gratified in the environment, personality gets dominated by personal
idiosyncrasies which later become responsible for developing unfavorable attitude towards one's profession. According to the studies by Newman, Freeman and Holzinger (1937) environment plays a decisive role in bringing individual differences.

Many educationists are of the opinion that an environment plays a major role in the development of attitudes, temperaments, ways of thinking, interests and inclination of individuals. This holds good in case of school environment and teachers also. As such, teacher's attitude, efficiency, morale, interest and level of job satisfaction, which in turns affect the quality of institution and education, may be influenced by the differences in their personality factors and school environment in which they work. Hence it would be interesting to study the inter-relationship between certain teacher variables like attitude, morale and job satisfaction and their personality factors and school organizational climate.

A brief survey of research studies in this area revealed that many studies have reported that there is relationship between teachers’ personality factors and school organizational climate and other variables like attitudes, active leadership, behaviour of the head master, teacher morale and job satisfaction and have indicated that the school organizational climate warrants immediate attention of all people who are concerned with the conduct of the educational system.

Many studies by Simonson (1977), Lagenbach (1972), Emans (1969), Mazer (1969), Shiponan, Scotand Brinkley (1960) have reported
that there is a significant relationship between teacher’s attitude and personality factors and organization climate. In India Singh and Sharma (1977), Singh, (1974), Verma (1968), Jayamma (1962) found that age and sex are not related to teachers’ attitude. Studies by Puranik (1985), Samanth Roy (1971), Debnath (1971), Harbajan Singh (1971) have reported that locality, work experience, qualification of teachers do contribute positively to develop positive attitude towards their profession.

Wippich Barbara (1983), Babu (1976), Smith (1973), Anjaneyalu (1968) found that there is a relationship between the school management and the job satisfaction of the teachers. Rita George (1981), Ananda (1977) studied on sex and job satisfaction and found that female teachers were more satisfied than men. Studies by Sampson Theophiles Nimley (1984) and Lindgreen and Pattan (1958) reported that there is a significant relationship between levels of school and teachers job satisfaction. Damps Henry Willie (1978) found that there is no relationship between job satisfaction and levels of school. Sidian Mendi (1980), Venkataiah and Jayachandra Naidu (1984) indicated that there is a significant relationship between qualification and job satisfaction. Studies by Puranik (1985), Nelson Lynda Ann (1984), Mangel Poul (1984), Williams Herold (1983), Thomas James (1983), Cornodyseth (1982), Copper George Herburt (1981), James Edward (1979), Nicholas (1977) and Parsy Carol Mass (1976) found that there is a significant relationship between teacher’s morale and
principal’s behaviour, organizational climate, levels of school, locality 
and qualification. According to Rajanna (1985) there is a relationship 
between job satisfaction of teachers and their morale. Studies by Goel’s 
(1978), Grewall (1976), Gupta (1976) reported that there is a significant 
relationship between teacher’s personality factors and classroom 
behaviour, students’ attitude and their effective learning.

It is a common observation that some teachers do not have 
satisfaction in their jobs, even though different plans and programmes 
have been implemented to improve their prospect and status both at 
the school as well as at the college level. In order to improve the quality 
of education at the school level, there is a need to develop positive 
outlook among the teachers through better job satisfaction.

Therefore, it is very necessary to explore empirically the factors 
affecting the job satisfaction of school teachers. Further, it is observed 
that, teachers who are working with wholesome personality, mental 
vigour, deep knowledge in a subject, are also not satisfied with their 
profession may be due to low job satisfaction (Goyal, 1980).

So it is necessary for the researchers to study the causes for low 
job satisfaction of teachers, so that necessary measures could be 
suggested to improve quality in teaching.

There are quite a number of studies conducted in this area by 
considering some common variables. But seldom studies are conducted
by taking into consideration the necessary determining variables such as organizational climate and attitudes towards teaching profession.