CHAPTER-II

REVIEW OF RELATED LITERATURE

1.1 Introduction

The review of related literature is an important aspect in any research. Knowledge acquired through generation is well displayed in books and they are arranged in libraries. Each new generation of human being make use of accumulated knowledge as a foundation for building up further knowledge. Hence the study of literature is necessary in any field of inquiry.

In the field of education as in other field too, the researcher needs to acquire up-to-date information about the area of research. Availability of adequate information and possession of sufficient familiarity with it, are unavoidable to a researcher. It helps the investigator to decide whether the evidence already available solves the problem adequately without further investigation, and thus to avoid risk of duplication.

The literature provides ideas, theories explanation etc., valuable in formulating the problems and methods of research appropriate to it. Koul (1996) states ‘Research takes the advantage of knowledge which has accumulated in the past as a result of human endeavor’. It can never be undertaken in isolation of the work that has already been
done on the problems, which are directly or indirectly related to a study proposed by researcher. A careful review of the research journals, books, dissertation and other sources of information on the problems to be investigated are one of the important steps in planning of any research work. In other words research begins in vacuum. The related literature is worthwhile for an effective research.

1.2 Research Studies Related to Job Satisfaction

(NCES 97-471) Ordering information (1997), Job Satisfaction among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation

Highlights

- Administrative support and leadership, student behavior and school atmosphere, and teacher autonomy are working conditions associated with teacher satisfaction; the more favorable the working conditions were, the higher the satisfaction scores were.
- Private school teachers tend to be more satisfied than public school teachers and elementary school teachers tend to be more satisfied than secondary school teachers, but this relationship is not nearly as strong as the finding that teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not.
- In public schools, younger and less experienced teachers have higher levels of satisfaction than older and more experienced teachers. In private schools, the relationship is bipolar—the very
youngest and very oldest teachers had the highest levels of satisfaction as did the least and most experienced teachers.

- Although certain background variables, such as teacher’s age and years of experience, are related to teacher satisfaction, they are not nearly as significant in explaining the different levels of satisfaction as are the workplace condition factors, such as administrative support, parental involvement, and teacher control over classroom procedures.

- Teachers with greater autonomy show higher levels of satisfaction than teachers who feel they have less autonomy. Administrative support, student behavior, and feelings of control were consistently shown to be associated with teacher job satisfaction.

- Teacher satisfaction showed a weak relationship with salary and benefits.

- Workplace conditions had a positive relationship with a teacher’s job satisfaction regardless of whether a teacher is in a public or private school, or an elementary or secondary school, and regardless of the teacher’s background characteristics or the school demographics.

- The most satisfied secondary school teachers felt they had more parental support and were less likely to have been threatened by students than the least satisfied secondary school teachers.


Low job satisfaction has been cited as a possible cause of the current teaching crisis in the UK. This article reports on a study that examined job satisfaction among secondary school teachers in different types of secondary school. The results indicate a significant difference
in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest. No significant difference in satisfaction was found when the data were analyzed by age, gender and length of service.

Tasnim, Shamima (2006) Job Satisfaction among Female Teachers: A study on primary schools in Bangladesh. Publisher: The University of Bergen

This study is conducted to analyze the job satisfaction among the female teachers of government run primary schools in Bangladesh. Though job satisfaction is considered as a factor of social psychology but in this study job satisfaction is analyzed from organizational perspective. Two research questions are posed to identify the level of job satisfaction of female teachers. The prime aim of this study is to find out the teachers’ perception of ‘job satisfaction’ and to identify the factors which affect job satisfaction of female teachers. To fulfill these aims fifty seven teachers from seven governments run primary schools in urban and rural areas have been selected. Among the selected teachers twenty five are male and thirty two are female teachers. Both open ended and close ended questionnaire are used to get the answer of the research questions. Fredrick Herzberg’s theory of motivation, power distance and masculinity-femininity theory of Hofstede, teachers’ job satisfaction model by Linda Evans have chosen to analyze data as
well as variables. The empirical study has found some factors which affect job satisfaction of both male and female teachers. The factors are salary, academic qualification, career prospects, supervision, management, working environment, culture etc. Few perceptions of job satisfaction and the factors those affect it are same to the male and female teachers. But here are many perception as well as factors in which the male and female teachers are in two opposite pole. These different opinions are mostly interpreted in masculinity-femininity and power distance model of Hofstede. It is found that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.


An exploratory study on the role of extrinsic and intrinsic factors in determining job satisfaction amongst urban secondary-school teachers in Namibia was undertaken. Biographical variables pertaining to the teachers' gender, age, marital status, school resources, teaching experience, academic qualifications, and rank were investigated to determine whether these had any significant relevance, or made any notable contribution, to the level of job satisfaction experienced. Also, the correlation between burnout and job satisfaction was investigated to determine the extent to which these two factors are related. A sample of 337 secondary-school teachers randomly selected from 17
government schools, in the Windhoek region of Namibia, voluntarily participated in the study. Results showed significant levels of dissatisfaction pertaining to intrinsic factors of work and, more especially, those factors relating to school area and rank. A significant correlation between levels of burnout and job satisfaction was found, particularly in respect of emotional exhaustion and depersonalization, which were shown to correlate with low levels of job satisfaction. Limitations and recommendations pertaining to the study are discussed.

Brenda C. Voris(2011) Teacher efficacy, job satisfaction, And alternative certification in Early career special education Teachers, University of Kentucky, maxukfan@aol.com

The number of special education students continues to rise, creating the need for additional special education teachers. Alternative certification programs have dealt with the special education teacher shortage, but not the question of teacher quality. Most teachers entering classrooms from alternative certification programs have little or no formal education in methodology or behavior management, but have commensurate responsibilities as their more experienced colleagues. The intent of this quantitative study was to examine 222 special education teachers’ sense of self -efficacy and job satisfaction in 21 central Kentucky school districts. The focus was the relation among special education teacher’s degree of efficacy in the early years of their careers (zero to five), degree of job satisfaction, and their Certification
type in special education (alternative vs. traditional). The secondary purpose was to examine the interrelation among teacher efficacy, number of years in the profession, degree of job satisfaction, gender, type of classroom, and area of certification in special education. The degree of teacher self-efficacy is linked to increased student outcomes and achievement, extent of planning, implementation of new ideas, enthusiasm, commitment, and increased patience with struggling students.

The Teacher Sense of Efficacy Scale was utilized to measure teacher efficacy. The Brayfield Rothe Job Satisfaction Index (1951) as modified by Warner (1973) was employed to measure the affective factors of job satisfaction. A demographic questionnaire developed by the researcher gathered information from the respondents.

Denise G. Thompson (2013) Teacher job satisfaction and retention in a suburban Georgia school district, Proquest LLC.

An investigation of the relationship between job satisfaction and retention among elementary, middle, and high school teachers in a suburban school district in Georgia was addressed in this mixed-methods study. The focus of the study was to determine the level of job satisfaction among the nine subscales of the Teacher Job Satisfaction Questionnaire (TJSQ) completed by teachers, the level of job satisfaction among the school levels of teachers, the level of job satisfaction among male and female teachers, and the relationship between teaching experience and job satisfaction. Data were collected
through an electronic questionnaire (TJSQ) and a focus group interview session. Based on the findings of the study, significant differences in the level of job satisfaction among teachers were revealed. Middle school teachers and male teachers at all school levels had the highest levels of job satisfaction. No significant relationship existed between job satisfaction and teaching experience.


Without Emotional Intelligence (EI), a person can have the best training, an analytical mind and endless supply of ideas but will not make a great leader. Since, the teaching profession involves teaching, nurturing and leading, it may be assumed that EI is very important in ensuring teachers’ effectiveness and job satisfaction. A total of 1200 primary and secondary school teachers from 60 schools in Malaysia participated in this research. The objective of this research was to ascertain the role of Emotional Intelligence (EI) on job satisfaction and the effect of gender on the relationship between EI and job satisfaction. A set of questionnaires containing Emotional Competence Inventory (ECI) for measuring EI and Job Diagnostic Survey (JDS) for measuring job satisfaction was used. Results of this study showed a significant
positive relationship between EI and job satisfaction and no effect of gender on the relationship between the two variables.


The purpose of this study is to explore factors that affect teacher morale and job satisfaction in New Jersey's reform environment. A search of the literature had not identified any studies that mainly focused on the morale and job satisfaction of teachers within the state of New Jersey. A study of this kind might uncover valuable information to aid systems and building administrators in improving the lives and working conditions of their teachers, which could ultimately increase student achievement. This study was conducted to investigate if a statistically significant correlation exists between teacher morale and job satisfaction in the state of New Jersey and whether the proposed reforms to pension, benefits, and tenure have possibly contributed to these factors.

Dr. Roshan lal, sarabjit singh shergill (2012) A comparative study of job satisfaction and attitude towards education among male and female teachers of Degree colleges, International journal of marketing, financial services & management research Vol.1 No. 1, January 2012, ISSN 2277 3622 Online Available at indianresearchjournals.com
Teaching is regarded as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teacher can perform to the maximum of his capacity; if he/she is satisfied with his/her job. Every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teacher derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well-adjusted teacher can think of the well-being of the pupils. In the light of this background, the aim of this study is to analyze the job satisfaction level among the male and female teachers of Degree Colleges. This paper is an endeavor towards to analyze the attitude of the male and female teachers of Degree Colleges towards education.

Yener ÖZE (2013) Relationships of Various Social Psychological Variables with Primary Teachers’ Job Satisfaction, Erzincan University, Faculty of Education, Department of Educational Sciences / Turkey yenerozen@erzincan.edu.

The present study was conducted to determine the relationship among job satisfaction and social psychological variables of government primary school teachers. To questionnaires are used to determine the relationship between organizational climate and teachers’ job satisfaction. There is no significant relationship among organizational climate subscales, which showed that subscales are independent of
there was significant relationship between job satisfaction factors that showed that job satisfaction factors are dependent of each other. Supportive principal behavior and directive principal behavior are found to be significantly correlated with job satisfaction; on the other hand restrictive principal behavior as found no significantly correlated with job satisfaction. Collegial teacher behavior and intimate teacher behavior are found to be significantly correlated with job satisfaction on the other hand disengaged teacher behavior as found no relationship with job satisfaction.

Stephen T. Bond (2013) The influence of job satisfaction, organizational commitment, and employee engagement on intent to leave among public school teachers in southern Louisiana, Doctor of Philosophy submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College.

The purpose of this study was to determine the influence of job satisfaction, organizational commitment, and employee engagement on the intent to leave of public school teachers in South Louisiana. The teachers were described on those psychological measures as well as the demographic characteristics of age, gender, marital status, education level, years’ experience in education, years’ experience in their current school system and years until eligible for retirement.

In order to collect the necessary data, the following instruments were utilized: the Job Descriptive Index/Job In General, the Organizational Commitment Questionnaire, the Utrecht Work and Well
Being Survey, three-point Intent to Leave instrument, and a demographic survey. A total of 244 useable responses to these instruments were completed by participating teachers. Findings revealed that the largest groups of teachers were of the Generation X age category. The majority of the teachers surveyed were female, married and had earned a Bachelor of Science degree, and the largest group had over 20 years’ experience in education. There were few significant relationships between the psychological variables and the demographic variables. Findings also indicated that the teachers were generally satisfied with their overall jobs. Negative correlations were found between scores for each of the three psychological measures of Job in General, Organizational Commitment, and Employee Engagement; and Intent to Leave. A model was found that explained 45.2% of the variance in intent to leave among public school teachers in South Louisiana from selected psychological and demographic measures. Based on these findings, the researcher concluded that the teachers were found to be satisfied with their jobs, particularly their co-workers and the work itself; committed to their organization, engaged, and to possess very little intent to leave. The teachers were found to be dissatisfied with their pay and with their opportunities for promotion.

Ayhan AYDIN, Yılmaz SARIER and Şengül UYSAL (2013) The Effect of School Principals’ Leadership Styles on Teachers’ Organizational Commitment and Job Satisfaction, Vol / Issue: 13/2
Researchers have conducted a number of studies in order to demonstrate the effects of leadership styles on school outcomes. In these research studies, particularly, the full ranges of leadership styles have been used. The impact of transformational leadership, transactional leadership and laissez faire stated in this model on job satisfaction and organizational commitment of teachers were analysed. In this research study, it is aimed to determine the effect of leadership styles of school administrators on the job satisfaction and organizational commitment of teachers using the method of meta-analysis. Twelve research findings made in Turkey were analyzed using the method of meta-analysis. The research results showed that particularly, transformational leadership style affected job satisfaction and organizational commitment of teachers in a positive way. It was concluded that as the leadership style of administrators’ changes from transactional to transformational, the level of job satisfaction and organizational commitment of teachers’ rose.

Shahbazi Shahram, Janani Hamid and Najafzadeh Mohammad Rahim (2013) The relationship between organizational climate with job satisfaction of educational teachers at high school grade of Ardabil city

Department of Physical Education, East Azarbyjan Science and Research branch, Islamic Azad University, Tabriz, Iran, Department of Physical Education, Tabriz branch, Islamic Azad University, Tabriz, Iran
The main purpose of the study is to review and evaluate the relationship between organizational climates with job satisfaction of educational teachers at high school grade of Ardabil City. The present study has been carried out as correlation-descriptive and scale based type research. The statistical community of the recent study is including the whole high school teachers of Ardabil City; the numbers of these teachers were 82 people based on the statistics and information of education office that the sampling was carried out by total-counting method. Two questionnaires of Liel Susman and Sam Deep (1989) organizational climate questionnaire (OCQ) and Visoki and Crome (1994) job satisfaction questionnaire were applied to collect the related data in this regard. The raw data using SPSS 18, descriptive statistics (distribution tables, percents, mean and deviation) and inferential statistics accordance with smirnov kolmograph test result based on data normality and Pearson correlation was used in this case. The results represent the fact that there is a positive significant correlation between the organizational climate and job satisfaction. \( p = 0.01, r = 0.112 \). The results of correlation coefficient between the dimensions of organizational climate and job satisfaction showed that there is a significant relationship between the target agreement, role agreement and agreement on approaches of organizational climate dimensions with the job and job satisfaction. However, there was no found a significant relationship between the target, role agreements and satisfaction on the approaches of organizational climate
dimensions with coworker, optimization and from job satisfaction point of view. There were no found significant relationships between the effectiveness of the relations from the organizational climate dimensions with the whole dimensions of job satisfaction and connection between the praise satisfaction with organizational climate with job, optimization and payment from the job satisfaction. There was observed a significant relationship between the satisfactions from praise with the peer.

Saroja Dhanapal, Sueraya binti Mohd Alwie, Thanam Subramaniam, Deeparechigi Vashu (2013) Factors Affecting Job Satisfaction among Academicians: A Comparative Study between Gender and Generations,

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 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. Researchers have identified a non-exhaustive list of factors that determine job satisfaction which include factors such as workload, pay, age, gender, educational background, working environment, job security and management (DeVaney and Chen, 2003; Miller, 1980; Souza-Poza, 2000; Weiss, 2002; Udechukwu,
Although extensive research has been done on job satisfaction, the current study is specific in nature as its objectives are not only to determine factors affecting job satisfaction among academicians, but also to identify how the impact of these factors differ among generations and gender. A quantitative research using a survey questionnaire was used as it is believed that perceptions are best identified through this means. The framework adopted in this study is a combination of Herzberg and Maslow’s theory. In line with this, a purposive sample comprising of 100 academicians of different gender and generations from various private institutions located in the Klang Valley was used.

Kimberly Rae Dickens (2013) Factors influencing teacher job satisfaction and their alignment with current district practices in a suburban school district, Proquest, LLC

School districts across the country make many decisions that impact teachers’ satisfaction both positively and negatively. With statistics reporting a significant number of teachers leaving the profession in the first 5 years of experience, determining the reasons for teacher dissatisfaction are important in shaping district practices to be more supportive and satisfying to teachers. The purpose of this research study was to (a) determine the satisfaction level of teachers in a specific school district, (b) determine the practices school principals have put into place and how they relate to the factors identified in the research as being contributive to teacher satisfaction levels, (c)
determine the alignment of administrator practices and perceptions with those perceived by teachers in the same district, and (d) compare the results of the suburban school district in this study with the results of a rural school district to determine if demographics influenced the results of this research. The data produced through this study showed teachers in the suburban school district were satisfied in their positions and professions. These teachers indicated their satisfaction on a majority of questions asked in the Factors Influencing Teacher Satisfaction Survey. The majority of responses in the highly satisfied to moderately satisfied categories in this survey supported alignment between school district practices and practices identified through the research as being supportive of teacher satisfaction. In a comparison of the administrator follow-up interview responses and teacher follow-up interview responses, a strong alignment existed between the two groups’ perceptions and practices perceived to be in place within the suburban school district. The results of this study when compared with the rural school district revealed that demographics had no impact on teacher job satisfaction.


This descriptive survey investigated the influence of age and working experience on job satisfaction of primary school teachers. The
participants (n=238) were primary school teachers randomly selected from public and private schools in Ota, Ogun State, Nigeria. An adapted version of Bellingham (2004) job satisfaction survey with reliability index of .96 was employed to generate data from the participants. Pearson Moment Correlation Coefficient and t-test statistics were used to analyse the three hypotheses set to channel the study. The results obtained indicated that there were significant positive relationship between age and work experience and job satisfaction (r =.312; .229) and that significant difference existed between teachers with less and above five years of working experience (t = -2.68, P<0.05). The implications of these findings on career counseling were discussed.

Suzanne Tingley (2013) What Influences Teacher Job Satisfaction?

What do the recently released results of the MetLife Survey of the American Teacher actually mean? Teachers and their union representatives were quick to jump on the numbers indicating diminishing job satisfaction among teachers, suggesting that it was a harbinger of dire things to come. Indeed, teacher satisfaction has dropped 23 percentage points from its peak in 2008, five points in the past year alone. Currently only 39% of teachers surveyed reported they were satisfied with their jobs.
But in 1986 even fewer (33% of teachers) reported they were satisfied with being a teacher. What happened next? Job satisfaction began to climb steadily until 62% of teachers reported they were satisfied with their jobs in 2008. What is interesting to me is that during the years teachers felt most satisfied, calls for teacher accountability were also on the rise. The difference between then and now, however, is that schools had more money during that time for teacher training and for raises.

Teachers today also report feeling more stress. When job satisfaction was at 44% in 1985, about a third of teachers said they felt great stress several days a week. Today slightly more than half of teacher respondents say they often feel stress. Elementary teachers report feeling more stress than secondary teachers, a result I find both interesting and surprising.

The survey reveals that job satisfaction is tied to budget reductions. Teachers at schools that have reduced or eliminated opportunities for staff development or time to collaborate also report less job satisfaction. Teachers in urban schools or schools with high minority populations are not more likely to be dissatisfied, but high poverty rates do appear to contribute to teacher dissatisfaction. Teachers who report lower job satisfaction are more likely to report that their students are performing below grade level in English/language arts and math (50% vs. 61%). Finally, teachers who report low
satisfaction are not only less likely to rate their principal as excellent (35% vs. 60%), they are less likely to rate their fellow teachers as excellent (52% vs. 67%). Mid-career teachers are more likely than new teachers to feel low job satisfaction.

So what conclusions can we draw about teacher satisfaction? First of all, it doesn’t seem to be related to accountability or reform initiatives or teacher bashing or standardized testing or new evaluation procedures or any of those other issues various people have touted. Quite simply, it’s a function of funding. Do schools have enough money to hire good teachers and pay them well? Is there money for training and materials? Is there enough to keep class sizes reasonable? In other words, does the public value education enough to pay for it? That’s the real issue when it comes to teacher satisfaction.

Thusyanthini Nadarasa and Ravivathani Thuraisingam(2014) The influence of principals ’ leadership Styles on school teachers ’ job Satisfaction – study of secondary school In jaffna district, Department of Human Resource Management, University of Jaffna, Email:thusyanthini09@gmail.com

The study was designed to investigate the effects of principals’ leadership styles on teachers’ researcher. Questionnaire was given to selected sample in order to get needed data. In an attempt to focus the study, one reach question was posed and two hypotheses were formulated and tested. Correlation analysis .Findings of this study
states that Autocratic leadership has negative impact on teachers’ addition with that Democratic leadership has positive impact on job satisfaction.

The main purpose of our study is to examine the impact of leadership style on employee job satisfaction. In this study researcher examine the two leadership style (Democratic leadership style and Autocratic leadership style). This conclusion is based on the selected sample. That means this, study aimed at finding the influences of leadership styles on job satisfaction at secondary schools in Jaffna educational zone. This research studied the relationship between leadership style of principals at schools and teachers’ job satisfaction. Leadership style is one of the main factors determining job satisfaction. Findings of this study states that Democratic leadership has positive impact on teachers’ job satisfaction. In addition with that Autocratic leadership has negative impact on job satisfaction. This study empirically proves that Democratic leadership style will increase teachers’ job satisfaction. So the principals should practice democratic leadership style in order to increase teachers’ job satisfaction then only, they give their full effort in their service.

This research only covered the secondary schools in Jaffna educational zone. But this is a small position of Jaffna district. So when doing research in future, attention should be made to cover large position. Hence findings of this research can be applied to all.
The main aim of this research was to examine the role of teaching self-efficacy, perceived stress, self-esteem, and demographic characteristics (age, gender, education, and years of teaching experience) in predicting job satisfaction within a sample of 121 Irish primary school teachers. Design/methodology/approach – Survey data were collected from teachers from eight primary schools. Hypotheses were tested using a comparison of means, correlations, and multiple regressions. Findings – Results indicated that the predictor of variance in teachers’ job satisfaction. However, only perceived stress was found to explain unique predictive variance, with high levels of occupations stress related to low levels of job satisfaction. Practical implications – perceived stress should be targeted in efforts to improve teachers’ job satisfaction.

2.3 Research Studies Related to Organizational Climate


Relatively little previous research has investigated the mechanisms by which safety climate affects safety behavior. The current study examined the affects of general organizational climate on
safety climate and safety performance. As expected, general organizational climate exerted a significant impact on safety climate, and safety climate in turn was related to self-report of compliance with safety regulations and procedures as well as participation in safety-related activities within the workplace. The affect of general organizational climate on safety performance was mediated by safety climate, while the affect of safety climate on safety performance was partially mediated by safety knowledge and motivation.


A parsimonious measure of organizational climate of high schools is developed and tested in this research. The Organizational Climate Index (OCI) captures open and healthy dimensions of high school climates at the student, teacher, principal, and community levels. Next the relationship between the climate of schools and faculty trust is examined in a large, diverse sample of high schools (N=97). Different dimensions of high school climate explain distinct aspects of faculty trust-faculty trust in colleagues, in principals, and in clients (students and parents).

Imperial, Dorothy L (2005) The relationship between organizational climate and multicultural education on student achievement in elementary age children of military parents (comp)
There exists a school system that is closing the performance gap on standardized tests between Caucasian and minority students. This research studied 10 American schools serving Children of Military Parents (COMP) in North America, Asia and Europe which serve as a model for closing the minority performance gap. The environmental tone of schools is considered to have a profound effect on student learning. This research investigated the environmental tone that is contributing to success for all students. This study investigated organizational climate factors and multicultural perceptions that are contributing to the success of all students at COMP schools. The environment of schools closing the performance gap was studied by means of a climate analysis and multicultural perception survey. The research design is a web-based survey, composed of the Perceptions of Multicultural Education (PME) survey, an original survey, and the Organizational Health Inventory (OHI) survey previously established by Hoy et al. (1991). This study introduced an original survey for measuring perceptions of multicultural education, the PME survey. The PME survey was found both highly reliable and valid. The PME survey was used to measure attitudes towards multicultural education. PME results were then analyzed in relation to student performance on standardized tests. Findings from this study are based upon an overall response rate of 82%. A major finding of this research, revealed a
unique relationship between environments highly valuing multicultural education and student performance. Specifically, biracial students were shown to excel in environments highly valuing multicultural education. Other significant findings confirm previous research, which found healthy school environments to be beneficial for all students. Additionally, healthy environments were found to be specifically beneficial for Black, Asian, American Indian, and White students. Previous climate research has shown “Academic Emphasis” as the strongest predictor of student success (Hoy et al., 1991). However, the findings from this research were not consistent with this body of knowledge. This study found “Collegial Leadership” as the most significant climate factor in providing equitable educational opportunities. Collegial leadership was perceived as principals who were friendly, supportive, and implemented clear and challenging goals. Overall, this study supports healthy environments and environments which are enhanced by multicultural education.

Zuzana Simberova (2007) Factors of organizational climate influencing learning in companies. The paper is written with financial support of Grant funds of the Dean of the Faculty of Arts MU.

The paper presents the theoretical background of my Ph.D. project and the first outcomes of a pre-research dealing with factors influencing approach to learning in a company as they are perceived by employees, potential learners. These factors can be divided into internal (individual) and external factors. This paper concentrates on external
factors, factors of organizational culture and climate, which can be modified by personnel strategy and influence learning in a positive way. There is a lack of similar research in the Czech Republic. However, some inspiration comes from abroad, e. g. Evans et al., 2006, Ellström, Gill, Kock, 2006. Attention is paid to non-formal and informal learning, more frequent in companies than formal learning.

Huseyin Gul(2008) Organizational Climate and Academic Staff's Perception on Climate Factors, Humanity & Social Sciences Journal 3 (1): 37-48,ISSN 1818-4960, Department of Technical Education Faculty, Kocaeli University, Kocaeli, Turkey,

This study aimed to find out how managers and academicians working in the organization perceived their organization and how they responded to the variations arising from climatic changes in the organization. The data were collected from 146 academicians by Kocaeli University Organizational Climate Questionnaire (KUOCQ) measuring five factors- “rules and discipline”, “democracy”, “social and cultural factors”, “organizational image” and “organizational goals”. Reliability coefficient of questionnaire was \( \alpha = .97 \). The findings showed that there was a significant difference in five dimensions between academicians who were in the post of management and those who were not: managers scored more than the rest. Moreover, the findings showed that “gender” and “academic title” were not important in the perception of organizational climate. When evaluated in general, it was obviously seen that it was necessary for the managers to make all academicians
informed about the decisions and the situation of organization in order to create an atmosphere of mutual trust. Suggestions are made about what should be done to achieve effective organizational climate and to help academic staff have a positive approach to more positive organizational climate and to remove post inequity between managers and academicians.


This study examined the difference in the levels of the variables related to the school climate factors among the teachers teaching social science courses, the teachers teaching natural science courses, and the teachers teaching art, music and physical education. As a result of the analyzes, all the teachers reported open climate in relation to the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in relation to the factors of risk and in reward. Additionally, the teachers teaching art, music and physical education reported higher open school climate than others, man than women, single teachers than married ones, and the teachers with more degree of education than the ones with a lower degree of education, older teachers than younger ones, and the teachers with less seniority than the ones with more seniority.
Finally, some ideas were suggested about what should be done in helping teachers to work in a more desirable open school climate.


This article has tried to make a review of the significant research works on Organizational Climate. It has been observed that though the term was almost as old as the concept of management itself, an initial framework of Organizational climate was not found until 1964. All the earlier studies on Organizational climate can be broadly classified under three principal approaches - MMOAA, PMOAA, and PMIAA. The first approach essentially emphasize on organizational model, taxonomy, context, and structure. The second approach, PMOAA considers OC as a set of attributes and delves into the question how the organization deals with its members’ perceptions. The third and the last approach (PMIAA) basically enquire into the individual perceptions on the organizational environment. The dimensions for Organizational Climate have been evolved from various researches under the three approaches. Basically the Climate can be divided into two parts: i) Organizational Climate - from organizational viewpoint and ii) Psychological Climate- from individual viewpoint. Finally in search of a unified theory the concept of “Collective Climate” becomes very useful. This concept considers shared individual perceptions of work environment and also considers the influences like technology,
demographics, etc. The strategic context of Collective Climate is found to be one of the most effective models for diagnosing Organizational Climate.

Robert J. Riggle (2007) the impact of organizational climate variables of perceived organizational support, workplace isolation, and ethical climate on salesperson psychological and behavioral work outcomes, A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy Department of Marketing University of South Florida

The purpose of this dissertation is to build and test a model that integrates the marketing, management, and psychological literature with respect to organizational climate variables and their direct and indirect impact on salesperson psychological and behavioral outcomes, as well as one that answers the overarching research question of how organizational climate variables impact salesperson psychological and behavioral work outcomes.

Data were collected during the time period from April 2006 until May 2006. Three hundred survey invitations were sent via e-mail to salespeople at three organizations. The participating organizations included a privately owned publishing firm located in the southeastern United States, a large privately owned Internet recruiting firm located in the upper Midwest, and a publicly traded worldwide financial information reporting firm. In total, 251 responses were gathered yielding an overall response rate for the study of 83.6%. Generally, the
results from this analysis confirm the research questions that climate variables such as perceived organizational support, ethical climate, and trust do positively impact salesperson psychological and behavioral


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


In this paper we seek to explore the black box of linkages between HRM system outcomes and their performance-related consequences, taking a micro-level perspective that is complementary to the macro emphasis that has dominated the literature. More specifically, we examine the relationship between perceived organizational commitment to knowledge sharing as a HRM system outcome and knowledge exchange as a performance-related outcome,
and propose that this relationship is mediated by relevant individual-level outcomes. In an analysis of 710 individuals in three MNCs, we find that individual employees intrinsic motivation and their engagement in interaction through social interfaces and electronic networks function as powerful mediators of the relationship between HRM system outcomes and knowledge exchange. However, extrinsic motivation has a significant negative mediation effect on knowledge exchange.

Published online: 08 Jun (2010) Organizational Climate and Culture: A Conceptual Analysis of the School Workplace.

The concepts of organizational climate and culture have become part of the standard rhetoric in contemporary discussions of school effectiveness. Unfortunately, both terms are complex and neither is dearly defined. This article examines the intellectual traditions and conceptual underpinnings of climate and culture and then provides working definitions for each. Examples of frameworks to study school climate and school culture are presented and contrasted. The tension between research on climate using multivariate statistical analyses and studies of culture using the tools of the phenomenologist and ethnographer provides a healthy competition, one that should enhance our understanding of the school workplace if both perspectives are given an opportunity to flourish.
The study aimed to determine the impact of organizational climate on performance of college teachers. The researcher selected the area of college education as the focus of the study. The study was delimited to all the public sector degree colleges of Punjab. Population of this study consisted of all the principals and teachers working in public sector degree colleges of Punjab and the simple random sampling technique sample was used. The sample consisted of 70 degree colleges, their heads, and five teachers from each sampled college. In order to measure the variables, the research instruments were the questionnaires for principals and teachers. Each questionnaire consisted of 30 items. The data collected from sampled colleges were tabulated, analyzed and interpreted in light of the objectives of the study by applying statistical tools of research, such as mean, standard deviation, standard error of means, and coefficient of correlation. On the basis of analysis, it was concluded that the majority of public college principals opined that open climate was very highly and positively correlated to teacher performance, but paternal and closed climates were negatively correlated to teacher performance. In light of the conclusions, it is recommended that teachers may be given chances to discuss their academic problems in groups, seminars, and conferences. Workshops may be arranged more for this purpose. The
management style of principals may be improved through in-service training, seminars, workshops and departmental meetings and supervision. Performance of teachers can be increased by promoting open, as well as controlled, climates and avoiding closed climate. These climates may be ensured through administrative policy and measures.


In the process of education, teacher plays the biggest role. So, the teacher must be quite effective to accomplish the goal of education. The teacher effectiveness is likely to be influenced by many factors. School Organizational Climate and Administrative Behavior of the school heads could be two of such factors. Therefore in the present study the teacher effectiveness is studied in relation these two factors. 60 Government Schools from three districts viz. Solan, Una and Bilaspur from Himachal Pradesh state were taken up for the study. A sample of 350 teachers at secondary level and all the 60 school heads was drawn from these schools. Three tools were used; (i) Teacher Effectiveness scale by Umme Kulsum (2000). (ii) School Organizational Climate Description Questionnaire by M.L. Sharma (1978). (iii) Administrative Behaviour Scale by Haseen Taz (1998). The results of the study showed that (i) Different types of school organizational climate existed in different schools. Controlled type of school organizational climate was the most prevalent in the schools. (ii) Teacher effectiveness of teacher...
teaching in urban schools was found to be significantly higher than that of teachers teaching in rural schools. (iii) No significant difference was found in the teacher effectiveness between male and female teachers. (iv) The teacher effectiveness significantly differed in schools with different types of school organizational climate. The mean teacher effectiveness score was highest in case of open school organizational climate. (v) There was a significant difference in the administrative behaviour of school heads across different school organizational climate. (vi) Administrative Behaviour had a significant and positive effect on the teacher effectiveness.

Eyob Tsige (2012) Relationship between organizational climate and teachers’ motivation in the case of public and private schools of hawasa city administration, Published on Thursday, 26 July 2012 14:55

The purpose of this study was to find out the relationship between organizational climate and teacher motivation among Public and Private Schools in Hawassa city administration. The researcher selected the area of primary and secondary school education as the focus of the study. The nature of this study was co-relational type. Population of this study comprised of the following categories (1) Principals of all Public and Private Schools in Hawassa city administration. (2) All the teachers working in Public and Private Schools in Hawassa city administration. For choosing the sample from the population stratified random sampling technique and then
systematic simple random sampling was used. The sample was consisted of 34 Schools in Hawassa city administration (14 Public + 20 Private); their principals, and teachers from each school were also included in the sample. The total was 57 principals, and 252 teachers. In order to measure the variables the research instruments were the questionnaires for principals, and teachers of sampled schools. Data collected from sampled schools was tabulated, analyzed and interpreted by applying mean, standard deviation, standard error of mean, coefficient of correlation and t-test techniques in the light of the objectives of the study. On the basis of analysis, the major findings were Teachers in open and autonomous climates showed much better motivation than the teachers in controlled or closed climates, Opinion of Public school principals and teachers on the mean level of organizational climate is agreed to be slightly low and it was concluded that majority of the public and private school principals opined that open climate was very highly positive correlated to teacher motivation but paternal and closed climates were negatively correlated to teacher motivation. Teachers of both systems liked the thrust behaviour of their heads and disliked aloofness behaviour of their heads. The major recommendations of the study are that disengagement behaviour of teachers should be controlled, especially in public schools. The principals may take some measures to discourage disengagement in teachers.

The main purpose of the study was to investigate the relationship between school organizational climate and pupils’ academic performance among public primary schools in Nairobi Province. The study also investigated the relationship between school organizational climate and head teachers' administrative experience, gender and professional qualification. To achieve the purpose seven research questions were formulated. To answer the research questions 12 null hypotheses were formulated and tested. Ex post facto research design was used. The study sample comprised 40 out of 177 schools that had presented candidates for K.C.P.E by 1998. This represented 22.6 per cent of the population. The instrument used in soliciting information on school organizational climate was Organizational Climate Descriptive Questionnaire (OCDQ). The instrument was development by Halpin and Croft (1966). The scores on pupils' academic performance were requested from Nairobi City Education Department. The scores were based on the Kenya National Examination Council results of 1997 and 1998. The data gathered was analyzed using frequency distribution, percentages, contingency tables, and chi square statistic. The analysis was done at p<.05 level of confidence. The main findings of the study included the following: - There was a significant relationship between
school organizational climate and pupils' academic performance. - Majority (61.3 %) of the schools approaching an open climate had pupils' exhibiting high pupils' academic performance. In schools approaching a closed climate majority (88.9 %) had pupils exhibiting low academic performance. - There was a significant relationship between head teachers' behavior of thrust and pupils' academic performance. - Majority (65.4%) of the schools with a headteacher exhibiting high thrust had pupils exhibiting high academic performance. In majority (78.6%) of the schools with a headteacher exhibiting low thrust the pupils exhibited low academic performance. - There was a significant relationship between teachers’ experience of espirit and pupils' academic performance. - Majority (71.4%) of the schools with teachers experiencing high espirit had pupils' exhibiting high academic performance. In majority (73.6%) of the schools with teachers experiencing low espirit the pupils exhibited low academic performance. - There was a significant relationship between school organizational climate and gender of a head teacher of all schools headed by a male 61.1% had organizational climate that approached an open climate of all the schools headed by a female 90.9% had organizational climate that approached an open climate. On the basis of the findings, conclusions, recommendations and some suggestions for further research were proposed.

Radheshyam (2012) A study of organizational climate of Secondary school and its effect on Achievement level of gifted students,
The school environment plays an important part in the development of a child. The research findings agree that the school environment which give healthful satisfaction to the children who maintain a healthy relation with schools, has a good effect on the development as successful adult. Loree has stressed on environmental influences on learning. The course of learning is influenced by the environmental context within which ongoing learning occurs.


To better understand the relationship between e-learning integration and organizational factors in South Korea, this study explored the influence of employees ’ perceptions of organizational climate on their technology acceptances toward e-learning in the workplace of South Korea. Employees’ perceptions of organizational climate was evaluated using Litwin &Stringer ’s Organizational Climate Questionnaire (LSOCQ)and employees' technology acceptance toward e-learning was measured by the Unified Theory of Acceptance and Use of Technology (UTAUT). A canonical correlation suggested that
employees’ perceived organizational climate can influence their acceptance levels toward e-learning, which implies the importance of addressing organizational issues while integrating e-learning into workplaces in South Korea.


The purposes of this study were (1) to assess the organizational climate of senior secondary schools in Southern Ethiopia and to determine if differences exist among the schools in their level of openness and teachers' intimacy, and (2) to determine if some variables such as staff size, principals and teachers personality characteristics (sex, age, length of teaching and administrative experiences, level of education and field of specialization) have relationships with senior secondary school openness and teachers’ intimacy. The data were collected from documents and through questionnaire and interview with 393 teachers and 12 school principals. Various statistical techniques such as Cronbach’s alpha coefficient, chi-square, ANOVA and Scheffe' test were used to analyze the data. The outcome of the data analysis revealed significant differences among the senior secondary schools in their level of openness and teachers' intimacy. The study also indicated that most of the senior secondary schools had less open climate and low intimacy of teachers. On the whole, the results disclosed that staff size and some of principals’ personality characteristics (age, length of administrative
experience and field of specialization) had significant relationships with senior secondary school openness. Moreover, the findings showed significant association between staff size, principals' field of specialization and senior secondary school teachers' intimacy. Finally, constant assessment and practices associated with fostering positive climate to develop harmonious working relationship among the staff members, the formation and utilization of a small group of staff advisory council in schools, maintenance of reduced staff size, boosting the morale of principals and teachers, and further investigation as to why principals with training in EDAD tend to develop less favorable school climate were forwarded as major recommendations in order to improve the organizational climate of the senior secondary schools.


The aim of this study was to investigate the relationship between organizational climate of the university and students’ designed to determine the degree of relationship between variables. The statistical population of this study was all postgraduate student of Isfahan of university. Total of student participated in survey included 120 female and 100 male students in 2011. Two instruments organizational climate questionnaire which was adopted from Halpin and Craft ’s and the researcher -developed questionnaire regarding entrepreneurial
Spirit were distributed between participants. Reliability coefficient for questionnaire of the organizational climate was 83%. Inferential statistics were used to answer the research questions. The findings indicate that there is a significant relationship between organizational climate and students' entrepreneurship spirit. According to the results of between sub-dimensions of organizational climate and students' entrepreneurship spirit, the finding proved the fact that organizational climate have a significant relationship with creativity, internal control and the achievement; significantly with risk-taking and autonomy.

Gunes Ceyda and Peker Sevinc (2012) Determination of High Schools Organizational Climate, 4th World Conference on Educational Sciences (WCES-2012) 02-05 February 2012 Barcelona, Spain

The main purpose of this research is determination of high schools organizational climate. Research sampling includes 245 teachers. In the study to determine organizational climate, Organization Climate Survey (OCDQ-RS) has been used. Collected data has been analyzed with average, standard deviation, and variance techniques, and commented and reported. When results have been analyzed, with the teacher's perception, not every dimension had meaningful correlation with organizational climate. It has been identified that only gender and seniority variables had meaningful correlation with organizational climate's sub-dimensions.

Meena Dorathi (2012) Organizational Climate and Service Orientation in Select Schools, Centre for Research and Development

The impact of organizational climate on school employees and the students is not completely understood. Earlier studies focused on teachers and responses on climate and school effectiveness scales. However, the influence of Organizational Climate (OC) on Service Orientation (SO) of the employees in schools has not been explored explicitly. This study attempts to explore the relationship between these two constructs - organizational climate and service orientation. It is more important in schools than in other organizations, since the pupils' lives are built and transformed here. The sample of this study comprises 240 teachers representing two types of schools, namely, private and government, on whom the questionnaire was administered to elicit their responses to OC and SO in their current jobs. The results revealed that the OC and SO are relatively better in private schools as compared to government schools. Further, there exists a positive and statistically significant correlation between OC and SO.


The primary purpose of this research paper is to present an empirical study framed by the theory that task-oriented and relations-oriented leadership behaviors are positively related to the employees
perceptions of organizational climate. The study examined the following research question: Are task-oriented and relations-oriented leadership behaviors related to different dimensions of organizational climate in a non-profit organization? The study introduces the theoretical perspective and examines the relevant literature that supports the significance of leadership behavior and organizational climate. The methodology for collecting the data was through the combination of two quantitative instruments into a web-based questionnaire consisting of 79 questions aimed at determining the relative contribution that the independent variables (task-oriented and relations-oriented leadership behaviors) have on the dependent variables (the different dimensions of organizational climate). The following control variables were collected from the sample and were statistically controlled in the data analysis: age, educational level, gender, job rank, and job tenure. The results of the study show that certain leadership behaviors do have an impact on a few dimensions of organizational climate.


Teaching requires effectiveness as well as qualitative improvement for the betterment of the learners. At present it is felt that there is a decline in the quality of the teaching. For the teacher to be effective, certain amount of autonomy should be provided so that he is
able to meet the diverse needs of children. As much as the learner requires space, freedom, flexibility and respect, the teacher also requires the same. The teachers and their heads must share a relationship based on equality and mutual respect to create a better and positive organizational climate. The present descriptive survey type study was aimed to study the impact of the organizational climate on teacher effectiveness. It also examined the type of organizational climate existing in different types of school. For the present study the researcher has selected a sample of 100 Elementary School Teachers from Koderma District of Jharkhand. The sample contained 50 from Government Schools and 50 from Private Schools. For this study the random sampling method was used. The tool used in this study was a School Organizational Climate Descriptive Questionnaire (SOCDQ) developed and standardized by Motilal Sharma. The questionnaire consisted of 64 items based on 8 different dimensions and on four points scale. Results reveal that there is a significant difference between the Teacher Effectiveness of Elementary School Teachers in relation to their Organizational Climate.

Mei Teh, Goi (2013) Impact of Organizational Climate on Intentions to Leave and Job Satisfaction, Howard Civil Service International House, Taipei, Taiwan, ISBN: 978-1-922069-34-4

This study examines the impact of organizational climate on job Satisfaction and intentions to leave of a higher educational institution.
Organizational climate consists of four quadrants namely human relations, internal process, open systems, and rational goal. A total of 210 data was analyzed and path analysis was used to examine the relationship between organizational climate, job satisfaction, and intention to leave. The finding indicates that human relations, open systems, and rational goal have significant impact on job satisfaction and intention to leave. Internal process has impacted on job satisfaction, but no impact on intention to leave. This study provides recommendation to top management on how to reduce the intention to leave and enhance job satisfaction.

CEB Valtera, Rolling Meadows(2013) Organizational climate and culture, CEB Valtera, Rolling Meadows, Illinois 60008, USA.

Organizational climate and organizational culture theory and research are reviewed. The article is first framed with definitions of the constructs, and preliminary thoughts on their interrelationships are noted. Organizational climate is briefly defined as the meanings people attach to interrelated bundles of experiences they have at work. Organizational culture is briefly defined as the basic assumptions about the world and the values that guide life in organizations. A brief history of climate research is presented, followed by the major accomplishments in research on the topic with regard to levels issues, the foci of climate research, and studies of climate strength. A brief overview of the more recent study of organizational culture is then
introduced, followed by samples of important thinking and research on the roles of leadership and national culture in understanding organizational culture and performance and culture as a moderator variable in research in organizational behavior. The final section of the article proposes an integration of climate and culture thinking and research and concludes with practical implications for the management of effective contemporary organizations. Throughout, recommendations are made for additional thinking and research.

Mahdieh Mashayekhi (2013) the Relationship between Organizational Climate School and Job Involvement of Physical Education Teachers

The purpose of this study was finding out any relationship between organizational climate of schools and job involvement of physical education teachers at Jiroft city. The population for this study consisted of all female and male PE teachers (130). Regarding the small number of statistical population, all male and female teachers were included in this study. Research tools include: a) organizational climate questionnaire (OCDQ-RS), which includes 34 questions and includes 5 factors, that its two principal behavior (normative behavior and supportive behavior) and other dimensions of teacher behavior (behavior hopelessly behavior responsibly intimate behavior) to evaluate. B) A questionnaire job involvement containing 20 questions. The author find out the reliability of the mentioned questionnaire equal
to 0.82 by the use of above formula of Cronbach's alpha. For Analysis and comparison of methods for data description descriptive statistics and inferential analysis of data, the data distribution was not normal (K-S test), the Spearman correlation coefficient at $P \leq 0.05$ was used. Investigation showed that the behavior of job commitment, sincere attitude, behavior and organizational climate supportive There is a positive correlation. Although disappointed by the attitude and behavior of the managers' job grammatical there was a significant inverse relationship. Finally, individuals are ineligible and the ability to run the school, the school will impose many problems. Therefore, efficient and effective management of the organization for excellence in education is obvious and inevitable.

Nurharani Selamat (2013) The Impact of Organizational Climate on Teachers’ Job Performance, Vol 2, No 1, Selamat

Teachers’ job performance is the way in which a teacher behaves in the process of teaching and it is known to be related to teachers’ effectiveness. It is said that good performance of students depends upon effective teaching of their teachers. Thus, it is important to examine the factor that could enhance teachers’ job performance in school. The main purpose of this study was to examine the influence of organizational climate on teachers’ job performance. 37 secondary school teachers in the district of Klang participated in this study. They were selected based on simple random sampling. Data were collected
using the survey method and were analyzed using descriptive statistic and inferential statistic. Based on the data collected, the findings showed that teachers in a secondary school were unable to carry out their tasks and the organizational climate in the school was unhealthy. The study also showed that organizational climate was found to be a significant factor that could affect teachers’ job performance. In terms of organizational climate dimensions, one aspect of principal’s leadership behavior and teachers’ behavior: thrust and hindrance were found to be critical factors in enhancing teachers’ job performance. The findings of this study have implications to the role of principal in exercising positive job behavior and do not over emphasize on paper work as it would benefit teachers’ classroom instruction and students’ academic achievement. Based on the findings, this study also provides recommendations for practices and future research.

Hallie A. Buckingham (2014) A study of the relationships between headmasters’ leadership behaviors and the organizational climate of independent schools as perceived by teachers,

The purpose of this study was to examine the extent to which private school leadership practices relate to teacher perceptions of the organizational climate of independent schools

A significant correlation was found between the leadership practices of the headmaster, as perceived by teachers, and the teachers’ perception of their organizational climate. Linear regression analysis
revealed that nearly 26 percent of the variance around organizational climate could be accounted for by the five leadership practices. Stepwise regression indicated that most of this result was around the leadership practice of Challenging the Process. No significant differences were found in perceptions of school climate based upon the background characteristics of the teachers.

The author concludes that “there is indeed an association between what the leader did and how teachers perceived the climate across all levels of the organization with regard to leadership, professional treatment, academic standards, and external influences within the independent school setting” (p. 100). It was recommended that “headmasters obtain a solid foundation in leadership theory and associated research practices used by successful leaders”.

Mark G. Ehrhart, Benjamin Schneider, William H. Macey (2014) Organizational Climate and Culture, Book, An Introduction to Theory, Research, and Practice

The fields of organizational climate and organizational culture have co-existed for several decades with very little integration between the two. In Organizational Climate and Culture: An Introduction to Theory, Research, and Practice, Mark G. Ehrhart, Benjamin Schneider, and William H. Macey break down the barriers between these fields to encourage a broader understanding of how an organization’s environment affects its functioning and performance. Building on in-
depth reviews of the development of both the organizational climate and organizational culture literatures, the authors identify the key issues that researchers in each field could learn from the other and provide recommendations for the integration of the two. They also identify how practitioners can utilize the key concepts in the two literatures when conducting organizational cultural inquiries and leading change efforts. The end product is an in-depth discussion of organizational climate and culture unlike anything that has come before that provides unique insights for a broad audience of academics, practitioners, and students.

2.4 Research Studies Related to Teachers Attitude towards Teaching Profession

Shaukat Hussain (2004) effectiveness of teacher training in developing professional attitude of prospective secondary school teachers, University Of Arid Agriculture/ University Institute Of Education And Research

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and molded by the human personality called the teacher, who plays a pivotal role in any system of education. The preparation of such an important functionary must conceivably get the highest priority. His is a challenging profession and only those teachers can shoulder the heavy responsibilities of nation building, which are adequately
prepared and have sound professional attitude. This adequacy of preparation, of course, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning.

Teachers are expected to use the best practices and strategies to meet challenge demands of their career. If the teachers are well trained and highly motivated, learning will be enhanced. The teaching profession demands clear set goals, love for profession and obviously the more favorable attitude towards the profession. Pakistan needs a well-trained and professionally sound teachers and a lot of responsibility falls on teacher training institutions.

Affizal Ahmad and Rafidah Sahak (2009) Teacher-student Attachment and Teachers’ Attitudes towards Work, Journal Pendidik dan Pendidikan, Jil. 24, 55–72,

This study examines the relationship between teacher-student attachment and teachers’ attitude towards work. We show that teacher-student attachment and teachers’ attitudes towards work appear critical in promoting and maintaining positive teacher behaviours. Communication connects students with teachers, improving the classroom atmosphere. Teachers who communicate effectively with their students can give them appropriate and helpful feedback. Teacher-student interaction is extremely important for a successful relationship through the entire school year.
Experienced teachers need opportunities for self-directed, collaborative, and reflective professional development that recognizes the rich knowledge base and intuitive judgment they have developed over time. Professional development activities that challenge experienced teachers, foster role changes, or encourage experimentation in the classroom can rekindle their enthusiasm for teaching and expand their knowledge and skills. This brief has discussed some promising approaches to professional development for experienced teachers. Additional research on the knowledge, practices, and needs of experienced teachers of adult English language learners, as well as on models of meet those needs, would greatly benefit the field.


The problem under research was “Relationship between the Professional Attitudes of Secondary School Teachers with their Teaching Behavior”. Teaching is considered to be the noblest of all the profession. It is termed as the profession of the prophets. A person serving in any profession must have Positive attitude and competence
in his profession. This study may be significant for knowing to major
sessions of teachers training in relation to their attitude towards their
profession. The research hypothesis that, there is no significant
relationship between the professional attitude and teaching behaviors
of secondary school teachers was tested. All the Secondary School
students and teachers comprise the population of the study. A sample
of 100 students from the 10 High and Higher secondary schools of
DIKhan City was selected. Five male Schools and five female schools
were selected. 10 students from each male and female school were
taken. 50 teachers from the 10 high and higher secondary school of
DIKhan city. 5 teachers each from male and female schools were
selected. Two attitude scales, one for professional attitude and another
for teaching behavior of the teachers were used for data collection. The
correlation statistic was used. The results show that there is a high cor-
relation between the professional attitude and teaching behavior of the
teachers.

U. K. Kulkarni(2011) Relationship Between Teaching Competence
and Attitude Towards Teaching of B.Ed. Trained Teachers Working In
Up-graded Primary Schools, International Referred Research Journal,
July, 2011. ISSN- 0974-2832 RNI-RAJBIL 2009/29954.VoL.III *ISSUE-
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The present study was attempted to find out the relationship
between teaching competence and attitude towards teaching of B.Ed.
trained teachers working in up-graded primary schools of Bijapur
Taluka with regard to gender, localities, subject and educational qualification etc. Samples of 100 B.Ed. trained teachers working in primary schools were randomly selected for this study. And correlation analysis treatment was given to find out the significance between the two variables. For this purpose eight objectives were framed according to the objectives hypotheses were tested. The findings of study reveals that there is positive and significant relationship between teaching competence and attitude towards teaching of male, female, rural, urban, arts, science, graduate and post-graduate primary school teachers working in up-graded primary schools.


The main aim of study was to measure the attitude of secondary school teachers towards their teaching profession. This study was descriptive in nature. An Attitude Scale Towards Teaching Profession (ASTTP) developed by Hussain (2004), having sixty-six items and four components was administered to the respondents to determine the subjects' attitude towards teaching profession. All the secondary school teachers, teaching at secondary level in district Multan(Pakistan) constituted the population of the study. Forty secondary schools comprising male and female, rural and urban, and public and private were selected as a sample of the study. Three secondary school
teachers, each science and arts, were selected at random from the sampled institutions. Mean, Standard Deviation, t-test, correlation were applied to measure and compare the attitude of secondary school teachers towards their profession. The analysis of the data revealed that the majority of the secondary school teachers does not possess positive attitude towards the profession. It was also found that the female secondary school teachers have more positive attitude towards the profession as compared to the male secondary school teachers. The teacher working in the public sector institutions were found more committed and satisfied as compared to the teachers working in private sector. It uncovered the fact that the majority of teachers working in the rural areas was more committed and satisfied as compared to the teachers working in urban areas. The in-depth qualitative study should be conducted to investigate variables affecting attitude of secondary school teachers.


This descriptive study explores the elementary school computer teachers’ attitudes and awareness regarding ethical computer use in classrooms and the differences in teachers’ attitudes and awareness in terms of demographic variables including gender, teaching experiences, pre-service/in-service education about ethical computer use. In order to measure computer teachers’ attitudes, awareness, and teaching
practices regarding computer ethics, an adopted version of Cyber ethics Questionnaire (CEQ), originally developed by Yamano (2004), was used in this study. The CEQ was administered to 150 teachers working for elementary schools in Hatay, Turkey. After incomplete and erroneous forms were discarded, a total number of 141 questionnaires completed by 60 female and 81 male computer teachers were considered for analysis. Results show that the opinions of male and female teachers are significantly different.


The Strengthening of Mathematics and Science in Secondary Education (SMASSE) initiative in Kenya was in response to the continuous poor performance in Mathematics and Science despite the effort of employing qualified teachers, increasing salary, providing equipments and constructing laboratories and Mathematics classrooms. SMASSE-INSET program was made available and compulsory to all serving Mathematics and Science teachers in the country in 2004 at the district level. The Activity, Student, Experiment and Improvisation (ASEI) through Planning, Doing, while Seeing then Improving (PDSI) approach introduced through the SMASSE project is an attempt to improve performance. The purpose of this study was to evaluate the attitudes of teachers toward SMASSE-INSET and establish the relationship between attitudes and implementation of SMASSE-
INSET resolutions. Evaluation research design was adopted and the target population included all mathematics teachers of Nandi Central District secondary schools. Sixty (60) mathematics teachers participated in the study. The data were collected using questionnaires and analyzed using descriptive and inferential statistics. The findings of the study show that Mathematics teachers tend to have a positive attitude toward the SMASSE-INSET project and despite the challenges they face, they work hard to implement ASEI/PDSI pedagogy, which is a student-centered approach. Teachers with a more positive attitude toward SMASSE-INSET program tend to apply the ASEI/PDSI pedagogy.

Elementary teachers’ attitudes toward professional development and ways to increase teachers’ participation in professional development were explored in this qualitative, grounded theory. The researcher conducted five focus groups comprised of elementary classroom teachers, special area teachers, and Instructional Facilitators. Data from the focus groups were compiled and coded to determine common themes. Three themes emerged from the data: teachers feel like there is little or no respect from district personnel regarding their time and their opinions about professional development; teachers have distinct ideas about the types of professional development that would benefit them, and they believe professional development should be differentiated to suit individual needs; and teachers feel like the focus of professional development is determined at
the district-level and is directed to programs purchased by the district without teacher feedback. The results of the study indicate that empowering teachers to select the types of professional development in which they participate and providing teachers with time during the school day or remuneration for involvement outside of the work day would improve the attitudes and participation of teachers regarding professional development.

Çigdem Hursen (2012) Determine the attitudes of teachers towards professional development activities Published by Elsevier Ltd.

The purpose of this research, professional development activities for teachers to determine their attitudes. To achieve the purpose of the research for the Turkish Republic of Northern Cyprus (TRNC), which serves 448 high school teachers, were selected within the boundaries. The results obtained from this study, the effectiveness of teachers' professional development activities to show that they are unstable. In addition, teachers' gender, age and duration of the service creates a significant difference in their attitude towards the professional development activities. The results show that obtained more positive attitudes towards women teachers in professional development activities. In addition, teachers who are younger and less service time for professional development activities also shows that in more positive attitudes.

Attitude of teachers largely depend upon their personal characteristics and dispositions. Both seem to be highly inter-linked, as the teaching profession requires certain dominant behaviors which show their intellect, interest, desire to excel, extended professionalism and continuum, in service growth for a good teacher and teachings as a life concern. This is a profession, which exalts service above the personal gains. The study was designed at identifying the Attitude of teachers towards teaching professional at higher institution in Thiruvallur district. The study was done with the help 100 teachers in various types of colleges. Among the teachers, they have the positive attitude towards teaching and have fullest satisfaction in their career. The samples of the study were selected randomly. Total of 100 teachers were taken for the study of which 25 students are from Arts College, 25 teachers are from Engineering College, 25 teachers are from B Ed College and 25 teachers are from Nursing College from Thiruvallur district. Information regarding the variables included in the study particulars related to variables like gender, age, locality, and marital status, type of institution, parents’ educational qualification and professional status was obtained from the personal data sheet. The total score is the measurement of one’s attitude towards teaching. The purpose of the study is to compare at the attitude towards teaching of
teachers at higher education institution. The study reveals that the
teachers have positive attitude towards teaching, those who teaching at
higher education institution, they indicates attitude of teacher is
positive, teachers have fullest satisfaction and very much interested in
their career. When compared with these higher education institutions,
the teachers are dedicated themselves for him/her career. When
compared with other career, teaching profession is the best profession.
Level of intellectual responsibility also increased. This study may enrich
the teaching profession in the field of Higher education and may serve
as basis for further investigation in this area.

Muzaffar(2012) Attitude of Teachers towards Professional

The research was conducted to explore the attitude of teachers
toward professional development trainings. The objectives of the study
were: to examine the attitude of teachers toward professional
development trainings, to explore the reasons for not taking interest in
the professional development trainings and to explore the impact of
teachers’ trainings on the professional development of the teachers.
Quantitative approach was used in the study. Questionnaire was
developed by the researchers. Study is delimited to the six public sector
universities (NUML University, Islamic International University, Urdu
university, Arid University, Fatima Jinnah University and Air University
Islamabad). All the teachers from these universities were the population
of the study. Purposive sampling technique was used for selecting the
study sample. Results showed many factors due to which teachers do not take interest in the professional development trainings. It is recommended that proper planning should be done for professional development trainings. Teachers may be motivated and encouraged to participate in the professional development trainings.


The research was conducted to explore the attitude of teachers toward professional development trainings. The objectives of the study were: to examine the attitude of teachers toward professional development trainings, to explore the reasons for not taking interest in the professional development trainings and to explore the impact of teachers trainings on the professional development of the teachers. Quantitative approach was used in the study. Questionnaire was developed by the researchers. Study is delimited to the six public sector universities (NUML University, Islamic International University, Urdu university, Arid University, Fatima Jinnah University and Air University Islamabad). All the teachers from these universities were the population of the study. Purposive sampling technique was used for selecting the study sample. Results showed many factors due to which teachers do not take interest in the professional development trainings. It is recommended that proper planning should be done for professional development trainings. Teachers may be motivated and encouraged to participate in the professional development trainings.

The study concludes that 97% teachers have positive attitude towards improvement of academic and professional qualification with only 3% teachers have negative attitude. All the female teachers have positive attitude towards enhancement of both academic and professional qualification. It was concluded that higher education is necessary for better jobs, financial benefits, honor and respect in the department and in the society. Professional qualification creates skilled capabilities in individual and gives competency in teaching techniques. It was recommended that teachers should have opportunities for upward mobility in their profession so that they can able to utilize their professional skills and Government should facilitate teachers in acquiring higher education.


Based on the findings, it has been discovered that any attitude developed towards schoolwork by teachers is due to principals leadership: behavior or style adopted. Therefore, to ensure better
attitude to work in schools, the following recommendations were put forward.

- State government should make it as a matter of policy to ensure that all secondary school principals undergo induction course on educational management. Here, the principals will be taught leadership styles and the appropriate one to apply in a particular situation in school administration.

- Ogun State Ministry of Education should endeavour to give principals periodical allocation for teachers’ incentives to motivate the good ones among them. Gifts incentives could be given at the end of every term to the dedicated and efficient teachers.

- It is pertinent to know that secondary schools principals should attend seminars on issues relating to administration and human relation. Periodical enlightenment programmes should be organized for principals.

- Ogun State Teaching Service Commission should make it compulsory for all principals to evaluate each teacher’s performance for a term. They should give account of each staff performance and attitude to work.

- The principals should not see themselves as all in all, that is, the knoweth of all. They should seek advice from their subordinates and engage them in running of the school. They should grant their staff freedom of expression to allow communication flow.

The study examined attitude of teachers towards the teaching profession. The study utilized descriptive survey research design. A total number of 150 teachers were randomly selected from secondary schools in the study area. Instrument titled Attitude of teachers towards teaching was developed, validated and administered to the respondents. Respondents have a mean age of 30 years and have put in a mean of 10.82 years into the profession. Data was analyzed using mean, standard deviation, percentage and independent t – test. Result indicated that have negative attitude towards teaching profession, result also revealed that female teachers have more positive attitude towards teaching profession. The study recommended amongst others that government should increase the salaries of teachers and take matters concerning teachers as high priority.


The problem under the research as Effect f Attitude towards professional development among high School Teachers in Puducherry region”. Teaching is considered o be the noblest of all profession and in terms declared s prophetic profession. He research was conducted o explore the attitude of high school teachers towards their professional development. This study may be significant for knowing the major sessions of teachers training in relation to their attitude. The objectives
f the study were to examine the attitude of teachers towards professional level-development, to explore the reasons behind the negative attitude which hinders their professional development, to explore the influence of training towards teaching profession, and to explore the impact of attitude in the professional development of the teachers. Quantitative approach was used in the study. Questionnaire was developed by the researcher. Study is delimited to the three private schools high school teachers from these schools are the population of the study purposive sampling technique was used or electing the study ample results how that there exist some actors which hinders teacher’s attitude towards their professional development. It is recommended that proper orientation training should be provided to improve their positive attitude towards teaching which basically leads way to their professional development.

Juliette Walma (2013) Investigating and stimulating primary teachers’ attitudes towards science: A large-scale research project,

Attention to the attitudes of primary teachers towards science is of fundamental importance to research on primary science education. The current article describes a large-scale research project that aims to overcome three main shortcomings in attitude research, i.e. lack of a strong theoretical concept of attitude, methodological flaws in attitude research, and ineffective interventions. The research project included (a) the development of a new theoretical framework for teachers’ attitudes towards (teaching) science, (b) a new validated survey
instrument (the DAS) to measure the different underlying components of primary teachers’ attitudes toward teaching science, and (c) an in-service professional development training course based on the previously developed theoretical framework. The framework of attitude consists of three dimensions: cognitive beliefs, affect, and perceived control, each consisting of several subcomponents. By means of the survey instrument we investigated the effects of the attitude focused training course. The course aimed to improve attitude by creating awareness about teachers’ own attitudes, stimulating their scientific attitudes and curiosity, and training inquiry and thinking skills. The course refrained from providing recipe-like example lessons, materials, or methods. Using a pre-post, experimental-control design we showed that the course significantly improved the affective and perceived control dimension of attitude. Teachers enjoyed teaching science more, showed increased self-efficacy, and felt less dependent on external factors. This project shows that genuine attitude improvements of primary teachers can be accomplished by attitude focused professional development.


The present study was conducted to examine the professional attitude of teachers at higher secondary level of education. The study sample comprised of 480 teachers taken from Government Higher
Secondary Schools of Kashmir Province. Teacher Attitude Inventory (TAI) having six subscales was administered to collect the data from sample teachers. Certain Statistical techniques like percentage and t-test were used to analyze the data. The results showed that majority of the teachers were having moderate and less favorable attitude towards teaching profession and its allied aspects. The results also showed that science stream teachers and male teachers had more favorable professional attitude than arts teachers and female teachers.


This study aims to investigate differences in primary English Language Teachers’ attitudes towards the teaching profession due to the variable of gender. The study was carried out among UNRWA (United Nations Relief and Works Agency) and MoE (Ministry of Education) teachers in the Gaza Strip, Palestine. A random sample of 50 male and 50 female newly appointed teachers were asked to complete an attitude questionnaire of 34 items. The findings of the study showed that there were significant differences at in English Language Teachers’ attitudes towards the teaching profession between male and female teachers. Female English Language Teachers seemed to have more positive attitudes towards teaching than their male counterparts. The gender variable had a large-sized effect on the teachers’ attitudes.
Conclusions

From what has been reviewed, it may be concluded that:

(i) Out of the 12 related studies reviewed regarding the job satisfaction of secondary school teachers, 2 have been conducted involving public school teachers, 5 secondary school teachers, 7 primary school teachers, 1 Special Education teachers, 1 Degree college teacher, and 2 involving School administration.

(ii) Out of the 29 related studies reviewed regarding the organizational climate 14 have been conducted involving organizational climate and culture, 5 have been conducted involving school organizational climate and teachers perception, 6 have been conducted organizational climate and teachers job satisfaction, job performance, job involvement and teacher effectiveness. 1 study conducted on organizational climate and pupils academic achievement and 1 is on organizational climate and administrative behavior of school heads, and remaining 2 studies on general aspects of the organizational climate.

(iii) Out of the 19 related studies reviewed regarding the 10 have been conducted involving secondary school teachers, 4 have been conducted on primary school
teachers, 4 have been included training college teachers and 1 study was conducted on principals of the colleges

(iv) Some of the findings of the studies quoted in review are contradictory. In the light of these conflicting results it is of great importance to pursue the study and examine the relationship of the different variables.

(v) It may be further noted that the studies reviewed above included only two to three or at the most four independent variables to find their relationships to organizational climate and attitude towards teaching profession also to predict job satisfaction.

(vi) Therefore, there is a need to bring together greater number of variables influencing on job satisfaction of teachers working in secondary schools.

In the light of the literature cited above, objectives and hypotheses of the study were formulated and appropriate methods of analysis were outlined.