CHAPTER - 1

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True education is a powerful force in bringing about desired change among people. Education brings change not only in knowledge of people but also helps them to develop their skills, attitudes, sense of appreciation and understanding of the things. The responsibility of imparting this type of education lies with the teacher. He is a person who prepares the citizens of tomorrow and occupies a pivotal position in any nation. In the words of Kothari commission (1966) “of all the different factors that influence the quality of education which contribute to national development, quality, competence and character of teachers are undoubtedly most significant.”

The role of teachers in the building of a nation cannot be ignored. It is they who influence the immature minds of the youth and try to mould the living stuff into various forms. NPE (1986) writes “Education is the investment for the national development, which depends upon quality citizenship, which is provided by quality education and quality of education is the result of quality of teachers.” So teacher is a person, in whose hands quiver the destiny of the future.

Teacher in the emerging economy has a very vital role to play in the social reconstruction and transmission of wisdom, knowledge and experiences from one generation to another. Teacher can be rightly called a nation builder. Without good teachers, no country can progress. The future of the nation is built by him through the process of education. The teacher influences the immature minds of the youth. He treats and moulds the young mind into various forms. How a child thinks, acts, behaves, his knowledge, his actions all depends on how a teacher nourishes him throughout his teaching. A nation which tries to march ahead on the road to progress must do so with the help of able teachers.

Teacher is a key figure in the life of a nation. The importance of the teacher in national life cannot be over-emphasized. It is he who influences the immature minds of the youth. He treats and tries to mold the living stuff into various forms. The future of the nation is fashioned by him through the process of education. A nation trying to march ahead on the road to progress can leave the education of her sons and daughters in the hands of incompetent teachers only at its own risk. The world of tomorrow will be born from the schools of today. In this way, teacher, indeed, is the true builder of the nation (Rajkoomar, 2012). Thus a teacher's role is as important as his responsibility is onerous.
A teacher in modern India is expected to be engaged in building the future of the country. He builds the future with the raw materials (ie. the mind of the young) given to him. Whitehead opines everything depends on the teacher. Whitehead opposes a uniform curriculum filled with inert knowledge because educators deal with the human mind, not with dead matter. The human mind is not an instrument that needs to be sharpened by learning inert ideas and skills. Humans are social beings, and each of them is a part of a culture; you cannot postpone life until you have sharpened their minds (Whitehead 1929, p.33).

Nowadays, the essence of this statement is seriously considered and discussed by thinking public. Teachers play a basic and dynamic role in an educational system. It is said that good performance of students depends upon effective teaching of their teachers. One of the most difficult problems in educational research is that of recognizing the teacher effectiveness i.e. discriminating between more effective teachers and less effective teachers (Coleman 1998, p.101).

To become effective teacher, one should be aware about the requisites of the teaching profession. Teaching is a creative and adventurous profession and passion is not an option to it. It is essential to high quality teaching (Day 2004, p.3). Teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually, emotionally and spiritually energetic in their work with children, young people and adults alike. This passion is essential to achieve high-quality in teaching. As such, teachers are the torch bearers in creating social cohesion, national and global integration, and a learning society. To be a good teacher one must be born with the necessary attributes and that the origins of passion lie in the call to serve (Day 2004, p.17), passion can be and must be acquired and developed if teachers are to sustain their careers.

No doubt, a Teacher has to do justice with his profession, but he is a human being and needs to lead lifelike others. Life is commonly referred to as work and family of a man and secondly nature has placed mankind under the governance of two sovereign masters, pain and pleasure. In the present scenario, it has become a challenge for people in many professions to maintain a balance between the family responsibilities and the work pressure. Felstead, Jewson, Phizacklea and Walters (2002) defined the Work Life Balance (WLB) strategies as those strategies which enhances the independence of employees in coordinating with the work and non-work aspects of their lives. Marks and MacDermid (1996, p. 421), believe that balanced individuals are primed to seize the moment when confronted with a role demand because no role is seen as less worthy of one’s alertness than any other. It is for them alone to
point out what we ought to do. Teachers are also human beings and not different than other people. School teachers face increasingly complex demands at the work place. Job related stress can affect the psychological well-being and future of the teachers. The teachers feel stressful, as they feel, they are barraged with criticism by parents, students, school, the media and the community. Such criticism can lead to frustration and ultimately to non-satisfaction towards life. Many of the frustrations and pressures, the teachers experience in their social, personal and work lives cause them to feel stress. Due to scientific development and progress, man is dissatisfied with his life and so are the teachers.

The teacher being a corner stone of education must be satisfied, so that he can deliver the best of his ability. As the quality of education to a large extent depends upon the teachers, so they should be satisfied from their life. A number of factors effect an individual’s life - personal health, positive values in life, individual outlook towards life, socio-economic status, life events, life circumstances, work and life interaction, religious faith, emotional maturity, work place environment, support from leaders and colleagues etc. which in turn effect his adjustment and life satisfaction. As compared to the teachers, the people who are working at lower level feel more satisfied with their job. In the case of lower-level jobs where little ability is required, job satisfaction seems to be one of the key determinants of performance (Cockburn & Perry, 2004; Boro, Topesen & Patton, 2001). Job satisfaction is very important in an organization because if employees are not satisfied, their work performance, productivity, commitment as well as the interpersonal relationships among the management and their subordinates tend to be lowered (Fajana, 1996). In the case of teachers, there is need to do the justice with the profession. Only a teacher who is satisfied in life and has qualities of adjustment can do justice with the profession. Only such teachers can be able to do the work to the mark, acquire modern and scientific techniques of teaching and to develop the personality of their students.

1.1 LIFE SATISFACTION

Satisfaction is a concept, which all value. Everyone is pleased with a positive outcome. When a job is well done, a feeling of satisfaction prevails automatically. Satisfaction is the sum of an individual’s negative and positive feelings to a set of variables. Three common variables of satisfaction are:

(i) Status consensus
(ii) Goal accomplishment or progress towards the goal and
(iii) Participation

According to Wolman (1973, p.97) life satisfaction is the attainment of a desired end and fulfillment of an essential condition. Andrews and Withey (1976) conceptualized life satisfaction as an assessment of life as a whole on the basis of the fit between personal goals and achievements.

For Shin and Johnson (1978, p.478), life satisfaction is a person’s cognitive evaluation of his or her quality of life. It is referred to the judgmental process, in which individuals assess the quality of their lives on the basis of their own unique set of criteria, we had and what we wanted.

George and Bearnon (1980, p.38) proceeded to define the concept of life satisfaction as an assessment of the overall conditions of existence as derived from a comparison of one’s aspirations to one’s actual achievements. Goldenson (1984) stated that satisfaction in psycho-analysis is the gratification of basic needs such as hunger, thirst, sex, aggression, which discharge tension, emanate pleasure and restore the organism to a balanced state.

According to Veen Hoven (1991, p.3) Satisfaction is conceived as the degree to which an individual judges the overall quality of his life as a whole-favorably. Life satisfaction is often considered a desirable goal, in and of itself, stemming from the Aristotelion ethical model, eudemonism, (form eudemonia, the Greek word for happiness) where correct actions lead to individual well-being, with happiness representing the supreme good (Myers, 1992).

A satisfying experience is one that we remember fondly, that we wish to repeat, that we hope to share with others. It is essentially related to human needs and their fulfillment through work. Like any complicated term, there has been considerable debate over what a term like satisfaction is a function of expectation. Expectations we bring to a service encounter create a reference point or baseline around which judgments are made. Satisfaction results occur when positive expectations are fulfilled or exceeded (Oliver, 1993).

In the assessment of De Neve and Cooper (1998), Life satisfaction is a cognitive evaluation of the quality of one’s experiences, spanning an individual’s entire life. Life satisfaction is an assessment of the overall conditions of existence as derived from a comparison of one’s aspiration to one’s actual achievement (Cribb, 2000). Byrne (2001) perceives life satisfaction as the most comprehensive individual assessment of living
conditions. He goes on to aptly observe that life satisfaction is dependent on life circumstances and also on aspiration levels, preferences, and comparisons.

From what has been stated and quoted in the previous lines relating to the concept of life satisfaction, it is absolutely clear that life satisfaction is not a kind of thing in itself. Unmistakably, it is dependent on a number of factors like one’s physical and mental health, one’s aspiration levels achieved, one’s perception of the gap between one’s targets and the extent to which success has been attained in approaching them, one’s capability of adjusting, one’s ambitions to the means or resources at one’s disposal, and one’s overall contentment arrived at subjectively and objectively with the conditions of existence.

1.1.1 PHILOSOPHICAL AND PSYCHOLOGICAL ASPECTS OF LIFE SATISFACTION

In Indian philosophy, satisfaction in life is thought to be a state of mind. A satisfied and meaningful life involves both, subjective thinking and objective components. Peterson, Park and Seligman (2005) investigated different orientations to happiness and their association with life satisfaction with 845 adults responding to Internet surveys. Peterson Park and Seligman measured life satisfaction and the endorsement of three ways to be happy: through pleasure, through engagement, and through meaning. Each of these three orientations individually predicted life satisfaction. People simultaneously low on all three orientations reported especially low life satisfaction.

There are three major philosophical approaches to determine the quality of life (Brock, 1993). The first approach describes characteristics of the good life that are dictated by normative ideals based on religion, philosophy, or other systems. For example, we might believe that the good life must include helping others because this is dictated by our religious principles. The second approach to define good life is based on the satisfaction of preferences. Within the constraints of the resources they possess, the assumption is that people will select those things that will most enhance their quality of life. The third definition of quality of life is in terms of the experience of individuals. If a person experiences his life as good and desirable, it is assumed to be so. In this approach, factors such as feelings of joy, pleasure, contentment, and life satisfaction are paramount.

Life satisfaction is a broader concept and varies with types of relationship established, age as well as gender. It measures the extent to which an individual is satisfied with his life in relation to environment in which he lives. Life satisfaction is the ultimate goal that human beings strive to achieve in their entire life. It is one of the oldest and most persistently investigated issues in the study of adulthood.
Life Satisfaction is a theoretical construct that cannot be observed directly, and is, therefore, a latent variable. Latent variables are defined by Byrne (2001) as “factors that must be measured indirectly based on operational definitions”. Neugarten, Havighurst, and Tobin’s theoretical framework (1961) provided an operational definition of the latent variable of life satisfaction which consists of the following five variables:

(i) **Zest vs. Apathy**—This is a measure of ego involvement and enthusiasm in activities, persons and ideas, whether or not those activities are socially approved or status giving.

(ii) **Resolution vs. Fortitude**—The extent to which people accepts personal responsibilities for their lives as meaningful and inevitable. It measures the respondents’ active acceptance of personal responsibility for their lives rather than passively accepting or condoning what has happened to them.

(iii) **Congruence Between Desired and Achieved Goals**—The extent to which people have accomplished the goals for their lives which they feel are important. It measures the relative difference between desired and achieved goals caused one to be satisfied or dissatisfied with life in this rating (Neugarten, Havighurst, and Tobin, 1961).

(iv) **Positive Self-Concept**—This implies both social and psychological attributes. It is concerned with feelings of self-worth, competence, appearance, and accomplishment.

(v) **Mood-Tone**—This component deals with general attitudes and feelings about life (e.g. optimistic vs. pessimistic attitude). Depression, sadness, loneliness, irritability and permission are feelings that would result in very low scores. Assessing life satisfaction is more complex than just measuring happiness, but happiness in life is an important contributor of life satisfaction.

Veen Hoven (1996) opined that satisfaction is a state of mind. It is an evaluative appraisal of something. The term refers to both ‘contentment’ and ‘enjoyment’. As such it covers cognitive- as well as affective-appraisals. Satisfaction can be both evanescent and stable through time. Life-satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as-a-whole. In other words, how much the person likes the life he/she leads (Veen Hoven, 1996).

Life satisfaction refers to a cognitive process in which individuals evaluate the quality of their life. It is ‘a reflective appraisal, a judgment, of how well things are going, and have been going’ (Argyle 2001, p. 39). External factors play an important role when people make this appraisal. The relevance of external factors can be linked to the philosophical assumption
that there are universal needs which have to be met in order for people to be happy, and
people who find themselves in a ‘good situation’ for the fulfillment of needs are happy, while
those who find themselves in a ‘bad situation’ are unhappy (Diener, Sandvic, Seidlitz &
Diener, 1993).

Jung, Oh, Oh, Suh, Shin and Kim (2007) found that subjective well-being or life
satisfaction includes a cognitive appraisal of one's general state, and there are two
approaches. One is built on the idea that there are basic and universal human needs and that
people will be happy if one's circumstances allow a person to fulfill these needs. However, all
the demographic factors such as income and education levels taken together account for only
10-15 percent of the life satisfaction.

Cumming and Henry (1961, p.8) have propounded disengagement theory according to
which high satisfaction is normally found in those individuals who accept the inevitability of
reduction in social and personal interactions. Disengagement is defined by Cumming and
Henry (1961) as a mutual withdrawal of the person from society and of society from the
person. The process involves loosening of social ties due to lessened social interaction. The
individual's withdrawal is accompanied or preceded by an increased preoccupation with self
and a decreased emotional investment in persons or objects.

Havighurst and his colleagues developed the activity theory of happiness among the
aging, and later on revised by Lemon, Bengston and Peterson (1972). The theory asserts a
positive relationship between the aged individuals’ level of participation in social activity and
his life satisfaction (Knapp, 1977). This is in direct contrast to the relationship posited by
disengagement theorists (Cumming & Henry, 1961; Havighurst, 1961; Havighurst, Neugarten

Most of the earlier researches on life satisfaction centred on its relationship to either
activity theory or disengagement theory. Proponents of activity theory argued that continued
activity was necessary for life satisfaction, whereas the proponents of disengagement theory
argued that a discontinuation of activities by the elderly was necessary for life satisfaction.
The research has shown neither activity nor disengagement theorists to be correct in their
beliefs. Life satisfaction has proven to be far more complex than either activity theory or
disengagement theory postulated (Havighurst, 1961).

Maslow's need hierarchy theory (1943) emphasizes two fundamental premises:

(i) Man is a wanting animal whose need depends on what he already has. Only the needs
not yet satisfied can influence behavior.
Man's needs are arranged in a hierarchy of importance. Once one need is satisfied, another need emerges and demands satisfaction.

According to Maslow (1970), the physiological needs have to be first satisfied, but simultaneously several needs may be fully or partially satisfied. With the partial or substantial satisfaction of one of the lower needs, a higher need may slowly emerge... which dominates the organism. And when these in turn are satisfied, again new (and still higher) needs emerge and so on. That is what saying that the basic human needs are organized into a hierarchy of relative prepotency. Maslow (1970) as a psychologist believed that human needs are a kind of instincts, especial to human beings and not found in any other animal. Maslow's opinions about human needs and hierarchy of needs are of high importance, although most psychologists have already addressed the subject of human needs. He proposed five sets of basic needs that can be arranged in a definite hierarchical order as shown in fig. 1.1.

![Fig. 1.1: Maslow's hierarchical structure of human needs](image-url)

(i) **Physiological Needs**: Physiological needs are the physical requirements for human survival. These needs include needs such as food, clothing, dwelling, health, all of which human being has to meet in order to continue his life. If these requirements are not met, the human body cannot function properly, and will ultimately fail. Physiological needs are thought to be the most important; they should be met first. Compared with upper level needs, physiological needs are more limited, concrete, conscious and evident. After that one level of needs are met, need of other level becomes significant. With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior.
(ii) **Safety Needs**: The safety needs manifest themselves in ways such as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations etc. This level is more likely to be found in children because they generally have a greater need to feel safe. Safety and security needs include: personal security, financial security, health and well-being, safety net against accidents/illness and their adverse impacts.

(iii) **Social Needs**: After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. This need is especially strong in childhood and can override the need for safety as witnessed in children who cling to abusive parents. Deficiencies within this level of Maslow's hierarchy - due to hospitality, neglect, shunning, ostracism, etc. – can impact the individual's ability to form and maintain emotionally significant relationships in general, such as: friendship, intimacy and family.

(iv) **Self-Esteem Needs**: All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an insecurity complex may result from imbalances during this level in the hierarchy. People with low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can hinder the person from obtaining a higher level of self-esteem or self-respect. Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a lower version and a higher version. The lower version of esteem is the need for respect from others. Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a lower version and a higher version. The lower version of esteem is the need for respect from others. This may include a need for status, recognition, fame, prestige, and attention. The higher version manifests itself as the need for self-respect.

(v) **Self-Actualization**: Self-Actualization is at the top of Maslow's hierarchy of needs - becoming "fully human"...maturity or self-actualization - and is considered a part of the humanistic approach to personality. Humanistic psychology is one of several methods used in psychology for studying, understanding, and evaluating personality.

As Maslow noted, the basic needs of humans must be met (e.g. food, shelter, warmth, security, sense of belongingness etc.) before a person can achieve self-actualization— the
need to be good, to be fully alive and to find meaning in life. Research shows that when people live their lives, according to their true nature and capabilities, they are likely to be happy than those whose goals and lives do not match. For example, someone who has inherent potential to be a great artist or teacher may never realize his talents if their energy is focused on attaining the basic needs of humans. To be satisfied and to find the ability to do what one wants, they have to find the flow. Flow refers to a mental state of energized focus which comes from engagement in tasks that match one's abilities. Tasks that are below our abilities cause boredom, and tasks that are above our abilities cause anxiety. Tasks that match one's abilities lead to the experience of flow.

1.1.2 FACTORS AFFECTING LIFE SATISFACTION

Shali (2007) investigated life satisfaction and effective factors affecting it on citizens of Iran. Theoretical framework and field findings of this texture showed that there is a high correlation with amount (0/60) between feeling of security and life satisfaction. The results of effects of direct and indirect factors on life satisfaction of path analysis have been presented in fig.1.2.

Fig. 1.2: Path analysis of direct and indirect factors' effect on life satisfaction

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(a) **Factors directly affecting life satisfaction:** Social security factors is the first one (with 0/45 path coefficient) which has the most influence on satisfaction. It shows that the rate of satisfaction increases regarding the increase of social security in society, and vice versa.

(b) **Factors indirectly affecting life satisfaction:** Social justice feeling factor affects satisfaction with 0/12 path coefficient through social security factor as well as (0/32 path coefficient) through social trust. It shows that security and trust feeling increase as the people have positive attitudes towards justice trend in a society. Hope for social future factor (with 0/22 path coefficient) through trust factor has an increasing effect on peoples satisfaction. It shows that life satisfaction increases as the rate of hope for social future and trust feeling improves. As a result, the people who lose their hope for social future have less satisfaction. Hope for personal future factor (with 0/30 path coefficient) through trust factor and (having 0/16 path coefficient) with regard to social security factor has increasing effect on people satisfaction. This result shows that satisfaction rate increases as the rate of hope for personal future, feeling of trust and security improves among people.

(c) **Factors affecting satisfaction both directly and indirectly:** In addition to factors mentioned above, there are other factors that effect on life satisfaction both directly and indirectly. The quality of these factors affects the basis of their rate as following:

   The deprivation feeling variable directly has decreasing effect on life satisfaction (0/4 path coefficient). This variable through security feeling variable (with -0/04 path coefficient) has decreasing effect on life satisfaction. It shows that as the rate of deprivation feeling increases in a society, security feeling and trust and finally satisfaction rate are expected to decrease. Trust in efficiency of practitioners (with 0/11 path coefficient) directly affects life satisfaction. However, this variable through feeling of security (with 0/16 path coefficient) and social trust (with 0/06 path coefficient) has increasing effect on life satisfaction. This effect shows that as the rate of trust in practitioners increases in a society, satisfaction rate is expected to increase. Need fulfillment in a direct way (with 0/11 path coefficient) and through security feeling factor (with 0/08 path coefficient) indicated that the rate of security and life satisfaction increases as the society highly satisfies the needs of all members. The consequences of the above diagram show that in order to increase the rate of satisfaction in life, we must pay attention to following cases:

   (i) Feeling of social security i.e. security and safety in the fields of public environment of society, physical and financial.
(ii) Hopefulness about social future i.e clear outlook among people about the future of society or hopeful to improve situations in different spheres.

(iii) Being hopeful for future in individual level meaning by hopefulness for improving individual conditions such as situations of occupation, revenue.

(iv) Social trust means trust in first level, trust to relatives and close friends and in second level to individuals of society.

(v) Political trust or trust to efficiency of practitioners is trust to capability of practitioners to regarding given responsibilities.

(vi) Feeling of social justice is feeling of distributive justice in the field of facilities and positions among people.

(vii) Rate of needs fulfillment means including initial and secondary needs such as eating, clothing to self-esteem and self-actualization among people.

(viii) Feeling of relative deprivation in comparison with others in the field of material and non-material facilities and self-role and position in society.

(ix) Rate of commitment to religious beliefs means religious instructions and observance of religious rites.

1.1.3 LIFE SATISFACTION AND JOB SATISFACTION

Research suggests there is in fact a significant relationship between job satisfaction and life satisfaction. Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector 1997, p.2). The feelings of satisfaction and dissatisfaction follow from whether an individual assesses the job and certain job-related practices with approval or disapproval (Locke, 1976).

Teachers who willingly, join teaching profession are likely to have greater life satisfaction than the teachers who joined their profession keeping in mind only the need for job in life. Teachers joining the profession with love and teachers able to retain their love for it are likely to have greater life satisfaction than other teachers. Again, teachers who feel inspired with the nobility of teaching profession and its contribution to the cultures and civilizations of human kind are likely to experience relatively greater life satisfaction.
Many current research efforts attempt to relate job satisfaction to extrinsic factors such as increased salaries, investment in the profession and improved teaching status. The most common hypothesis being tested is that such factors have a direct impact on the job satisfaction of the teacher which in directly leads to a more effective educator. Satisfaction derived from teaching, marital status, and teaching fulfillment are defined as personal intrinsic factors. These factors are rarely considered as important elements affecting a teacher’s professional role enactment (Pajak & Blase, 1989). Keon and McDonald (1982) concluded that job and life satisfaction were jointly determined. However, the authors acknowledged that a serious limitation in their study was that the exogenous variables specified in their system of equations were not theory driven. Most of the variables used to predict job and life satisfaction were facet satisfactions (e.g., satisfaction with intrinsic rewards, satisfaction with work environment, or satisfaction with advancement). Life satisfaction may positively influence job satisfaction, and job satisfaction will also positively influence life satisfaction. Conversely, some research suggests that life satisfaction often precedes and is a good predictor of job satisfaction—some directionality (Judge & Watanbe, 1993). Whichever the case may be, it cannot be ignored that there is a significant relationship between job satisfaction and life satisfaction based on correlational research (Jones, 2006). Another study (Chacko, 1983) used frequencies of changes in job and life satisfaction. Schmitt and Mellon's (1980) results suggested that life satisfaction causes job satisfaction. On the other hand, Orpen (1978) and Chacko (1983) concluded that their results supported the inference that job satisfaction causes life satisfaction.

Life satisfaction is often considered separately from job satisfaction with regards to productivity in the workplace, but as the majority of this research is co-relational and it is beneficial to explore potential relationships between these two factors themselves rather than strictly with regards to performance.

Additional research by Rusbult and Farrell (1983) suggested that job commitment is a multi-faceted phenomenon too complex to be explained by knowing only an individual’s level of job satisfaction. According to Pittman and Orthner (1983), the potential for conflict between work and family roles is great among employed persons. Conflict arises when individuals seek to differentiate between personal and professional roles. Unresolved intrinsic and extrinsic factors lead to job dissatisfaction.

Zimmerman, Skinner and Birner (1980) reported that married home economics teachers were more satisfied with their jobs than unmarried teachers. Lightfoot (1983) found
that female teachers were more effective than male teachers in integrating personal and professional roles. Krup (1986) found that teachers with children were more tolerant and had better understanding of their students than teachers without children. Chusmir (1986) found that women rated gender-role conflict and perceived family pressures higher than men. Cochran, Lawrence, Odell, & Gartin (1989) found that a significant proportion in the variance in the job satisfaction of secondary agriculture teachers could be predicted by teacher salary and the presence of children at home. Additionally, these researchers found that the job satisfaction of agricultural teachers can be predicted by the marital satisfaction of the spouse.

Teachers having love for the profession and same time having necessary competencies to establish rapport with their pupils are also likely to have relatively greater life satisfaction. It needs to be stated as explicitly as possible that life satisfaction is a fluctuating value for all humans and obviously teacher could not be exceptions in this respect. Even if all circumstances of existence and conditions of work are the same in educational institutions, they are bound to be different significantly in terms of their life satisfaction.

1.1.4 LIFE SATISFACTION AND TEACHERS

General meaning of life satisfaction as stated in the earlier pages is true in case of teachers too but their life satisfaction must also be deemed to result from nature of their professional work. When pursuing satisfaction our needs and desires are in conflict with a hostile world. There are two strategies to address this conflict: optimizing and adapting. In optimizing, we try to modify the world to suit our purposes. This is a popular strategy in the west today (Sarot & Stoker 2004, p.178). Adapting, in contrast to optimization, strives to adjust people’s own desires to their situation. This line of reasoning accepts that our environment is hostile and cannot be controlled. Only by reducing our wants, desires, will and wishes it will be possible for us to satisfy them and become happy. Adapters will tell you that the main problem of society is that people just want too much. Adapting is popular in eastern cultures, but also plays an important role in western history (Sarot & Stoker 2004, p.178). Obviously teachers who have adopted their profession out of love for it and continue with it with zeal and enthusiasm are in a significantly different state of mind and outlook, and try to adapt with the challenging demands of the profession. On the other hand who happen to adopt the profession without real zeal for it or after having adopted it have lost interest or are losing interest in their professional work, avoid adaptation, resulting into dissatisfaction with the profession. Love for the profession one adopts is surely an essential factor in life
satisfaction. This applies to all professionals whatever their professional areas. Woods and Weasmer (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improved. Implications of love for one’s profession are obvious. Without the love one would never improve continuously ones’ knowledge, skills and capabilities needed for doing the work effectively and reach requisite levels of proficiency and excellence. Many factors influence classroom instructions. A teacher’s pattern of behavior is considered as one of the most significant factors.

The success of any educational program depends upon the performance of the teacher. The role of a teacher is crucial and without a positively oriented teacher, education system would crumble. Most of the teachers working in schools live under duress and bear the strain of administrative pressure at work place and family tension back home. If the nation builders themselves are not satisfied with their life, it cannot be expected from them to produce well educated citizens, as professional satisfaction has been reported to be positively correlated with life satisfaction (Cramer, 1995).

The teacher's job needs zeal, fervors, devotion, and commitment towards work and inculcation of knowledge, attitudes and values among the children. The teacher being the cornerstone of arch of the education must be satisfied with his job so that he delivers the goods to the best of his ability. Therefore, it is essential to see that the teachers are satisfied with their occupation as well as with their life, so that they can produce the best citizens who can become the backbone of the future society. If the teacher is sufficiently efficient, greatly interested and immensely involved in his work and does it satisfactorily, all efforts made to effect any improvement in the field of education are bound to succeed.

Perie and Baker (1997) explored certain intrinsic, extrinsic and demographic factors that are associated with teacher's satisfaction.

(i) **Intrinsic Factors:** It is stimulation that drives an individual to adopt or change behavior for his or her own internal satisfaction or fulfillment. Intrinsic motivation is usually self-applied and springs from a direct relationship between the individual and the situation. Intrinsic satisfaction to the teachers can come from classroom activities. Daily interactions with students inform teacher’s feelings about whether or not students have learned something as a result of their teaching. Student’s characteristics and perceptions, teacher’s control over the classroom environment also are intrinsic factors affecting teacher satisfaction (Lee, Dedrick & Smith, 1991). Several studies have found that these factors are related to both
attractions and satisfaction in teaching as well as in other professions. Advocates of professional autonomy claim that conferring professional autonomy enhances the attractiveness of the teaching profession as a career choice and improves the quality of the classroom teaching and practice (Boe & Gilford 1992, p.137). Intrinsic factors play a significant role in motivating individuals to enter the teaching profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards such as salary benefits or prestige (Choy, Bobbitt, Henke, Horn & Liberman 1993, p.126).

(ii) **Extrinsic Factors**: Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or from outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide. A variety of extrinsic factors have been satisfaction, including salary, perceived support from administrations, school safety, and availability of school resources among others (Bobbitt, Leich, Whitener & Lynch, 1994). The most important vocational needs of the teachers are achievement of educational objectives, utilization of abilities, creativity, working conditions, responsibility and recognition. The needs regarding teacher’s work environment have been targeted by public commission, researchers and educators who claim that poor working conditions have demoralized the teaching profession. While intrinsic forces may motivate people to become teachers, extrinsic conditions can influence their job satisfaction and they deserve to remain in teaching throughout their career.

(iii) **Demographic Factors**: Similar to professional or to other occupations, satisfaction of teachers has been related to demographic variables. Chesnais (1999) says that demographics are the physical characteristics of a population such as age, sex, marital status, family size, education, geographic location and occupation. Judge and Watanabe (1993) gave a review of Diener's (1984) past research on subjective wellbeing - which suggested a number of demographic influences on life satisfaction - life satisfaction increases with age, minorities generally have been found to have lower life satisfaction perhaps because of urbanization and lower socioeconomic status, relationships between marital status and life satisfaction are positive, women are more likely to be satisfied with their lives than are men, health increases life satisfaction. Demographic, therefore, is concerned with the size and characteristics of human population, how they were attained and how they are changing.

In summary, teaching undoubtedly belongs to the accepted category of major professions in present day civilized societies. Whatever has been said under the previous
Life satisfaction of teachers is influenced by various job related and life related factors such as occupational stress, work schedule, physical environment, social support, organizational culture, interpersonal relationship at work, type of school, teaching experience, marital status, family environment, lack of family support, self-esteem, personality characteristics and individual characteristics.

Personality is the theoretical construct employed to focus attention on the individual as an integrated, striving organism. It involves (i) overall organization and the relative potencies of his psychological needs; (ii) the manner in which he customarily tries to satisfy these needs, the various psychological adjustment functions; and (iii) the ways in which the individual’s personal style affects other people (Murray, 1938).

Self-confidence is a belief in one self. Self-confidence is greatly affected by some barriers like fearlessness, inferiority complex, worrying negative thoughts etc. one can develop self-confidence by improving self-image, self-evaluation and by keeping good mental health.

Locus of control is an expectancy variable that describes the perception of control that one has over the reinforcement that follows one’s behavior. It is a generalized expectancy being an abstraction from the host of experiences in which expectancies have met with varying degrees of satisfaction (Lefcourt, 1972). Locus of control generally, stems from family, culture and past experiences leading to rewards. As the people get older and higher in organizational structures, they tend to more internal locus of control (Mamlin, Haris & Case, 2001).

Social skills enable handling emotions in relationship well and accurately reading social situations and networks, interacting smoothly using these skills to persuade and lead and negotiation and setting disputes for cooperation and team work. Self-Acceptance is feeling pride and seeing yourself in a positive light recognizing you strengths and weaknesses; being able to laugh at yourself. Communications is talking about feelings effectively; becoming a good listener and question-asker; distinguishing between what
someone does or says and your own reactions or judgments about it, sending ‘I’ messages instead of blame. Managing feelings means monitoring self-talk to catch negative messages such as internal put-downs, realizing what is behind a feeling (e.g. the hurt that underlies anger); finding ways to handle fears and anxieties, anger and sadness. Conflict resolution is how to be fair with fellow staff, with parents, higher authorities and win model for negotiating compromise.

Researchers, playmakers and educational leaders agree that teacher satisfaction is a vital factor that effects student achievement. Teacher satisfaction is one of the key factors in institutional dynamics and is generally considered to be primary dependent variable in terms of which effectiveness of organizations human resource is evaluated. A brief overview of related studies research shows that a large number of factors are responsible for influencing life satisfaction among teachers. But it was not possible to study all in the current work. Hence out of all these variables the investigator planned to investigate that in what ways spiritual intelligence and organizational climate influence life satisfaction of the teachers.

1.2 ADJUSTMENT

All human behavior is purposeful. It is directed towards the attainment of some goals or satisfaction of some need. An individual is said to be adjusted in environment if there is harmony among his needs and attainments. The other thing is that the goals a person pursues should be socially desirable. Adjustment is a process that unfolds through time, it being completed when respondents indicated that they felt comfortable and confident. The term adjustment refers to the adequacy of the personal and interpersonal process that we use to adapt to our environment. Adjustment is a harmonious relationship with the environment in which most individual’s needs are satisfied in socially acceptable ways resulting from passive conformity to vigorous action. It is a condition or state of mind and behavior in which one feels that one’s needs have been or will be gratified. The satisfaction of these needs, however, must lie within the framework and requirements of one’s culture and society. As long as this happens, the individual remains adjusted; failing this, he may drift towards maladjustment and mental illness. The concept of adjustment refers to active and creative efforts to live effectively and satisfactorily. Adjustment involves a high frequency of positive reinforcement and a low frequency of negative reinforcement. Adjustment is influenced by environment and biological factors. A well-adjusted person is someone who engages in behaviors that are appropriate for the culture and a given interpersonal situation. Adjustment is a state of
equilibrium between an organism and its physical and social surroundings in which there is no stimulus change evoking a response.

Von Haller (1970) opined, we can think of adjustment as psychological survival in which the same way as biologist uses the term adaptation to describe physiological. According to Boring (1948), adjustment is a process by which a living organism maintained balance between its needs and the circumstances that influences the satisfaction of these needs. An individual’s adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and who comprise his physical and social environment (Crow & Crow; 1956). A person with adjustment difficulties is often a nuisance in the family and society. An adjusted learner is one who attacks problem directly, accepts and tolerates normal amount of frustration, acts normally, makes sincere efforts to reach his goal, enjoy company of others, remain cheerful, energetic and possesses an optimistic view of life and things around him. So it is the establishment of a satisfactory relationship, as representing harmony, conformance, inspiration or the like (Webster Dictionary, 1951).

Adjustment is the modification to compensate for or meet special conditions (Drever, 1952). For making the distinction between adjusted and unadjusted behavior, White (1956) emphasized, that adjustment implies constant interaction between the person and his environment, each making demands on the other, sometimes it is accomplished when the person yields and accepts conditions which are beyond his power to change and sometimes it is achieved when the environment yields to the person’s constructive activities. In most cases adjustment is a compromise between these two enemies and maladjustment is a failure to achieve a satisfactory compromise. The adjustment is the process of finding and adopting modes of behavior suitable to the environment (Good, 1959).

Shaffer (1961) opined that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. The important components of adjusted behavior are the possession of a wholesome outlook of life, a realistic perception of life, emotional and social maturity and a good balance between inner and outer forces that activate human behavior (Crow, 1974). Adjustment has also been found associated with attitude and job satisfaction of teachers. For instance, Sinha and Aggarwal (1971) found that job satisfaction and adjustment among white collar workers were significantly related with each other.
Adjustment is a continuous process that tends to bring out more or less changing attitude throughout the individual’s life. Some adjustment connotes happiness and freedom from personal problems. While for others, it means an unhappy conformity to group demands and expectations. Adjustment is a lifelong process and can be defined as a person’s interaction with his environment. It is a process in which an individual learns certain ways of behavior through which he enters a relationship of harmony or equilibrium with his environment. He thereby tries to lead a life acceptable to society (Mohan & Singh, 1989).

The sources of stress for the school teachers are heavy workload, delayed salaries, duties other than teaching, lack of co-operation from head and colleagues, political interference, students’ misbehavior and negative community attitude (Gmelch, 1983). Kyriacou (1980) reported that teachers, when compared to other professionals had highest level of occupational stress.

Adjustment is a process of adapting one’s behavior to produce a more harmonious relationship between herself/himself and her/his environment (Gate & Jersild, 1970). Wallin (1949), states that the ability of a person to adjust himself satisfactorily to baffling situations is called adjustment.

What is evident in the literature is that there are numerous definitions and subsequent measures for the construct of adjustment. It is important, therefore, to define the term in a way that incorporates many of the definitions previously used and studied, while at the same time lending itself favorably to the specific purposes of this particular study. The specific definition of adjustment utilized for this study is the person's ability to function effectively, personally and vocationally, in the environment.

1.2.1 PROCESS OF ADJUSTMENT

The process of adjustment is complicated because a person’s interaction with one demand may come in conflict with the requirement of another. Conflict can arise either because two internal needs are in opposition, or because two external demands are incompatible with each other, or because an internal need opposes an external demand. Conflict presents special problems of adjustment. Satisfaction of one need as opposed to other needs may not provide full satisfaction. On the other hand, failure to gratify a strong need or to respond to a strong external demand may result in painful tensions. These tensions can disturb psychological comfort, produce physical symptoms, or result in abnormal behavior.
Adjustment as an Achievement and as a Process: Adjustment may be viewed from two angles. From one angle, adjustment may be viewed as achievement or how well a person handles his conflicts and overcomes the resulting tension. From another angle, adjustment may be looked upon as a process or how a person adjusts to his conflicts. In the first case we ask whether a person’s adjustment is adequate and efficient? In the second case we ask how does he adjust or what are the modes of adjustment to various demands.

Adjustment as a Psychological Process: Adjustment as a process is of major interest to psychologists who want to understand a person and his behavior. The way one tries to adjust himself to his external environment at any point of time depends upon interaction between the biological factors in growth and his social experiences.

(a) The person may modify or inhibit the internal impulse.
(b) The person may try to alter the environmental demand in some manner so that he resolves the conflict.
(c) The person may “escape” through unconscious resources to mental mechanisms like fantasy, compensation, projection, rationalization, sublimation, etc.

1.2.2 FACTORS EFFECTING ADJUSTMENT

Some factors effecting adjustment are listed below:

(i) Hereditary Factors: Sometimes there may be problem in adjustment due to hereditary factors. The hereditary factors are due to defective genes. They may be of intellectual development, physique, capabilities etc. Any maladjustment in these factors may affect the process of Individual adjustment.

(ii) Physiological Factors: There are some common and basic needs of every individual. These include thrust, hunger, shelter, clothes etc. Maslow has categorized individual needs into five categories. If these needs are not satisfied, the individual feels frustrated and this is one of the causes of maladjustment.

(iii) Environmental Factors: The external factors of an individual such as family, friends, school and society also affect adjustment. Any adverse conditions in these factors become the cause of maladjustment. So the children who do not get love, respect, security and acceptance from these, they become frustrated.
1.2.3 CHARACTERISTICS OF WELL ADJUSTED PERSON

According to Whittaker (1965) the term ‘well adjusted’ is usually used synonymously with mental health. A well-adjusted person is mentally healthy and the mentally ill person is said to be ‘maladjusted’. There are certain principles that may be applied to insure good adjustment and to prevent the development of mental or emotional disturbances. The following are few characteristics of a well-adjusted person:

(i) Self-knowledge.
(ii) Self-esteem.
(iii) Feelings of Security.
(iv) Ability to accept and give affection.
(v) Satisfaction of bodily desires.
(vi) Ability to be productive and happy.
(vii) Absence of tension and hyper-sensitivity.

According to Mangal (2006) a well-adjusted person is supposed to possess the following characteristics – (i) Awareness of his own strengths and limitations (ii) Respecting him-self and others (iii) An adequate level of aspiration (iv) Satisfaction of basic needs (v) Absence of a critical or fault-finding attitude (vi) Flexibility in behavior (vii) The capacity to deal with adverse circumstances (viii) A realistic perception of the world (ix) A feeling of ease with his surroundings (x) A balanced philosophy of life.

1.2.4 AREAS OF ADJUSTMENT

Adjustment means how efficiently an individual can perform his duties in different circumstances and how gradually he interacts with his environment and adjusts himself in different situations. Man is a social animal and he has to adjust himself with the society. Similarly for being, an individual being, he needs to be emotionally adjustable.

Social Adjustment: It is determined by how adequately the individual plays the social role that is expected from him and personnel satisfaction he derives from playing the role (Hussain, 1998). It is needed at every age, and influenced by social maturity of a person. Maturity in social relationships mean establishment of good relations with family, neighbors, playmates, classmates, teachers and other members of the society. A socially mature person behaves in accordance with social and emotional areas.

Emotional Adjustment: A person is socially adjusted if he is able to meet the demands made upon him by the society and the environment. The emotional development of well-
adjusted individual depends upon maturation and learning (Wolf, 1992). Krishna and Satyendera (1979) found that emotionally disturbed group was more neurotic, anxious, insecure and poorly adjusted in home, health, social and emotional areas.

In evaluating the adjustment of an individual one must consider all the habits and attitudes which are used to satisfy an organism’s social and personal needs. As far as the criterion of adequacy of adjustment is concerned, no universal criterion can be set up for all times to come because criteria involve values judgment which differs from culture to culture and from generation to generation. The criteria evolved by psychologists to judge the adequacy of adjustment are:

- Physical Health
- Psychological Comfort
- Work Efficiency
- Social Acceptance

### 1.2.5. ADJUSTMENT AND TEACHERS

A person who is adequately adjusted in life always shows adequate achievements in various spheres of life. A satisfactory adjustment is essential in the job of a teacher. The teacher must know how to be free from maladjustment like aggression, pressures and their personal problems. The advancement in the field of education is possible and depends upon the degree of adjustment and satisfaction of those people who are in the field of education and promote the cause of education. Higher level of adjustment of a teacher causes high level efficacy in his work or profession. Behavioral adjustment problems in schools are becoming matters of increasing concern among professionals of education and psychology side by side. Blair, Jones and Simpson (1975) are of firm opinion that well-adjusted teachers are playing very significant role in connection with classroom discipline, growth of the organization and culture of the school itself.

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A number of studies have been conducted in recent past in the area of organizational climate and adjustment. School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behaviour (McEvoy & Welker, 2000). There is a very strong link between Organizational Climate and employee reactions such as stress levels, absenteeism, commitment and participation (Rose, Douglas, Griffin & Linsley, 2002; Rose & Waterhouse, 2004). Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs (Shaffer, 1961).

Adjustment is what everybody needs to cope on with life. There is no perfect individual, but adjustment makes the difference for excellence among individuals. Only an adjusted person can be happy, hopeful and be productive in whatever environment he finds himself (Animasahun, 2000). Generally, adjustment is associated with the balance within the living systems (organs of the body, psychological and personality systems) and groups of individuals within the environment called social system, as they interact with the surrounding world called open system in an attempt to secure an immediate goal of equilibrium. Adjustment can also be seen as the manner in which a person meets his environment; vividly, it is how a person feels and behaves under new life situations and experiences; possibly, this is why Gate and Gersild (1993, P. 23) defined adjustment as a continual processes by which a person varies his behavior to produce a more harmonious relationship between himself and his environment.

Adjustment connotes the behavior that enable a person to get along and be comfortable in his particular social settings; hence, such behavior a nervousness, depression or withdrawing from the society are questions of adjustment (Bakare, 1990). Adjustment is a function of adaptation to new circumstances, a new environment or a new condition (Encarta Premium, 2006). In all the above, adjustment seems to connote conformity. It describes the adaptation of an organism to keep pace with changes in its environment. The extent to which a person conforms to the dictates of his environment would determine his level of happiness, peace and productivity.

1.2.6. FACTORS AFFECTING ADJUSTMENT OF TEACHERS

Teachers who are competent and emotionally mature make the total school atmosphere full of learning experience for the students. On the other hand incompetent and
maladjusted teachers spoil the school atmosphere. Unsatisfied frustrated teachers cannot make students happy and well-adjusted in the school. Teacher should be mentally alert and stable to develop alertness and stability in students. Teacher’s behavior will reflect the student’s behavior.

There are a number of factors that affect the adjustment of teachers. Teacher’s temperament, security of service, maltreatment of management, lack of professional attitude and spirit, academic ability level, socio-economic composition of schools, immigration, acculturation etc. affect the adjustment of teachers. Job stress is an important factor of adjustment among teachers. There is no single source of teacher stress, but usually stress is a combination of factors or problems such as class size, emotional exhaustion, depersonalization, lack of accomplishment in the job and role strain (Maslach & Jackson, 1981).

Attitude is considered as most important factor that predicts the success in profession in order to provide satisfactory adjustment. Attitude means individual’s prevailing tendency to respond favourably or unfavourably to an object. It is found that teachers who are trained and competent cannot improve the secondary education unless they possess the healthy professional attitude (Mehane & Patil, 1986). A positive favourable attitude makes the work, not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder more tedious, and unpleasant (Ahluwalia, 1978).

An individual has to live in an environment where he has to exert with a number of pressures of various types like physical, social, economic, cultural pressures etc. A person has numerous types of demands, desires and wishes and he must learn to adjust his desires and wishes keeping in view the kind of pressure he is facing within a given environment.

Modernization is the transformation of a traditional or pre-modern society into a type of an advanced society. It may just be a general transformation of the conditions of life and the way of life. In the realm of education, in addition to elimination of illiteracy, modernization means growing emphasis on knowledge, trained skills and competencies (Smelster, 1973).

Socio-economic status is the social standing, a prestige that a person holds in his group in the community. It the position that a person or group holds in public esteem. The individual should be free from physical ailments like headache, ulcers, indigestion and
impairment of appetite. Sometimes these symptoms have psychological origin and may impair physical efficiency, leading to maladjustment.

One of the most important facts of adjustment is that individual has no psychological disease – obsession, compulsion, anxiety and expression etc. these psychological diseases, if occur, excessively cause to seek professional advice. The personality of an individual also affects his adjustment. The personality may be defined as his persistent tendencies to make certain qualities and kinds of adjustment (Shaffer & Shoben, 1956).

A brief overview of related studies research shows that a large number of factors are responsible for influencing adjustment of the teachers. But it was not possible to study all in the current study. Hence out of all these variables the investigator planned to investigate that in what ways spiritual intelligence and organizational climate influence adjustment of the teachers.

1.3 SPIRITUAL INTELLIGENCE

Spirituality is a source of creativity open to all. It brings the quality of aliveness which sparks inquiry, ideas, observations, insights, empathy, artistic expression, earnest endeavours, and playfulness. It is a thread that runs through our life, bringing hope, compassion, thankfulness, courage, peace, and a sense of purpose and meaning to the everyday, while reaching beyond the immediate world of the visible and tangible. It drives us to seek and stay true to values not ruled by material success (Burns & Lamont, 1995).

Spiritual intelligence is that intelligence which is required when we begin to open up to our spirit’s journey and to quest for a greater understanding of life. It’s what we seek for, to find higher purpose and a greater sense of self, to become wise by accessing our natural birthright of wisdom. In this context, the term spirit has been defined as, “the animating or vital principle, which gives life to the physical organism in contrast to its material elements. It is breath of life (Webster’s dictionary, 1951).

Spiritual intelligence takes us to the heart of things, to the unity behind difference, to the potential beyond any actual expression. Spiritual intelligence can put us in touch with the meaning and essential spirit behind all great religions. A person high in spiritual intelligence might practice any religion, but without narrowness, exclusiveness, bigotry or prejudice. Equally a person high in spiritual intelligence could have very spiritual qualities without being religious at all. Spiritual intelligence to be nothing more than spiritual consciousness.
when he states: traditionally, spirituality is viewed as a form of consciousness and that spiritual intelligence is not highly distinguishable from spirituality itself (Mayer, 2000).

Some current definitions of spirituality can be summarized as follows: (a) Spirituality involves the highest levels of any of the developmental lines, for example, cognitive, moral, emotional, and interpersonal (b) spirituality is itself a separate developmental line (c) spirituality is an attitude (such as openness to love) at any stage and (d) spirituality involves peak experiences not stages. An integral perspective would presumably include all these different views and others as well (Wilber, 1998). It is the ability to behave with wisdom and compassion, while maintaining inner and outer peace, regardless of the situation (Wiggleworth, 2012).

Spiritual intelligence denotes a set of adaptive mental capacities which are based on nonmaterial and transcendent aspects of reality, specifically those which are related to the nature of one’s existence, personal meaning, transcendence, and expanded states of consciousness. When applied, these processes are adaptive in their ability to facilitate unique means of problem-solving, abstract-reasoning, and coping. It is the capacity to critically contemplate the nature of existence, reality, universe, space, time, death and other existential or metaphysical issues. Other authors (Gardner, 1983; Halama & Strizenec, 2004; Shearer, 2006; Tupper, 2002) support the inclusion of an existential intelligence. One must actually be able to contemplate such existential issues using critical thinking, and in some cases come to original conclusions or personal philosophies regarding existence and reality. Spiritual intelligence also involves the capacity to apply this form of thinking to other issues/experiences (i.e., thinking about the issues critically in relation to one’s existence).

Spirituality may also be described in terms of ultimate belonging or connection to the transcendental ground of being. Some people define spirituality in terms of relationship to God, to fellow humans, or to the earth. Others define it in terms of devotion and commitment to a particular faith or form of practice. To understand how spirituality can contribute to the good life, defined in humanistic terms as living authentically the full possibilities of being human (Anastoos, 1998), it seems necessary to differentiate healthy spirituality from beliefs and practices that may be detrimental to well-being. This leads to the challenge of defining and cultivating spiritual intelligence.
These all definitions of spirituality vary in their degree of commonality, and do not reflect a consensus of thought. It seems that almost all these definitions are based on the assumption that human beings have a spiritual nature, whether they recognize it or not. Even those who hold no belief in God have spiritual needs, because to be human is to be spiritual.

1.3.1 CONCEPT OF SPIRITUALITY AND SPIRITUAL INTELLIGENCE

Husain (2005) opined that spirituality has been a major divine force in all religions of the world, cultures and traditions throughout history. Indian culture and traditions have accepted and appreciated the reality, that has a spiritual dimension; and even knowledge attained through our senses and experiences points to the fact that human nature is beyond this material world. Spirituality is one of the ways to understand something that is intangible and experience that transcendence. It is a realm of universal oneness that is deep within. Husain stresses on the spiritual side of human nature which is important especially to Indian lives. Over many centuries spiritual psychology in the form of spiritual healing and practices has quietly influenced the Indian culture and traditions. One of the most important sources of strength and direction in people’s lives is spirituality. It is the human phenomenon which exists in almost all human beings.

Apart from the theory of spiritual intelligence put forward by Zohar and Marshall (2000), Bowell (2004) and Hussain (2005), researchers like Royes (2005) and King (2008) have also contributed to the theory of spiritual intelligence. Royes (2005) presented a theoretical framework titled spirit wave, as a process of holistic education in his study on “Spirit wave: A model of holistic change” at the University of Toronto, Canada. On the basis of the works of Rudolf Steiner and Jiddu Krishnamurti, Royes (2005) laid claim on the following issues: Through inner work on the self, one develops spiritual intelligence, with the ultimate goal of becoming a fully realized holistic being.

Zohar and Marshall (2000) stated that when spiritual intelligence is high, we appear to be intellectual and have proper behaviour. However when spiritual intelligence is low, people will appear to have problematic behaviour. They stated, individuals with high spiritual intelligence demonstrated higher measures of satisfaction and performance. Zohar and Marshall (2000) believed, spiritual intelligence must be grown and developed with training. It can be learned again, and it can be modified. To achieve this, we should search for those capabilities of an individual's being and behaviour which signify the presence of spiritual intelligence at work.
1.3.2 ENHANCEMENT OF SPIRITUAL INTELLIGENCE

According to Zohar and Marshall (2000), the indications of the highly developed SI include the capacity to be flexible (actively and spontaneously adaptive), a high degree of self-awareness, a capacity to face and use suffering, a capacity to face and transcend pain, the quality of being inspired by vision and values, a reluctance to cause unnecessary harm to anybody/others, a tendency to see the connections between diverse things (being holistic), a marked tendency to ask, Why or What or if...? questions and to seek fundamental answers.

A new model of the self utilizes the lotus symbol as the ultimate symbol of the spiritually intelligent self. This is the way to combine the great eastern and western traditions of the self with the latest insights from science. Each layer of petals depicts one of the three basic human intelligences: the outer petals representing six ego types; the middle layer representing the associative conscious and unconscious components, and at the center is the deep self. This deep self is the main focus of the study of Zohar and Marshall (2000). By using this symbol of the spiritual intelligence, they have made an attempt to explain how (Western) societies have become spiritually stunted, and the symptoms of that condition; and some guidance to restore spiritual intelligence. Even after making an attempt to restore, one may still feel a state of uncertainty. This uncertainty can inspire us because it creates conditions in which we must make a choice. It gives us our freedom and sets the conditions for our responsibility. Thus our spiritual intelligence would serve as an inner compass to help us find the true path despite the darkness around. In the chapter “Can we improve our spiritual intelligence”, Zohar and Marshall (2000), use the Lotus as the symbol to lay out six spiritual paths that any one of us might follow in living a life with greater heart - and one might be on more than one path at any time. Zohar and Marshall (2000), further indicate seven steps one can take to greater spiritual intelligence - ways to assess one’s own spiritual intelligence, and conclude with how to be, become, or remain spiritually intelligent in (what is for the most part) a spiritually dumb culture.

Modern culture is spiritually dumb not only in the West but also in the Asian countries which are influenced by the West. Most of the people over the world today live in spiritually dumb cultures characterized by materialism, expediency, narrowness, self-centeredness, lack of meaning and dearth of commitment. They misuse not only their relationships but also their environment. Their own unrest is a spiritual problem as they are going through a spiritual crisis. Mere Intelligent Quotient or rational intelligence is not enough to overcome this crisis. Hence, improving our spiritual intelligence is a must for all of
us, especially for those who live in this complex 21st century. Zohar and Marshall (2000) have suggested six major paths to attain higher spiritual intelligence. These paths are as follow:

(i) The path of duty is about belonging to, cooperating with, contributing to, and being nurtured by the community.

(ii) The path of nurturing implies growing under the care of parents, teachers, nurses, therapists, counselors, social workers and saints and this path is about loving, protecting and making fertile.

(iii) The path of knowledge ranges from understanding general practical problems through the deepest philosophical quest for truth to the spiritual quest for knowledge of God and all.

(iv) The path of personal transformation needs to explore the heights and depths of ourselves and weld the disparate parts of our fragmented selves into an independent, whole person.

(v) The path of brotherhood is to see a connection between themselves and all other beings. Spiritually intelligent people love their fellow beings and are ready to serve them.

(vi) The servant leadership which is the highest of spiritual paths serve the humanity by creating new ways for people and put the welfare of the society above their own welfare to take the society in new directions.

Another model for the enhancement of spiritual intelligence was proposed by King (2008) in the study ‘Rethinking claims of spiritual intelligence’. A four-factor model of SI; i.e., supportive evidences were identified for the capacities of critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion. A Spiritual Intelligence Self-Report Inventory (SISRI-24), which displayed an excellent internal reliability and good fit to the proposed four-factor model to measure spiritual intelligence was constructed.

1.3.3 TEACHERS AND SPIRITUAL INTELLIGENCE

Teachers should be in a position to accept the scriptural view of the modern age as a challenge for the new millennium, by thoroughly clarifying the value system. If the teacher is spiritually intelligent, s/he can manage the spiritual traits of his/her students in order to provide balanced environment in the classroom. Sense of self, empathy, kindness, intuition,
motivation, awareness, social skills, forgiveness, reconciliation, dedication are some of the major components of spiritual intelligence. All these aspects are very much needed for the development of suitable qualities among students and hence among their teachers too. This study is very relevant in this competitive globalized world where, ideally, ‘Might is Right’ only, is heard everywhere.

Teachers as spiritual beings long to experience connectedness and a sense of personal wholeness and meaning in their lives, including their vocational lives. Teachers who incorporate the spiritual dimension in their work are more inclined towards self-reflection: they are attentive to the relationship with their inner self, with others and with a power greater than the self. Their decision tends to be influenced by virtues such as empathy, humility and love. Love is defined as the will to extend oneself for the purpose of nurturing one’s own or another’s spiritual growth (Peck 1997, p. 148). Teachers’ inner spiritual quest for connectedness, meaning and transcendence often leads to a reaching out to others, to an acceptance of and regard for their human dignity and to the forming of meaningful relationships (Palmer 1999, p. 11; Zohar & Marshall 2000, p. 14).

Spirituality underpins ethical behavior and encourages social cohesion, but it is often privatized and according to Hay and Nye (2006, p. 30) this privatization dissipates its potential to change society because it cannot feed easily into public understanding or political legislation. When spirituality is restricted to the private realm of people’s lives and teachers are unable to integrate spirit in their lives and classrooms, teaching degenerates into a technical and a de-spirited activity. Teaching, in the sense of experiencing and finding meaning in life, cannot be separated from spirituality.

Spiritual intelligence is yet another effective element in classroom discipline management. Spiritual intelligence is said to be able to create a richer and more meaningful life (Amram & Dryer, 2007). Spiritual intelligence provides a sense of personal wholeness, goal and direction. Educators with high levels of spiritual intelligence are able to mould teachers and students from all age groups to experience a wholesome life filled with self-respect and creativity (Dincer, 2009). Spiritual intelligence integrates the qualities of flexibility and emotional resilience (that may arise out of spiritual experiences), which play a role in psychological health and behavior (Noble, 2001).

Spirit at work is a distinct state that is characterized by physical, affective, cognitive, interpersonal, spiritual, and mystical dimensions. Most individuals describe the experience as including: a physical sensation characterized by a positive state of arousal or energy; positive affect characterized by a profound feeling of well-being and joy; cognitive features involving
a sense of being authentic, an awareness of alignment between one’s values and beliefs and one’s work, and a belief that one is engaged in meaningful work that has a higher purpose; an interpersonal dimension characterized by a sense of connection to others and common purpose; a spiritual presence characterized by a sense of connection to something larger than self; and a mystical dimension characterized by a sense of perfection, transcendence, living in the moment, and experiences that were awe-inspiring, mysterious, or sacred (Kinjerski & Skrypnec 2004, p.37).

Sisk (2008) mentioned that spiritual intelligence, using a multisensory approach to access one’s inner knowledge to solve global problems, could be an integrating theme to create global awareness among teachers and students intelligence is the pilot, self-realization is the direction, the inner road is the path, total freedom is the destination, and arrival is characterized by the feeling of ecstasy, with the beginning and ending of this journey being in the present.

Spirituality has potential application in every waking moment of human life (Ingersoll, 2000). If the teacher is spiritually intelligent, one can manage the emotional and spiritual traits of the students in order to provide balanced environment in the classroom. Sense of self empathy, kindness, intuition, motivation, awareness, social skills, forgiveness, reconciliation, dedication is some of the major components of spiritual intelligence. All these aspects are very much needed for the development of suitable qualities among students and hence among their teachers too. This very relevant to the present competitive globalised world where might is right, only when supported by spiritual intelligence.

1.4 ORGANIZATIONAL CLIMATE

Every educational organization has a climate that distinguishes it from other schools and influences behavior and feelings of teachers and students for that school (Sergiovanni & Starratt, 1988).

The term organizational climate was coined in 1939 following a study of children’s school clubs by Lewin and his colleagues. Lewin and his associates characterized leadership within the clubs as corresponding to one of three styles (autocratic, democratic, or laissez faire). Organizational climate was first very comprehensively defined by Argyris (1958) in terms of formal polices, employee need, values and personality.

Halpin and Crof (1963) constructed the term organization climate as the organizational personality of the school. Personality is to the individual what organizational climate is to the organization. This has been called with different names, i.e. atmosphere, tone, personality, health and climate. Forehand and Gilmer (1964) defined Organizational
Climate as a set of characteristics that (a) describe the organization and distinguish it from other organizations (b) are relatively enduring over time and (c) influence the behavior of people in the organization.

Gregopoulos (1965) defined organizational climate as a normative structure of attitudes and behavioral standards which provided a basis for interpreting the situations and act as a source of pressure for directing activities.

Climate has been defined in various ways by authors as personality of an organization (Halpin, 1967), the perceived subjective effects of the formal system, the informal style of managers, and other important environmental factors that impact on the attitudes, beliefs, values and motivation of people who work in a particular organization (Litwin & Stringer, 1968); generalized perceptions that people employ in thinking about and describing the organizations in which they work (Hall, Bowen, Lewicki & Hall, 1982), the result of valuations or cognitive appraisals of environmental factors in terms of their acquired meanings to the individual (James & James, 1989), employees' perceptions of the events, practices, and procedures as well as their perceptions of the behaviours that are rewarded, supported and expected within an organization (Schneider, Wheeler & Cox, 1992), the atmosphere of the workplace, including a complex mixture of norms, values, expectations, policies, and procedures that influence individual and group patterns of behaviour (Spencer, Pelote & Seymour, 1998); and not an assessment of what organizational members believe the organization should be like, but rather is an assessment of the shared perception of what the organization actually is like (Luthar, Dibattista & Gauftschi, 1997).

Organizational climate represents the way in which its members perceive the organization. From a practical point of view, climate is usually assessed by measuring employee’s perception of specific aspects of dimensions of the organization including perceived autonomy, warmth and support, openness, cooperation, aggressiveness and competitiveness. From education point of view, the organizational climate is the blend of principal’s behavior and teacher’s behavior. Four aspects of principal’s leadership behavior i.e. aloofness, production emphasis, thrust and consideration and four aspects of teacher’s interaction i.e. disengagement, hindrance, spirit and intimacy are selected as the conceptual foundation for the analysis of organization’s climate (Halpin & Croft, 1963). Infact organizational climate possess those characteristics that distinguish the organization from the other organizations and that influence the behavior of people in the organization.

Organizational climate is a enduring quality of an organization’s internal environment distinguishing it from other organizations (a) which results from the behavior and policies of members of organizations, especially top management (b) which is perceived by members of
the organization (c) which served as a basis for interpreting the situation and (d) acts as a source of pressure for directing activity. Every educational organization has a climate that distinguishes it from other schools and influences behavior and feelings of teachers and students for that school (Sergiovanni & Starraf, 1988). Organizational climate refers to meaningful interpretations of a work environment by the people in it (Kopelman, Brief & Guzzo 1990, p. 290).

Schneider (1990) defined climate as incumbents’ perceptions of the events, practices and procedures and the kinds of behaviors that get rewarded, supported and expected in a setting. Fink (1992) defined that climate is perhaps the least tangible aspect of organizational life, but it seems to have very powerful and tangible effects on employees.

Organizational climate is defined as a set of measurable properties of the work environment, perceived directly or indirectly by the people who live and work in this environment and assume to influence their motivation and behavior (Litwin & Stringer 1966, p.1). He introduced a very comprehensive framework of organizational climate. They provided six dimensions of organizational climate that include—(i) structure (ii) responsibility (iii) reward (iv) risk (v) warmth and (vi) support. In another book by Litwin and Stringer (1968) emphasis was given on the concept of climate and its influence on the McClelland’s need factors of motivation i.e. power, achievement, and affiliation. Attempts were also made to establish the operationalization of climate through the assessment of members’ perceptions. During this time the actual concept of organizational climate began to take shape. Litwin and Stringer (1968) suggested that perception is critical ingredient of climate and defined it as a set of measurable properties of the work environment, based on the collective perceptions of the people who live and work in the environment and demonstrated to influence their behavior. The climate of an organization may roughly be conceived as the personality of the organization; that is, climate is to organization as personality is to individual. Organizational climate is made up of perceived organizational properties intervening between organizational characteristics and behavior (Friedlander & Margulies, 1969).

Jones and Jones (1979) conducted meta-analytic review of the climate literature and found 17 factors that are said to be in the workplace. These factors include stress, autonomy, organizational trust, support, work group collaboration, friendliness, and warmth. Other researchers have described climate factors (such as trust, support, fairness, warmth, autonomy, feedback, cohesion, pressure, and innovation) that determine how an environment influences behavior and are guided toward achievement of organizational goals (Koys &
DeCotiis, 1991; Rousseau & Tijoriwala, 1998; Zammuto & Krakower, 1991). The climate of an organization is thought to represent the perception of objective characteristics by organizations members. As an example, the size of an organization is objective but a person’s feelings about that size is subjective, it is the perception of these objectives that is represented by the climatic of an organization (Landy & Trumbo, 1980).

Within school organizations there are students, teachers, administrators, and many kind of service personnel. Members of each of these groups occupy distinctive positions and are expected to behave in certain ways. The role expectations of these groups and norms ascribed to them are different from each other. Clearly, the relationships among many kinds of people in schools are varied and complex. If those healthy relationships are understood and generally accepted, only then, the school organization can function effectively (Campbell, Corbally & Nystrand, 1983).

Organizational climate is “the set of internal characteristics that distinguishes one school from another and influences the behavior of people” (Hoy & Miskel 1982, p. 225). They further concede that the climate is the end product of the school groups - students, teachers, administrators - as they work to balance the organizational and individual aspects of a social system”. As such, people experiencing a particular climate share certain values, social beliefs and social norms.

Organizational Climate is a generic term from a broad class of organizational, rather than psychological variables that describe the context for individual’s actions (Glick, 1985). Reichers and Schneider (1990) define organizational climate as the shared perception of the way things are around here. It is important to realize that from these two approaches, there is no best approach and they actually have a great deal of overlap. Organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members, (b) influences their behavior, and (c) can be described in terms of the values of a particular set of characteristics or attributes of the organization (Mullins 1993, p. 651).

Climate in an organization reflects the type of people who compose the organization, the work processes, means of communication and the exercise of authority within the individual organization. Further, they recognize that it is easy to detect differences in the climate of organizations but it is difficult to name the dimensions of these differences. Climate is atmosphere in which individual help, judge, reward, constraint and find out about
each other. It influences moral attitude of the individual toward work and his environment (Katz & Kahn, 1978)

Cooper (2003) describes organizational climate as people’s perception of their working environment with regard to caring and friendliness. In other words, the interaction of workers and management should create a healthy organizational environment. The most widely adopted definition is that of Schneider (1975), who defined organizational climate as a mutually agreed internal (or molar) environmental description of an organization’s practices and procedures. Within this definition, it should be noted that the focus is on organizational members’ agreed perceptions of their organizational environment. This is what distinguishes climate from culture, where the focus is on judgments and values, rather than perceived practices and procedures.

Organizational climate, however, proves to be hard to define. There are two especially intractable and related difficulties that how to define climate and how to measure it effectively on different levels of analysis. Furthermore, there are several approaches to the concept of climate, of which two in particular have received substantial patronage: the cognitive schema approach and the shared perception approach. The first approach regards the concept of climate as an individual perception and cognitive representation of the work environment. From this perspective, climate assessments should be conducted at an individual level. The second approach emphasizes the importance of shared perceptions as underpinning the notion of climate. Anderson and West (1998) examined collaborative behaviors underlying team innovation, such as: climate for excellence, vision, constructive controversy, and participative safety. Typical climate studies examine peoples’ perceptions of, or experiences in, their immediate work environment with respect to dimensions such as support and autonomy (Mathisen & Einarsen, 2004).

1.4.1. ORGANIZATION AND HUMAN BEHAVIOR

The relevant literature makes a mention of several authorities whose works pertain to the influence that organization has on human behavior. After conducting numerous studies, Lewin (1936) demonstrated that understanding human behavior requires that we consider the whole situation (both the person and the environment) in which behavior occurs. To Lewin (1936) behavior is a function of the interaction of person and environment. An organization is a social system which includes both the organizational dimensions and the individual
dimensions. For Cheng (1987) the dynamic process of interaction between these two dimensions influences the working behavior of members within the organization.

Sergiovonni (1969), Sarason (1971), and others have written of the sources of teacher satisfaction. High among the factors of satisfaction is "achievement." This is not necessarily achievement shown by student success in grades or standardized tests, but the feeling of satisfaction derived from the work itself. The feeling that the class was "turned on" or that some student had reacted in such a way to let the teacher feel that he or she has "connected" or "gotten through." This visceral feeling depends, to a large extent, on spontaneous interaction. The control structure and the teaching climate severely limit such spontaneity. Often, the routine takes command and mitigate against the drive to reach the individual student.

Carver and Sergiovanni (1969) provide the following model to depict the relationship of organizations and human behavior found in schools has been presented in fig. 1.3.

![Fig. 1.3: Organizations and human behavior: focus on schools](image_url)
Castetter (1976) links the individual and the organizational climate, the model has been presented in fig. 1.4.

Owens (1970) writes of organizational behavior in schools: The individual person finds himself functioning in the organization not only as his individual self but also as one who occupies a certain role within the social system in the organization. When we consider the individual person carrying out his unique role in an organization, we become concerned with the complex web of human involvement and its attendant behavior in organizational life. As the individual, with all his needs, drives, and talents, assumes his official role, he shapes that role to some extent, and he is also shaped by it.

Lonsdale (1964) depicts the interaction of the individual and the organization and has been presented in fig. 1.5.
Therefore we can say that organizational climate plays an important role in setting the atmosphere conducive for a particular organization. It is achieved through the interaction between the principal and teachers, between teachers and students and between the principal and students. The social interaction compels the principal, teachers and students to discuss mutually in areas of planning, decision-making, problem solving and control. The objective of this study is to see how the principal, teachers, students and parents experience and perceive the quality of the working situation emanating from their interaction.

As for schools, climate is a necessary link between organizational structure and teacher attitude and behaviour. It was found that formal characteristics of schools had an important influence on the way in which teachers perceived climate (George & Bishop, 1971). Clearly, climate represents a composite of the mediating variables that intervene between the structure of an organization and the style and other characteristics of leaders and teacher performance and satisfaction (Sergiovanni & Starratt, 1988).
Organizational climate is a concept that deals with staff member’s perceptions of the working environment. This climate is directly influenced by administrators which in turn affects the motivation and behavior of the entire staff. More specifically, climate is a relatively enduring quality that is experienced by the teachers, influences their behavior, and is based on their collective perceptions (Hoy & Forsyth 1986, p.147).

As for schools, climate is a necessary link between organizational structure and teacher attitude and behavior. It was found that formal characteristics of schools had an important influence on the way in which teachers’ perceived climate (George and Bishop, 1971). Clearly, climate represents a composite of the mediating variables that intervene between the structure of an organization and the style and other characteristics of leaders and teacher performance and satisfaction (Sergiovanni & Starratt, 1988).

1.4.2. PARAMETERS OF ORGANIZATIONAL CLIMATE

As it is clear from the said definitions of organizational climate, School organizational climate is a multi-dimensional and influences many individuals, including students, parents, school personnel, and the community. It significantly impacts educational environment and can be a positive influence on the health of the learners to overcome learning barriers. Halpin and Croft (1963) identified eight dimensions of school climate which are described as follows:

(i) **Teacher’s Behavior (Group Characteristics)**

(a) *Disengagement* refers to a teacher’s tendency to be not with it. It describes a group which is going through motions, a group that is not in gear with respect to the task at hand. In short, this focuses on the teacher's behavior in a task oriented situation.

(b) *Hindrance* refers to the teachers' feeling that the principal burdens them with routine duties. Committee demands and others requirements which they feel are unnecessary work. They feel that the principal is hindering rather than helping their legitimate work.

(c) *Espirit* refers to morale of teachers, a feeling that their social needs are being satisfied and that they are at the same time, enjoying a sense of accomplishment.
(d) **Intimacy** refers to a teacher's enjoyment of friendly social relations with each other. This dimension describes a social need satisfaction which in not necessarily associated with task accomplishment.

(ii) **Principal's Behavior (Leader's Characteristics)**

(a) **Aloofness** refers to the behavior of the principal which is characterized as formal and impersonal. He goes by the book and prefers to be guided by rules and policies rather than deal with teachers in an informal, face-to-face situation. He keeps himself at least emotionally at a distance from staff.

(b) **Production emphasis** refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive. His communications go in one direction and he is not sensitive to feedback from the staff.

(iii) **Thrust** refers to the behavior of the principal which reflects his evident effort in trying to move the organization. This behavior shows the principal's attempt to motivate teachers through examples set personally. His behavior is viewed favorably by the teachers.

(iv) **Consideration** refers to the behavior of the principal with an inclination to treat teachers humanely, to try to do something extra for them in human terms.

In brief, all the eight dimensions are divided into categories, four referring teacher's behavior and four to principal's behavior has been presented in fig. 1.6.

![Dimensions of School Climate Diagram](image-url)
Institutional Integrity is the school's ability to cope with its environment in a way that maintains the educational integrity of its programs. Teachers are protected from unreasonable community and parental demands.

Principal Influence is the principal's ability to influence the actions of superiors. Being able to persuade superiors, to get additional consideration, and to proceed unimpeded by the hierarchy are important aspects of school administration.

Consideration is principal's behavior that is friendly, supportive, open and collegial: it represents a genuine concern on the part of the principal for the welfare of the teachers. Initiating structure is principal behavior that is both task- and achievement-oriented. Work expectations, standards of performance, and procedures are articulated clearly by the principal. Resource Support refers to a school where adequate classroom supplies and instructional materials are available and extra materials are readily supplied if requested. Morale is a collective sense of friendliness, openness, enthusiasm and trust among faculty members. Where teachers like each other, like their jobs, and help each other and they are proud of their school and feel a sense of accomplishment in their jobs.

Academic emphasis is the extent to which the school is driven by a quest for academic excellence. High but achievable academic goals are set for students; the learning environment is orderly and serious; teachers believe in their students' ability to achieve; and students work hard and respect those who do well academically.

1.4.3. DIMENSIONS OF ORGANIZATIONAL CLIMATE

Researchers interested in educational organizations (Pace and Stern, 1958; Halpin and Croft, 1963) made the initial efforts to define and measure dimensions of organizational climate. According to Tagiuri (1968), climate is generally defined as the characteristics of the total environment in a school building. But we need to understand what those characteristics are, and to lay the ground work for that we turn to the work of Tagiuri. He described the total environment in an organization; the organizational climate is composed of four dimensions.

(i) Ecology refers to physical and material factors in the organization, for example size, age, design, facilities and conditions of the building. It also refers to the technology used by people in the organization desks and chairs, chalk boards, elevators, everything used to carry out organizational activities.

(ii) Milieu is the social dimension in the organization. This includes virtually everything related to the people in the organization.

(iii) Social system refers to the organizational and administrative structure of the organization. It includes how the school is organized, the ways in which decisions are made and who is involved in making them. the communication patterns among people (who talks to whom about what), what work groups there are, and so on.
Culture refers to the values, belief system, norms and ways of thinking that are characteristics of people in the organization.

Much of the organization dimension of climate arises from factors that administrators control directly or strongly influence. It is important that administrators understand the close connections between the choices they make about the way they organize and the climate manifested in the organization.

1.4.4. CLASSIFICATION OF ORGANIZATIONAL CLIMATE

Six types of organizational climate have been identified:

(i) **Open Climate** describes the openness and authenticity of interaction that exits among the principal, teachers, students and parents. Hoy and Sabo (1998) state that an open climate reflects the principal and teachers’ cooperative, supportive and receptive attitudes to each other’s ideas and their commitment to work. The principal shows genuine concern for teachers; motivates and encourages staff members; gives the staff freedom to carry out their duties in the best way they know; does not allow routine duties to disrupt teachers’ instructional responsibilities. They care, respect and help one another as colleagues and even at personal level (Halpin 1966).

(ii) **Autonomous Climate** portrays an atmosphere where teachers are given a good measure of freedom to operate in the institution. The principle arouses enthusiasm and diligence, teachers and students work with devotion and the close relationship exists among the principal, teachers, students and parents.

(iii) **Controlled Climate** involves the major characteristic of diligence and hard work. Even though the principal does not model commitment, hard work is overemphasized to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time on paper work. Thus, in most cases, there is little time to interact with one another. Students are also hard working, but are given little time for participation in extra-curricular activities. The principal often employs a direct approach, keeps distance from teachers, students and parents in order to avoid familiarity. Parents are not encouraged to visit institution with their children’s problems as the time on such matters could be used on something worthwhile (Silver. 1983; Halpin. 1966).

(iv) **Familiar Climate** depicts a laissez-faire atmosphere. The principal is concerned about maintaining friendly atmosphere at the expense of task accomplishment.

(v) **Paternal Climate** depicts an atmosphere where the principal is very hard working, but has no effect on staff; to them the hard work is not a popular term. There is a degree of closeness between the principal and teachers, but the principal’s expectation from teachers is
rather impractical. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, more teachers, students and parents prefer to maintain distance from the principal. Often, students cannot express their difficulties or problems with boldness and parents visit the college only when it is absolutely necessary (Costley & Todd, 1987).

(Closed Climate represents the ‘antithesis of the open climate’. The main characteristic of this type of climate identified by Halpin (1966) is lack of commitment or unproductive disengagement. There is no commitment, especially on the part of the principal and teachers. There is no emphasis on task accomplishment; rather the principal stresses on routine, trivial and unnecessary paper work to which teachers minimally respond. The principal is strict and rigid in behavior. He/she is inconsiderate, unsupportive and unresponsive. Consequently, most of the teachers feel frustrated and dissatisfied. This makes the atmosphere tensed. There is lack of respect among teachers and principal (Hoy & Sabo, 1998).

1.4.5 TEACHER AND ORGANIZATIONAL CLIMATE

School is an organization and climate of school needs to be relatively of enduring quality. It is the internal environment of the school that: (a) is experienced by the members (students, teachers, administrators, secretaries, consultants and custodians), (b) influences their behavior, and (c) can be described in terms of the values, norms and beliefs of a particular set of attributes of the school. In this monograph we will be especially concerned with those institutional patterns and behavioral practices that enhance or impede student achievement. Moreover, this definition implies that we are concerned about the educational environment of the entire school. It is recognized that there are other educational environments or the individual classroom.

Bhatnagar (1980) is of the opinion that every school is a society, but it is a society of a special character, it is an idealized model of the world, not merely the world of affairs. Battle (1994) pointed out that school being a social organization can be said to have its own culture, emanating from its role expectations and functions. Society sends its children to school so that they learn, accumulate knowledge and develop skills. Schools are also expected to develop the interest, attitude, intellectual ability, creativity level, personality make-up, value system habits and character of their students.

School climate enhances or minimizes emotional exhaustion, depersonalization, and feelings of low personal accomplishment (Grayson & Alvarez, 2008). School climate enhances or minimizes emotional exhaustion, depersonalization, and as well as attrition (Miller, Brownell, & Smith, 1999). Research shows that when teachers feel supported by both the principal and their peers, teachers are more committed to their profession (Singh &
Billingsley, 1998). A positive school climate is also associated with the development of 
teachers’ beliefs that they can positively affect student learning (Hoy & Woolfolk, 1993). 
Werblow (2007) studied the relationship between school size and school outcomes 
influenced by school climate. Teachers’ perceptions of school climate influence their ability 
to implement school-based character and development programs (Beets, Flay, Vuchinich, 
Acock, Li & Allred, 2008).

Hoy and Tarter (1992) used a health metaphor to examine the general well-being of 
the interpersonal relation in the school. They stated that a healthy school is one in which the 
teachers, administrators, and the board are in harmony, and the school meets both its 
organizational and people needs as it pursues its missions (Hoy & Tarter 1992, p. 75). To 
further conceptualize school health, they propose a three-level seven-dimension framework. 
At the board level, institutional integrity refers to the ability of a school to protect its academic 
integrity from outside forces. At the administrative level, initiating structure is the principle 
leadership behavior targeting at achievement; consideration indicates the principle leadership 
behavior with an aim at harmonious interpersonal relationships; resource support refers to 
principle managerial behavior that ensures necessary school supplies; and principal influence 
is the ability of the principle to influence superiors. At the teacher level, morale refers to a 
sense of community among teachers, and academic emphasis indicates the extent to which a 
school presses students to achieve. In 1991, Hoy, Tarter, and Kottkamp developed the 
organization health inventory for teachers based on their conceptual framework.

Positive school climate promotes cooperative learning, group cohesion, respect and 
mutual trust or a climate for learning (Ghaith, 2003; Finnan, Schnepe & Anderson, 2003). If 
any school is having good climate then it’s obvious that teachers will also have good 
adjustment and more satisfaction in life.

1.5 NEED AND SIGNIFICANCE OF THE STUDY

No nation can progress without education and enlightened citizens. Education in 
general and school education in particular, occupies a pivotal position in shaping one’s 
personality. The individual behind the success of a child’s education is the teacher only. Now 
a days, we can perceive a major change in the life of teachers whether they are working in 
government, aided or private schools. Earlier the teacher was given the topmost position in 
the professional hierarchy and he was without any kind of interference and stress. He had no 
worry about the mundane necessities of life, hence was free to pursue his quest for 
knowledge. He was totally responsible for the process of education and had full freedom in 
planning the curriculum, methods of instruction and evaluation. But the situation is altogether
different in the present consumerist and commercial society. Teaching has become a profession today just like the medicine, law and engineering, but it is sorry to state that a teacher does not enjoy a social status, as is enjoyed by lawyers, doctors and engineers. The teachers face frustration at personal as well as at professional level. The teacher becomes tired of the continual pressure and feels that he is unappreciated. The teachers of today suffer from neglect, indifference and insecurity.

Prior to new work order in the world, a compact was existing between government, parents and schools, in which, by and large, teachers were trusted to do a good job with minimum direct intervention by government in matters of school governance, the school curriculum, teaching and learning, and the assessment. Continuing professional development was left to the choice of individual teachers, curriculum in school was taught not delivered. Curriculum development was managed locally or by a national school council. Value added targets, accountability, training, audits and performance management were not even twinkle in the eyes of policy makers. But now the teachers across the world are experiencing similar government interventions in the form of national curricula, national tests, external inspections and standardized criteria for measuring the quality of school in order to raise standard and promote more parental choice. Teachers are not only concerned to promote the academic skills of children but also to help the children to develop happy, likeable and pro-social personalities.

In India, teachers are often faced with different challenges than those in more developed countries like lack of resource crunch, multiple role assign to teachers by government (that of the educator, social worker, nurse, etc.), expectations of parents, attitude of administration etc. Parents expect that teachers should help their children to score high. School heads threaten teachers against not completing the syllabi in time or failing students. No doubt, stress up to a moderate level is necessary for motivation, but higher level of stress adversely affects the competence, efficiency, and behavioural patterns leading towards mal-adjustment and dissatisfaction of the teachers, but not to the extent the Indian teachers are suffering. Hence, some researchers identify teaching as a particularly stressful occupation, and suggest that teachers experience disproportionately high levels of stress, when compared to other occupations. Some reasons provided for this stress are long working hours, heavy workloads, insufficient salaries, time pressure, lack of recognition of work, lack of discipline and respect from learners, and the new Indian curriculum, enforcing learner-centred or cooperative teaching methods. The teachers are facing negative community attitude towards teaching profession. As a consequence of it, the teachers are experiencing high levels of
stress and it has ultimately enforced the Indian government to admit that they are facing a shortage of skilled teachers.

The quality of good professionally competent teacher depends upon some factors where a particular degree of adjustment and life satisfaction is present. As far as the adjustment is concerned, the biological concept of adaptation given by Darwin has been changed by the psychologist and renamed as adjustment to emphasize the individual’s struggle to get along or survive in his or her social and physical environment. Adjustment is a process that takes an individual to lead a happy and well contented life. It helps him in keeping balance between his needs and the capacity to meet these needs. Adjustment persuades him to change his way of life according to the demands of the situation and gives him strength and ability to bring desirable changes in the conditions of his environment.

The stress can lead a person’s life towards dissatisfaction which reduces the happiness in life. Whenever, a person feels hard with life and finds hard to cope with the situations, he makes efforts to make the environment conducive to him and sometimes seeks help of some supernatural power. Life satisfaction is a complex concept relating to psychological and environmental life conditions. A satisfied person is happy and leads a comfortable life because of his general, emotional and spiritual intelligence. He is without jealousy and possesses peace of mind. Spiritual Intelligence is the intelligence in which we address and solve problems, give meaning and value to life. The spiritual intelligence helps a person to take actions and lead a life in a wider, richer and meaning-giving context. People high in spiritual intelligence tend to have the capacity for transcendence, heightened consciousness endowing every day activity with a sense of the sacredness, use spiritual resources on practical problems and engage in virtuous behaviour (such as progressiveness, gratitude, humanity, compassion and wisdom). The statement regardless of the circumstances shows that we can maintain our peaceful centre and loving behaviour even under great stress. This is what we admire in spiritual leaders. A teacher who is a role model not only for his pupils but also for the society, is admired and respected like an idealistic individual. A positive school climate is associated with increased job satisfaction for school personnel. It has been found that a positive school climate can yield positive educational and psychological outcomes for students and school personnel; similarly, a negative climate can prevent optimal learning and development (Freiberg, 1999; Johnson & Johnson, 1993; Manning & Saddlemire, 1996).

When the teacher is satisfied with the life only then he can impart knowledge to the students in proper and systematic manner. If the teacher is fully satisfied with life, possesses spiritual intelligence and is well adjusted in the organizational environment, he can develop and manage the emotional and spiritual traits of the students in order to provide balanced
environment in the classroom. Sense of self, empathy, kindness, intuition, motivation, awareness, social skills, forgiveness, reconciliation, dedication are some of the major components of a well-adjusted person. A spiritually intelligent person when receives conducive organizational environment helps him to better adjustment leading towards life satisfaction. All these aspects are very much needed for the development of suitable qualities among students and hence among their teachers too. Recent researches have suggested that spiritual beliefs, commitments, and activities appear to be connected to psychological well-being, positive interpersonal functioning and stability, and better quality of life (Hasnain, Ansari & Sethi, 2011).

Teachers in schools have different demographic profiles. Therefore, in this study, it was necessary to compare the spiritual intelligence level of teachers with respect to their gender, type of school and experience of teaching. The present study has been undertaken with a hope that its findings would attract the attention of educationists to the need and importance of well adjustment and life satisfaction among our teachers. Authorities repeatedly point out that it is essential to recognize that large-scale organisational improvement does not occur in a vacuum or sterile environment. It occurs in human systems, organizations, which already have beliefs, assumptions, expectations, norms, and values, both idiosyncratic to individual members of those organizations and shared.

1.6. STATEMENT OF THE PROBLEM

SPIRITUAL INTELLIGENCE AND ORGANIZATIONAL CLIMATE AS PREDICTORS OF LIFE SATISFACTION AND ADJUSTMENT OF SECONDARY SCHOOL TEACHERS

1.7. OPERATIONAL DEFINITIONS OF THE VARIABLES

(i) Life Satisfaction: The phrase life satisfaction refers to the satisfaction level of the teachers working in secondary schools in relation to their life situations.

(ii) Adjustment: Adjustment is the process by which an individual maintains a balance between himself and conditions, situations and persons who comprises his physical and social environment.

(iii) Spiritual Intelligence: Spiritual intelligence is the intelligence with which we assess our deepest meanings, and of purposes of life and our highest motivations. It is needed to know the meaning of our existence. It illumines our way and aids our quest for a deeper knowledge and enlightenment of life.

(iv) Organizational Climate: Organizational climate is the resulting condition within the school obtained from the social interaction amongst the teachers and between the teachers and the principal.
1.8. **DELIMITATIONS**

The study under investigation will be confined to:

(i) The study was confined to the teachers of secondary schools only.

(ii) The study was conducted in government, aided and private secondary schools.

(iii) The study was limited to the variables of life satisfaction, adjustment, spiritual intelligence and organizational climate.

(iv) The study was confined to schools of three districts of Majha Region of Punjab only.

1.9. **OBJECTIVES**

1. To study difference between male and female secondary school teachers with respect to their (a) life satisfaction (b) adjustment (c) spiritual intelligence and (d) organizational climate.

2. To study difference between secondary school teachers teaching in different type of schools with respect to their (a) life satisfaction (b) adjustment (c) spiritual intelligence and (d) organizational climate.

3. To study difference between secondary school teachers with respect to their teaching experience in relation to their (a) life satisfaction (b) adjustment (c) spiritual intelligence and (d) organizational climate.

4. To study the difference in life satisfaction of secondary school teachers with (a) different levels of spiritual intelligence (b) different types of organizational climate.

5. To study the interaction effects of spiritual intelligence and organizational climate on adjustment of secondary school teachers.

6. To study the difference in adjustment of secondary school teachers with (a) different levels of spiritual intelligence (b) different types of organizational climate.

7. To study the interaction effects of spiritual intelligence and organizational climate on adjustment of secondary school teachers.

8. To study the correlation between spiritual intelligence and (a) life satisfaction of secondary school teachers (b) adjustment of secondary school teachers.

9. To study the correlation between organizational environment and (a) life satisfaction of secondary school teachers (b) adjustment of secondary school teachers.

10. To study the conjoint and independent contribution of spiritual intelligence and organizational climate in predicting life satisfaction of secondary school teachers in case of (a) total sample (b) male teachers (c) female teachers.

11. To study the conjoint and independent contribution of spiritual intelligence and organizational climate in predicting adjustment of secondary school teachers in case of (a) total sample (b) male teachers (c) female teachers.
1.10. HYPOTHESES

$H_1$ There exists no significant difference between male and female secondary school teachers in relation to their (a) life satisfaction (b) adjustment (c) spiritual intelligence and (d) organizational climate.

$H_2$ There exists no significant difference among secondary school teachers teaching in different type of school in relation to their (a) life satisfaction (b) adjustment (c) spiritual intelligence and (d) organizational climate.

$H_3$ There exists no significant difference among secondary school teachers with different teaching experience in relation to their (a) life satisfaction (b) adjustment (c) spiritual intelligence and (d) organizational climate.

$H_4$ There will be no significant difference in life satisfaction of secondary school teachers with (a) different levels of spiritual intelligence (b) different types of organizational climate.

$H_5$ There will be no significant interaction effect of spiritual intelligence and organizational climate on life satisfaction of secondary school teachers.

$H_6$ There will be no significant difference in adjustment of secondary school teachers with (a) different levels of spiritual intelligence (b) different types of organizational climate.

$H_7$ There will be no significant interaction effect of spiritual intelligence and organizational climate on adjustment of secondary school teachers.

$H_8$ There will be no significant correlation between spiritual intelligence and (a) life satisfaction of secondary school teachers (b) adjustment of secondary school teachers.

$H_9$ There will be no significant correlation between organizational climate and (a) life satisfaction of secondary school teachers (b) adjustment of secondary school teachers.

$H_{10}$ There will no significant contribution of spiritual intelligence and organizational climate in predicting life satisfaction of secondary school teachers.

$H_{11}$ There will no significant contribution of spiritual intelligence and organizational climate in predicting adjustment of secondary school teachers.