CHAPTER - 2
REVIEW OF RELATED LITERATURE
CHAPTER-II
REVIEW OF RELATED LITERATURE

The review of related literature is a very essential and significant aspect of any pinpointed and scientifically sound research project. The importance of this aspect may be realized from the fact that the relevant literature, if properly reviewed, help the researcher not only in broadening his outlook by providing him up-to-date knowledge of result established, the method adopted and the relevance of the use of particular types of tools used by earlier researchers but it also helps him to decide and choose his own directions. One place to seek problems in education is in the research literature. This is not to suggest that one enters research literature blindly hoping that problem in education is in research literature. Rather, one can sharpen the problems by a careful scrutiny of the related research. Hence keeping in view the importance of related literature it has been tried to trace and obtain the relevant material through direct and indirect sources of information and an effort has been made to present studies that appear to have a direct or indirect bearing on the present study. The present study is aimed at exploring the relationship of life satisfaction and adjustment with independent variables of spiritual intelligence and organizational climate. A few studies which have a direct or indirect link with the present study and helped the investigator in arriving at conclusions and gaining certain directions are presented under the following heads:

2.1 Studies Related to Life Satisfaction
2.2 Studies Related to Adjustment
2.3 Studies Related to Spiritual Intelligence
2.4 Studies Related to Organizational Climate
2.5 Studies Related to Life Satisfaction and Spiritual Intelligence
2.6 Studies Related to Adjustment and Spiritual Intelligence
2.7 Studies Related to Life Satisfaction and Organizational Climate
2.8 Studies Related to Adjustment and Organizational Climate
2.1 STUDIES RELATED TO LIFE SATISFACTION

Friedlander (1966) worked on importance of work vs. non-work among socially and occupationally satisfied groups and found that work can be a very important source of satisfaction for socially derived needs and, in consequence, a means towards the realization of satisfaction in life in general.

Scherf (1974) studied consumer satisfaction as a function of dissatisfaction with interpersonal relationships. He found that the desire for existence needs increased as the satisfaction with them decreased. He also concluded that real improvement of satisfaction could occur only if man’s meeting of his relatedness needs is facilitated along with the improvement of his economic welfare.

Barrett (1980) studied life satisfaction of teachers and found that sex of the individual had no differential impact on life satisfaction. In fact, the results for both males and females were so close. Education and life satisfaction were weekly correlated, but life satisfaction and marital status were significantly related in the study.

Hittner (1981) revealed a list of events related to teachers’ life satisfaction that could affect their stress and performance at work. These events included marriage, divorce, pregnancy, death of the loved one, and change of residence.

Kuhn (1982) studied teacher’s personality type and job satisfaction. He found that satisfied teachers centred on intrinsic aspects of work, predominantly, helping students. It was found that satisfaction was a result of achievement on the job, interpersonal relation and recognition; and satisfaction was likely to result in feelings of increased job commitment (Haeslip, 1983).

Cooper (1991) revealed that attitude towards relationship, leisure, recreation and finance were the most significant predictors of life satisfaction of retired teachers. The other predictor of life satisfaction which was less significant are health and relationship with friends.

Billingsley and Cross (1992) found that characteristics of special educator such as gender and marital status appear not to affect their levels or commitments to the field, however, job satisfaction of special education teachers which is correlated with retention, increases with experience.
Odell, Soloninka, Lawrence and Gartin (1992) studied life satisfaction of retired agriculture teachers of West Virginia and found that a substantial positive relationship existed between health and life satisfaction ratings. Higher reported health ratings correlated with higher life satisfaction ratings while lower health ratings correlated with lower life satisfaction ratings. There was a moderate positive relationship between number of activities in which an individual participated and life satisfaction ratings. If an individual participated in a number of different activities his life satisfaction was higher than that of individuals who participated in fewer types of activities. Income and years of teaching had low positive relationships with life satisfaction ratings. Although income level was positively correlated to life satisfaction; it was not as great as expected. In general, however, as income level rose, life satisfaction increased. Negative relationships were found between marital status and age with life satisfaction showed that retired teachers who were married had higher life satisfaction ratings than those who were widowed or divorced. The correlation with age showed that as age increased, life satisfaction ratings decreased.

Thakur and Mishra (1995) studied the correlates of daily hassles among dual career women and examined the pattern of daily hassles experienced in relation to perceived social support, controlled, mental health and life satisfaction of dual career women and housewives. The study revealed greater incidenes of daily hassles among dual career women but displayed a greater degree of life satisfaction than other housewives. Pinquart (2001) conducted a meta-analysis of existing research on the affective components of subjective well-being. He found that, on average, results supported the classical models of well-being: positive affect tended to decline over the life span, and negative affect tended to increase. However, these effects were moderated by specific characteristics of the studies. The study revealed that effects varied depending on the representativeness of the sample, with more representative samples providing stronger evidence for declines in well-being over time. Pinquart suggested that non-representative samples may be healthier than the population average and may therefore provide a biased picture of age-related changes in well-being. Pinquart also found that effects varied depending on whether longitudinal or cross-sectional designs were used. Positive affect and affect balance declined more quickly and negative affect increased more quickly in longitudinal studies than in cross-sectional studies.

Lakshmi, (2003) found a positive correlation between professional satisfaction and personal satisfaction of women teachers. However there was negative and low correlation between professional satisfaction and sex roles and low positive correlation between personal
satisfaction and sex roles.

Diener and Suh (2004) studied subjective well-being across culture and found that satisfaction with life is an indicator of well being. Satisfaction is cognitive judgment about fulfilment of one’s life.

Adeyemo (2004) unravel the factors which account for much of the variance in life satisfaction among retired public servants in Oyo state. The study revealed that health, finance, children, religion, leisure and social support as a block, contributed positively and significantly to the prediction of life satisfaction among the subjects. Each of the independent variable also made relative and significant contribution to the criterion measure.

Rode (2004) tested a comprehensive model to examine the relationship between job and life satisfaction and a broad personality construct called ‘core self-evaluation’, as well as non-work satisfaction and environment variables, using a nationally representative (US) longitudinal data set. After taking into account the core self-evaluations and non-work satisfaction, he concluded that core self-evaluations was significantly related to both job satisfaction and life satisfaction over time and the relationship between job satisfaction and life satisfaction was not significant.

Mroczek and Spiro (2005) examined life-satisfaction ratings across a 22-year period in a sample of men between 40 and 85 years of age and found that well-being increased throughout middle age, but then dropped steadily after the age of 65. They also found that the men who eventually died during the course of the study showed the strongest declines in well-being. Thus, although longitudinal designs are a powerful method for research on aging, even these studies have been unable to resolve debates about changes in happiness over the lifespan.

Carstensen (2006) studied the influence of a sense of time on human development and found that the subjective sense of future time plays an essential role in human motivation. Gradually, time left becomes a better predictor than chronological age for a range of cognitive, emotional, and motivational variables. Socio-emotional selectivity theory maintains that constraints on time horizons shift motivational priorities in such a way that the regulation of emotional states becomes more important than other types of goals. This motivational shift occurs with age but also appears in other contexts (for example, geographical relocations, illnesses, and war) that limit subjective future time. Moreover older adults are more pessimistic, but such pessimism is related to better subjective health and higher income. It may be the case that, in old age, individuals are more likely to consider that their time in life will be limited.
Dost (2007) while determining the life satisfaction of university students found that life satisfaction of university students is related to their expectation about the future and the students who are more optimistic views about the future have a higher life satisfaction. The negative perceptions of the individuals about their own future are seen as the most important factor causing hopelessness. Dost found life satisfaction is higher among the females than the males.

Adams (2009) in his study analyzed six internal characteristics: role preparedness, job satisfaction, life satisfaction, illness symptoms, locus of control and self esteem and found that unpreparedness or incompetence in teaching occupation encounter stress. Similarly illness and self esteem indicate stress in vocational teachers. He concluded locus of control, job satisfaction and life satisfaction as insignificant variables of vocational teachers stress.

Saveri (2009) studied relationship between life satisfaction and job satisfaction among B.T. Assistant teachers. The results revealed that majority of B.T. Asst. teachers showed a moderate level of life satisfaction and job satisfaction. There was significant difference between urban and rural school B.T. Asst. teachers in their extent of life satisfaction. There was significant association between job satisfaction and total number of years of teaching experience of B.T. Asst. teachers. There was positive relationship between job satisfaction and life satisfaction among B.T. Asst. teacher.

Ahammed (2011) studied whether teaching contribute to one’s wellbeing and found that the results of the study indicate that the participants, university faculty members, are highly satisfied with both teaching as well as life in general. Even so, the findings failed to establish a relationship between teaching satisfaction and life satisfaction. The teaching satisfaction-life satisfaction correlation seemed to be stronger among females than males and among younger faculty members than senior faculty members. Variables, such as age, gender, years of experience or ones primary interest in either teaching or research did not seem to make any difference to the experience of Life Satisfaction.

Hasnain, Ansari and Sethi (2011) studied the life satisfaction and self esteem in married and unmarried working woman and found non-significant difference between married and unmarried working women.

Opree, Buijzen, & Valkenburg (2012) studied life satisfaction related to materialism in children frequently exposed to advertising and found that life satisfaction and materialism negatively influence each other, causing a downward spiral. So far, cross-sectional research among children has indicated that materialistic children are less happy, but causality remains...
uncertain. This study adds to the literature by investigating the longitudinal relation between materialism and life satisfaction. The study also investigated whether their relation depended on children's level of exposure to advertising. For the children in this sample, no effect of materialism on life satisfaction was observed. However, life satisfaction did have a negative effect on materialism. Exposure to advertising facilitated this effect, as an effect of life satisfaction on materialism for children who were frequently exposed to advertising.

Singh (2012) studied life satisfaction of government and aided secondary school teachers and found that there is more life satisfaction in government school teachers than non-aided secondary school teacher. Secondly female secondary school teachers have more life satisfaction than male secondary school teacher. Even the rural secondary school teachers are found having more life satisfaction than urban secondary school teacher.

Hamama, Ronen, Shachar and Rosenbaum (2013) studied links between stress, positive and negative affect, and life satisfaction among teachers in special education schools. Teaching is a highly stressful profession, characterized by high rate of stress, burnout, and dropout. The study revealed that both self-control and organizational social support contributed to the explanation of positive affect and life satisfaction. Organizational support was found to moderate the link between stress and negative affect as well as the link between stress and positive affect and life satisfaction among teachers. The outcomes contributed both to the theoretical explanation about the role of resources in eliciting subjective well-being, happiness, and life satisfaction and also to the way teachers can be helped in daily coping with their difficulties.

**Review of Researches**

The above written studies showed the relation of life satisfaction with different factors among the people. Work is an important source of satisfaction (Friedlander, 1966); a man's meeting of his relatedness is facilitated with the improvement of his economic welfare (Scherf, 1974). Gender has no impact on life satisfaction (Barrett, 1980; Billingsley & Cross, 1992; Saveri, 2009; Lakshmi, 2003; Singh, 2012). Job satisfaction leads to life satisfaction (Kuhn, 1982; Odell, Soloninka, Lawrence &Gartin, 1992; Billingsley & Cross, 1992). Difference in life satisfaction is found between married and unmarried (Hasnain, Ansari & Sethi, 2011). Difference in the type of school affects the life satisfaction of teachers (Singh, 2012). A link between stress, positive and negative affect with life satisfaction was found (Hamama, Ronen, Shachar & Rosenbaum, 2013).
2.2 STUDIES RELATED TO ADJUSTMENT

Quitingu (1975) studied tenure in relation to job satisfaction factors. He used chi square analysis to identify the factors affecting job satisfaction and found highly significant relationship between job satisfaction and each of the variables namely age, status, location of institution, years of experience, level of teaching assignment and marital status.

Gupta (1977) while making a study of successful teachers found that success in teaching was significantly related to the areas of home, health, social, emotional and total adjustment, and to professional attitudes, but had no relationship with academic environment.

Wadhwa (1977) conducted a study of some background factors of graduate teachers adjustment, investigating the relationship between teacher’s adjustment and its background factors, on sample of 120 teachers in economics teaching in graduates colleges affiliated to Meerut University. The results indicated that only college were perhaps related to teachers adjustment.

Goyal (1980) studied relationship among attitude, job satisfaction, adjustment and professional interests of teacher educators in India found that men and women differ significantly at .05 level in their social adjustment.

Surinder (1981) used Bell’s Adjustment Inventory to measure the adjustment of teacher trainees and physical education students. The findings revealed that home adjustment and social adjustment of teacher trainees was better than physical education teachers.

Jamuna (1985) revealed some factors related to adjustment of middle-aged and older women in his work. The sample of the study was taken from 300 literate women between ages of 40 to 70 years of age. Adjustment inventory, roles inventory and husband wife communication inventory were used. The findings revealed that middle aged and older women differed significantly in their levels of adjustment. Among role activity, husband wife communication, self-concept, sex satisfaction and other variables like education, income, family and marital status, not one or two factors but the whole gamut of factors determine the level of adjustment of middle-aged and older women.

Donga (1987) studied the adjustment of teachers training colleges in Gujarat, among different groups according to sex, marital status, age, teaching experience, educational qualification and faculty and observed the effects of interaction of age, marital and educational qualification on adjustment. He collected a sample of 1635 of pupil teachers of different Universities of Gujarat and 149 pupil teachers from the University of Saurashtra.
The findings of the study revealed that female teachers were better adjusted than male teachers. There was no significant effect of marital status, level of education, family status and age on adjustment. Trainees from science faculty had the lowest adjustment and teachers with two years teaching experience were more maladjusted.

Gupta (1988) studied intelligence, adjustment and personality needs of effective teachers in science and arts. Science teachers were found significantly with more intelligent than arts teachers, but did not differ significantly with respect to adjustment. Effective science and arts teachers did not differ with respect to professional adjustment while effective arts teachers were better adjusted in personal life than effective science teachers, effective arts teachers were significantly higher than effective science teachers on financial adjustment and job satisfaction. It was concluded that so far as the total adjustment was concerned effective arts teachers were significantly superior.

Gill (1990) studied found that successful physical education teachers belonging to high socio economic status were better adjusted than less successful teachers. The study revealed that male physical education teachers were better adjusted than female physical education teachers.

Jayshree and Rao (1991) studied personnel adjustment and life satisfaction of Re-Employment Retires (RER) and Non-Employed Retires (NER) and found that social adjustment was significantly higher in RER compared with NER. But no significant difference was found between the scores of two groups. Satisfaction adjustment is a continuous process which helps in attaining successive development goals.

Pal (2000) in work on physical education teachers working in senior secondary schools of Chandigarh revealed significant differences between male and female physical education teachers in public schools on the measure of emotional, social and professional adjustment.

Sharma (2002) compared male and female physical education college teachers on the variable of adjustment. He revealed that emotional, social and physical adjustment of the teachers working in Punjab and Chandigarh were better than teachers working in Himachal Pradesh state.

Mohanti and Mishra (2002) found that all traditional student teachers differed significantly from all progressive student teachers with regard to child-centred practices. A significant difference was observed between traditional and progressive male student teachers.
with regard to their overall professional attitude and specifically with regard to child centred practices. The traditional male and female student teachers differed significantly on financial adjustment and job satisfaction components of adjustment inventory, academic and general environment of the institution, professional relationship and on the total score of the adjustment inventory. Mohanti et al found no significant difference of adjustment between traditional and progressive student teachers.

Singh (2003) compared the stress of male and female teachers in relation to their personality needs and adjustment. The study revealed that male and female teachers have equal degree of stress. Secondary school male teachers are more stressed than their counterpart female teachers while male and female teachers of degree colleges show equal degree of stress. Highly adjusted male and female teachers show equal degree of stress and similarly poorly adjusted.

Malik and Malik (2006) compare the adjustment level of senior secondary teachers. The results indicated that there was significant difference between the mean scores of male and female, rural and urban, married and unmarried, government and government aided school teachers. But no significant difference existed between high and low experienced teachers.

Hashmi, Khurshid and Hassan (2007) studied the marital adjustment, stress and depression among working and non-working married women. The results indicated highly significant relationship between adjustment, depression and stress. The findings of the study also show that working married women have to face more problems in their married life as compared to non-working married women.

Tulviste and Rohner (2010) studied the relationships among perceived teachers’ and parental behavior, and adolescent outcomes in Estonia. They have focused their attention on understanding how supportive relationship with teachers and parents can promote positive development in various life settings of children, thus this relationship fits within a broader ecological models of development and can serve as a resource.

Khatal (2011) studied relationship between occupational stress and family adjustment of primary teachers and revealed that the occupational stress and sex were not related each other because male and female teachers, both were similar in their occupational stress, and family adjustment. But male & female teachers possessing high occupational stress both were
not well adjusted with their family while male & female teachers possessing low occupational stress both were well adjusted with their family.

Goyat (2012) found no significant difference between adjustment of male and female primary school teachers. There is no significance difference between adjustment of Rural and Urban primary school teachers.

Himabindu (2012) studied teacher adjustment and found that there is significance of difference between the variables like – locality, age, marital status, experience and type of institution. Further, no significance of difference is found between the teachers in respect of sex and qualification categories.

Saini (2012) studied the adjustment in relation to demographic variables among primary school teachers and found no significant difference between male and female teachers in relation to their home and social adjustment, ethical adjustment and total adjustment. But there is significant difference between male and female teachers in relation to their health adjustment, economic adjustment, and institutional adjustment. It means female school teachers have significantly higher economic and institutional adjustment as compared to male teachers. Similarly no significant difference was found between govt. teachers and private or public school teachers in relation to their health adjustment, home and social adjustment, institutional adjustment, ethical adjustment, economic adjustment and total adjustment. Thus health adjustment, home and social adjustment, institutional adjustment, ethical adjustment, economic adjustment and total adjustment have no impact on type of school among teachers.

Thilagavathy (2013) studied adjustment and emotional intelligence of high school teachers in Tiruvarur district and found that there is significant difference between gender, location of school, and management of school in their adjustment. It also shows that there is a significant difference between genders on emotional intelligence. From this study it is clear that location of school and management of school seem to have no influence on emotional intelligence. The teachers should attend the orientation programmes, refresher courses, workshops, seminars and conferences periodically to improve their confidence and competency. The institution also provides opportunities for the teachers to participate in various aspects for their development and allow them to express their views freely. The interactions among the teachers and the favourable environmental conditions of the management absolutely lead to good adjustment and better emotional intelligence of teachers.
Review of Researches

The above mentioned studies showed the relationship of adjustment with different factors of life. Gender affects the adjustment (Donga, 1987; Gill, 1990; Sharma, 2000; Pal, 2001; Malik & Malik, 2006; Thilagavathy, 2013). Factors like age, marital status, education, and income determine the level of adjustment (Gupta, 1977; Jamuna, 1985; Donga, 1987; Hashmi, Khurshid & Hassan, 2006; Malik and Malik, 2006). Teaching experience affects the adjustment of the teachers (Donga, 1987; Himabindu, 2012). Teaching experience does not affect the adjustment of the teachers (Malik & Malik, 2006). Difference in life satisfaction is found with respect to type of institution (Malik & Malik, 2006; Himabindu, 2012; Saini, 2012). No difference in life satisfaction is found with respect to type of institution by (Malik & Malik, 2006; Saini, 2012). Difference in life satisfaction is found with respect to locale (Thilagavathy, 2013). Relationship with teachers and parents can promote positive development in various life settings. (Tulviste & Rohner, 2010)

2.3 STUDIES RELATED TO SPIRITUAL INTELLIGENCE

Zimmer (1994) examined the relationship of a spiritual calling to motivation, locus of control, burnout and longevity in teaching (parochial schools, public schools). Teachers who had a spiritual calling had a significantly more internal locus of control, were less likely to depersonalize students, had greater personal accomplishment and were more likely to choose teaching again than those not having a spiritual calling. A spiritual calling had a significant relationship to some very meaningful, attractive qualities in teacher’s personal attitude toward a teaching career.

Newton (1997) studied a measurement of the spiritual well-being of counsellors and psychotherapists in private practice in a midsize mid-western city (United States of America). The findings indicated a statistical difference in counsellors and psychotherapists on the religious well-being scale in relation to gender, education, and belief system. Females scored higher than males. Previous studies using the spiritual well-being scale have not found any statistical difference in gender.

Moree (1998) assessed the level of spiritual well-being in women in ministry and other occupations and to explored factors that contributed to spiritual well-being. Women in this study reported a high level of spiritual well-being. Positive correlations were found between spiritual well-being and marital satisfaction, job satisfaction, and perceived social support.
Moore (1999) studied personnel characteristics and selected attainment of Catholic elementary school principals in relation to spiritual formation activities. Those principals who reported higher scores in mission motivation, spiritual satisfaction and spiritual efficacy engaged in more spiritual formation activities than those who reported lower scores in the free constructs. Principals who had received at least some formal training in purposes of Catholic schools report higher scores for mission motivation, spiritual satisfaction and spiritual efficacy than those who had received no formal training.

Dillman (1999) examined the relationship between levels of spirituality in community college students and their participation in individual and team physical activities. Significant differences were observed for gender and spirituality, indicating women had higher levels of spirituality than men. Significant differences were observed for men, indicating they participated more in individual physical activities than in team physical activities.

Creel (2000) studied spiritual development as a predictor of college student coping. It was found that spirituality was the only significant predictor explaining 13% of the variance in coping resources. Contradictory to the hypothesis, a significant negative relationship was found for level of spirituality and coping resources. No gender difference was found regarding spirituality. Females indicated a negative relationship between spirituality and coping, not in the expected direction of the hypothesis.

Kang (2000) investigated relationships between ego identity statuses, spiritual well-being, and family functioning types among college students. Age was not a significant factor in determining differences in any major research variable. Gender was significant in determining spiritual well-being and overall family functioning. Females showed a higher sense of spiritual well-being than males. Also, female perceptions of family functioning were more positive than those of males. Years-in-college was a significant factor in determining spiritual well-being. Senior students were higher in spiritual well-being than freshmen. The students with two or more attempts into enter college indicated higher spiritual well-being than did those who entered college on their first attempt.

Miklancie (2001) studied the spiritual lived experience of nurse educators within the context of their teaching practice. Descriptions of spiritual experiences were identified and synthesized into five essential themes: relationship/connection with God, with self and with others; ways of being spiritual; finding meaning and purpose in and beyond earthly life; risk-taking/role-modelling because of a spiritual call; and a call to serve others spiritually.
Rogers and Dantley (2001) examined the implications of the spirituality in the workplace movement for leadership and campus life in colleges and universities. It was described that how student affairs leadership, informed by spiritual intelligence, could create campus environments that support and enhance the sense of wholeness, connection, and community for students, and staff.

Vaughan (2002) suggested that spiritual intelligence is one of several types of intelligence and that it can be developed relatively independently. Spiritual intelligence calls for multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer off work in the world. It can be cultivated through questing inquiry, and practices. Spiritual experiences may also contributes to its development maturity is expressed through wisdom and compassionate action in the world. Spiritual intelligence is necessary for discernment in making spiritual choices that contribute to psychology well-being and overall healthy human development.

Sally (2006) found a positive relationship between spiritual intelligence and stress management. Positive relationship was also found between religious commitment and spiritual intelligence. Although females exhibited higher level of spiritual intelligence than males on factors that allude to a sense of connection and relationship with others. However, the total spiritual quotient reveals no difference between the two groups. Similarly, no significant difference was found between age groups (below 40 vs. 40 and above);p.10 religion (Catholics vs. non Catholics); occupation (faculty vs. administration) and civil states (single vs. married).

Wiley (2006) examined how religious orientation, locus of control, and spiritual meaning relate to anxious symptoms and depressive symptoms in a college sample. Specifically, locus of control and spiritual meaning were hypothesized to mediate the relations between religious orientation and anxious symptoms and depressive symptoms. The sample analysed consisted of 401 undergraduate students who were primarily Caucasian and Christian. Co-relational analyses, mediated regression analyses, and moderated regression analyses were used to examine the hypotheses. Because gender differences were noted in the literature when examining the relations between religious orientation and mental health variables and were also found in the present study, gender was controlled in all analyses. In the current study, females had lower levels of internal locus of control and chance locus of control and higher levels of God locus of control, anxious symptoms, and spiritual meaning than males. In sum, locus of control and spiritual meaning were found to mediate relations
between religious orientation and anxious symptoms and depressive symptoms. Social desirability moderated the relation between extrinsic religious orientation and depressive symptoms.

Animasahun (2008) predicted estimates of emotional intelligence, spiritual intelligence, self efficacy and creativity skills on conflict resolution behaviour among the NURTW in the South-Western Nigeria and indicated positive correlations among different variables; and the four independent variables, when taken together, were significantly effective in predicting conflict resolution behaviour. While other variables contributed significantly to the prediction of conflict resolution behaviour, the emotional intelligence making the highest contribution followed by spiritual intelligence. Suggestions were made to arrange religious leaders to have consistent interactive sessions with the union and these efforts could lead to reduction in the rate of conflicts among members of the union and consequent peaceful co-existence.

Hughes (2009) proposed a model of spiritual well-being based on five relationships, with the self, with others, wider society, natural environment and view of the world as whole. The model proposed four levels of relationships: negative, positive, ethical and spiritual. This model has been applied to Australian young people between the age of thirteen and twenty four. The results viewed the spiritual well-being is important for battlement of the world.

Madlock and Kennedy (2010) examined the relationship between teachers spiritual intelligence and job satisfaction and revealed significant relationship between teachers' spiritual intelligence and their ways to conceptualize the concept of job satisfaction.

Jeloudar and Goodarzi (2012) studied teachers with bachelor and master degree and found significant difference in their spiritual intelligence. It was revealed that to determine the level of teachers’ spiritual intelligence based on teachers' with six major factors associated with job satisfaction: the nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, salary and benefit, work condition in the present environment. Finally, with the exception of salary and benefit of teachers’ job satisfaction factors were related to the teachers' spiritual intelligence.

Kaur and Singh (2013) conducted a study to examine the spiritual intelligence of the prospective engineers and teachers in relation to their gender, locality and family status. The findings of the study revealed that the participants possess high spiritual intelligence i.e. most of the participants are solution- focused, creative, inspiring, wise, compassionate, can make a
difference, and who have the skills of flexibility, self-awareness, facing and using sufferings, getting inspired by vision and values, seeing connections between diverse things (thinking holistically), having a desire and capacity to cause as little harm as possible, having a tendency to prove and ask fundamental questions and working against convention in a rapidly evolving world.

- **Review of Researches**

  Different levels of spiritual intelligence were found among the people (Newton, 1997; Moree, 1998). Difference in gender were found and female were found more spiritual than males (Dillman, 1999; Kang 2000; Sally 2006). No gender difference was found by (Creel, 2000). Females had lower level of internal locus of control and chance locus of control and higher level of god locus of control, anxious symptoms and spiritual meaning than males. Spiritual intelligence is a predictor of coping (Creel, 2000). People who have the skills of flexibility, self-awareness, facing and using sufferings, getting inspired by vision and values, seeing connections between diverse things (Kaur& Singh, 2013).

### 2.4 STUDIES RELATED TO ORGANISATIONAL CLIMATE

Maslow (1954) in a study differentiated satisfied from dissatisfied people. The former were judged to have realized their potentialities. These people showed superior perception of reality, greater acceptance of self, others and nature, increased spontaneity, stranger focus on problems outside themselves, greater detachment and need for privacy, more autonomy and independence of culture and environment.

Englhardt and Luck (1973) studied teacher’s job satisfaction in schools of different levels. He reported that job satisfaction decreased as the size of the class increased. Satisfaction had direct relations to principal’s considerations to the teaching staff.

Nath (1980) in his comparative study of the organizational climate of government and privately managed higher secondary schools in Jullundar district was conducted in thirty two higher secondary schools. The principals and nine teachers from each school were included in the sample. The data were collected with the help of OCDQ by Halpin and Croft. The mean scores of the result of higher secondary part examinations were taken for the academic achievement of the students. The two major findings were:

(i) The government and privately managed schools, as a group, did not differ significantly in their organizational climate, but differed from school and no two schools had similar organizational climate.
(ii) No difference was found between relationship of the organizational climate and job satisfaction of principals as well as of teachers of both type of schools.

Padaki and Gandhi (1981) studied the relationship between 4 dimensions of organizational climate (as independent variables) and organizational identification, (as dependent variables), it was reported that organizational climate predicted organizational identification to a greater extent than work identification. The work identification was predicted by responsibility and risk factors of organizational climate and reported positive relation between organizational climate and professional commitment.

Darji and Dongree (1982) conducted a study related to school organizational health that include leadership behaviour of principals, goal focus, cohesiveness, problem solving adequacy, innovativeness, resource utilization etc. the result shows that better leadership provided better organizational climate in the schools.

Kuhn (1982) studied teacher’s personality type and job satisfaction. He found that satisfied teachers centred on intrinsic aspects of work, predominantly, helping students. It was found that satisfaction was a result of achievement on the job, interpersonal relation and recognition; and satisfaction was likely to result in feelings of increased job commitment.

Garg (1983) focused on teacher’s professional responsibility in relation to administrative styles and organizational climate at secondary level. The results showed that level of sense of professional responsibility of teachers of urban schools was found to be significantly higher than that of teachers of rural schools. A positive correlation was observed between the type of the management of institution and teachers’ sense of professional responsibility.

Veeraghawan (1986) carried out a comparative study of organizational climate leadership, adoptability and teacher effectiveness in high average and low performance schools. The results showed that high performance schools had more teachers with more years of experience as compare to average and low performance schools.

Srivastava (1985) conducted a comparative study on organization climate and job satisfaction of junior and middle level central government officers and revealed that the relationship between job satisfaction and organizational climate is quite significant in junior and middle level officers. The difference was statistically insignificant between the junior and middle level officers in terms of perception of organizational climate and on job satisfaction...
Stremmel (1992) examined the relationship between measures of organizational climate and job satisfaction. Ninety four child care teachers from 27 licensed child care centres were surveyed. The results suggested that organizational climate, when operationalized as aggregate centre climate, and job satisfaction may be dynamically related, yet provide distinct sources of information about work environment.

Manning and Saddlemire (1996) concluded aspects of school climate, including trust, respect, mutual obligation, and concern for others’ welfare can have powerful effects on educators’ and learners’ interpersonal relationship as well as learners’ academic achievement and overall school progress. What children learn about themselves in school through interactions is equally important as the academic knowledge they receive. School climate, if positive, can provide an enriching environment, both for personal growth and academic success.

Hayat (1998) studied organizational climate, job satisfaction and classroom performance of college teachers. He found that age, qualification, staff size, length of service and stay in college were significantly correlated with job satisfaction of teachers in open and autonomous climates. It was also revealed that open climate in majority of colleges and college teachers with high scores on job satisfaction performed better in classroom.

Mehrotra (2002) carried out a study to ascertain the relationship between job satisfaction of teacher and organization climate of the schools. The data revealed that in government schools 46.4% teachers were highly satisfied 35.7% teachers were moderately satisfied and only 17.8 teachers were less satisfied. Considering the data for private school teachers there were 32.2% teachers teacher who were highly satisfied 42.8% teachers were moderately satisfied and significantly 25% were less satisfied. A prototypic profile of six climates was developed by the investigator. Majority of the government and private schools had autonomous climate was exhibited by equal of government schools, on the other hand in private schools merely 8.92 showed closed climate. As a whole, school organizational climate profile did not show any significant difference in two types of schools.

Pushpam (2003) carried out a study with the objectives to analyze the role structure and role and stress in relation to work satisfaction of primary school teachers in Orissa. The study reveals the primary level female teachers in Orissa have high level of professional commitment and aspiration, higher degree of moral and good deal of professional and social awareness (role-structure) experiencing high amount of stress and moderate level of satisfaction.
Raj and Mary (2005) carried out a study to find out the difference in job satisfaction between teachers with respect to gender, organisational climate of the school, educational qualification and experience. Overall job satisfaction of government school teachers was not high. No significant difference was found in job satisfaction between genders, medium of instruction and educational qualification. There was no significant difference among teachers irrespective of experience, age and type of organisational climate of schools.

Cetin (2006) conducted a research to find out if there is a significant difference between job satisfaction, occupation and organizational commitment of 132 academics and found a relationship between the academics’ job satisfaction, occupational and organizational commitment.

Gunbayi (2007) examined the difference in the levels of the variables related to the school climate factors among the teachers. As a result of the analyses, all the teachers reported open climate in relation to the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in relation to the factors of risk and in reward. Finally, some ideas were suggested about what should be done in helping teachers to work in a more desirable open school climate.

Patnaik and Sharma (2007) studied organizational health of elementary schools and job satisfaction of teachers and found that with respect to total organizational health, the private schools are better than that of government schools and all the schools. The private schools show highly satisfactory status of organizational health and government managed and all other schools together show only satisfactory status. The teachers of private schools are highly satisfied whereas the teachers of government schools are only above average in job satisfaction. On the whole, the elementary school teachers of Bhopal city are highly satisfied. The finding related to the relationship of organisational health of schools and job satisfaction of teachers indicates that there is a positive and substantial correlation between them.

Johnson and Jackson (2009) examined the effects of organizational values on employee’s attachment. Factor analytic results across two studies indicated that organizational values cluster into interdependent and independent factors. In second study organizational values data were collected from supervisors while identity and attachment data from subordinates. The results revealed that relationships involving interdependent and dependent values were contingent on employee identity. Interdependent organizational values turned over cognition and organizational commitment for employees who reported strong
collective identities. Independent organizational values predicted the commitment employees with strong individual identities.

Shollen, Bland and Finland (2009) in their study compared men and women and reported more experience with obstacles to career success and satisfaction and with circumstances that contribute to departure. More women than men perceived that they were expected to represent the perspective of their gender as that they were constantly under scrutiny by colleagues, that they worked harder than colleagues worked in order to be perceived as legitimate, and that there were unwritten rules and bias against women. Few faculty reported overt discrimination; however, more women than men perceived gender discrimination in promotion, salary, space/resources, access to administrative staff, and graduate student/fellow assignment.

Holloway (2012) studied leadership behaviour and organizational climate in a non-profit organization and found negative and insignificant relationship between task-oriented leadership behaviours and the organizational climate dimension structure. A positive and insignificant relationship was found between task-oriented leadership. An insignificant relationship was found between relations-oriented leadership behaviours and the organizational climate dimension conflict. A positive and significant multivariate relationship was found between relations-oriented leadership behaviours and the organizational climate.

Zahoor (2012) studied difference between teachers of private and government schools on organizational climate and found that teachers of private and government schools differ significantly with each other on organizational climate and its dimensions. Secondly it was to see the difference between teachers of private and government schools on adjustment. The result revealed that the mean value of private schools is significantly higher than the mean value of government school and found that the teachers of private schools are comparatively better adjusted than their counterpart.

Babu and Kumari (2013) studied organizational climate as predictor of teacher effectiveness. The study revealed that (i) there exists Open Climate in Government Schools whereas Closed Climate exists in Private Schools. (ii) Maximum number of effective teachers are in Government Schools where Open Climate exists compared to Private Schools where Closed Climate exists. (iii) Maximum number of effective teachers are in Open Climate compared to Closed Climate. (iv) There is a significant difference between the Teacher Effectiveness of Elementary School Teachers in relation to their Organizational Climate i.e.
there is a significant influence of Organizational Climate on Teacher Effectiveness of Elementary School Teachers.

- **Review of Researches**

  A review of research studies revealed that schools do not differ in their organizational climate (Amarnath, 1980). Positive relationship was found between organizational climate and professional commitment (Padaki & Gandhi 1981; Garg, 1983; Cetin, 2006). Positive correlation was found between organizational climate and job satisfaction (Srivastava, 1987; Stremmel, 1992; Hayat, 1998). No difference in government and private school organizational climate was found (Pushpam, 2003). But private schools perceive organizational climate better than government school (Patnaik & Sharma, 2007; Zahoor, 2012). Similarly difference in government and private school organizational climate, as well as in open and closed climate was found (Babu & Kumari, 2013). Gender, experience and age do not make any difference in the perception of organizational climate (Raj & Mary, 2005). A significant difference between the teacher effectiveness of elementary school teachers in relation to their organizational climate (Babu & Kumari, 2013).

**2.5 STUDIES RELATED TO LIFE SATISFACTION AND SPIRITUAL INTELLIGENCE**

Dyer (1993) strikingly endorses the need for spirituality grounded in the perspective on our human condition that people have to see themselves as spiritual beings having a human experience rather than human beings who may be having a spiritual experience.

Christopher (1995) studied association of spiritual health for the advancement of health education instructors’ attitudes, practices and training. The survey covered: (a) spiritual health attitudes, (b) attitudes toward including health in college general health courses, (c) current practices about including spiritual health in curriculum, and (d) spiritual health training. The major findings were: respondents expressed attitudes that supported spiritual health’s importance and influence on the well-being of an individual; respondents expressed concerns about including spiritual health in college general health courses, but supported the concept; of those respondents who currently teach a college general health course, 65.6% (N=82) include spiritual health; spiritual health is currently included in college
courses on a limited bases; a connection exists between spiritual health training experiences and respondents’ attitudes toward spiritual health.

Fehring, Miller and Shaw (1997) presented an exploratory factor analysis of the spiritual well-being scale, which was developed to examine overall life satisfaction. It was a 20-item, self-report instrument that measures three dimensions: an overall spiritual well-being score, a religious well-being score, and an existential well-being scale. The findings showed that gender shapes responses to the spiritual well-being scale. In the analysis, a four-factor model emerged for women while a three-factor model emerged for men. Counsellors and researchers working with this scale need to be aware of these differences especially with regard to the existential well-being scale.

Hammermeister & Peterson (2001) examined relationships among college students’ differing levels of spiritual well-being and 11 psycho-social and health-related characteristics. Results revealed that students scoring higher on the spiritual health measure displayed better outcomes on psycho-social measures (e.g. loneliness, self-esteem and hopelessness).

Noble (2001) examined the historical split between science and spirituality in order to understand how widespread spiritual experiences were in the general population and the effects these powerful experiences can have on people’s everyday lives. Author’s showed

spiritual intelligence is an innate human potential that could be a catalyst for psychological growth and healing. Spiritual intelligence is not a static product, but a dynamic and fluid process that can transform one’s personnel and community life.

Condor. (2003) studied the types of wellness and spirituality and revealed that spirituality has potential application in every waking moment of human life. Wellness facilitates in opting a balanced and healthy life style that effects major life accomplishments.

Teichmann, Murdvee & Saks (2006) examined quality of life domains as correlates of spirituality. Results showed that spirituality was related to all quality of life domains (physical health, psychological wellbeing, level of independence, social relationships and environment).Regarding psychological well being, spirituality correlated with self esteem, positive feeling on one hand and thinking, learning, memory and concentration on the other. The finding suggested that spirituality occupies an important place in the person’s perception of their quality of life in a changing socio-economic environment as the one in Estonia.
Landa, López, Martinez & Pulido (2006) examined the relationship between perceived emotional intelligence (PEI) and life satisfaction among university teachers and found that most significant predictors of life were positive and negative effect and emotional clarity. The results of study supported the incremental validity of self-report measures and capacity of constructs are related to emotional intelligence to explain the differences on life satisfaction independently from personality traits and mood states constructs.

Patneaude (2006) explored the spiritual wellness of undergraduate college students. Findings showed that spiritual wellness played an important part in the lives of college students and the decisions they made on a daily basis regarding the other dimensions of wellness. Students were active in nurturing spirituality in a variety of ways such as volunteer activities for personal and social helping, personal reflection, and prayer. The results further indicated differences across gender, age, ethnicity, and year in school with regards to views on spirituality and the influence spiritual wellness had on the other wellness dimensions.

Yang and Mao (2007), who conducted studies on Taiwanese and Chinese nurses, respectively, to investigate the association between spiritual intelligence with demographic characteristics. Spiritual intelligence is the ultimate intelligence reflecting values and meanings, covering mental adaptation capacities and leading to non-materialistic and non-obligatory aspects. It contains spiritual sources, values, and specifications which enhance individuals’ daily function and health. Individuals with high score of spiritual intelligence go beyond the body and material, experience the optimum level of consciousness, utilize spiritual sources to solve problems, and are ultimately characterized by modesty, forgiveness, justice, and compassion.

Khanifar, Jandaghi and Shojaie (2010) explored a significant relationship between opportunities for inner life satisfaction and affective professional commitment. They reached a major conclusion that paying attention to people’s personal milieu and respecting their spiritual values and also allowing them to overtly and openly express their ideas in the work environment results in increasing inner life satisfaction and subsequently it causes increasing in affective professional commitment.

Jeloudar, Yunus, Roslan and Nor (2011) studied differences between teachers gender and their spiritual intelligence and found that there were no significant differences in spiritual intelligence between male and female teachers. The findings also revealed that there was a significant difference between teachers’ age and their spiritual intelligence.
Koohbanani, Dastjerdi, Vahidi, GhaniFar (2012) revealed that there is generally no meaningful relation between spiritual intelligence and life satisfaction, but a meaningful relation between emotional intelligence and life satisfaction does exist. The results of regression analysis showed that moral virtue in spiritual intelligence and appraisal & expression of emotion and regulation of emotion in emotional intelligence are meaningful predictors for life satisfaction. Also spiritual intelligence together with emotional intelligence has a meaningful relationship with life satisfaction.

Kaur and Singh (2013) studied relationship among emotional intelligence, social intelligence, spiritual intelligence and life satisfaction of teacher trainee. The study explored that emotional intelligence and life satisfaction are not related to spiritual intelligence. It emphasized that social intelligence and spiritual intelligence are highly related to each other if emotional intelligence and life satisfaction are having constant. If spiritual intelligence is held content it has some effect on correlation between other measures. If spiritual intelligence is held constant the relationship between other measures is considerably affected. If both social intelligence and spiritual intelligence are held constant the effect of both the variables can be observed to be considerable.

Safarnia and Mollahosscini (2013) found the impact of spiritual intelligence on the service quality. The study revealed that spiritual intelligence enables people to live with greater meaning and depth and to look for a meaning beyond the physical needs and a low-level life in their business activities. The studies conducted in this field have indicated that the spiritual intelligence which is one of the soft aspects of organizational intelligence has a significant impact on the personal and business successes of individuals. It revealed that as elements of spiritual intelligence, “Personal Meaning Production” and “Conscious State Expansion” have more effect on Service Quality.

- **Review of Researches**

The available review of related literature on the present study consist of the idea that gender shapes responses to the spiritual well-being (Fehring, Miller & Shaw, 2001; Patneaude, 2006) but no gender difference was found by Jeloudar, Yunus, Roslan and Nor, (2011). Spiritual intelligence is not a static product but dynamic and fluid process and can transform one’s personal and community life (Noble, 2001). Spiritual intelligence is correlated with better psycho-social measures like self-esteem and positive feelings...
(Hammermeister, 2001; Landa, Lopez, Martinez, Pulido, 2006). By developing and enhancing spiritual intelligence, a progressive transformation of society at large can bring lucid transformation at personal as well as work front (Sharma, 2004). Life satisfaction is not related to spiritual intelligence (Kaur & Singh, 2013). Spiritual intelligence which is one of the soft aspects of organizational intelligence has a significant impact on the personal and business successes of individuals (Safarnia & Mollahosseini, 2013).

2.6 STUDIES RELATED TO ADJUSTMENT AND SPIRITUAL INTELLIGENCE

Biddulph (1996) investigated spiritual well-being scores on psychological adjustment variables in recovering bulimic women. He found inverse correlation between the subjects’ reported spiritual well-being scores and depression. The subjects with higher scores on the spiritual wellbeing scale had better psychological adjustment than the others having lower scores on the spiritual wellbeing scale.

Goltfredson (1999) submitted that the trio of Intelligent quotient, Emotional Intelligence and spiritual Intelligence significantly determine job performance and income realization, which are ingredients of adjustment.

Velazquez (2000) investigated the personality characteristics associated with non-traditional spiritual practice. Participants in the non-traditional group were found to be more unconventional, less materialistic, more predisposed towards spiritual mysticism, relatively well adjusted, reserved, somewhat alienated from traditional values, altruistic and tolerant.

Wigglesworth (2002) gave his concept of spiritual intelligence, as the ability to behave with compassion and wisdom while maintaining inner and outer peace (equanimity) regardless of the circumstance. Spiritual intelligence is therefore a necessary personal endowment which enables one to maintain both inner and outer peace and display love regardless of the circumstances whether stress or acute conflict. It could therefore help in conflict management and peaceful co-existence in the society.

Jurkiewicz and Giacalone (2004) gave review of the literature and research correlating workplace spirituality and performance. They revealed that a positive link moderated through greater employee motivation, commitment, and adaptability and flexibility towards organizational change. They proposed that there is a value framework for performance enhancing workplace spirituality, and these values are benevolence, generativity, humanism, integrity, justice, mutuality, receptivity, respect, responsibility, and trust.
Dhingra, Manhas and Thakur (2005) assessed the relationship between EQ, SQ and social adjustment of migrant Kashmiri women and it was reported that majority of women have moderate EQ and SQ. Social adjustment was positively and negatively correlated with EQ and SQ respectively.

Jain and Purohit (2006) studied the spiritual intelligence as a contemporary concern with regard to living status of the senior citizens and reported that spiritual quotient would significantly differ in senior citizens of different living status i.e. living with family and living in old age homes. A significant difference in self-awareness and ability to transcend pains of the senior citizens living in family and old age homes, thus, the results obtained indicated that senior citizens living in the family show higher level of self-awareness and ability to transcend pains in comparison to senior citizens living in old age homes. No significant difference was observed between these two groups of older people on spiritual practices, life style values, gender and caste equality, fate and karma and divinity in love.

Jimoh (2007) found a significant positive correlation when paired adjustment with spiritual intelligence and emotional intelligence but a significant negative relationship existed between adjustment and intelligent quotient as far as teaching profession was concerned. The same study revealed a joint contribution of 17% of Emotional intelligence, spiritual intelligence and intelligence quotient to adjustment to teaching profession, with Emotional intelligence contributing the highest, followed by spiritual intelligence, while intelligent quotient contributed very little.

Murdia (2008) in their correlational study of spiritual intelligence, personality traits and adjustment of teachers found all the teachers in their sample spiritually intelligent, though with varying degree. They found no difference in the spiritual intelligence of rural or urban male teachers and science or non science male teachers. But male and female teachers differ significantly. Scores of adjustment shows that the teachers are well adjusted in social area but least adjusted with school environment. Comparison regarding adjustment showed that there is no significant difference in rural and urban teachers, but significant difference in science and non science teachers, as also between male and female teachers. The researcher also presented a seven step hierarchy model for enhancement of spiritual intelligence in teachers.

Animasahun (2010) observed positive correlation between intelligence quotient, emotional quotient, spiritual quotient and prison adjustment and recommended that emotional
quotient and spiritual quotient is far better than intelligence quotient so prisoners should be provided with emotional and spiritual intelligence training.

Ebrahimi, Keykhosrovani, Dehghani, and Javdan (2012) investigated the relationship between resiliency, spiritual intelligence and mental health of a group of undergraduate students. The results of multiple regressions analysis indicated that mental health and spiritual intelligence meaningfully explain resiliency. Mental health has more significant role in predicting and explaining resiliency. Mental health and spiritual Intelligence had a significant role in explaining resiliency. Due to the fact that people with higher resiliency represent higher degree of mental health, we can conclude that providing vital factors (religion, spirit) to enhance resiliency can strengthen people in the face of mental stresses, tension and depression.

Hohn (2012) youth who identify as not at all spiritual score lower on the SISRI and all subscales than any other self-identified spiritual level. Very spiritual individuals scored highest SISRI. This may indicate that self-identified spirituality level is consistent with spiritual intelligence scores. Interestingly, very spiritual youth were also out to their friends for significantly more years than other spiritual levels. Future studies should investigate the influence of being open about one’s sexual orientation to friends on spiritual level.

Yeganeh & Shaikhmahmoodi (2013) studied the relationship between religious orientation and marital adjustment and psychological well-being. A meaningful relation between internal religious orientation and marital adjustment and between internal religious orientation and psychological well-being was found. In addition, results showed that internal religious orientation is able to meaningful predictions of marital adjustment and psychological well-being. These findings show that internal religious orientation can predict the psychological well-being and marital adjustment meaningfully. So from scientific dimension, application of religion with the meaning of inner faith is suggested in prevention and medical interferences in this area.

- **Review of Researches**

A review of research studies showed relationship between spiritual intelligence and organizational climate. Higher scores on spiritual well-being had better psychological adjustment (Biddulph, 1996). Intelligent quotient, Emotional Intelligence and spiritual Intelligence significantly determine job performance and income realization, which are ingredients of adjustment (Goltfredson, 1999). Significant positive correlation was found
between spiritual intelligence and adjustment (Jimoh, 2007). Teachers were found well-adjusted in social area but least adjusted with school environment (Murdia, 2008). Mental health and spiritual intelligence had a significant role in explaining resiliency (Ebrahimi, Keykhoosrovani, Dehghani, & Javdan, 2012). Self-identified spirituality level is consistent with spiritual intelligence and spiritual youth have their friends for more years than others (Hohn, 2012). There was a more significant relationship between psychological well-being and marital adjustment (Yeganeh & Shaikhmohoodi, 2013).

2.7 STUDIES RELATED TO LIFE SATISFACTION AND ORGANIZATIONAL CLIMATE

Maslow (1954) in a study differentiated satisfied from the dis-satisfied people. The former were judged to have realized their potentialities. Those people were found more satisfied who showed superior perception of reality, greater acceptance of self, others and nature, increased spontaneity, stranger focus on problems outside themselves, while the dissatisfied teachers showed greater detachment and need for privacy, more autonomy and independence of culture and environment.

Halpin and Croft (1963) were of the opinion that open climate seems to help teachers to enjoy teaching and general life of the school because of the prevalence of high spirit and friendly relations among colleagues and between the principal and teachers. This climate helps them to get satisfaction of task accomplished. In this climate the teachers feel sense of integration and ego involvement and it stimulates them to charge their professional duties and responsibilities simultaneously.

Friedlander and Margulies (1969), using perception data from an electronics firm, studied the multiple impacts of organizational climate components and individual job values on workers satisfaction. They found that climate had the greatest impact on satisfaction with interpersonal relationships on a job, a moderate impact upon satisfaction with recognizable advancement in the organization, and relatively less impact upon self-realization from task involvement.

Kuhn (1982) studied teacher’s personality type and job satisfaction. He found that satisfied teachers centered on intrinsic aspects of work, predominantly helping students. It was found that satisfaction was a result of an achievement on the job, interpersonal relation and recognition; and satisfaction was likely to result in feelings of increased job commitment.
Lofland (1985) examined the relationship between organizational climate and job satisfaction levels of teachers in the district of Colombia public school and found the type of organizational climate was significant whereas sex, age, level of experience, teaching level had no significant effect on the job satisfaction of the teachers.

Mistry (1985) established in his study that the climate of academic motivation was found to be significantly associated with such dimensions as job satisfaction, involvement as well as overall satisfaction. Further he found that the climate of control was found to be negatively correlated with on-the-job aspects of job satisfaction and with total job satisfaction.

Kabes and Craig (1990) investigated the relationship between teacher satisfaction and school organizational climate and found significant positive correlation between climate and satisfaction as well as between subscales of climate and subscales of satisfaction.

Raju and Srivastava (1994) reported that commitment was positively related to institutional satisfaction and intrinsic motivation, but not with job involvement. It was argued that satisfaction with the institutional policies as well as the desire to perform well and the satisfaction derived by performing well might have led to commitment. They suggested that job involvement and commitment are independent constructs.

Terry (1997), found role preparedness, job satisfaction, life satisfaction, illness symptoms (such as migraine and sinus headaches; allergies; colds; post nasal drip; hypertension, bladder, Kidney and bowel disorders; colitis; nervous stomach; acne; and weight problems), locus of control and self esteem to be the internal characteristics that tend to influence teacher stress and the way teachers handle the stress they face. A situation that causes one teacher to experience stress may or may not cause another teacher to experience stress. Examining internal characteristics can provide teachers with insight to the levels of occupational stress that they endure. The professional literature indicates that it is not necessarily the stress that is harmful but the levels of stress experienced.

Mishra and Srivastava (1999) studied a sample of 250 employees in government medical college in Lucknow. Results showed that mental health and life satisfaction had moderating effect on organizational commitment and job satisfaction relationship.

Rama (2000) conducted a study to determine the relationship between the level of life satisfaction of teachers and their job satisfaction. Descriptive survey method was adopted for the study. Four hundred teachers were selected through probability sampling from secondary
schools in Rayalessma area of Andhra Pradesh for this study. The results revealed a significant relationship between the level of life satisfaction of teachers and their job satisfaction.

Lok & Crawford (2001) studied the relationship between commitment and organizational culture, subculture, leadership style and job satisfaction in organizational change and development. They found that when organizational procedures are perceived by the members of an organization, the organization is assumed to have a high degree of bureaucratic nature in terms of formalized and strict organizational rules. Also, a negative association is likely to occur between formalization and perceived job satisfaction of employees’.

Lopopolo (2002) studied the relationship of role-related variables to job satisfaction and commitment to the organization in a restructured hospital environment. Six role behavior dimensions reflecting professional and organizational responsibilities were identified from the data. After controlling for sample demographics, the professional role behaviors, specifically those reflecting interaction and integration with other practitioners, appeared to exert a small, but positive, influence on job satisfaction and commitment to the organization. In addition, occupational commitment had a positive influence, whereas stress had a negative influence on job satisfaction and commitment to the organization.

Papin (2005) found out that intrinsic factors promote satisfaction but extrinsic factors can affect job dissatisfaction.

Richardson, Von and Richardson (2006) studied relationship between pay satisfaction and other job-related factors, namely job satisfaction and turnover intention. The study revealed that pay satisfaction was correlated with job satisfaction, but there was no relationship between pay satisfaction and life satisfaction. It further revealed that adjustment was associated with increased job satisfaction. Overall life satisfaction was associated with adjustment.

Shali (2007) conducted a study to investigate the factors affecting on life satisfaction. Result of path analysis shows that security feeling variable has effect on life satisfaction with path coefficient 0.45. Therefore, we can refer to considerable contribution organization such as disciplinary force and welfare organization in creation and establishment of security among people. It was observed that rate of individual satisfaction has increasing trend and as
a whole rate of satisfaction in this domain is more than dissatisfaction but in relation to super
individual domain (Social field) life satisfaction has descending trend.

Adeyemi (2008) investigated the relationship between organizational climate and
teacher’s job performance in primary schools in Ondo State, Nigeria. He found a significant
relationship between organizational climate and teachers’ job performance. He suggested that
principals should create a favorable climate to enhance better job performance among
teachers. Principal should be more sensitive to the needs of the teachers and enhance a
conducive and enriching school climate.

Johnson and Jackson (2009) examined the effects of organizational values on
employee’s attachment. Factor analytic results across two studies indicated that
organizational values cluster into interdependent and independent factors. In second study
organizational values data were collected from supervisors while identity and attachment data
from subordinates. The results revealed that relationships involving interdependent and
dependent values were contingent on employee identity. Interdependent organizational values
turned over cognition and organizational commitment for employees who reported strong
collective identities. Independent organizational values predicted the commitment employees
with strong individual identities.

Stessen and Ursel (2009) conducted two studies with diverse sample and tested a
conceptual model of the relationship between organizational and carrier factors and older
workers’ intentions to remain with their organization. They reveal that perceived
organizational support mediated the relationship between training and development practices,
hierarchical and job content plateauing and intention to remain. Career satisfaction mediated
relationship between perceived organizational support, job content plateauing and intention to
remain. Stessen et.al (2009) concluded that implementing training and development practices
targeting older workers and tailored to their needs and providing interesting and challenging
job assignments are important to perceptions of organizational support and career satisfaction
and ultimately to the retention of older workers.

Gencay and Gencay (2011) compared life satisfaction and hopelessness level teacher
candidates in Turkey and revealed that there was no meaningful difference in the life
satisfaction level or hopelessness level of students on the gender basis. The study gave a
comparison of scores of physical education teachers and teachers working in CET and PMT
branches and found that the physical education teachers are more satisfied than those of the
teachers working in CET and PMT branches. They pointed out the possibility of more satisfaction of physical education teachers, may be due to the working of the teachers being directly with human groups and with intensive physical work during their teaching training, so having more positive feelings towards life.

Kaur (2011) studied life satisfaction of secondary school teachers in relation to their organizational climate and found that a significant relationship existed between life satisfaction and organizational climate of all government and public school teachers. While no significant difference existed in male and female teachers and teachers of government and public school teachers with regard to their life satisfaction.

Bentea, (2012) found that there is not significant differences of teachers’ self-efficacy perception and teachers’ job satisfaction level according to personal variables such as gender, age, branch of science, place of working institution and level of schools. The results did not indicate differences between men and women in overall job satisfaction and its dimensions, but satisfaction is affected by the level of continuous training. Also, job satisfaction is influenced by the intensity of the needs of achievement and affiliation.

Khurana (2013) in his study found that job satisfaction of teachers differ significantly as the organization climate differs from school to school. Open climate is helpful for very high level of job satisfaction among the post-graduate teachers of higher secondary schools. It is felt that the teachers and headmasters are to be provided in-service training on human relations and improving school facilities by the appropriate authorities to achieve good school climate and higher job satisfaction among the teachers. Teachers and headmasters are to be encouraged to have the reading habit of educational journals which may help them to know existing organizational climate and factors responsible for job satisfaction.

Ozen (2013) conducted a study to determine the relationship among job satisfaction and social-psychological variables of government and primary school teachers. Two questionnaires were used to determine the relationship between organizational climate and teachers’ job satisfaction. No significant relationship was found among organizational climate subscales, which showed that subscales were independent of each other. There was significant relationship between job satisfaction factors that showed that job satisfaction factors were dependent of each other. Supportive principal behavior and directive principal behavior were found to be significantly correlated with job satisfaction; on the other hand restrictive principal behavior was found no significantly correlated with job satisfaction.
Collegial teacher behavior and intimate teacher behavior were found to be significantly correlated with job satisfaction; on the other hand disengaged teacher behavior was found no relationship with job satisfaction.

- **Review of Research**

  From the above studies it can be concluded that open climate helps teachers to enjoy teaching and get life satisfaction (Halpin & Croft) and negative correlation was found between closed climate and job satisfaction (Mistry, 1985). Organizational climate has impact on satisfaction (Friedlander & Margulies, 1968; Kaur, 2011). Satisfied teachers were found centred on intrinsic aspects of work and satisfaction results into increased job commitment (Kuhn, 1982). Some studies showed that direct relationship was found between organizational climate and job satisfaction level of teachers (Lofland, 1985) but some showed that positive relationship was found between school organizational climate and teacher satisfaction as well as sub scales of satisfaction (Kabes & Craig, 1990). Institutional policies lead to commitment (Raju & Srivastava, 1994). Life satisfaction has moderating effect on organizational climate and job performance (Adeyemi, 2008). Perception of organizational support and career satisfaction are correlated (Stessen & Ursel, 2009). Khurana (2013), suggested that teachers and headmasters are to be encouraged to have the reading habit of educational journals which may help them to know existing organizational climate and factors responsible for job satisfaction. Supportive principal behavior and directive principal behavior were found to be significantly correlated with job satisfaction (Ozen, 2013).

2.8 STUDIES RELATED TO ADJUSTMENT AND ORGANISATIONAL CLIMATE

Goyal (1980) investigated relationship among attitudes, job-satisfaction, adjustment and professional interests of teacher educators. It revealed that attitude, job-satisfaction and occupational adjustment among teacher educators were associated with one another.

Pandey (1981), in a study on relationship between the organizational climate of Garhwal’s secondary schools perceived by the teachers and their adjustment problems, found significant negative relationship between organizational climate and social adjustment of secondary school teachers. Teachers of government schools were better adjusted than teachers of private school in the areas of home, social and educational adjustment. Similar levels of adjustment were observed in emotional and health areas.

Sharma (1981), in a study on a differential study of self-concept, personality adjustment and values of teachers at various levels, found that the female teachers perceived themselves as more emotionally instable than the male teachers; differences on occupational health, emotional and social adjustment were also significant among these groups of teachers;
Similarly, value structures of the various groups of the various groups of teachers were also significantly different.

Hoy and Woolfolk (1993) studied teachers’ sense of efficacy and the organizational health of schools and found that a positive school climate is also associated with the development of teachers’ beliefs that they can positively affect student learning.

Singh & Billingsley (1998) studied professional support and its effects on teachers’ commitment and found that when teachers feel supported by both the principal and their peers, teachers are more committed to their profession.

Miller, Brownell and Smith (1999) studied factors that predict teachers staying in, leaving, or transferring from the special education classroom and found that school climate powerfully affects the lives of educators and teacher retention. School climate enhances or minimizes emotional exhaustion, depersonalization, and feelings of low personal accomplishment.

Stringer (2002) found that the perception of employee about their working environment therefore organizational climate was considered as an independent variable in this study. Employees’ attitude towards their organization which has great impact towards their working ways and contribution in consequence organizational climate causes organization performance because this relates directly to employees’ motivation. Employee perception to organization as defined in six factors which is structure, standards, responsibility, recognition, support, and commitment.

Brand, Felner, Shim, Seitsinger & Dumas (2003) studied middle school improvement and reform in the context of development and validation of a school-level assessment of climate, cultural pluralism, and school safety and explored that students' perceptions of different dimensions of school climate, including teacher support, structure, commitment to achievement, positive peer interactions, and instructional innovation, were significantly associated with higher levels of self-esteem and lower levels of depressive symptom.

Dave and Kulshrestha (2004) studied the personal professional and social adjustment of the primary school teachers. Both descriptive and inferential statistics were used as per the nature of data. The mean value scores indicated that the primary teachers are highly adjusted in social life and least adjusted in professional life. The distribution of scores of the teachers according to the level of adjustment in different areas revealed that majority of the teachers has average leverage level of adjustment. They had seen to be satisfied or very satisfied with their personal, professional and social life.
Martin, Jones and Callan (2005) tested a theoretical model of employee adjustment during organizational change based on Lazarus and Folkman’s (1984) cognitive phenomenological framework on the sample of 779 employees. The results showed that employees whose perceptions of the organization and environment in which they were working (i.e., psychological climate) were more positive, were more likely to appraise change favourably and report better adjustments.

Way, Reddy and Rhodes (2007) studied students’ perceptions of school climate during the middle school years and their associations with trajectories of psychological and behavioral adjustment. Way et.al found that students' perceptions of school climate dimensions such as teacher support, peer support, student autonomy, and consistency in school rules declined over a three-year period, and that these declines were associated with decline over time in students' psychological and behavioral adjustments.

Grayson and Alvarez, (2008) studied school climate factors relating to teacher burnout and found that school climate powerfully affects the lives of educators and teacher retention. School climate enhances or minimizes emotional exhaustion, depersonalization, and feelings of low personal accomplishment.

Ghosh and Bairagya (2010) assessed the level and degree of the adjustment of secondary school teachers in relation to some demographic and institutional variables and found that there was no significant difference in the adjustment of secondary school teachers due to sex, academic stream, marital status, locality of schools and teaching experience variation, but a significant difference in the adjustment due to academic qualification, medium of instruction and type of school.

Raza (2010) on the basis of the opinions of both public and private college teachers studied the performance in different type of climates and found that the opinion about punctuality among of teachers working in public colleges and private colleges is different. As compared to public college teachers, private college teachers are more punctual. Organizational climate and performance of the teachers are correlated. Coefficient of correlation showed organizational climate to be significantly correlated to teacher’s performance with different aspects of principal and teachers’ behaviours.

Hyounae, (2011) study indicated that the overall perceived organizational climate of the open system model significantly influences the adjustment of expatriate hotel managers. The perceived organizational climate dimension of open-mindedness, however, is the only significant predictor of the general, interactional, and work adjustment of expatriate hotel managers. This study also reveals that the perceived organizational climate mediates the relationship between expatriate training and the adjustment of expatriate hotel managers
Lee and Wu (2011) studied the relationships between person-organization fit, psychological climate adjustment, personality traits, and innovative climate: Evidence from Taiwanese high tech expatriate managers in Asian countries. The following conclusions can be drawn from the study: (i) Person organization fit (POF) is positively related to an organization’s innovative climate (ii) An individual perception of a psychological climate adjustment is positively associated with an organization’s innovative climate (iii) A psychological climate adjustment positively moderates the relationship between person-organization fit and the organization’s innovative climate in the way that, in a stronger psychological climate adjustment the relationship between person-organization fit and an organization’s innovative climate will be much more positive (iv) Individual employees’ personality traits are positively associated with an organization’s innovative climate (v) Personality traits positively moderate the relationship between person-organization fit and an organization’s innovative climate in the way that stronger personality traits much more positively affect the relationship between person-organization fit and an organization’s innovative climate.

Makkar and Kaur (2012) found that the secondary school students perceiving high school organizational climate in terms of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control have more educational aspirations than the secondary school students perceiving low school organizational climate. The interaction effect of location of school, type of school and gender turned out to be not significant. The secondary school students belong to urban area has significantly better school adjustment than their counterparts belong to rural area. The secondary school students studying in private schools have significantly better school adjustment than the secondary school students studying in government schools. Female students have significantly better school adjustment than the male students. The secondary school students perceiving high school organizational climate in terms of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control have better school adjustment than the secondary school students perceiving low school organizational climate. The non-significant interaction effect was found in location of school, type of school and gender with organizational climate on school adjustment of secondary school students. Significant positive relationship was found between educational aspirations and school adjustment among secondary school students in terms of school organizational climate on the dimensions of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

Holmgren, Ekbladh, Hensing and Dellve (2013) studied the combination of work organizational climate and individual work commitment and explored the importance of
integrative effects of organizational climate and individual work commitment on return to work among women. The distribution over early, medium, and late return to work was similar among women and men, but the importance for return to work of organizational climate, work commitment, and combinations thereof differed. It was found that good work organizational climate and fair work commitment, separately and in combination, predicted a decreased risk of late return to work among women. The two variables, and their combination, did not seem to be important for return to work in men, though. Although efforts to improve organizational climate or to adjust work commitment will be likely to influence the return to work in women, more research is needed to understand the return to work process among men. Individual work commitment was operationalized by using questions on engagement in work, high demands on oneself, difficulties setting limits, and too high a responsibility for work.

Mishra and Yadav (2013) studied job anxiety and personality adjustment of secondary school teachers in relation to gender and types of teacher and found that there is no significant difference in the personality adjustment relating to gender and types of teachers. The reason behind this is that both male and female teachers and government school regular and Khargone teachers face similar criteria to adjust themselves in relation to occupational, social, health and educational environment.

- **Review of Research**
  
  The above written studies showed the negative relationship of organizational climate and adjustment (Pandey, 1981). Government school teachers were better adjusted than private school teachers in their home, social and educational adjustment (Pandey, 1981), but no difference of type of school was found (Ghosh & Bairgaya, 2010; Mishra & Yadav 2013). Female teachers were found emotionally instable than male teachers (Sharma 1981; Mishra & Yadav 2013), but no difference due to sex, academic stream, marital status, locality of school and teaching experience was found (Ghosh & Bairagaya, 2010). Significant positive relationship was found between educational aspirations and school adjustment (Makkar & Kaur 2012). Favourable organizational climate reported better adjustment (Martin, Jones & Callen, 2005). Independent organizational values predicted the commitment of employees with strong individual identities (Johnson & Jackson, 2009). Perception of organizational climate and performance of teachers are correlated (Raza, 2010). Organizational climate and individual work commitment was same in male and female (Holmgren, Ekhladh, Hensing, and Dellve, 2013).