CHAPTER -III

REVIEW OF RELATED LITERATURE
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In the present chapter, a review of studies having adequate relevance to the problem have been made to arrive as trends depicted in these studies.

Following logical sequencing, the investigator has divided the work under subheadings as follows:

3.1 Studies on Professionalism
3.2 Professionalism and Emotional Intelligence
3.3 Professionalism and Locus of Control
3.4 Professionalism and Organizational Climate

3.1 STUDIES ON PROFESSIONALISM

*Sinha (1969)* surveyed the problems and attitudes of university teachers in Bihar and concluded that younger teachers had more positive attitudes than experienced teachers.

*Sahib and Pillay (1979)* conducted a study to determine how the bureaucratic personality of college teachers is related to their attitude towards their profession. College teachers representing the universities of Tamil Nadu formed the sample. The main conclusions of the study were that the elderly and experienced college teachers had relatively more positive attitude towards their profession. The college teachers in general were bureaucratic. With advance in age and experience, the college teachers become less bureaucratic. The college teachers who have developed positive attitude towards their profession are more traditional and impersonal in their approach. The attitude of college teachers towards their profession has a definite positive relationship with their bureaucratic personality.

*Ramakrishnaian (1980)* conducted a study of job satisfaction, attitude towards teaching and job involvement of college teachers. He concluded that teachers working in private colleges were more satisfied
than those working in government colleges and female teachers were found to be more satisfied than male teachers. There was no significant difference between the level of job satisfaction of junior college teachers and of degree college teachers. Teachers belonging to different socio-economic strata did not differ in the level of their job satisfaction. Teachers who had a low attitude towards teaching exhibited the least satisfaction with their job while the high attitude group had the highest job satisfaction. The level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

Garg (1983) in his study conducted on 400 teachers from Badaun district, Bihar. It was found that the level of job satisfaction and attitude of secondary teachers was not correlated with salary of teachers. Female teachers had reported a more favourable attitude, a higher level of job satisfaction and better teaching behaviour than their male counterparts. Both the teaching attitude and job satisfaction of teachers were identified independently of their teaching experience. A positive and highly significant relationship was obtained between teachers attitude and level of job satisfaction. A significant positive relationship was found between attitude towards learning and teaching behaviour.

Aggarwal (1986) found a significant and positive relationship between teaching efficiency and professional attitude, teaching efficiency and risk – taking behaviour, and teaching efficiency and teaching experience among the secondary school teachers in the Moradabad district. But the relationship between teaching efficiency and anxiety was significantly negative. Sex influenced significantly the teaching effectiveness, professional attitude, risk taking behaviour and anxiety on the first two variables. Male teachers scored a significantly higher mean values but on the last two variables female teachers had higher mean values than their male counterparts. Multiple regression analysis led to the conclusion female teachers were not as effective as male teachers.
Mathema (1988) conducted a study of drop outs from the teaching profession in Nepal. The major findings of the study were that the ‘drop-outs’ came from a higher socio-economic background. Lack of interest in teaching, the low social and economic status accorded to the teaching profession and the compulsion to leave teaching were important factors responsible for the teacher drop out phenomenon. The ‘drop-outs’ were more intelligent and had higher vocational aspirations than the teachers and had a favourable attitude towards teaching. The ‘drop-outs’ were characterized by their needs of exhibition, heterosexuality and aggression whereas ‘stay in’ teachers were characterized by abasement and nurturance.

Maurya (1990) conducted a study of the relationship between teacher attitudes and teacher efficiency of university lecturers. It was found that external surroundings contributed a great deal in formulating teaching attitude towards teaching and the frequent changes in the curriculum adversely affected the teaching efficiency. The size of the classroom affected adjustment and teaching efficiency. Indiscipline and violence on the campus caused the problems of adjustment. Attitude and academic achievement were not significantly related. Sex differences existed both in teaching proficiency and adjustment.

Haydon (1991) conducted a study on professionalism with respect to leadership behaviour of social work administrators based on assumption that the professional will perform the tasks and behave differently from others attempting the practise. Professional identity was defined by education, attitudes towards profession. A significant correlation was obtained on all the variables.

Tapodhan (1991) in a study of professional attitudes of secondary school teachers of Gujarat state found that the major findings of the study were that sex, area (urban/rural) and caste had a main effect on professional attitudes, while qualification had no effect. Area and caste; area and qualification, caste and qualification as well as sex, area and
caste; sex, area and qualification had no significant interaction effect on professional attitudes.

*Joshi (1991)* conducted a study on professional accountability of teacher educators. It was concluded that not one technique should be used for appraisal of accountability rather students ratings, self ratings, administrator and peer ratings, systematic observation, personal attributes, student gain and performance tests should be used.

*Bisaria (1991)* conducted research with main objective to develop a frame for checking the professional commitment of higher secondary school teachers in Delhi on their mobility patterns. The major findings suggested that the frequent transfers and majority of mobility patterns were negatively correlated to professional commitment, therefore, it might be a good policy if transfers were done only after an assessment of the performance of teachers. Upward mobility was conducive to professional commitment but downward and horizontal mobility were negatively correlated with professional commitment.

*Cullen (1992)* conducted a study on teachers perspective on accountability with the assumption that accountability is a complex, multidimensional concept comprising of 4 distinctive views (a) personal accountability, (b) collegial accountability, (c) contractual accountability, (d) accountability to clients. It was concluded that teachers are accountable to student and oneself and also for student academic growth and achievement and also for performance of curricular responsibilities. The notions of professionalism was embedded in teachings and meanings of accountability.

*Kimmelman (1992)* conducted a study on teacher professionalism in South-Eastern School district of North Carolina. The pulse of this study was to determine whether teachers in 22 Scout schools who served on CSPT (Comprehensive school planning team) were more professionally oriented than teachers in Scout schools who had not given this service. The study analysed these teachers perception of ideal teaching situation
with respect to 4 sub-categories of professionalism which were: autonomy, commitment to client, expertise and self-governance. The findings revealed that CSPT teachers were modest and generally more professional in orientation than non CSPT teachers. It also showed that CSPT membership interacted with service as career development helper being associated with a significantly more professional expertise orientation. It was also found that teaching assignment, membership on system – level decision making committees and career goals were independently associated with a more professional orientation generally.

_Narang (1992)_ studied the role conflicts, perceptions of accountability and professional culture of school teachers in Delhi. The teachers were frustrated as they possessed post graduate qualification but were serving only as primary school teachers. The findings highlighted that the overall professional culture of these schools was poor, depressing and sterile despite the fact that most of the teachers were highly qualified, well paid and came from better status families. Most of the teachers were disappointed and role tensioned beyond respite. The MC of Delhi authorities and the clerical staff were held responsible for the rot that had set in the schools. Nepotism, misunderstandings, rivalries, constant conflicts and faulty socialization existed in these schools.

_Al-Otaibe (1993)_ conducted a study on teachers' perceptions and expectations of professionalism in Riyadh, Saudi Arabia. The theoretical assumptions of this study were based on Hall's (1968, 1967) scale of professionalism which includes service to the public, a sense of calling, self regulation and professional organisation as major referent and autonomy. Saudi respondents showed enthusiasm having an association as a means of increasing rapport and as a source of professional growth. They also stressed their willingness to have a greater voice as a key element in their educational process. Finally, Saudi teachers interpreted their responsibility as stemming from their culture as it generates
through Islam and from the framework of their educational system and its instructions and regulations.

Scott (1994) conducted his study on the effects of accountability, responsiveness and professionalism on bureaucratic discretion. The researcher employed a repeated measures experimental design that stimulates a training session in a social welfare bureaucracy. Subjects, comprised of graduate students and local social work practitioners were assigned randomly to one of the two treatment levels of organizational control within each level of subjects reviewed four composite case files of clients seeking public assistance and recommended benefits and services. The case files differed according to the levels of compassion evoked. The purpose of the experiment was to assess how subjects decisions are influenced by the level of compassion towards clients and how that relationship is moderated by differences in the level of the organizational control and professionalism. The findings showed that all the three factors accountability, responsiveness, and professionalism – influenced the subject’s decisions with organizational control.

Gesilva (1995) surveyed the perceptions of the importance of selected determinants of professionalism and teachers own mastery of each of the determinants at Saint Paul De Chartres schools in Bangkok, Thailand. The self constructed instrument for data collection was concerned with selected determinants of professionalism, competence, attitudes and commitment. The categories under competence included knowledge, classroom instruction and human relationships. The categories under attitudes included professional growth and responsibilities. The categories under commitment included creativity, autonomy, rationality, ambition, service and culture. T-tests revealed statistically significant differences between importance’s and mastery. Both elementary and secondary school teachers perceived knowledge, conducting oneself in ethical manner, teaching and practising Thai customs and traditions, rationality and professional growth to be the
most important determinant of professionalism. The largest difference between perceived importance and mastery were in the categories of knowledge creativity, service and professional growth. Grade level, age, educational qualification, number of years in teaching position appeared to be the functions of professionalism.

Kruse (1995) investigated the extent and characteristics of teachers reflective practice, and the conditions under and degree to which reflection is tied to relational experiences, such as teaming, of the middle school teachers. The study found that relational experiences such as teaming provides teachers strong emotional and personal support for their work, such supports enhanced feelings of professionalism for teachers. However, the creation of strong, small communities within the larger school wide communities creates dilemmas for teachers working to develop a communally need philosophy of school wide organization.

Surdy (1995) used qualitative research methods to examine semi-structured interviews of 15 elementary teachers, all recipients of local award for excellence in teaching. Teachers in this study sample identified profession as a category of work located at a point along a continuum of work experience characterized by a high degree of personal autonomy, commitment and gratification. They unanimously viewed teaching as a profession and their work related behaviour as professionalism. Their work outcomes they described existed within a broad range of goals involving developmental and social needs of students as well as learning needs. Their context of teaching practice was conditioned by outside forces and fashioned by their own identity with their profession. The personal investment effect is suggested as an explanation for how this group of teachers viewed their relationship between professionalism and effectiveness. This effect proposes that greater personal investment in work moves individuals further along the work continuum and results in concomitant movement along the continuum of work outcomes. In identifying with their work as a profession, teachers in the study sample
provided evidence of their striving for and achieving the full range of goals they described, but primarily those involving developmental and social needs of students rather than specific learning needs. The drive resulting from knowledge of one’s basic moral character is proposed as the motivating force behind investment of one’s self in work.

Helsby (1995) in his paper argues that teachers themselves play a significant role in asserting or denying their own ‘professionalism’. Since both initial and in service teacher education are important vehicles for the development of a teachers sense of professionalism, it follows that changes in their content, form and organization are likely to have a significant impact on this area. Drawing upon early data, two key aspects of teacher professionalism are identified, namely the notion of ‘Being professional’ and of ‘Behaving professionally’.

Tyree (1996) conducted a study titled conceptualizing and measuring commitment to high school teaching. In this study, measurement of dimensions of commitment to teaching was explored, drawing on commitment theory and conceptualization. The results indicate that a multidimensional measurement of teaching commitment is warranted.

Cheng (1996) conducted a study to find the relationship between teacher professionalism in school and educational process and outcomes, teachers job attitudes and feelings, and school organizational factors which was investigated through a questionnaire survey involving 62 aided primary schools, 58 principals, 1476 teachers and 7969 students of Hongkong. The findings show that teacher professionalism at the school level is positively related to students effective educational outcomes. The classroom management teachers with higher professionalism tended to use more professional power, as perceived by students. Teachers in high – professionalism schools seemed to show more positive job attitudes and feelings, higher spirit, and less disengagement. Also, professionalism was strongly associated with
school formalization and all measures of principal's leadership. The findings were that principal's human leadership, teachers disengagement (negative) and school formalization were the strongest predictors of professionalism at the school level. The profiles of high and low professionalism schools were contrastingly different in terms of students educational outcomes, classroom management, teachers job attitudes and feelings, and school organizational factors. The findings strongly support the importance of teachers professionalism in the professionalization of teaching and enhancement of education quality.

Kusum and Billingsley (1998) conducted research on professional support and its effects on teacher commitment. A national survey database was used to examine the effects of professional support on teachers commitment to the teaching profession, principal, leadership support influenced teachers professional commitment directly and also indirectly through peer support. The largest direct effect on teachers professional commitment was from peer support. These findings indicate the importance of principals leadership in enhancing teachers commitment.

Carlgren (1999) in her paper addresses the issue of teachers professional knowledge and professionalism in relation to growing design aspects of teachers work. The teaching profession is described as a profession characterized by ruptures as a consequence of school reforms. The paper focuses on one aspect of the recent ‘reconstruction’ of the teacher, namely changes in teacher work outside the classroom. These changes presuppose a new kind of professionalism related to virtual aspects of design work. The way teacher knowledge has been embedded in practice must be replaced by a ‘disembedding’ of this knowledge.

Kaplan and Asmundsdottir (2000) the goal of this study was to capture the main demographics of Icelandic occupational therapists and their attitudes concerning professionalism. The entire population of Icelandic occupational therapists was surveyed. Eighty-seven
questionnaires were sent out and 80 (92%) were returned and used for analyses. Results of the study indicated that Icelandic occupational therapists are active in their association, willing to take on duties for the advancement of the profession, and interested in conducting research. Their attitudes were generally quite uniform. However t-tests and one way Anova (P<0.5) revealed significant differences in some attitudes and professional activities according to level of education, length of professional experience, and country of education.

*Lui, Ngo and Tsang (2003)* stated that the exact definitions of professionalism in the management literature are ambiguous. Adopting a socialization perspective, in this study, professionalism is viewed as the values, goals and norms learned through professional socialization. Based on *Miners (1993)* motivation role theory, a new scale of professionalism was developed. Further in this research, the antecedents and outcomes of professionalism were investigated and tested on a number of hypotheses on 251 accountants in Hong-Kong. The results suggest that current job characteristics have a stronger effect on professionalism than does early stage socialization. Additionally, a higher level of professionalism is related to higher professional identification, higher job satisfaction and lower intentions to quit.

*Webb et al (2004)* in their research state that the policy makers conceptions of teacher professionalism currently differ markedly in England and Finland. In England, they are shaped by agendas associated with the drive to raise standards and ‘commercialized professionalism’. Whilst in Finland they are influenced by notions of ‘Teacher Empowerment’. This article analyses findings on the theme of professionalism derived from re-interviewing a sample of English and Finish teachers in 2001 as a follow-up to earlier ethnographic research in six schools in early country during 1994-1996. Issues of professionalism were addressed through there broad themes: the impact of curriculum and pedagogical reforms, working together to implement
these reforms, and accountability and control. It is argued that in each country teachers conceptions of their professionalism were undergoing reconstruction. These conceptions were shaped by past and present ideology, policy and practice and displayed multiple and situational dimensions.

Camp et al. (2004) in their study tried to clarify which themes and elements constitute professionalism in medicine. Three consecutive steps were taken- a systematic search of the literature to identify constituent elements of professionalism mentioned in definitions and descriptions of the concept. Analysis of these elements using the constant comparison technique to reveal possible themes covering these elements. Validating the results using an expert panel. A total of 90 separate elements of Professionalism were identified in the 57 articles included in the study. Three themes within professionalism were covered. (1) Interpersonal Professionalism. (2) Public Professionalism. (3) Intrapersonal Professionalism. These themes were considered accurate by the expert panel which supports the validity of the results. This review shows that the concept of professionalism is multidimensional and should be conceptualized as such.

3.2 PROFESSIONALISM AND EMOTIONAL INTELLIGENCE

Patchen (1970) in his study on participation, achievement and involvement on the job stated that the persons highly involved in their job are highly motivated and feel a sense of pride in their work. Highly motivated employees get involved in their job through their efficient performance as a result.

Yates (1977) on the basis of his study listed various jobs on the basis of the level of emotional intelligence which they demand require for success and satisfaction in the jobs. He constructed a list of 64 jobs and stated that a special education teacher ranks No. 7, a teacher ranks no. 10, and an Adult Education Teacher ranks No. 14. The top most rank is of a Psychiatrist who requires the highest level of EQ to ideal with clients
as compared to a Botanist who ranks no. 64 who may require a lower level of EQ.

*Satlappan (1984)* in his research on the relationships of scientific productivity of college teachers to their professional attitudes and perceived organizational characteristics, manifest needs and anxiety revealed the findings that the level of scientific productivity of college teachers appeared to be rather low. The productive and non-productive groups did not differ on variables like professional attitudes and perceived organizational characteristics. They differed only on need of achievement with the former standing significantly higher. They did not differ on level of anxiety, order, autonomy, affiliation, dominance, change, endurance and aggression. Multiple regression analysis indicated that while need achievement was the only differentiating independent factor, the other variables in combination with need achievement appeared to be significantly related to scientific productivity.

*Mohan (1985)* on the basis of his research stated that the six factors i.e. academic improvement, change process, vocational activities, teaching load, recognition, personal characteristics which come under major factor of professional growth influenced teacher morale. The five factors i.e. rapport with colleagues, school facilities (academic), relations with parents, rapport with headmaster, classroom management, which come under major factor of school environment influence teacher morale. The factors i.e. student evaluation relation with pupils, school facilities, participation in school programmes, relations with non-teaching staff had no effect on teacher morale. Factors relating to school environment revealed that the maintenance of good human relations with colleagues, parents, immediate superiors affected teacher morale in school setting. The academic facilities provided in school for effective teaching influenced teacher morale. Out of the factors relating to professional growth and factors relating to school environment, the latter had more influence. For the male teacher factors relating to professional growth
was more important than factors related to school environment. It was reverse for the female teachers. The change process i.e. adaption to innovative classroom practices and adoption of the latest techniques influenced teacher morale. There was no significant difference in the opinions expressed by teacher with different qualifications working under different managements and localities with varied experience on factors relating to professional growth and factors relating to school environment.

Sathya (1985) in his research on competency, personality, motivation and professional perception of college teachers concluded that teacher competency was related to intelligence, emotional stability, conscientiousness, tender mindedness, trusting nature, placid nature, self-sufficiency and relaxedness factors of Cattels 16 personality factor questionnaire. The more competent teachers significantly differed from less competent teachers in all the above variables.

Mishra (1986) in his study on strenuous working conditions and stress as a moderate variable of job satisfaction and job involvement relationship found low work motivating among Indian employees because they do not value work as intrinsically satisfying and their moral responsibility.

Mishra (1986) in his study concluded that job involvement of employees vary with their occupational levels. Employees who belong to higher level have more opportunities to be involved with their job because higher level of the job offers greater opportunities to satisfy their motivational needs and greater autonomy, challenge and responsibility.

Bhaduria (1987) in his research on a sample of 600 university teachers divided the university teachers of academic and professional streams who were research oriented and not research oriented and tried to determine whether they perceived the characteristics of creative personality in the same fashion. He concluded that research orientation,
experience did not affect their perception of creative personality but their perception was different from experts on creative personality.

*Mittal (1989)* concluded that teachers working in private schools were significantly more motivated to work than their counterparts working in government managed schools. The teachers who perceived less disengagement, less alienation, less psycho-physical hindrance, more spirit and more humanized thrust dimensions of the school organizational climate were found to be more work motivated. The location of the school and the sex of the teacher had no significant influence on the teachers motivation to work.

*Rosenthal (1991)* has stated that when the subjects are treated warmly while being administered I.Q tests they scored higher as compared to when they were treated harshly and rudely. The findings also suggest that persons in good mood are able to process information effectively but they are less motivated to do so when in a neutral/negative mood. When emotions are guided constructively it enhances intellectual performance.

*Kukreti (1992)* in study of some psychological correlates of successful teachers concluded that a significant positive correlation was found between the variables of teaching success and teaching aptitude. The successful teachers scored significantly higher mean scores on intelligence as compared to their unsuccessful counterparts. Knowledge and creative values were remarkably higher among successful teachers whereas the unsuccessful teacher were more inclined towards economic values. From the viewpoint of social and aesthetic values both successful and unsuccessful teachers were found to be more or less similar. In respect of political values except in the case of intermediate trained teachers, the unsuccessful trained teachers belonging to any criterion group were found to have higher political values than successful
In the case of intellectual self-concept, character self-concept and total self concept the successful teachers scored significantly higher mean values than the unsuccessful ones.

Srivastava and Anshula (1994) in their study made a comparison of male and female teachers with regard to their work motivation and job involvement. The results indicate that male teachers maintain markedly higher level of work motivation and job involvement. Teachers work motivation generated by their needs positively correlate with their job involvement. The male teachers were found to be more motivated, specially by their needs for good achievement, competition, self-actualization and autonomy, monetary gains and self control. But no significant differences could be observed between the two groups with regard to their level of motivation generated by the need for personal growth, non-financial gains (i.e. recognition, status, prospects etc) and social affiliations. There is a marked difference in the attitude of male and female teachers since the male have to face more competitions in companion to their female counterparts, they have been observed to be highly motivated by their needs for competition and personal growth. The teachers who trust their own ability to influence their environment actually try to influence it more often and more boldly than those who are inclined to let the environment influence them. A persual of the result indicated that the need for ‘achievement’ and ‘self control’ are the most dominating motivating force for male as well as female teachers, where as the ‘monetary gain’ is the least effective motivator for them. The teachers who do not have many other financial incentives, are to be motivated by psychological incentives, i.e. personal growth, competence, improvement and recognition. Teachers motivated by the n-achievement, have high opinion about their caliber and competences and try to satisfy their needs for personal growth. The motivation of self control generates sincerity and alertness at work among the teachers, which generate
enthusiasm among them. The observation of least effectiveness of 'monetary gain' as a motivator may be explained largely by the nature of the sample of the present study. The teachers being highly motivated by their need for achievement and personal growth do not spurn tangible rewards. They enjoy competing successfully with difficult standards which means more to them than money. Herzberg et al (1959) have also noted ‘money' or ‘pay' to be a 'hygiene' factor while the achievement, recognition and advancement were found to be the dominant 'motivators'. Several other researches have also reported the dominance of psychological and social needs over 'material or physical gains' in motivating to employees.

Singh et al (1994) in their study attempted to investigate the difference if any existed in job involvement and work motivation among different categories of employees in public sector. The results indicated that occupational level was an influential factor in job involvement of employees. The managers who were at high level had more opportunities to be involved in their job as they had greater responsibility and challenge and could more easily satisfy their growth needs. The work motivation of employees was also influenced by the occupational level. The level of work motivation generated needs were different for different categories of employees. Job involvement and work motivation both were positively and significantly correlated in the organization.

Hein (1996) has stated that the executives are usually derailed because of emotional problems rather than lack of technical ability. Therefore it becomes necessary for the executives to balance their emotions to execute their leadership styles. Executives leadership styles require a high degree of emotional competence rather than academic competence for better productivity, improved performance and good quality of life.
Sternberg (1996) stated that when IQ test scores are correlated with how well people perform in their careers, the highest estimate of how much difference IQ accounts for is about 25%.

Goleman (1996) has stated that paradoxically, IQ has the least power in predicting success among that pool of people smart enough to handle the most cognitively demanding fields, and the value of emotional intelligence for success grows more powerful, the higher the intelligence barriers for entry into a field. In MBA programmes or in careers like engineering, law education or medicine where professional selection focuses almost exclusively on intellectual abilities, emotional intelligence carries much more weight than IQ in determining who emerges as a leader.

Goleman (1996) referring to gender differences stated that women are not ‘smarter’ than men when it comes to EI nor are men superior to women. Each person has a personal profile of strengths and weaknesses in those capacities. An analysis of EI in thousands of men and women found that women, on average, are more aware of their own emotions, show more empathy and are more adept interpersonally. In general, however, there are more similarities than differences. Some men are as empathic as the most interpersonally sensitive women, while some women are every bit as able to withstand stress as the most emotionally resilient men. Indeed, on an average, looking at the overall ratings for men and women, the strength and weaknesses average but, so that in terms of total emotional intelligence, there are no sex differences.

Bar-On (1997) counter confirmed that there were no sex differences. He stated that there existed identical patterns of strengths and weaknesses for men and women worldwide – among the Igber in Nigeria and Tamils in Srilanka, in Germany, in Israel, America every
where. His conclusions are based on studying the emotional intelligence of more than 15000 people in a dozen countries across 4 continents.

Studies on emotional stability and job related variables have shown that emotional stability moderately predicts performance on job (Yoon, 1998) job satisfaction (Chinaapa, 1993) and teacher effectiveness (Wolfe, 1994).

Gerry (1998) in his exploratory study of the ways in which superintendents use their emotional intelligence to address conflict in their educational organizations reemphasized the positive role of emotional intelligence on leadership qualities of superintendents of schools. Authors have recommended the use of emotional intelligence in selecting employees as emotional intelligence is a significant asset for the employers working in on organization.

Cameron (1999) has successfully developed a workman profile questionnaire emotional Intelligence (wpqe) version and he states that many successful organization have mission statements and value placed on positive emotions which they want their employees and customers to feel.

Salunkee (1999) in his published articles stated that more than 80% of the competencies are dependent on emotional intelligence. Only 1/10 of a thousand of one cognitive abilities contribute to our success in life and 90% is contributed by EI. In other words with high IQ one can be an efficient professional manager but with high EI one can become a great leader.

Salunkne (1999) also reported that for lower levels jobs like clerical assistant there is a high premium on technical abilities, than on emotional intelligence abilities. But at higher levels like managerial, professional etc the EI matters more than technical abilities.
Sharma (2000) in a theoretical paper has highlighted the concept of emotional intelligence. ‘Emotional Intelligence’ refers to the ability to set a goal in life, work towards achieving it, negotiate it and feel empathetic towards others. It is a learned process. A key set of characteristics make up emotional intelligence i.e. self motivation and persistence in the face of frustrations, the ability to control impulse, moods, to empathise. An individual’s success at work is 80% dependent on EI and 20% dependent on I.Q.

The Consortium for research on emotional intelligence in organization (2000) has enumerated several points to illustrate how Emotional Intelligence contributes to the bottom line in any organization. It has also prepared guidelines for developing EQ in organization based on the best available knowledge on how to promote emotional learning following are the phases and sub stages:-


Three: Transfer and Maintenance: 1. Encouraging the use of skills on the job. 2. Providing organizational culture that supports learning.

Phase Four: Evaluating Change: 1. Conducting ongoing evaluating research. Evaluation should be linked to learning and the continuous
pursuit of quality. It focuses on continuous improvement than just pass-fail test.

Cherniss (2002) in her research on emotional intelligence has quoted many researchers to demonstrate the importance of EI. It is a study of 80 Ph.D’s in science who underwent a battery of personality tests, IQ tests, and interviews in the 1950’s when they were graduate students at Berkeley. Forty years later, when they were in their early 70’s they were tracked down and estimates were made of their success based on resumes, evaluations by experts in their own fields, and sources like American men and women of Science. It turned out that social and emotional abilities were four times more important than IQ in determining professional success and prestige.

RajKhowa (2002) conducted the study aiming to find out the Emotional intelligence of IAS officers. After a study of 60 IAS officers of the Assam Cadre, it was found that 77% of IAS officers fall in the category of overage EQ. However 15% of IAS officers have shown high EQ score implying thereby that there seems to be a trend among IAS officers to move from moderate to high emotional intelligence level.

Roberts (2002) conducted a study at an American based multi-national company with a world wide market to find out the impact of emotional intelligence on ‘burn-out’ and conflict resolution styles. The results show that managers with high EQ were low on burnout dimension implying thereby that individuals with high EQ can cope better with stress in life. The findings further reveal that high EQ managers adopt conflict resolution styles to deal with stress. The findings also reveal that there is no significant difference between the EI of males and females.

Mansi (2002) attempted to study the relationship between emotional intelligence and decision-making among Indian managers.
Decision-making is an important process for organizational effectiveness for it plays a vital role on strategy, day-to-day operations, procurement of resources, administration, technological innovation and building a social fabric. It thus, involves all the organizational activities and affects visually all the members of the organization both individuals and as members of groups. The findings revealed that emotional intelligence of managers does not have any positive influence on their ability to make decisions. Conversely even in the absence of emotional intelligence the managers were able to take decisions required in their professional life. These findings are in tune with the available research which states that every profession does not require high level of EQ.

*Cavallo and Brienza (2002)* have conducted a detailed study to find out if there is any relationship between emotional competence and leadership excellence. The study was conducted on 358 managers across Johnson and Johnson consumer companies (JJCC) globally to assess if there are specific leadership competencies that distinguish high performers from average performers. The study revealed strong relationship between superior performing leaders and emotional competence, supporting suggestions that emotional intelligence is a distinguishing factor in leadership performance. High performing managers at Johnson and Johnson consumer and personal care group were seen to possess significantly higher levels of self awareness, self management capability, social skills, and organizational savvy – all considered part of emotional intelligence.

*Rohini (2002), Einstein (2002), Agut and Gran (2003)* studies on Executives, managers, and teachers have shown that each job requires a different level of competencies in dealing with others. The need for soft skills in those people who are in health care industry are different from those in other technical or service industry. Thus an effort was made to include multiple work groups to analyse the level of emotional
competencies. The results revealed that the health care professionals are more competent in understanding and regulating their emotions than other groups. People who are in healing professions who deal with the emotional and spiritual needs of the patients are more likely to internalize the positive effect in themselves and are adept at understanding and regulating emotions in themselves and others. Whereas workers in teaching profession as well as marketing are relatively low scorers as on emotional competence level.

The findings support the ideas that there are some work which involve more frequent use of emotional behaviours, which foster positive emotions and emotional well being in others (Strazelins, 2000). These roles also build interpersonal relationships. Thus to a large extent the type of work role structures the emotional tones and expressions of the people (Latha, 2002; Salski and Cartwright, 2003).

Singh (2003) conducted a study to determine whether different professions require different levels of emotional intelligence. The study was conducted on 347 professionals from 18 different professions which revealed that different professions do require different EQ levels. After analyzing various professions on the basis of emotional intelligence required, job requirements, job profile, stress experienced internal and external psychological factors, these experts decided to retain 18 professions. The cluster analysis revealed that all the 18 profession can be clustered into 3 clusters. The 1st cluster constitutes 4 professions exhibiting an extremely high EQ level - artist, insurance, advertisement and social work. This probably indicates that one needs to have an extremely high degree of EQ to achieve job satisfaction in these professions. The 2nd cluster has 6 professions exhibiting a high EQ level - teaching, legal, tourism, politics, police, business/ entrepreneurship. This means that the professions in this cluster are homogeneous in nature and show a kind of commonality and to be successful in any of
these professions, one needs high EQ levels. The 3rd cluster constitutes 8 professions exhibiting average EQ – judiciary, administration, information technology, medicine, banking, engineering, accountancy nursing. In these professions, individuals with moderate EQ can perform effectively.

*Latha (2004)* also studied emotional competence in professional groups and non-professional groups. Across many occupational roles, the appropriate expressions of emotional feelings, and exhibiting on ability to transact with others in a competent way are expected of employees in all the organizations. Different roles require different frequency, intensity and display of variety of emotions termed as emotional labour. When there is a difference in felt and displayed emotions it is termed as emotional faking. Workers need to master the way the emotions are experienced and expressed in work place to be successful in their job. In many jobs, the employees may develop their “Skills” in emotional labour by identifying with the job. People working with children, patients may experience more empathy, love, care and compassion. Therefore they are likely to experience more positive emotions whereas people who are in competitive jobs where their role requires to be highly aggressive tensed and a sense of time urgency is involved are more likely to experience greater negative emotions. Therefore, an individual’s job accentuates these reactivity and thus may show a lower level of emotional intelligence.

*Balasubrahmanyam (2005)* stated that self motivation is one of the core competency ability which every individual should possess if they aim for excellence in their profession. The findings indicated that self satisfaction, public recognition monetary benefits etc. were identified as prime motivators. Financial constraints, lack of recognition, politics of profession, lack of influential support, lack of emotional support, physical exhaustion etc. were prime demotivators. Continuous practice,
setting high standards, networking, self motivation, creativity, good physical and mental health etc. were identified as the sustaining factors of motivation for maintaining standards of excellence.

Gupta and Kaur (2006) in their study on the emotional intelligence of prospective teachers compared different groups on emotional intelligence. For this purpose a sample, comprising 200 B.Ed. students was selected randomly from different educational colleges under the jurisdiction of Guru Nanak Dev University, Amritsar. Results revealed that there were 9% male and 22% female B.Ed students with high emotional intelligence while 6% male and 12% female B.Ed students have low emotional intelligence. Male and female B.Ed students differed significantly on self management dimension of Emotional Intelligence while arts and Science stream B.Ed students differed on social skills dimension of Emotional Intelligence. B.Ed students of non-working mothers were scoring more on internality while B.Ed students of working mothers scored more on empathy.

3.3 PROFESSIONALISM AND LOCUS OF CONTROL

Julian and Katz (1968) stated that 'Internals' tend to have stronger feelings of job challenges in their professions. To achieve success and avoid failure at work, internals make greater efforts and are therefore likely to experience more demands on their abilities and skills. Externals tend to have lower feelings of job challenge because they do not believe that their performance can change the results of an event. Job challenge is the extent to which a teacher experiences challenges on the job (i.e. professional challenge which is an attribute of professional attitude) Kahle (1980) and Cheng (1994) also obtained the same results.

Gemmill and Heisler (1972), Organ and Green (1974), Cheng (1994) as a result of their researches reported that Locus of control is a critical predictor of role clarity in a profession. Teachers who hold a belief in internal control tend to know more clearly what roles they are taking in a
profession. Because they believe they can control the environment and influence the success or failure of an event, they are more likely to make sure what duties and authority they have, how time can be allocated and what relationships with other members can be expected in the profession, they want to ensure that they succeed in what they are doing. In contrast, teachers who believe that their efforts cannot significantly change the results of their work will tend to be unsure of their roles in the organization.

Runyon (1973) investigated the relationship between a subordinate’s I-E score and his satisfaction with different types of supervision. Using 110 hourly employees in the manufacturing, packaging, yard and maintenance departments of a large, multilocation chemical company belonging to 18 supervisory groups, he divided the employees into two groups. These who were working for a ‘participative supervisor and those who were working for a ‘directive supervisor. The results indicated that internals were significantly more satisfied with a participative management style than were externals. On the other hand, externals were significantly more satisfied with directive supervision than were internals. Runyon argues that internals will perceive themselves as being better able to control their own destiny under a participative style, but the same style should appear frustrating and insufficiently structured to an external individual. He also reports that internals show greater work involvement than do externals and that there is some tendency for this difference to be greater under a participative style. More specifically the cross sectional data suggest that internals are in better and higher status occupations earn more money and tend to be more highly satisfied in their work as compared to externals. The longitudinal data further suggest that internals experience more favourable employment circumstances than their external counterparts, namely, greater earning and job satisfaction. Runyon (1973) further investigated the interaction between management style
and personality variable locus of control on workers satisfaction with the supervisors and job involvement among hourly employees of a major multiplant chemical company. A 2x3 analysis of variance was computed. The t-ratios for the main effect of management style and for the interaction effect of management styles and locus of control were found significant but the F-ratios for the main effect of locus of control was not found to be significant. Thus it can be concluded from this study that the three categories of workers- internals, intermediate, externals, did not differ significantly on satisfaction with supervision.

Mitchell, Snysea and Weeds (1975) results also revealed that internal had significantly higher overall job satisfaction than did externals. (t = 4.80; P < .001). Similar findings were generated for the satisfaction subscales. Internals were more satisfied with intrinsic outcomes (t = 6.76; P< .001) with their job environment (t = 3.25; P < .001) and with extrinsic outcomes (t = 1.79; P< .10) than were externals.

One of the hypothesis investigated in Broedlings (1975) study was that internals are better performers an the job than externals. Subjects were 80 officers, and 127 enlisted, defence personnel from 12 different locations. Pearsons product movement correlations were computed between the I-E scores and each of the two ratings of performance, the results of the performance ratings were - 0.19 (p< .05) and - 0.17 (p< .05) for the ratings by supervisors and by peers, respectively. Thus both correlations were in the predicted directions.

A study of the interrelationships among role ambiguity, role conflict, locus of control, satisfaction and performance was carried out by Szilagyi, Sims and Keller (1976). The results of this study showed that for the total sample, there were significant negative relationships between locus of control, performance and the satisfaction measures.

Broedling (1975) found a predicted significant relationship between locus of control and expectancy model constructs of valence, valence and instrumentality, and superiors rating of effort and performance.
Szilagyi and Sims (1975) found that internals perceive stronger performance to reward and effort to performance expectancies than externals across various occupational levels.

Andrisani and Nestel (1976) related locus of control to whole range of occupational variables in 2972 respondents studied cross sectionally and longitudinally. Regression analysis showed that internal locus of control belief were significantly related to occupational attainment, hourly earnings, job satisfaction, annual earnings and perceived financial progress. The longitudinal analysis showed that changes in occupational attainment, annual earnings and dropping out of the labour force were related to locus of control beliefs. The authors state that these findings suggest that internal/external expectancies both affect one’s behaviour towards the environment and are affected by one’s environment. It suggests that opportunities for success and success itself are effective means for raising initiative to succeed and the somewhat external outlook of those at the lower end of socio-economic spectrum may reflect unfulfilled expectancies of success rather than lack of initiative.

Derakhshani (1977) has also reported a significant relationship between internal-external locus of control and job satisfaction in his study in Iran. Majumdar, MacDonald and Greer (1977) studied the relations among locus of control and several organizational variables including supervisors rating of performance. Their sample was composed of 90 rehabilitation counsellor working for a state vocational rehabilitation program. Locus of control was correlated with performance \(r = 0.40\) with internals receiving higher ratings.

Giles (1977), Harvey, Barnes, Sperry and Harris (1974) Cheng (1994) reported that teachers who tend to believe in external control are less satisfied with extrinsic rewards probably because they believe that extrinsic rewards depend mainly on chance and fate but not on their own
behaviour or effort. The satisfaction measures—work, pay, supervision, promotion and co-workers for each of the five studied groups were statistically significant and in the same direction, which tended to indicate that internals were more satisfied than externals. Internals in the professional, clerical and services groups reported higher satisfaction with works which was consistent with the results by Organ and Greene (1974). However, when the variances due to role ambiguity and role conflict were partialled out, the strength of the relationships with locus of control decreased substantially to the extent that only four of the 25 relationship between locus of control and the satisfaction measures were found to be statistically significant. In addition, there was no indication that internals were rated higher on performance than externals. Thus according to the findings in this study, it was concluded that internals do not perform better nor are they more satisfied than externals when the effects of role dynamics are partialled out.

Dailey (1978) reported that for a sample of scientists and engineers from 15 organizations, internals were less satisfied with co-workers than were externals.

Rotters locus of control scale, Londahl and Kejners job involvement instrument and the job descriptive Index were administered to 222 full time university faculty members employed at a New England land grant university to obtain data by Bigoness (1978). On the basis of findings of his study, it may be concluded that locus of control was found significantly and negatively correlated with satisfaction with work, satisfaction with promotion and satisfaction with supervision (p<.001) in the Indian context.

Lester and Genz (1978) found that internals were more job satisfied than externals. A sample of 94 senior scientists and engineers was drawn by Organ and Greene (1974) on Rotters (1965) I-E locus of control scale, an index of work satisfaction consisting of 5 items draw from Stogdill’s
Job Expectation Questionnaire and a measure of general Job Satisfaction composed of 12 questions drawn from Stogdills (1965) job description questionnaires were administrated to the senior scientists and engineers. The results revealed that locus of control correlated significantly with work satisfaction ($r = -0.36, p<.01$) and general job satisfaction ($r = -0.27, p<.07$).

Abrahamson (1978) study indicated that adolescents belief in their own ability to control the environment (more generally labeled a belief in internality) were related to perceptions of parental acceptance, firm control and psychological autonomy.

In another longitudinal study of 976 young men Fran (1980) found internal control was associated with race, year of schooling, weeks worked, hourly wages (higher). He argued that locus of control and work experience are reciprocal elements i.e. labour, warmth, success affects locus of control beliefs, which in turn effect work related behaviour.

Sharma and Choudhari (1980) have found on the basis of their study that for 84 engineers, the externality was significantly and negatively related to satisfaction with respect to pay, opportunities for promotion, supervision and the work itself.

Kabanoff and O’Brien (1980), Kahle (1980) Cheng (1994) reported that teachers who believe in internal control tend to be more intrinsically satisfied with growth and development opportunities. Because internals believe that the success or failure of an event is determined mainly by their own behaviour, they will emphasize control of the environment and value opportunities for personal growth and development. Internals will remain in the organization/profession and will be satisfied with their opportunities if they believe they can control their environment. Otherwise they will choose to leave the school. Externals tend to believe that they cannot control the environment and they may feel that opportunities for personal growth and development are out of their
control, that is, they depend on chance and fate. Therefore, the externals may be dissatisfied with the opportunities they currently have. They further stated that internals are more likely than externals to be satisfied with opportunities for job autonomy and participation in decisions affecting their jobs. Internals seek situations in which personal control is possible.

*Keinan, Friedland, Yitzhaky and Mohan (1981)* found no relationship between locus of control and performance ($r = 0.034$).

*Vecchio (1981)* conducted a study on the data provided by the 1974, 1976 and 1977 General Social Surveys about 1131 full time male American workers. The dependent variables taken were occupational prestige, age, education, income, race and satisfaction and the independent variable was the workers response to the internal - external locus of control. One way analysis of variance was computed. The results of these analyses of variance indicated that workers who expressed an external control belief were less wealthy, less educated, less satisfied with their job and more likely to be black than workers who expressed an internal control belief.

*Hammer and Vardi (1981)* tested several hypotheses regarding the effect of locus of control on work related behaviour. They found that internals more than externals will exert more effort towards attaining the jobs they want, use more specific strategies to attain preferred jobs, initiate more job moves, will experience more upward mobility and will perceive mobility as contingent upon personal factor i.e. skills, competence, experience, performance, rather than seniority or sponsorship. Most of the hypotheses were confirmed and the authors were sensitive to the reciprocal causation. There is a feedback loop from career experience to locus of control. Where favorable experiences increase tendencies towards internal control, which in turn increases the employees initiative in self development with future favourable outcomes. Unfavorable
experiences increases tendencies towards external control which reduces a person's willingness to take on active part in career management.

*Becker and Krzystofiak (1982)* examined the effect of labour market discrimination (over 2 year period) with large sample of 2857 on subsequent locus of control beliefs. They found that perception of employment discrimination influenced the level of externality among blacks, over and above their racial status. The results provide powerful evidence for the fact that work experiences can powerfully effect the locus of control.

*Brownell (1982)* used business school students and middle managers in laboratory stimulation. He found that internally oriented subjects performed best in conditions of high participation whereas externally oriented subjects performed best in conditions of low participation. He argued that his results were consistent with the hypotheses that performance is the result of the interaction between locus of control and source of control in a particular situation.

*Miller et al (1982)* studied top executives and actual business behaviour to show that locus of control is directly related to strategy making. Locus of control was powerfully correlated with many strategic variables, but shown to be mediated by the organization structure and business environment. Externals may see their environment as having many rigid boundaries that cannot be violated. The result in first case is an innovative, proactive, risk embracing strategy and in consequence, a more sensitized differentiated structure capable of operating in a more dynamic and heterogeneous environment. The result in second case is a conservative strategy and a more monolithic approach.

*Padaki (1982)* has examined the interaction of personality and work environmental factors on certain psychological states including satisfaction with pay, security social relations, supervision and growth. The sample of the study comprised of 289 technicians from five textile mills. Rotters I-E scale was used to measure the locus of control. It was
noted that there were negative relationship between the scores on locus of control and experiencing feelings, meaningfulness of work and responsibility, general satisfaction and satisfaction with social relations, supervision and growth. In other words, internals were found to be more satisfied with these aspects of work.

*Spector (1982) and Lefcourt (1982)* provided a comprehensive review of locus of control in their studies of ‘trends in theory and research.’ Both of them supported the thesis that locus of control may be an important personality variable in understanding teachers. They stated that both laboratory and field studies have established that the behaviour of internals and externals can differ across situations. In general, internals tend to believe that they have personal control over rewards and events. This generalized belief or expectancy lends the internals to take actions when action is perceived to lead to rewards that are valued or desired. Thus, internals are potentially more motivated than externals, who may seem to ignore the reinforcement contingencies in a situation.

In each data relearn that Lefcourt (1982) explored, the findings lead one to believe that locus of control is an accurate indicator of positive-negative qualities, with internality representing “intelligent”, “bright”, and “successful” and externality “dull”, “inadequate”, and “failure hidden”. Internals seem to exhibit greater personal career effectiveness, exert greater effort, and perform better on the job (Spector, 1982).

Because externals and internals have different beliefs about personal control, they may have different perceptions and interpretations of their environment. These differences in perceptions and interpretations, in turn, may influence their responses to the environment. As Spector (1982) pointed out, internals would probably attempt to control the organizational work settings, including work flow, task accomplishment, operating procedures, work assignments, relationships with superiors and subordinates, working conditions, goal setting, work scheduling and organizational policy.
Spector (1982) and Cheng (1994) stated that teachers who believe that the success or failure of an event is dependent mainly on their own behaviour tend to be more self motivated to perform their jobs. Teachers who believe in external control tend to be less self motivated because they perceive they cannot control their environment, the success or failure of an event is determined by external factors, not by teachers themselves.

Two hundred employees (65 officers and 135 clerks) working in a Bank and Insurance organizations in and around Nagpur were administered the I-E locus of control scale and the Brayfield Rothe Index of Job satisfaction by Kulkarni (1983). Results showed that externality was significantly and negatively related to overall job satisfaction for both officers and clerks. In other words, findings, indicated that for bank and insurance employees, greater the belief on their part in the internality of locus of control, the higher was satisfaction with the job as a whole.

Rodolf and Richard (1985) stated that internal locus of control increased the levels of self esteem and self-liking. External locus of control orientation related to poor health behaviour.

Mistry (1985) conducted a study in Ahmedabad on a sample 202 college and secondary school teachers. The findings revealed no significant relationships between locus of control and various dimensions of job satisfaction. The climate of academic motivation was significantly associated with dimensions as job satisfaction, job involvement as well as overall satisfaction. The climate of control was found to be negatively correlated with on-the-job aspects of job satisfaction and total job satisfaction. Job involvement was found to be significantly and positively related with different aspects of job satisfaction. The climate of dependency had no effect on various aspects of job satisfaction and job involvement. Self role distance was significantly but negatively correlated with job satisfaction.
Sandhu (1986) conducted study on 32 supervisors and 361 operators working in a government organization. He stated that internally controlled operators showed more positive attitudes towards their supervisors than externally controlled operators.

Spector (1986) completed a meta-analysis of locus of control studies. He found that high levels of perceived (internal) control even associated with high levels of job satisfaction (overall individual facets) commitment, involvement, performance and motivation as well as lower levels of physical symptoms, emotional distress, role stress, absenteeism, intent to leave and actual turnover. Correlates ranged from 0.2 to 0.5 suggesting between 5% to 25% of variance in occupation behaviour can be accounted for by locus of control variable.

Luthans, Baack and Taylor (1987) stated that the strong relationship between organizational commitment and locus of control can be explained by three reasons. First, the internals who perceive that they have greater control over their working environment repose more commitment to the organization that allows such control. Second, internals perceive a greater number of alternatives than externals in a choice situation. Third, the internals believe that membership in an organization is a matter of choice and self determination. On the other hand, the externals perceive they have fewer alternatives and their membership in the organization is matter of chance/fate and their organizational commitment is lower than the internals.

Madden (1988) observed the subjects who liked being in control of life events and stated that this desire was related to their concern for their own well being and self esteem.

Cheng (1994) in the study investigated how teachers locus of control is related to multiple aspects of job attitudes and perceptions of a school's organizational characteristics in a sample of 588 teachers in 54 secondary schools of Hong-Kong. He concluded that locus of control
seems to be a powerful indicator of teachers job attitudes and organizational perceptions. Teachers with a belief in internal control tend to have a more positive job attitude in terms of organizational commitment, intrinsic and extrinsic satisfaction, social influence satisfaction, role clarity and feeling of job challenge. They also tend to have more positive perceptions of the school organizations in terms of principal’s leadership, organizational structure, teacher’s social norms and organizational culture and effectiveness.

Goleman (1996) stated that people who have a control over their life can manage and show their feelings well are able to read and deal effectively with other people’s feelings also. While the people who cannot have control over their emotional life fight inner battles that sabotage their ability to focus on work and think clearly.

Assefa and Gupta (2000) in their study aimed to examine the comparison between internal–external control orientation differentials with respect to intelligence and well being. The results showed that internally oriented people differed significantly from externally controlled with respect to the intelligence and well-being. Internally oriented people showed better intelligence and well-being as compared to their counter parts.

McShane and Gilinow and Ann (2005) have stated that people perform better in most employment situations when they have moderately strong internal locus of control. They tend to be more successful in their careers and earn more money than their external counterparts. Internals are particularly well suited to leadership positions and other jobs, requiring initiative, independent action, complex thinking, high motivation. Internals are also more satisfied with their jobs, cope better in stressful situations and are more motivated by performance based reward systems. Workers with internal locus of control had more positive work attitudes than workers with external locus of control.
3.4 PROFESSIONALISM AND ORGANIZATIONAL CLIMATE

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 prevalence of high spirit and friendly relation 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 discharge their professional duties and responsibilities simultaneously.

Hamlin (1967) used MSQ in determining relationship between job satisfaction and school climate in one school district of Minnesota. It was found that only in the areas of advancement and compensation no significant differences appeared between the more open and more closed climate schools. Women teachers perceived the Principals consideration to be lower than the men teachers. It was also found that the more experienced and older teachers perceived intimacy among teachers to be lower than less experienced and younger ones.

Dicaprios (1974) study was to determine whether significant relationship existed between school climate and the job satisfaction of teachers in rural and suburban secondary schools. In addition he concluded that determination of the relationship between school climate and job satisfaction to certain demographic characteristics like age, sex, marital status, years of teaching experience, years at school, and degree held. He found that at the .05 level, there existed (i) relationship between the perception of organizational climate (ii) general job satisfaction of teachers (iii) the biographical characteristics of sex, women tended to have higher climate scores. However there was no significant difference in perception of organization climate between the teachers in rural schools and these working in sub-urban school. The major findings from their study were there is a significant relationship between openness of climate of a school and general job satisfaction of teachers.
Sargent (1967), Craige (1980), Kabes (1990) examined the relations between organizational climate and job satisfaction and found significant relationship between them. The studies further revealed that teachers working in open climate are more satisfied than teachers working in closed climate schools. A common significant finding was that the organizational climate of a school affects the job satisfaction of teachers, specifically if climate is favourable teachers feel satisfied and “perform their duties in a self contended manner.” [Dicaprio (1974) Gaba (1980) Sudhir (1985)] also stated that variables of open climate have a positive effect on teachers job satisfaction.

Craig (1980) in his study analyzed the effect of organizational climate and leadership behaviour on teacher job satisfaction in selected schools. The population for this study was 721 teachers from 21 schools of two suburban school districts in Dallas metropolis area. The instruments used were the OCDQ, CBDQ and MSO. It was observed that teachers in the open climate had higher mean scores for teachers job satisfaction than teachers working in schools of closed climate. Teachers in the closed climate identified ability social service, moral values as important aspects of job satisfaction. Teachers in the open climate identified creativity, morale and social service as important aspects of job satisfaction.

Gaba (1980) discovered that there was no significant difference between the relationship of organizational climate with job satisfaction of principals of both government and privately managed secondary schools as a group. The correlation between organizational climate dimensions and subscales of teachers job satisfaction showed both positive and negative correlation. From the analyses, it was concluded that the organizational climate of school affects teachers job satisfaction. If the climate is in favour of teacher they feel satisfied and perform their duties in a self contended manner.
Baklien (1981) describes job satisfaction as a function of organizational climate found no significant relationship between organizational climate and gender of administrators.

Chopra (1983) studied the organizational climate of teachers, job satisfaction and student achievement. The findings of the study revealed that among the 6 climates, the open school, climate showed the highest overall job satisfaction which was followed by autonomous, familiar, controlled, closed climate schools respectively. No significant relationship was found between job satisfaction of teachers and student achievement.

Garg (1983) conducted his study in Uttar Pradesh State on a sample of 870 teachers and 48 principals of secondary schools. The findings of the study were:- 1. The degree of teachers sense of professional responsibility was less in some secondary schools while more in others. 2. The teacher sense of professional responsibility was not normally distributed in the sample. 3. The teachers of girls schools were more responsible professionally than teachers of boys schools. 4. The type of management of institution was associated who teachers sense of professional responsibility. 5. Teacher in high support and satisfaction climate were found to be more responsible professionally than teachers in ‘low support and satisfaction’. Teachers in ‘high thrust’ climate were found to be more responsible than teachers in ‘low thrust climate’ schools. Teachers in ‘high discipline and control’ climate schools were found to be more responsible than teachers in ‘low discipline and control’ schools. Teachers in schools with ‘low lack of facilities’ climate were found to be more responsible than in high lack of facilities. The remaining dimension of organizational climate were found to have no significant relationship with teachers sense of professional responsibility.

Sudhir (1985) put it categorically that teachers working in closed climate schools were less satisfied with their jobs.
Lofland (1985) examined the relationship between organizational climate and job satisfaction levels of teachers in the districts of Colombia Public Schools and found the type of organizational climate was a significant virile where as sex, age, level of experience, teaching level had no significant effect on the job satisfaction of teachers.

Ronnenkamp (1985) studied the relationship of organizational climate and job satisfaction in selected schools on the Davis county school district Utah. The study concluded that there was a direct relationship when applied to the combined responses of teachers and administrators. Job satisfaction was more directly related to the climate characteristic of teachers than to the climate characteristics of the principle.

Ahmad (1986) studied the determinants of job involvement among college teachers and the major findings of the study were that both individual and organizational factors determined job involvement of college teachers. Job involvement was positively correlated with job satisfaction and college satisfaction. Constituent colleges induced more job involvement identification with institution and job satisfaction among its teachers compared to affiliated colleges. Some value preferences i.e. ability, utilization achievement and economic gains were negatively correlated with job satisfaction. Social relations, prestige and autonomy were positively associated with satisfaction. Some job attributes i.e. variety, autonomy, interaction, and feedback contributed to job satisfaction.

Kaur (1986) conducted a study of job satisfaction in relationship with personal, professional and organizational characteristics. The major findings of the study were that from among personal variables (age, intelligence, socio-economic status and need satisfaction) need satisfaction (i.e. physical security, social, ego, total need satisfaction) was found to be a correlate of job satisfaction. Professional characteristics (experience, salary, qualifications) act as a correlate of job satisfaction. In
factorial structure they did not share significant common variance with job satisfaction. They were not considered for regression equation for purpose of prediction. About 8 of organizational climate characteristics out of 11 appeared as correlates of job satisfaction. The predictive efficiency percentage distribution of variance professional characteristics to the criterion variable of job satisfaction was higher than that of organizational and professional characteristics. Personal and organizational characteristics co-jointly were found to be better predictors of job satisfaction than when taken separately. Dimensions of job satisfaction were found to be associated differentially with specific personal, professional and organizational characteristics in respect of group factor.

Samad (1986) concluded that teachers in more open climate schools enjoyed more job satisfaction than teacher of less open climate schools. Teachers in more open climate schools enjoyed more job satisfaction with respect to principal, colleagues and facilities provided in schools than teachers in less open climate schools. There was a significant positive correlation between dimension of spirit and thrust of organizational climate with subscales of job satisfaction production emphasis was significantly related with job satisfaction. Male and female teachers did not differ significantly in their perception of disengagement, hinderance intimacy, aloofness, production emphasis, thrust, consideration. Teachers belonging to lesser age group (20 – 30 yrs) perceived disengagement to be higher than those of average group (42 yrs). Female teachers expressed greater openness of climate than their male counterparts. Teachers with 18 years or above teaching experience expressed greater openness of climate than those with 0-5 years of teaching experience. Teachers with least years of teaching experience (0-5 years) indicated significantly less satisfaction with principal than teachers with more years of teaching experience.
Sardana (1986) designed the study to investigate the relationship of organizational climate to job satisfaction and loyalty of teachers and principals in selected rural and urban high schools in Punjab. The study revealed that there was a statistically significant co-relationship between organizational climate and job satisfaction. Teachers and principals in rural schools seemed more satisfied with their jobs than their counterparts in the urban schools.

Weber et al. (1986) investigated the relationship between job satisfaction and organizational climate. The results indicated that rigid institutional bureaucratic structure correlated highly with job satisfaction.

Ghonaium (1987) carried a study to examine the relationship between organizational climate, job satisfaction and school size and to discover the differences and similarities in perception of the organizational climate and job satisfaction by male administrators and teachers in city public schools in Saudi Arabia. The results indicated that educational level and experience of administrator and teachers did not affect the perception of organizational climate. Educational district size was positively related to job satisfaction and organizational climate for administration.

Shanker (1987) conducted a study of teacher responsibility and its relationship with school climate and job satisfaction of teacher and secondary school level in Moradabad district. The main conclusions of the study were that female teachers of different school climate institutions excepting autonomous climate were found to be more responsible towards their profession than their male counterparts. Teacher responsibility towards their profession was not related with ‘alienation’ and ‘production-emphasis’ dimensions of organizational climate. Both male and female teachers working in ‘autonomous’ and ‘controlled’ school climate were found more responsible and highly satisfied. Teachers job satisfaction did not show any significant
relationship with the dimensions of ‘psychological hinderance’ and ‘production emphasis’ of the organizational climate scale.

Schutz and Landry (1987) studied the relationship between teachers job satisfaction and their perception of organizational effectiveness. Significant relationship was found between teachers job satisfaction and their perception of organizational effectiveness of the school.

Bassano (1988) examined the relationship between job satisfaction and organizational climate. The findings revealed significant differences in satisfaction with work, pay, people, supervision, and overall job satisfaction. Further organizational climate was related to job satisfaction and 22% of the variance was on account of over all faculty job satisfaction.

Prakashan (1988) conducted a study of teacher effectiveness as a function of school organizational climate and teaching competency and concluded that there existed a significant relationship between teaching competency and teacher effectiveness.

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

Chittom (1991) studied the relationship between Mississippi public secondary teachers perception of school climate on level of job satisfaction. It was discovered that teachers with high level of job satisfaction indicated more favorable impression of school climate than did teachers with low level of job satisfaction.

Alltounian’s (1992) study revealed that teachers working with the inter disciplinary middle school perceived a greater degree of job satisfaction and perceived school organizational climate more favorably than teachers working within the departmentalized schools. There was
relationship between the organizational patterns, school climate and job satisfaction.

*Rama (1992)* conducted study on job satisfaction, attitude towards teaching, job involvement, efficiency of teaching and perception of organizational climate of teachers of residential and non-residential schools. The major findings of the study were that the teachers had favourable attitude towards teaching and exhibited a significant level of job involvement. Teachers of residential schools exhibited a significantly higher level of overall job satisfaction, displayed more favorable attitude, more efficiency, compared to those working in non-residential schools. There was no significant difference between the level of efficiency of men and women teachers. Women perceived significantly greater consideration while men perceived greater hinderance in the organizational climate of the schools. With regard to organizational climate, there was a significantly greater intimacy and lesser disengagement, hinderance and aloofness in residential schools as compared to non-residential schools. Teachers with less experience exhibited higher job satisfaction, attitude towards teaching and teaching efficiency. Teachers who had moderate to high work load exhibited higher job satisfaction, attitude towards teaching and teaching efficiency. Teachers who had a better attitude towards teaching exhibited higher job involvement, job satisfaction and vice versa. Teachers working in autonomous and open climates had a better attitude and were more satisfied with their job than those working in closed climates. There was no significant difference between the job involvement and teaching efficiency of teachers working in different types of climates.

*Khoury (1993)* undertook a study to explore the relationship between ethical climate, faculty trust, teacher job satisfaction and school health. He found that the most critical dimension of ethical climate in secondary school is consistently related to faculty trust, teacher satisfaction and school health.
Mannahan (1993) investigated the effect of need climate congruence on the level of job satisfaction of 108 hospital nurses from Texas and Oklahoma. The findings of the study revealed a strong relationship between organizational climate and job satisfaction, a moderate relationship between need climate interaction and job satisfaction and weak relationship between need and job satisfaction.

Song (1993) examined the relationship between job characteristics and job satisfaction and the impact of organizational climate on that relationship in the public sector. The results indicated that the relationship between job context factors (i.e. relationship with co-workers and treatment by supervisors) and job satisfaction was stronger than the relationship between job characteristics (i.e. job autonomy, task significance) and job satisfaction. The job characteristics and job satisfaction relationship was significantly moderated by organizational climate.

Reyes and Pounder (1993) investigated the relationship between organizational value orientation and two variables – organizational commitment and job satisfaction, among teachers from private and public elementary schools. Using survey research methods they collected data from 135 teachers from public schools and 562 teachers from catholic private schools. Multi-variate analysis of variance and multiple regression was used to analyse the data. The findings of the study were that there were differences between private and public schools (a) private schools exhibit a more normative orientation, where as public schools exhibit a more utilitarian orientation (b) schools with a more normative value orientation had significantly higher teacher organizational commitment and job satisfaction than did schools with a more utilitarian value orientation.
Stiles (1994) studied the relationship between the organizations climate and teacher job satisfaction in the Gwinnett County, (Georgia) Public Schools. Significant relationship was found between organizational climate and teachers job satisfaction and between school climate and size of the school. The relationship between job satisfaction and the variable of age, sex, years of teaching, years with the same principal, educational level and school size were not significant.

Berry (1994) identified the factors that influenced the job satisfaction of nurse educators involved in a change to a collaborative baccalaureate-nursing programs in the province of Manibota, Canada. Findings revealed that educators in the collaborative baccalaureate-nursing program in Manibota has a positive perception of the organizational climate and increased level of job satisfaction.

Theunissen (1994) studied the variable of organizational climate, staff development and job satisfaction of teachers in order to examine how they would enable a teacher to function as a competent practitioner. The findings revealed that the principal is the key person who determined the organizational climate of the school, he should actively promote an open climate. The principal must facilitate job satisfaction and promote career of each teacher in a meaningful way. A positive climate eased the burden of the principal as it motivated teachers to perform their educational task effectively.

Williams (1994) examined a conceptual model of job satisfaction based on prominent job satisfaction theories in business and industry and found that the administrative climate (i.e. leadership, teacher participation in decision-making, teacher autonomy) had the greatest effect on perception of job satisfaction for both general and special education teachers. Peer support (perceived support from parents and colleagues) also appeared to have significant direct effect on job
satisfaction for general educators. The results also revealed the lack of substantive evidence that salary, teacher assignment and educational level of teachers had an impact on job satisfaction.

Evans (1998) carried out a study to investigate the nature of the relationship between measure of organizational climate and measures of job satisfaction as perceived by community college presidents. The study aimed to ascertain if there were significant differences in means for job satisfaction within the context of organizational climate when controlling for gender, ethnicity, classification for community college and number of years of experience as a college president. It was found that several of organizational climate factors were significantly related to job satisfaction for community college presidents. These job satisfaction factors were related to individual concerns, internal communication, organizational structure and professional development opportunities and the relationship of college presidents with the board of trustees or supervisors.

Brice (1998) studied the relationship between school climate and teacher job satisfaction. In addition, the selected demographic variables of gender and race were examined for their predictive relationship with the criterion variable of school climate and teacher job satisfaction. The results revealed a significant relationship between school climate and teacher job satisfaction, gender and race. No independent relationship was found between school climate and gender or race. In addition there was no significant interaction between school climate on each of the remaining individual variables.

Sajjabi (1999) determined the relationship between organizational climate and teacher job satisfaction in secondary schools of the Buganda and Busuga regions of Uganda. The findings indicated a positive and significant relationship between the organizational climate of schools and
the job satisfaction of teachers. As one moved from more closed climate to more open climate, the mean scores of teacher job satisfaction went on increasing. The results revealed that the dimensions of organizational climate i.e. hinderance, disengagement, aloofness were found to be negatively correlated with all the subscales of teacher job satisfaction. While the dimensions of espirit, intimacy, consideration and thrust were positively related with all the subscales of teachers job satisfaction whereas production emphasis dimension of organizational climate exhibited no particular trend in the direction of its correlation with the subscales of teacher job satisfaction. However, in most of the cases the correlation was insignificant.

Maxim and Macmillan (1999) in their study of influences of workplace conditions on teachers job satisfaction took the data of teachers (N=2202) from the New Brunswick Elementary School to examine how teacher professional satisfaction is related to background characteristics and workplace conditions measured through teaching competence administration, control and organizational culture. Results show that female teachers were more satisfied with their professional role as a teacher than were their male counterparts. Teachers who stayed in the profession longer were less satisfied with their professional role. Workplace conditions positively affected teacher satisfaction, administration control was the most important, followed by teaching competence and organizational culture. Significant interactions between teacher backgrounds characteristics and workplace conditions occurred. The gender gap in professional level grew with increased teaching competence.

Preedasak and Gupta (1999) conducted a study on the effect of wellbeing and school organizational climate on job satisfaction of teachers in private general education school of Thailand. The major
findings of the study were that there was a significant difference of job satisfaction of teachers as classified by educational level and male and female teachers did not show significant difference on job satisfaction score.

*Julius (2000)* conducted a study on the relationship between job satisfaction and organizational climate among the telephone operators. The results of the study exhibited that there was no significant relationship between job satisfaction and organizational climate where as job satisfaction and age were more positively related.