CHAPTER II
REVIEW OF RELATED LITERATURE

The Survey of the related literature is a crucial aspect of the planning of the study, and the time spent in such a survey invariably is a wide investment. The review of the literature is an exacting task calling for deep insight, and clear perspective of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, reflected studies, wasted efforts discarded by previous investigators and even more important erroneous findings based on a faulty research design.

The review of the literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It also provides comparative data on the basis of which to evaluate and interpret the significance of one’s findings.

Good (1959) and others have pointed out that “Survey of related literature helps us to show whether evidence already available solves the problem adequately, without further investigation and thus, may save duplication. It may contribute to the general scholarship of the investigator by providing ideas, theories and explanations valuable in formulating the problem and may also suggest the appropriate methods of research.”

According to Best (1963) “A familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what attacking methods have been promising or disappointing and what problems remain to be solved.”

The present investigation deals with Organizational Climate of secondary schools of Thailand in relation to the Institution Types, Leadership Behaviour, and Job Satisfaction among teachers. In this chapter, an attempt has been made to take stock of studies, which have relevance to the present problem. The literature having a direct
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or indirect bearing on the present study has been dealt with under the following heads:

2.1 Organizational Climate and Institution Types
2.2 Organizational Climate and Leadership Behaviour
2.3 Organizational Climate and Job Satisfaction

2.1 Organizational Climate and Institution Types

Goba (1980) found 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 teacher job satisfaction showed both positive and negative correlations. From the analysis, it was concluded that the organizational climate of a school affects teacher job satisfaction. If the climate is favourable, teachers feel satisfied and perform their duties in a self-contented manner.

Nath (1980) came to the conclusion that principals of both government and privately managed higher secondary schools did not differ in their behaviour as leaders. Teachers of both government and privately managed schools did not differ in their behaviour as a group except with the variables of disengagement, esprit, aloofness and thrust, where the differences were significant at the 0.05 level. Nath (1980) revealed that teachers working in government schools were more satisfied than those who were working in privately managed schools.

2.2 Organizational Climate and Leadership Behaviour

The purpose of Wiggins’ (1968) study was to investigate leadership behaviour characteristics of elementary school principals and to examine these characteristics as they related to organizational climate of the schools. He found that the length of the principal’s incumbency in a school was shown to be: (1) related to the congruence of his leadership behaviour and organizational climate but
(2) not related to the congruence of the teacher-principal perceptions of their organizational climate. He concluded that generally, leadership behaviour and organizational climate were not shown to be significantly related.

Cooper (1969) studied the relationship between the leadership behaviour of elementary school principals and organizational climate of the schools in Thailand. He found that the leadership behaviour of elementary school principals exhibited bivariate correlation to the organizational climate of their schools especially the observed behaviour of elementary school principals.

Louis (1969) studied the relationship of principal’s leadership training and personality to organizational climate of schools. He found that:

1. A principal’s participation in a leadership development program was related beneficially to the maintenance of a more open school climate.
2. Personality of a principal was not a major determiner of the openness or the closeness of the school climate.
3. Neither size of the school nor length of the principal’s tenure was related to school climate.

Sullivan (1970) studied the correlates of leadership behaviour of Chief Administrative Officers in selected junior colleges. The following conclusions were arrived at: (1) The personality needs of junior colleges’ chief administrator were related to both the organizational climate and the leadership behaviour of the chief administrator was related to the junior college’s organizational climate. (2) The organizational climate of the junior colleges was different for the junior colleges with differing administrator/faculty ratio. (3) “Structure Initiating” leadership behaviour was related to certain personality needs of the chief administrator and to certain aspects of the organizational climate of the college. (4) Junior colleges with different organizational climates did differ from one another on the personality needs and leadership behaviour of the chief administrator.
Brickner (1971) conducted an analysis of organizational climate and leadership behaviour in a North Dakota School system. He found that: (1) There were no significant differences between the principals’ and faculty’s perceptions of leadership behaviour. (2) The principals perceived significantly higher “Esprit” and “Consideration” and “Thrust”, “Disengagement” and “Hindrance” than did their faculties. (3) Leadership behaviour was significantly related to organizational climate. (4) Leadership behaviour was not significantly related to faculty size. (5) “Esprit” was the only dimension significantly related to faculty size.

Corpus (1971) studied the relationship of principal’s leadership behaviour to teacher’s behaviour and the relationship of leadership behaviour to organizational climate in secondary schools. It was found that:

1. “Initiating structure”, “Consideration”, and “Thrust” in ascending order were functionally related to “Esprit” in a positive direction.

2. “Consideration” and “Thrust” were functionally related to Disengagement” in a negative direction.

3. Teachers who perceived their principals as being high above the mean on “Initiating structure”, “Consideration” and “Thrust” had a significantly higher mean score on “Esprit” than teachers who perceived their principals as low on those leader behaviour dimensions.

4. Principals tended to perceive their behaviour on “Consideration” more favourably than did their staff.

5. Principals in the most open schools had a significantly higher mean score on “Consideration” than the principals in the least open schools.
Huddleston (1975) studied the relationship between organizational climate and leadership behaviour and reciprocal communication in selected Missouri elementary schools. The purpose was to investigate the relationship between leadership behaviour of elementary school principals as perceived by the principals themselves, the organizational climate of the school as perceived by their teachers and reciprocal communication between the principals and teachers. The following were the conclusions: (1) There was no positive or significant correlation between the teacher’s perception of the organizational climate and the principal’s perception of their leadership behaviour, (2) There was no positive or significant correlation between the organizational climate and the reciprocal communication between the teachers and the principals, (3) There was no positive or significant correlation between the principal’s behaviour and the reciprocal communication between teachers and principals.

Alden (1977) studied informal communication as related to organizational climate and inferred leader behaviour. It was found that there was significant relationship between a principal’s informal communication level and teacher’s perceptions of his leader behaviour and that there was a significant relationship between principal’s information communication level and the organizational climate as perceived by teachers.

Bukhair (1978) studied relationship between school climate and leadership behaviour of elementary and secondary school principals. There was no statistically significant relationship between school climate and leadership behaviour. The hypothesis that the higher the leadership skill of the principal, the better the climate was also not verified. The individual factors of school climate were analysed for significance. The seven factors of climate identified by James Tunney and James Jenkins from the CPK Ltd. School Climate profile were found independent of the leadership ability of the principal.

Craig (1979) studied “The effect of Organizational Climate and Leadership Behaviour on Teacher Job Satisfaction in Selected
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Schools”. The study was designed to investigate possible relationships of organizational climate, leader behaviour and job satisfaction. The population for this study was 271 teachers from 21 schools of two Suburban school districts in Dallas Metropolis area. The Instruments used were the OCDQ, LBDQ and MSQ. Some of the findings were: Teachers in the open climate had higher mean scores for teachers’ job satisfaction than did the teachers identified in schools of closed climate. Teachers in the closed climate identified ability, social service and morale values as important aspects of job satisfaction. Teachers in the open climate identified creativity, morale and social service as important aspects of job satisfaction.

In a study conducted by Deoises (1979) on 300 secondary school teachers in Bangkok the following conclusions emerged (1) all the teachers in the study perceived their principals as effective leaders; (2) there was a significant relationship between organizational climate and principals’ leadership behaviour. No matter how teachers perceived their school organizational climate, they perceived their principals as effective leader.

Thomson (1980) studied the relationships of leadership behaviour of secondary school principals of education experimental variables. The sample consisted of twenty-eight secondary school principals of class III and 161 teachers from the schools were included in the study. The Leadership Behaviour Description Questionnaire and the questionnaire about secondary school principals were used to gather data. Findings were: (1) There was no significant interaction between principal’s leadership dimensions “consideration” and “initiating structure”, with principal’s formal training, (2) There was no significant interaction between principal’s leadership dimensions, “consideration” and “initiating structure”, with past administrative experience, (3) There was no significant interaction between principal’s leadership dimensions with the number of teachers supervised, (4) There was a statistically significant interaction between principal’s leadership dimension “initiating structure”, with principal’s experience and size of the school.
Monk (1980) carried out a study of organizational climate and principals’ leadership behaviour which were measured 3 times during the 1978-1979 school year in 5 new elementary schools in Texas. He found that teachers’ and principals’ changes in perceptions of climate and principal leadership behaviour were related to specific dimensions of organizational behaviour. Principals’ leadership behaviour appeared to be related to teachers’ concern about social and human-needs dimensions of organizational behaviour, while changes in principals’ perceptions appeared related to principals’ concern about task-oriented and structural dimensions of organizational behaviour. Both teachers’ and principals’ perception of the organizational climate in the school changed during the course of the school year. Teachers viewed the climate as more closed at the end of the year. Further more, as the school year progressed, teachers viewed the principal as less authentic in his actions, more impersonal in his relations with teachers, and less considerate of teachers’ social and human needs. As the school year progressed, principals viewed their own behaviour as less supervisory and more directive.

Isome (1983) conducted an analysis of the relationship among the organizational climate of selected high schools, the principal's leadership behaviour, and teacher decision involvement. Data were collected from thirteen high schools located in three counties in Ohio, and included 521 teacher respondents. Four instruments were used (a) the Charles F. Kettering Ltd, School Climate Profile, (b) the Principal Behaviour Descriptive Questionnaire, (c) the Decision Involvement Analysis Questionnaire and (d) the Personal Data Questionnaire. Their major conclusions were: (1) Instrumental and supportive leadership behaviour contributes significantly in the variance in respect of trust. (2) Supportive leadership behaviour and teacher involvement in setting and revising the goals of the schools contributes significantly to the variance in high morale, (3) Supportive and participative leadership behaviour and teacher involvement in determining the administrative and organizational structure of the school and developing procedure for reporting students progress to parents contributes significantly to the variance in opportunity for input.
Hudson (1983) conducted an analysis of the relationship between middle school principal's perceived leadership behaviour and the organizational climate. Two instruments, Organizational Climate Description Questionnaire and Leader Behaviour Description Questionnaire were administered to the teachers of middle schools. The findings were as follows: (1) The teachers’ perceptions of the principal's leadership does have an effect on the organizational climate of the schools, (2) Teachers who have a healthy perception of the principal's leadership behaviour, have a healthy perception of the school's organizational climate, (3) The principals who are high in both dimensions of Initiating structure and Consideration will have a high open climate within their schools.

James (1983) conducted a comparative study of leadership behaviour and school climate of selected elementary schools in the department of defense dependents’ schools in England. Teachers in schools with a student population of 170 or more completed the Leadership Behaviour Description Questionnaire Form XII and organizational Climate Description Questionnaire. The following were the conclusions: (1) The school organizational climate, as perceived by the teaching staff, tended to fall into two categories: open and closed, (2) No conclusions could be reached in respect of how the faculties viewed a female verses male principal, (3) The size of the school did not seem to be a factor in the frequency of leadership behaviour as perceived by the teachers, (4) There was a relationship between the teachers' perceptions of their school climate and their principal's leader behaviour, (5) The age of the principal did not seem to have an effect on the teachers perception of leadership behaviour nor the school climate.

Baraiya (1984) conducted a study to investigate the relationship between leadership behaviour of principals, organizational climate, management behaviour and student performance. The study revealed that management providing good or poor cooperation did not influence school climate in case of schools in rural and urban areas. Student performance was significantly related to school climate.
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The investigation done by Calzini (1984) on 170 subjects, observed that; (1) the school climate as perceived by the teaching staff tended to fall in two categories; open and closed; (2) there was a relationship between the teachers' perceptions of their school climate and their principals' leadership behaviour; but the relationship was low; (3) the 8 sub-tests of the OCOO showed no consistent relationship.

Debella (1985) studied "An analysis of Elementary Yeshiva School Principals' and Faculties' Perceived Leadership Behaviour and Organizational Climate in New Jersey and the New York City Boroughs of Brooklyn, Manhattan, and Staten Island".

To investigate elementary Yeshiva school principals' and faculties' leadership and climate perceptions; and to examine the relationship between these perceptions and demographic characteristics related to the principal (gender, experience, age, training) and the school (size, pupil/teacher ratio, socio-economic status, percentage of pupils bussed). The LBOO measured subjects' perceptions of principals' concern for Initiating Structure and Consideration. The OCDO measured subjects climate type from open to closed.

The investigator concluded that: (1) Principals perceived leadership and climate types more favourable than teachers; (2) Leadership was significantly related to climate.

Teachers who perceived principals as effective leaders perceived an open climate. Principals, who perceived themselves as considerate leaders, perceived an open climate, (3) Principals' biographical characteristics significantly related to leadership not climate, perceptions. Teachers perceived female’s principals as more effective than males. Principals perceived young females as more effective leaders than older males. (4) School demographics significantly related to open climate. Teachers perceived small percentages of bussed pupils (under 40) relating to open climate. Principals' open
climate perceptions related to smaller schools (under 2000). (5) Socio-economic location was unrelated to leadership or climate.

Krueger (1984) conducted a study of the secondary school climate relative to building leadership behaviour. As a result of this study, the correlations were significant in all cases, with one exception. For each hypothesis tested for the combined total of the twenty-two schools, there was no significant correlation recorded between the school climate profile and the feeder behaviour factor identified as "Production emphasis". The rationale for this latter occurrence can only be speculated.

The study defined an increased awareness of the leadership role of the building principal and outlined the need for this person to bring strength and vitality to the position. It also determined a correlation between the perception of the leader's role and the perception of the productivity and satisfaction existing within a school, as measured by its climate profile.

Singh (1985) conducted a study of school climate, leadership behaviour and moral development of the heads of elementary and secondary schools. He concluded that the two types of schools do not differ in leadership behaviour. In both the dimensions, i.e., "Initiating Structure" and "Consideration", the principals of both the types of schools are alike. 12% elementary and 18% secondary schools are high on "Thrust" showing that in these few schools the principal sets the example by working himself.

Sledge (1988) conducted an Investigation on "A study of the views of principals and classroom teachers towards selected principals of educational leadership and their relationship to school climate within the Muscogee County school District, Columbus, Georgia". The views of 25 principals and 163 classroom teachers of the Muscogec County School District, Columbus, Georgia, towards principals of educational leadership and their perceptions of school climate were investigated to determine what relationship, if any, existed among selected variables. It was concluded that significant
differences existed between the views of principals and classroom teachers in regard to educational principals of leadership within the type of schools studied and the school system overall. A difference also existed in perceptions of educational climate by principals and teachers in all cases. Principals perceived a climate somewhere between controlled and autonomous on the open side of the climate scale. On the other hand, a majority of teachers perceived that educational climate of the schools surveyed was closed.

Pandey (1986) carried a study to find out relationship between the leadership behaviour of principals and organizational climate of schools, teacher's morale and pupil performance. The study revealed that a significant and positive relationship was found between leadership behaviour of principal and organizational climate.

Teachers' morale was positively and significantly related to principal's behaviour. Pupil performance was significantly related to school climate.

Lopez (1987) studied the relationship of selected dimensions of leadership behaviour of principals to effective school characteristics. The two instruments i.e., LBOO and CSEO were completed by the teacher respondents, and the data were analyzed using Pearson Product Moment Correlation. The .05 level of significance was employed. The LBOO was used to identify teachers' perceptions of their principals' leadership behaviour with respect to twelve variables significantly correlated with leader effectiveness. These variables included representation, initiating structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, and superior orientation. The CSEO was employed to obtain data regarding seven characteristics linked by research to effective schools. These characteristics included safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and student time on task, frequent monitoring of student progress, and home school relations.
The study concluded that ten specific leadership behaviours appeared to be directly related to school effectiveness. Only two leadership behaviours, tolerance of freedom and tolerance of uncertainty appeared not to be directly related to school effectiveness.

Scott (1988) conducted a study on "Relationship between Teachers' Perceptions of the Principal's Leadership Behaviour and the Organizational Climate of selected Private Secondary Schools in Hawaii". The study investigated the relationship between teachers' perceptions of the leadership behaviour of their principals and the organizational climate in eleven private secondary schools on the island of Oahu, Hawaii.

Significant positive relationships were found between the principal's leader behaviour in all twelve dimensions of the LBDO-XII and the OCDO-IV dimensions of Esprit, Thrust, and Consideration; between all of the LBOQ-XII dimensions and the climate openness index computed from all teachers' responses; and between most of the LBOQ-XII dimensions and the climate openness Index for most of the individual schools. Significant negative relationships were found between ten of the LBDO-XII dimensions and the OCDO-IV dimensions of Disengagement and Hindrance.

Onyeri (1989) conducted a study entitled as "An Analytical Study of the Relationship between Leadership Styles of Principals and Organizational Climate within selected Elementary Schools".

Results in this study indicated that perceived leadership styles of the selected elementary school principals were positively and significantly related to the organizational climate of their schools. In addition, there were no statistically significant differences between the leadership styles of male principals and female principals. Principals' leadership styles were not influenced by their age and enrolment size of their schools. Academic qualification and experience of principals influenced their leadership styles. Organizational climate of the selected elementary schools was influenced by the principals' sex but it was not influenced by age and
professional experience. Based on the results of this study, school districts should regularly establish leadership training programs for elementary school principals.

Olson (1989) conducted an investigation under the title "A Retrospective Study of the relationship between Organizational Climate and Leadership in a new Community College". The two purposes of this descriptive ex-post facto co-relational study were to: (1) ascertain the organizational climate at a new community college, and (2) study and analyze the relationship between leadership and the development and maintenance of organizational climate. An instrument was used to measure the organizational climate, and personal observations and interviews were used to analyze the leadership at the college. The study was conducted at Northeast Texas Community College (NTCC).

The organizational climate variables were compared to the variables in the leadership portion of the study, and a positive relationship was found. While no direct causal relationship could be claimed to exist. The results of the personal interviews, coupled with direct observations and extremely positive organizational climate scores, tended to support current research described in the literature which contended that positive leader behaviours were closely related to positive organizational climate.

Wright (1989) studied "Teacher Perceptions of Organizational Climate and the Ratings of Wyoming Elementary School Principals on Selected Leadership Behaviours". The major findings of the study were that: (1) there were significant differences between the organizational climate scores of sample schools; (2) schools with less than 200 students received the lowest scores in schools climate regardless of the ratings of principals on identified leadership behaviours. (3) principals who were rated higher by their teachers in "supports teachers", "emphasizes achievement" and "provides orderly atmosphere", received higher scores on school climate as determined by the general openness score of the OCDQ and (4) female administrators received higher school climate scores than their male
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counterparts when general openness score were used as the dependent variable in leadership behaviours of "supports teachers" and "provides orderly atmosphere". Female administrators also received consistently higher scores than males when OCDQ subtest scores for characteristics of the principal were used as the dependent variable on the ratings for "provides orderly atmosphere".

Clark (1991) found a significant relationship between teachers' perception of the leadership behaviour of the middle schools' principals and the organizational climate of their schools.

In the study on relationships between principals' leadership styles and school climate, in senior industrial high school in Taiwan, the Republic of China with 280 subjects, Chen (1991) found out that senior high school climate was correlated to the principals' leadership behaviour.

In an attempt to analyse the relationship between school climate and principal's leadership vision, on a data of principals and teachers of 30 elementary and secondary schools, Braun (1991) concluded that, a positive relationship existed between teacher's perception of leadership vision and school climate.

Azari (1991) studied organizational climate in relation to the leadership behaviour and self concept of principals in the primary and secondary schools of Kerman city (Iran), and the investigation showed that. (1) Leadership behaviour of principals affected the organizational climate of schools significantly. The organizational climate of the schools was influenced highly by the principals having high leadership behaviour than by those having low leadership qualities (2) there was a positive and significant correlation between the organizational climate and leadership behaviour as well as between the organizational climate and self concept. However, the correlation between the two independent variables, leadership behaviour and self concept was negligible. (3) Leadership behaviour did not interact with the self concept of principals to cause any significant impact upon the organizational climate of the schools.
Stewart (1992) studied the relationship among perceptions of organizational climate, leadership quality and institutional values in a community college, using Commitment to Excellence Survey (CCES), and the Howard Community College Values Survey (HCCVS). The analysis of the data showed relatively strong correlations between leadership and climate variables.

Schwede (1994) determined relationship between the perception of leadership behaviour and organizational climate in a statewide community college system. Results of this study indicated that there were no distinguishing factors in the relationship of a campus chief executive's officer's age, time in position or service to the area to their primary leadership behaviour. The leadership behaviour as perceived by the campus faculty and administrative staff indicated that a large number of campus chief executive officers exhibited an autocratic leader behaviour. Where the leader did not seek out group consensus on decision making, all decisions were hierarchical and information flowed downward through the organization. A smaller percentage exhibited participative leadership behaviour with only one exhibiting consultative leadership behaviour. The mean values on organization climate indicated that those climates with lower mean values did not have a specific relationship to a particular leadership behaviour. Additionally perceptions of faculty varied very little from administrative staff perceptions in their assessment of either the leadership behaviour of the chief executive officer or the organizational climate of the institution. The relationship between leadership behaviour and organizational climate was statistically significant on autocratic leadership behaviour and the three organizational climates of Staff Input, Communication and Overall while consultative leadership behaviour had a relationship with the organizational climates of Communication and Overall.

Stillwell (1998) designed to describe the organizational climate and leadership behaviour in Texas Community College as perceived by faculty members. Relationships between the Organizational Climate Description Questionnaire - Higher Education (OCOQ) subscale scores (consideration, intimacy, disengagement, and
production), Leader Behavior Description Questionnaire (LBDQ) sub-scale scores (consideration, initiation structure, and tolerance of freedom), and demographic variables were also investigated. A study-generated survey was mailed to 974 faculty members from 49 Texas' Community Colleges. A total of 545 faculty members returned the survey with 505 completed and usable. Overall sub-scale mean scores were highest for OCDQ sub-scale production and lowest for OCOQ sub-scale disengagement. All sub-scale mean scores were within the 'occasionally' range. Statistically significant correlation coefficients were found between the OCDQ sub-scale consideration and the demographic variables of faculty's age, race, and years of teaching. OCDQ production sub-scale scores were found to be correlated to race.

Overall sub-scale mean scores were highest for LBDQ sub-scale initiating structure and lowest for LBDQ sub-scale consideration. All sub-scale mean scores were within the 'occasionally' range. The LBDQ consideration sub-scale scores were found to be statistically correlated with the demographic variables of age, race, and years of teaching. Initiating structure sub-scale scores were found to be correlated with the demographic variables of race, educational level, and instructional area. The tolerance of freedom sub-scale scores were found to the statistically correlated with the demographic variables of age and race. Statistically significant correlation coefficients were found between all the sub-scale scores of the OCDQ and all the sub-scale scores of the LBDQ.

Smith (1998) examined relationships between teachers' perceptions of the leadership behavior of secondary school principals and the organizational climate of their schools. The Pearson's Product-Moment correlation was used to determine if significant relationships existed between leader behavior (measured by the Leadership Behavior Description Questionnaire-Form XII) and school climate (measured by the Organizational Climate Description Questionnaire). The sample consisted of 9 principals and 131 secondary teachers.
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The null hypothesis was tested to address the question of whether the perceived leadership behavior of selected secondary school principals correlated significantly with perceptions of the organizational climate of their schools. The Pearson's Product-Moment correlation coefficient of the relationship between perceptions toward organizational climate and perceived leadership behavior was .8788, which was statistically significant at the .01 level. The results of this study suggested that there was a significant relationship between teachers' perceptions of the leadership behavior of the selected secondary school principals and the organizational climate of their schools. The correlation of .8788 indicated a high positive relationship.

Stillwel (1998) designed a study to describe the Organizational climate and leadership behaviour in Texas Community College as perceived by faculty members. This study examined relationships between teachers’ perceptions of the leadership behaviour of secondary school principals and the organizational climate of their schools. The results of this study suggested that there was a significant relationship between teachers' perceptions of the leadership behavior of the selected secondary school principals, and the organizational climate of their schools.

Suk-Dong (2000) made a study of the relationship between principal leadership and school climate in Korean secondary schools. This study was conducted to determine the relationship between teacher’s perceptions of leader behaviour and school climate. Teachers’ perceptions of leader behaviours were treated as independent variables and measured by the Principals. There was a strong positive relationship between transformational leadership and the Openness dimension of school climate.

Lord (2001) in his study entitled as, instructional leadership teams and school climate, which was a descriptive study of leadership behaviour and indicators of climate in secondary schools, focused on instructional leadership and school climate among the faculty of secondary schools. Current research suggests that instructional leaders
need to work together with their faculties to create an open healthy climate in order to realize school goals, successfully implement curriculum, and ultimately improve student achievement.

Sarataphun (2001) studied “Effect of Personality Types, Job Satisfaction and Teachers’ Perception of Leadership Behaviour on Organizational Climate of Secondary Schools in Thailand”. The results showed that there were significant and positive values of correlation between Teachers Perception of Leadership Behaviour and Organizational Climate.

2.3 Organizational Climate and Job Satisfaction

Sargent (1967), Morris (1976), Shaw (1976), Craig (1980), Nath (1980, Leonard (1982), Veridichhio (1982), Barahimi (1986), Raisani (1988), Kabes (1990), May (1993), Stile (1994), Theunissen (1994) and Brice (1998) have studied the relationship between organizational climate and job satisfaction and revealed that there existed a significant relationship between organizational climate and job satisfaction. The studies further revealed that teachers working in open climate were more satisfied than teachers working in closed climate schools. Nath (1980) revealed that teachers working in government schools were more satisfied than those who were working in privately managed schools. Gunter (1983) and Sackville (1983) showed that organizational climate was not related to gender of administrators.

Hamlin (1967) used MSQ in determining relationships between job satisfaction and school climate in one school district in Minnesota. In this study 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 Principal's consideration to be lower than the men teachers. It was also found that more experienced and older teachers perceived Intimacy among teachers to be lower than less experienced and younger ones.
Koployoy and Mathur (1967) carried out a study to examine satisfaction within a climate. They found that satisfaction differed significantly along the salary dimension in the merit salary system. They also found that regardless of salary open schools had high morale faculty.

The purpose of DiCaprio's (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 included the 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 a relationship between the perception of organizational climate and (1) general job satisfaction of teachers (2) the biographical characteristic of sex (women) tended to have higher climate scores. However, there was no significant difference in perception of organizational climate between the teachers in rural schools and those working in sub-urban schools. The major finding from this study was that there was a significant relationship between openness of climate of a school and general job satisfaction of teachers.

In his study, Craig (1980) analysed "The Effect of Organizational Climate and Leadership Behaviour on Teacher Job Satisfaction in Selected Schools". The study was designed to find out possible relationship of organizational climate, leadership behaviour and Job Satisfaction. The population for this study was 271 teachers from 21 schools of two suburban school districts in Dallas Metropolis area. The instruments used were the OCDQ, LBDQ and MSQ. Some of the findings were: Teachers in the open climate had higher mean scores for teachers' job satisfaction than the teachers identified in schools of closed climate. Teachers in the closed climate identified ability, social service and morale 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) found 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 teacher job satisfaction showed both positive and negative correlations. From the analysis, it was concluded that the organization climate of a school affects teachers’ job satisfaction. If the climate is favourable, teachers feel satisfied and perform their duties in a self-contented manner.

Kulsum (1985) examined the relationship between school organizational climate and teachers’ job satisfaction of secondary school teachers in the city of Bangalore and found that: (1) School organizational climate correlated positively and significantly with job satisfaction scores. (2) Teachers working in familiar climate type schools had a higher level of job satisfaction, followed by teachers working in the open, autonomous climate type schools. (3) Female teachers had higher levels of job satisfaction than male teachers.

Ronnenkamp (1985) undertook a study to determine the relationship of organizational climate and job satisfaction when applied to the responses of teachers and administrators in selected schools in the Davis County School District (Utah). The conclusions were (1) There was a direct relationship when applied to the combined responses, (2) Job satisfaction was more directly related to the climate characteristics of teachers than to climate characteristics of the principals.

Sarker (1985) designed a study to investigate the relationship between role perception and job satisfaction of teachers and headmasters in relation to organizational climate of secondary schools in Dacca city. The study revealed that there existed significant relationship between the overall role perception and job satisfaction of teachers working under open, autonomous, controlled, familiar, paternal and closed climates.
Sardana (1986) carried out a study to determine 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 correlation between organizational climate and job satisfaction. Teachers and principals in rural schools seemed more satisfied with their job than those in urban schools.

Lofland (1985) investigated the relationship between the established organizational climate and job satisfaction levels of teachers in the districts of Columbia Public Schools, and revealed that the type of organizational climate was a significant variable, whereas sex, age, level of experience, and teaching level had no significant effect.

Ghonaium (1987) conducted a study to examine the relationship between organizational climate, job satisfaction, school size and to discover differences and similarities in perceptions of 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 administration and teachers did not affect the perception of organizational climate. Educational district size was positively related to job satisfaction and organizational climate for administration.

Barahimi (1986) investigated "The Relationship between Organizational Climate and Teachers' Job Satisfaction in Iranian Middle Schools", The findings of the study were as follows: (1) The more open the school climate was, the greater were teachers' general, extrinsic and intrinsic levels of job satisfaction,(2) Very open organizational climates tended to be associated with the highest levels of teachers' general job satisfaction, (3) School climate was perceived to be most open in communities of the highest socio-economic levels but least open by teachers having the high level of education. The other demographic variables demonstrated no significant relationships with either dependent variable.
Samad (1986) found that a positive significant relationship existed between openness of school climate and teacher job satisfaction on the whole. A significant positive correlation was also found between teachers' job satisfaction on the whole and the organizational climate dimensions of Thrust, Consideration, Production Emphasis and Esprit. This correlation was not significant for the climate dimensions of Intimacy and Aloofness. Furthermore, there was no significant difference between teachers working in more open climate schools and those working in less open climate schools for the subscales of Manager, Society, Emoluments and Students.

Samad (1986) studied organizational climate of government high schools of Chandigarh and its effect on job satisfaction of teachers, and the investigation showed that: (1) Teachers in more open climate schools had higher job satisfaction than teachers of less open schools (2) Male and female teachers did not differ significantly in their perception of some dimensions of organizational climate, viz. Disengagement, Hindrance, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration. (3) Female teachers express more openness of climate than their male counterparts. (4) Female teachers were more satisfied with their job than their male counterparts.

Cressy (1986) determined relationship among job satisfaction of principals, school climate as perceived by teachers, and demographic factors. The self-perceived dominant style of principals (71% male, 21% female) were telling (19%), selling (24%), consulting (20%), and joining (37%). Job satisfaction was experienced by 72.5%. School climate was rated by 67%. Tenure of the principal and counseling background correlated with high job satisfaction. Smaller schools and younger and less experienced principals correlated with higher climate scores. No significant correlation was obtained between job satisfaction and school climate.

Weber (1986) examined the relationship between job satisfaction and organizational climate, and the results revealed that:
rigid institutional bureaucratic structure correlated highly with job satisfaction.

Schutz (1987) investigated the relationship between teachers' job satisfaction and their perceptions of organizational effectiveness. He found significant relationship between teachers' job satisfaction and their perceptions of the organizational effectiveness of the school.

Basscmo (1988) investigated the relationship between job satisfaction and organizational climate. His findings demonstrated significant differences in satisfaction with work, pay of people, supervision and overall job satisfaction and further organizational climate was significantly related to job satisfaction and 22 percent of the variance was on account of overall faculty job satisfaction.

Davis (1990) investigated relationship between satisfaction and school climate in elementary schools in rural Georgia and found statistically significant relationship between satisfaction and school climate.

Kabes (1990) identified and explored the relationships between teacher satisfaction and school organizational climate. He found that there was an overall significant positive correlation (p < .001) between climate and satisfaction, and between subscales of climate and subscales of satisfaction.

Santosh (1991) carried out a study to investigate the relationship between organizational climate and job satisfaction of teachers of schools administered by male and female principals. The findings revealed that teachers working under the male principals were more satisfied than teachers working under female principals. No significant differences were found on the dimensions of Disengagement, esprit and thrust among schools of both the groups.

Chittom (1991) investigated the relationships between Mississippi public secondary teachers' perception of school climate and level of job satisfaction. He found teachers with high level of job
satisfaction indicated more favorable impression of school climate than did teachers with low level of job satisfaction.

Hipps (1991) examined the relationship between the variables job stress, stress related to the Alabama Performance-Based Accreditation Standards, locus of control, age, gender, burnout and job satisfaction among Alabama public school teachers and principals. Findings revealed that job stress, stress related to the Alabama Performance-Based Accreditation, locus of control was related to job satisfaction.

Stressors related to subordinate-super ordinate relationship, relationship with students, salary and compensation, and school environment standards were negatively related to job satisfaction. Age and gender were not significantly related to job satisfaction.

Alltounian's (1992) research findings revealed that teachers working within the interdisciplinary middle schools perceived a greater degree of job satisfaction and perceived school organizational climate more favorably than teachers working within the departmentalized schools. There was positive relationship between organizational patterns, school climate and job satisfaction.

Clement's (1992) findings revealed that achievement and interaction with students were the primary sources of job satisfaction for teachers. Positive school climate was also very important determinant of job satisfaction. Additionally, no demographic factors made a significant difference in the ranking of the variables.

Smith (1992) investigated the relationship of teachers’ perceptions of territoriality and sense of efficacy to job satisfaction of 350 public school elementary teachers teaching in Virginia and found that there was significant correlation between openness and satisfaction with co-workers and between responsibility for students and satisfaction with the job in general. Significant correlations were also found between efficacy and satisfaction with present work and
the job in general. An analysis of the data indicated that the demographic variables had little effect upon these relationships.

Abu Saad’s (1990) research study showed the positive and significant relationship between organizational climate and teachers’ job satisfaction, the findings also revealed that the more supportive the principal, the higher the level of work. And there was positive and significant relationship between the demographic variables and job satisfaction, the data revealed that the female teachers had higher proportion of satisfaction with work than male teachers, and the teachers who had higher educational level had more satisfaction with work.

Khury (1993) examined 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 was consistently related to faculty trust, teacher satisfaction, and school health.

Mannahan (1993) examined the effects of need-climate congruence on the level of job satisfaction of 108 hospital nurses from Texas and Oklahoma. Findings revealed that there was a strong relationship between organizational climate and job satisfaction, a moderate relationship between need-climate interaction and job satisfaction and a weak relationship between need and job satisfaction.

Song (1993) explored the relationship between job characteristics and job satisfaction, and the impact of organizational climate on that relationship in the public sector. Findings revealed the relationship between job context factors (such as relationship with co-workers and treatment by supervisors) and job satisfaction was stronger than the relationship between job characteristics (such as job autonomy and task significance) and job satisfaction. The job characteristics and job satisfaction relationship was significant moderated by organizational climate. This relationship was weak for the group with a favourable climate. Also, the relationship was
significantly moderated by the effects of the interaction between organizational climate and individual needs for personal growth. Thus, the relationship was particularly strong for the high managers with an unfavorable climate, but significantly weak for the high-NPG managers with a favorable climate.

Stiles (1994) studied the relationship between the organizational climate and teacher job satisfaction in the Gwinnett country (Georgia) Public Schools. There was a significant relationship found between organizational climate and teachers' job satisfaction, and there was significant relationship between school climate and size of the school. The relationship between job satisfaction and the variables of age, sex, years of teaching, years with the same principal, educational level, and school size were not significant.

Williams (1993) studied a conceptual model of teacher job satisfaction based on prominent job satisfaction theories in business and industry found that the administrative climate (i.e. leadership 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 parent and colleagues) also appeared to have a significant direct effect on job satisfaction for general educators. The result of the study also indicated a lack of substantive evidence that salary, teaching assignment, and educational level of teachers had an impact on job satisfaction.

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

Theunissen (1994) studied the variables of organizational climate, staff development, and job satisfaction of teachers in order to determine how they would enable a teacher to function as a competent
practitioner. His findings revealed that the principal was key person who determined the organizational climate of a 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 organizational climate eased the burden of a principal as it motivated teachers to perform their educational task effectively.

Baughman's (1995) results indicated that only organizational climate and health were significant in accounting for variance in job satisfaction of secondary teachers.

Evans (1998) investigated the nature of the relationship between measures of organizational climate and measures of job satisfaction as perceived by community college presidents. Furthermore, this study was done to ascertain if there were significant differences in means for job satisfaction within the context of organizational climate when controlling for gender, ethnicity, classification of the community college, and number of years of experience as a college president. It was evident that several of the organizational climate factors were significantly related to job satisfaction for community college presidents. Those factors were: regard for personal concerns, internal communication, organizational structure and professional development opportunities. Furthermore, the most important job satisfaction variable for community college presidents was their relationship with the board of trustees or supervisor.

Brice, (1998) determined 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 variables of school climate and teachers’ job satisfaction. He found that a significant relationship existed between school climate and teacher job satisfaction, gender, and race. In other words, the findings indicated that school climate and job satisfaction, gender, and race were statistically related. No independent relationship was found between school climate and gender or race. In addition, there was not a significant interaction
between school climates on each of the remaining individual variables.

Sajjabi (1999) studied the relationship between organizational climate and teacher job satisfaction in secondary schools of the Buganda and Busoga regions of Uganda. The major finding was that there existed a positive and significant relationship between the organizational climate of schools and the job satisfaction of teachers in the Buganda and Busoga regions of Uganda: as one moved from more closed climate to more open climate, the mean scores of teacher job satisfaction went on increasing.

Brown (2001) in his study which, purposed to determine the relationship between organizational climate and job satisfaction in the Clark Country School District, found that there was a significant relationship between organizational climate and teacher job satisfaction. There were significant correlations found between the characteristics of job satisfaction and the characteristics of organizational climate. He further ascertained that no significant relationship was observed between the variables of gender, years of teaching experience, educational level, ethnicity, and climate or job satisfaction. The study revealed that open climate and higher job satisfaction were related.

Park (2001) studied the relationship between ministry satisfaction and organizational climate among Sunday school teachers in the Korea Evangelical Holiness Church. In his study he employed a causal comparative and correlation research design to explore the relationship between job satisfaction and organizational climate, selected socio-demographic variables, and volunteer history variables. While significant differences were found in several job satisfaction subscales, there was no significant difference in overall job satisfaction. Also, it was found that there were significant correlations between job satisfaction and organizational climate but their correlations were weak.

Sarataphun (2001) studied “Effect of Personality Types, Job Satisfaction and Teachers’ Perception of Leadership Behaviour on
Organizational Climate of Secondary Schools in Thailand”. He concluded that, there were significant and positive values of correlation between job satisfaction and organizational climate.

This scanning of related literature sets up the necessary context for the methodological elaboration of the investigation which forms the next chapter of the study.