CHAPTER III

REVIEW OF RELATED LITERATURE
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3.1 Introduction

The review of the related literature is an essential aspect of any research work. This is an exacting task, calling for a deep insight and clear perspective of the overall field. It is a crucial step which invariably minimizes the risk of dead ends, rejected topics, wasted efforts and trial and error activity, approaches already discarded by previous researchers, and even more important erroneous findings based on faulty research designs. It provides a greater understanding of the problem and its aspects to ensure the avoidance of unnecessary duplication; it enables to compare the data, on the basis of which a researcher can evaluate and interpret the significance of area's findings, and in addition, contributes to the scholarship of the investigator. The relevant literature is a fruitful source of objectives and hypotheses. Further it is also very helpful as a backdrop for the study.

With these objectives, a survey has been made on the area of job satisfaction of secondary school teachers. While surveying, it was found that the previous studies on job satisfaction were few and are presented in the form of abstracts in the present chapter.
3.2 Previous Studies

Singh (1974) studied "Measurement of Teacher Values and their Relationship with Teacher Attitudes and Job Satisfaction".

The present study was an attempt to know precisely what were the dominant values of the teachers, whether their attitude towards their profession was favourable or not, and whether they were satisfied with their jobs or not. Ultimately, the study was concerned with examining the nature of relationship between teacher values, attitudes and job satisfaction. An important phase of the study was the construction and standardization of a "Teacher Value Inventory".

The study was conducted in two phases. In the first phase, the Teacher Value Inventory (TVI) was constructed and standardized. In the second phase the TVI was administered and relationship between teacher values, attitudes and job satisfaction was studied. The sample consisted of 517 higher secondary school teachers of the union territory of Delhi for standardization of the TVI. For the study of relationship between values, attitudes and job satisfaction a different sample of 521 teachers was selected on the basis of stratified random sampling. Management, location type of school (boys, girls) formed the criteria certifying and selection. The tryout was carried 300 teachers not included in these two sample. Split-half reliability and concurrent validity of instrument
were found to be quite satisfactory. TVI also validated on the basis of the
known. The final form of the TVI consisted of one booklet (bilingual), one
separate answer sheet, manual and a set of scoring keys. In addition to this,
Ahluwalia'a Teacher Attitude Inventory, modified version of the Roth's Staff
Satisfaction Survey, personal data sheet were also administered to collect the
data.

Findings of the study were: (i) teachers who were the highest on social
and theoretical values who were lowest on economic and political values; (ii)
the teacher did not make any difference between religious and political values
who differed in age; (iii) level of education, training, management of school,
location and size of the school had significant bearing on values of teachers; (iv)
teachers also differed according to the subject they taught; (v) the professional
attitudes of teachers were favourable and their attitude towards centered
practices and educational process was favourable than their attitude towards
teaching, a profession, classroom teaching, pupil and (vi) there was no
difference in the attitude of teachers due to difference in age; male and female
teachers differed in their attitude; (vii) teachers were moderately satisfied with
all factors of job satisfaction except with economic benefits, physical facilities
and administration; (viii) there was no difference in the level of satisfaction of
teachers due to difference in age; female and unmarried teachers are more
satisfied with all the factors than the male experienced teachers; (ix) there was
significant positive relationship between scores on theoretical and values and scores on attitudes; contrary to this was a negative relationship between scores on economic and political values and scores on attitudes; (x) relationship between scores on values and scores satisfaction was more pronounced; teachers are high on theoretical values were significantly with their profession; similarly teachers scores on social values were also highly satisfied; teachers scoring high on economic, political values were not satisfied with their profession the relationship was negative and significant in case of economic values and political values; and (xi) there was a positive and significant relationship between scores on attitudes and scores on satisfaction.

Lavingia (1974) undertook "A study of Job Satisfaction among School Teachers".

The main aims of the study were: (i) to measure the degree of job satisfaction among teachers; and (ii) to study the impact of job satisfaction on the stability of teachers. The hypotheses tested in the study were: (i) female teachers are more satisfied than male teachers; and (ii) there is significant relationship between job satisfaction and stability of teachers.

The sample consisted of 1600 teachers from primary and secondary schools of the State of Gujarat. A rating scale was used to collect data.
Major findings of the study were: (i) primary school teachers were more satisfied than secondary school teachers; (ii) female teachers were more satisfied than male teachers; (iii) job efficiency was positively correlated with job satisfaction; (iv) young teachers, in the age group of twenty to twenty-four years, were more satisfied in both the groups of primary and secondary teachers; and (v) unmarried teachers were more satisfied.

Shelat (1975) undertook "A Study of Organizational Climate, Teacher Morale and Pupil Motivation Towards Institution in Secondary Schools of Baroda District".

Major objectives of the study were: (i) to measure and identify organizational climate, teacher morale and academic motivation of pupils; (ii) to find out interrelationship between organizational climate and leadership behaviour, organizational climate and teacher morale, organizational climate and pupil motivation, organizational climate and pupil achievement at the S.S.C. Examination; (iii) to find out interrelationship between teacher morale and pupil achievement, teacher morale and leadership behaviour, teacher morale and academic motivation of pupils; and (iv) to examine the relationship between organizational climate and its correlation with reference to the location, size and effectiveness of schools.
The sample consisted of 100 high schools selected from the thirteen Talukas of Baroda district. Tools employed for the collection of data were the adapted Gujarati version of (i) the Organizational Climate Description Questionnaire by Halpin and Croft; (ii) the Leadership Behaviour Description Questionnaire by Halpin and Winer; (iii) the School Survey by Robert Coughalan; (iv) the Junior Index of Motivation by Jack Frymier; (v) personal data sheet; and (vi) external criteria sheet.

Major findings of the study were: (i) the organizational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types were predominant; (ii) greater percentage of small size schools had open and autonomous climate as against greater percentage of large size schools having controlled and familiar climate; (iii) most of the high achievement schools had closed climate and low achievement schools had open climate; (iv) schools having closed climate had low teacher morale, whereas schools of open climate had high teacher morale; (v) open and autonomous climate contributed to boys’ academic achievement, whereas controlled and familiar climate contributed to girls’ academic achievement, and paternal climate contributed to the academic achievement of both boys and girls; (vi) no relationship existed between the age of the teachers and school climate; and (vii) leadership behaviour did not influence pupils’ academic achievement.
Samrong (1976) undertook "A Study of Organizational Climate and Teacher Morale in Secondary Schools in Central Zone of Thailand".

The major objectives of the study were: (i) to identify organizational climate of each of the sampled school on a continuum with three focal points, openness on one end, closeness on the other end and an intermediate position between the two extremes; (ii) to measure teacher morale of the sampled schools; (iii) to identify the leadership behaviour patterns of the principals; and (iv) to examine some of the results yielded by the present research pertaining to climate, morale and leadership interlocking them with some selected independent variables.

Sixty secondary schools were selected randomly from the total of 105 schools in the city of Bangkok and round about provinces. The data were collected with the help of three tools developed by the investigator, viz., tool on organizational climate, tool on teacher morale, and tool on leadership behaviour.

The study revealed the following: (i) In the central zone of Thailand, majority of schools (fifty five percent) belonged to the intermediate climate type and the least (fifteen percent) belonged to the closed climate type. The open climate schools constituted thirty percent of the total number of schools. All the three categories of climate were distributed over the four regions. (ii) Open
climate schools were highest in the West region and lowest in the East region. In open climate category, 33.33 percent were boys schools, 11.11 percent were girls schools and 55.56 percent were mixed schools. (iii) Open climate schools had higher mean scores on dimensions, and Esprit (69.50), Intimacy (56.50), Thrust (56.17), and Communication (55.44). (iv) Of the total sampled schools, 36.6 percent had high teacher morale, 33.3 percent had average teacher morale and 30.1 percent schools had low teacher morale.

Tripathi (1978) undertook a study on “Organizational Climate and Teacher Attitudes: A Study of Relationships”

The study aimed at finding out: (i) the organizational climate of the intermediate colleges of Varanasi district; (ii) the professional attitudes of selected teachers of these colleges with respect to teaching profession, classroom teaching, child-centred practices, educational process, pupils and teachers; and (iii) the nature and degree of relationship between the professional attitudes of teachers and certain factors of organizational climate.

The sample of the study constituted 840 teachers, ten each from all the eighty four intermediate colleges in Varanasi district. The tools used were: (i) Organizational Climate Description Questionnaire (OCDQ); and (ii) The Ahluwalia’s Teacher Attitude Inventory (TAI). The statistical techniques used were the t-test and product-moment correlation.
The major findings of the study were as follows: (i) Under rural–urban dichotomy of intermediate colleges only on autonomous climate, percentage difference was highly significant; (ii) under government private dichotomy, percentage difference on open climate was significant; (iii) on professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges, and girls’ and boys’ colleges, were not significant; (iv) there existed a statistically significant relationship between ‘thrust’ and attitude towards child-centred practices; and (v) ‘disengagement’ showed significant negative relationship with attitude towards classroom teaching and teachers.

Goyal (1980) undertook “A Study of the Relationship among Attitudes, Job Satisfaction, Adjustment and professional Interests of Teacher–educators in India”.

The main objectives of the study were: (i) to measure attitudes, job satisfaction, adjustment and professional interests of teacher-educators of different categories based on sex, age, qualification and experience, (ii) to find out the difference in attitude, job satisfaction, adjustment and professional interests among groups of teacher-educators based on sex, age, qualification and experience, (iii) to find out the relationship among attitude, job satisfaction, adjustment and professional interests of teacher-educators of different
categories, and (iv) to predict job satisfaction of teacher-educators by treating their attitudes, adjustment and professional interests as independent variables.

The sample consisted of 314 teacher-educators working in thirty-eight institutions, which included men and women of different age groups possessing different qualifications and teaching experience. The tools used were a self-constructed attitude scale, Indiresan’s Job Satisfaction Inventory, Bell’s Adjustment Inventory and a self-developed inquiry form for professional interests of teacher-educators. Mean, standard deviations, t-test, analysis of variance, product moment correlation, multiple linear regression analysis were used for statistical interpretation.

The major findings of the study were: (i) A large majority of the teacher-educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest. (ii) The attitude and job satisfaction of different groups did not differ significantly. (iii) A majority of the teacher-educators had low interest in the profession. (iv) Emotional stability among the teacher-educators increased with age. (v) Professional interest among teacher-educators increased with teaching experience in a school. (vi) Attitude, Job satisfaction and occupational adjustment among teacher educators were associated with one another, whereas social and emotional adjustment and professional interests were not
related with other variables. (vii) Job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

Gupta (1980) conducted "A Study of Job Satisfaction at Three Levels of Teaching".

The objectives of the study were: (i) to measure the job satisfaction of primary school teachers, secondary school teachers and college teachers, (ii) to find out the relationship between selected psychological variables and job satisfaction exhibited by primary school teachers, secondary school teachers and college teachers, (iii) to compare the job satisfaction of married teachers with that of unmarried teachers, (iv) to compare the job satisfaction of teachers of different age groups, (v) to compare the job satisfaction of teachers of different experience groups, (vi) to work out multiple regression equations that could predict the job satisfaction of primary school teachers, secondary school teachers and college teachers, separately, and (vii) to compare the job satisfaction of primary school teachers, secondary school teachers and college teachers.

The sample consisted of 765 male teachers of primary schools, secondary schools and colleges of Meerut division, selected on the basis of stratified random sampling. The study used Teacher's Job Satisfaction Scale (TJSS), Attitude Towards Teaching Career Scale (ATCS), Meenakshi Personality
Inventory (MPI), Personality Maturity Test (PMT) and Personal Data and Information Form (PDIF). The study applied product moment coefficient of correlation, multiple coefficient of correlation, regression analysis, F-test and t-test.

The findings of the study were: (i) Needs of achievement, affiliation and endurance were positively related while needs of autonomy, dominance and aggression were negatively related to the job satisfaction of primary school teachers. Needs of exhibition, succorance, abasement and nurturance were not related significantly with the job satisfaction of primary school teachers. (ii) Attitude towards teaching as a career and personality maturity were positively related to the job satisfaction of primary school teachers. (iii) Marital status, age and teaching experience were not associated to the job satisfaction of primary school teachers. (iv) Out of twelve variables only eight were significant contributors to the prediction of job satisfaction of primary school teachers. These eight variables were: attitude, n-aut, n-ach, n-aff, personality maturity, n-exh, n-end, and n-suc ($R = 0.675$). (v) Need achievement was positively related while needs of exhibition, autonomy and aggression were negatively related to the job satisfaction of secondary school teachers. Needs of affiliation, succorance, dominance, abasement, nurturance and endurance were not related significantly to the job satisfaction of secondary school teachers. (vi) Attitude towards teaching as a career and personality maturity were positively related to
the job satisfaction of secondary school teachers. (vii) Marital status, age and teaching experience were not associated significantly with the job satisfaction of secondary school teachers. (viii) Out of twelve variables only eight were significant contributors to the prediction of job satisfaction of secondary school teachers. These variables were: attitude, n-ach, n-aut, personality maturity, n-end, n-dom, n-aba, and n-suc ($R = 0.767$). (ix) Needs of achievement and abasement were positively related while needs of nurturance and aggression were negatively related to the job satisfaction of college teachers. Needs of exhibition, autonomy, affiliation, succorance dominance and endurance were not related significantly to the job satisfaction of college teachers. (x) Attitude towards teaching as a career and personality maturity were positively related to the job satisfaction of college teachers. (xi) Unmarried college teachers were more satisfied than married college teachers. There was a U-shaped relationship between age and job satisfaction of college teachers. Teaching experience was not associated significantly with the job satisfaction of college teachers. (xii) Out of the twelve variables only five were significant contributors to the predication of job satisfaction of college teachers. These variables were: attitude, n-agg, n-nur, personality maturity and n-aba ($R = 0.732$). (xiii) Secondary school teachers and college teachers were almost equally satisfied with their job.
Joshi (1980) made "An Investigation into Organizational Climate of Higher Secondary Schools of Rajkot City".

The investigation aimed at (i) replicating Halpin and Croft's study on higher secondary schools of Rajkot city, (ii) identifying and classifying the organizational climate of these schools, (iii) constructing a profile for each school, (iv) comparing the climate of various types of schools, and (v) studying the relationship of different types of schools (sex-wise), school size, school management, location of schools and their course streams with the organizational climate.

It was hypothesized as follows: (i) Higher secondary school would differ among themselves in the organizational climate. (ii) The schools under study would not differ from Halpin and Croft's schools among different climate categories. (iii) The organizational climate of government schools and private schools would differ. (iv) The climate of schools for boys and that of schools for girls would differ. (v) The climate of schools of different size and different levels of performance would differ. (vi) The climate of a school with science stream and that of a school with general stream would differ.

Fourteen higher secondary school of Rajkot city were studied. The OCDQ, personal interview with the Rajkot District Education Officer and the records from his office were used.
Eight dimensions of organizational climate given by Halpin were found out for all the schools. The fourteen schools were classified into six organizational climates given by Halpin and Croft, namely, open climate, autonomous climate, controlled climate, familiar climate, paternal climate, and closed climate.

The major findings of the investigation were: (i) All categories of climate were available in the schools. The number of higher secondary school with closed climate was maximum, the familiar climate type schools ranked second and the number of schools with controlled climate was minimum. (ii) There was no difference with respect to the category of organizational climate between government school and private school, high or low performing schools, those with varying size, location and with different streams.

Amarsingh (1985) conducted a study on "Correlates of Job Satisfaction Among Different Professionals".

The objectives of the study were: (i) to construct and standardize a job satisfaction scale, (ii) to find out the incidence of job satisfaction amongst professionals, (iii) to compare the incidence of job satisfaction amongst teachers, engineers, advocates and doctors, (iv) to relate job satisfaction with job-intrinsic and job-extrinsic variables and age, experience, academic and professional attainment, mental status, family size, and employment of spouse and 9v) to
relate job satisfaction with personality dimensions and traits such as self esteem, extraversion/ introversion, neuroticism and emotional stability.

The study was conducted in two phases. In the first phase a sample of 320 subjects was selected randomly. It included 80 college or university teachers, 80 engineers, 80 advocates, 80 doctors. In the second phase those subjects from amongst teachers, engineers, advocates and doctors who had obtained scores equivalent to Q1 or below, and scores equivalent to Q3 or above on the job satisfaction scale, were administered, (i) the Rosenberg Self-esteem Scale, (ii) the Eysenck's Personality Inventory. These two tests were administered to 75 subjects who were termed the dissatisfied group as well as to 87 subjects who were termed the satisfied group. The job satisfaction scale used was prepared by the investigator. It had 30 items on a five-point scale. The test-retest reliability of the scale was 0.97 and its validity established against Muthayya's satisfaction questionnaire was 0.84.

The findings of the study were: (i) The job-intrinsic variable correlated positively and significantly with job satisfaction of professionals, viz., teachers, engineers, advocates, and doctors. Job-concrete and job-abstract dimensions of this variable were also found positively and significantly correlated with job satisfaction. (2) The job-extrinsic variable including psycho-social, economic and community growth factors was found to be positively related to job satisfaction of professionals. Since the occupational status, social status, wages,
etc. of the four major professional groups constituting the subjects of this study were at par with one another, on the job and off the job factors had been witnessed as affecting their job satisfaction alike. (3) Age was found to be positive correlate of job satisfaction. In the case of doctors and advocates age was found to be a positive correlate of job satisfaction. (4) Experience correlated positively and significantly in the case of advocates and doctors with job satisfaction, but in the case of teachers and engineers the relationship between experience and job satisfaction was not significant. (5) Size of family was negatively related with job satisfaction in all the categories of professionals. (6) Professionals with extra-academic and professional attainment had shown a trend towards reduced job-satisfaction. (7) Married professionals were found more satisfied than unmarried professionals. (8) Double employment was found to correlate positively with job satisfaction. (9) Self-esteem was found to be positively related with job satisfaction. (10) Neuroticism was found to be a negative correlate of job satisfaction among all the professionals. (11) Regarding relationship between extraversion and job satisfaction, it was found that high scores on extraversion affected the job satisfaction of teacher, engineers, advocates and doctors negatively.

Baraiya (1985) conducted "A Study of the Organizational Climate of Higher Secondary Schools of Gujarat State in Relation to Certain Variables".
The objectives of the study were (i) to classify the higher secondary schools of Gujarat State according to organizational climate, (ii) to discover the sex difference in the dimensions of the organizational climate of schools, (iii) to investigate the relationship between leadership behaviour of headmasters and organizational climate, (iv) to investigate the relationship between management behaviour and organizational climate, (v) to study the headmasters' behaviour and its components as factors affecting the organizational climate, (vi) to study the sex of the headmasters as the factor affecting the organizational climate, (vii) to study the type of management as the factor affecting the organizational climate, (viii) to study the stream of higher secondary schools as the factor affecting the organizational climate, (ix) to study the location of schools as the factor affecting the organizational climate, and (x) to study the headmasters' age as the factor affecting organizational climate.

The tools used for collecting data were the Organizational Climate Description Questionnaire developed by Halpin and Croft, Leadership Behaviour Description Questionnaire developed by Halpin and Winer, Management Leadership Behaviour Description Questionnaire developed by the investigator, personal data sheets for teachers, headmasters and management developed by the investigator. The data were collected from 500 teachers of 100 higher secondary schools of Gujarat State. One hundred headmasters and 75
management members were also administered the questionnaires. The data were analyzed using chi-square test.

The major findings were: (1) Out of 100 schools, 27 were found to have open climate, eight had autonomous climate, 11 had controlled climate, six had familiar climate, 13 had paternal climate, whereas 35 schools had closed climate. (2) Out of 100 headmasters 45 were described as effective leaders and 30 as ineffective leaders. Thirteen headmasters were found to be high on initiative structure but low on consideration and the other 12 were high on consideration but low on initiative structure. (3) The sex of the schools and also the qualifications of the principal were not found to be determining factors in the organizational climate of the school. (4) The school management providing good or poor cooperation did not influence school climate in the case of schools in rural and urban areas. (5) The members of the management committee having varying qualifications did not influence the school climate. (6) The age of the members of management committee did not influence the school climate. (7) The type of stream could not be considered as a factor responsible for types of school climate. (8) There was no significant difference between the climates of rural or urban schools.
Kulsum (1985) studied "Influence of School and Teacher Variables on the Job Satisfaction and Job Involvement of Secondary School Teachers in the City of Bangalore".

This correlational study had the age, sex, marital status, teaching experience, medium of instruction, job performance, attitudes towards teaching, teacher effectiveness, leadership behaviour of headmaster school organizational climate, type of school management, number of school teachers, school strength and school age as independent variables and teacher's job satisfaction and their job involvement as dependent variables.

The major objectives of the study were: (i) to examine the relationship between the independent variable on the one hand and the dependent variables on the other, (ii) to see whether the differences (at or above mean level and below mean level) in the independent variables belonging to the subjects would account for significant differences in their respective levels of job satisfaction and job involvement, (iii) to see whether the interaction effects between the levels of any two selected pair of independent variables would be significant, (iv) to identify the independent variables that would turn out to be the significant predictors of job satisfaction of variance accounted for by each of the independent variables in respect of these two dependent variables, (v) to develop prediction equations for predicting job satisfaction and job involvement of the secondary school teachers, and (vi) to factor analyse the independent and
dependent variables with the assumption that they constituted the components of school efficiency with these variables put together.

The final sample of the study had 586 secondary school teachers selected on a proportionate stratified random sampling technique. Indiresan's (1974) Job Satisfaction Inventory and a Job Involvement Scale were tried out and used in the study to qualify teachers' job satisfaction and their job involvement respectively. Winer's (1957) Leadership Behaviour Description Questionnaire (LBDQ) and Lawler and Porter's (1967) Job Performance Scale were tried out and used to measure the leadership behaviour of headmasters and job performance of teachers, respectively. The researcher constructed and standardized a scale on Attitude Towards Teaching Profession and a scale on Teacher Effectiveness and used these to measure attitudes and effectiveness respectively. Sharma's (1973) SOCDQ tried out for the study was used to quantify the school organizational climate.

The study resulted in the following main conclusions: (1) Teachers' salary \( r = 0.14 \), their job performance \( r = 0.18 \), their attitude towards teaching \( r = 0.65 \), their effectiveness \( r = 0.53 \), headmasters' initiating structure \( r = 0.25 \), headmasters' consideration \( r = 0.27 \), and teachers' job involvement \( r = 0.69 \), correlated positively and significantly with their job satisfaction scores. (2) Teachers working in corporation schools had the highest level of job satisfaction \( M = 104.29 \) followed by teachers working in
government (M = 99.43), private aided (M = 94.77) and private unaided (M = 84.23) schools. (3) Teachers working in familiar climate type schools had a higher mean level of job satisfaction (M = 117.81), followed by teachers working in the open (M = 114.7), autonomous (M = 71.03), climate type schools. (4) Female teachers as compared to male teachers and permanent teachers as compared to temporary teachers had higher levels of job satisfaction. (5) The interaction effect of sex and marital status and the interaction effect of sex and nature of job, the interaction effect of age and sex, the interaction effect of teacher size and school age, and the interaction effect of student size and school age pertaining to the job satisfaction scores were found to be significant. (6) Teachers' job involvement, their attitude towards teaching, headmasters' consideration, headmasters' initiating structure and teacher effectiveness turned out to be the significant predictors of teachers' job satisfaction scores accounting for 61.21 percent of the variance. (7) Teachers' salary (r = 0.14), teachers attitude towards teaching profession (r = 0.58), teacher effectiveness (r = 0.57), headmasters' initiating structure (r = 0.19), headmasters' consideration (r = 0.15), school teacher size (r = 0.11), school student size (r = 0.087) and school age (r = 0.092) were positively and significantly related to teachers' job involvement. (8) Teachers working in government schools had the highest level of job involvement (M = 70.19), followed by the teachers working in corporation (M = 68.84), private aided (M = 59.90) and private unaided (M = 58.58) schools. (9) Teachers working in
autonomous climate type schools had the highest mean level of job involvement (M = 71.16) followed by teachers working in open (M = 59.05), closed (M = 52.57) and paternal (M = 50.79) climate type schools. (10) Permanent teachers had a higher level of job involvement as compared to temporary teachers. The interaction effect of sex and nature of job of teachers on their job involvement levels was significant. Female teachers who were permanent had a higher level of job involvement than male teacher, who were temporary, and male teachers who were permanent had a higher level of job involvement than the female teachers who were temporary. (11) The interaction effect between sex and professional degree qualification, the interaction effect between teacher size and school age and the interaction effect between student size and school age on the levels of job involvement were statistically significant. (12) Teachers' job satisfaction, teacher effectiveness, teachers' attitude towards the teaching profession, students size and teachers' performance turned out to be the significant predictors of teachers' job involvement, accounting for a total variance of 55.47 percent. (13) Teachers' attitude towards the teaching profession and teacher effectiveness turned out to be the common predictors of both job satisfaction and job involvement. (14) In the factor analytical study, five factors emerged from the 16 variables included in the analysis. They were teaching proneness, teacher experience, school size, teacher qualification and headmasters' initiating structure.
Mistry (1985) studied "Need Achievement, Job Satisfaction, Job Involvement as a Function of Role Stress, Locus of Control and Participation in Academic Climate: A Study of College and Secondary Teachers".

The investigation was an attempt to fill some of the gaps in the existing field of knowledge regarding job satisfaction, job involvement and need-achievement as outcome variables of locus of control, motivational climate, participation in academic climate and various types of role stresses the teaching population faced.

In the study, six different research tools were employed to collect the data: the satisfaction dissatisfaction Employer's used to assess job satisfaction; the Social Relation Inventory developed by Rotter and adapted by Hasan, used to assess the internality-externality dimensions of personality, a "Your feelings about your role" scale developed by Pareek, used to measure the extent of role stress, a Motivational Analysis of Organizations (MAO) Questionnaire developed by Pareek, used to assess organizational academic climate, a Psychological Participation Index developed and standardized by Pestonjee, used to assess the extent of psychology participation, and a General Inventory prepared for the study to gather general information about age, tenure, socio-economic condition, etc. and information pertaining the job. Two hundred and two subjects were selected from colleges and secondary schools of Ahmedabad. Multiple regression analysis was carried out to estimate the contribution of
various independent variables to three dependent variables job satisfaction, job involvement and n-achievement.

Major findings were: (1) No significant relationships were observed between locus of control and various dimensions of job satisfaction. (2) The climate of academic motivation was found to be significantly associated with such dimensions as job satisfaction, involvement as well as overall satisfaction. (3) The climate of control was found to be negatively correlated with on-the-job aspects of job satisfaction and with total job satisfaction. (4) The climate of dependency had no effect on various aspects of job satisfaction and job involvement. (5) Job involvement was found to be significantly and positively related with different aspects of job satisfaction. (6) Self-role distance was found to be significant but negatively correlated with all the dimensions of job satisfaction. (7) Inter-role distance, role-stagnation, role-ambiguity, role-overload, role-inadequacy and overall indices of role-stress had been found to be negatively associated with all but social relations dimensions of job satisfaction.

Abdul (1986) investigated “Study of Organizational Climate of Government High School of Chandigarh and its Effect on Job Satisfaction of Teachers”.

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The objectives of the study were: (i) to identify the climate of schools as well as the degree of job satisfaction of teachers, (ii) to determine whether a significant relationship existed between organizational climate and job satisfaction of teachers, (iii) to find out the relationship between biographical characteristics and perceptions of the organizational climate. The biographical characteristics were sex, age, total teaching experience and teaching experience at the present school.

The data for the study were collected from 175 teachers selected randomly from 18 government high schools of Chandigarh. They were administered, (i) The Halpin and Croft Organizational Climate Description Questionnaire, (ii) The Gaba Teacher Job Satisfaction Scale.

The findings of the study were: (1) Teachers in more open climate schools enjoyed job satisfaction than teachers of less open climate schools. (2) Teachers in more open climate schools enjoyed more job satisfaction with respect to 'principal' than teachers in less open climate schools. (3) Teachers in more open climate schools were more satisfied with respect to colleagues than teachers in less open climate schools. (4) Teachers in more open climate schools were more satisfied with the facilities provided in schools than teachers in less open climate schools. (5) Teachers in more open climate schools were more satisfied with respect to 'Miscellaneous regarding Personal Characteristics' than teachers in less open climate schools. (6) No significant difference was
found between teachers working in open climate schools and teachers working in less open climate schools on the sub-scales, manager, society, emoluments and students. (7) There was no significant relationship between the dimension of disengagement and the sub-scales, manager, society, emoluments and facilities. (8) No significant correlation existed between organizational climate dimensions of hindrance, intimacy and aloofness and all the eight sub-scales of the job satisfaction scale. (9) There was a positive correlation between dimension of esprit and four sub-scales of job satisfaction, viz., principal, colleagues, students and some characteristics. (10) Production emphasis was significantly related with job satisfaction sub-scales principal and emoluments. (11) A significant positive correlation was found between the dimension of thrust and sub-scales of job satisfaction, viz., principal, manager, colleagues, emoluments, facilities, students, miscellaneous regarding personal characteristics. (12) The dimension of consideration was significantly related with six sub-scales of job satisfaction, viz., principal, manager, society, emoluments, facilities and miscellaneous regarding personal characteristics. (13) Male and female teachers did not differ significantly in their perception of some dimension of organizational climate, viz., disengagement, hindrance, intimacy, aloofness, production emphasis, thrust, and consideration. (14) Teachers belonging to lesser age group (20–30 years) perceived disengagement to be higher than those of the over age group (42 years). (15) Significant difference was found among the four groups of teachers categorized on the basis of
experience (0-5 years, 6-11 years, 12-17 years and 18 years and above) on the
dimension of esprit. But no difference was found in these groups on the
dimensions of hindrance, intimacy, aloofness, production emphasis, thrust and
consideration. (16) Female teachers expressed greater openness of climate than
their male counterparts. (17) Teachers belonging to the lesser age group (20-30
years) expressed lesser openness of climate than the other two, older, age
groups (i.e., 31-41 years and 42 years and above). (18) Teachers with 18 years
of above teaching experience expressed greater openness of climate than those
with 0-5 years of teaching experience. (19) Female teachers were more
satisfied with their job than their male counterparts. (20) Teachers of 20-30
years of age were less satisfied with sub-scale 'Principal' of the Job Satisfaction
Scale than teachers with 42 years or above age. (21) Teachers with least years
of teaching experience (0-5 years) indicated significantly less satisfaction with
'Principal' than teachers with more years of teaching experience.

Kaur (1986) studied "Job Satisfaction of Home-Science Teachers: Its
Relationship with Personal, Professional and Organizational Characteristics".

The objectives of the study were: (i) to study the relationship between
personal characteristics and job satisfaction of home-science teachers, (ii) to
examine the nature of the relationship between professional characteristics and
job satisfaction of home-science teachers, (iii) to study the relationship between
organizational characteristics and job satisfaction on home-science teachers, (iv)
to identify the factor structure underlying personal, professional and organizational characteristics and job satisfaction of home-science teachers, and (v) to find out individual and conjoint predictability of predictor variables towards the criterion variable of job satisfaction, and to locate the best combination of predictor variables explaining the maximum criterion variance.

The study was a correlational one, where a sample of 245 home-science teachers working in schools, colleges and universities of Punjab, Haryana and the Union Territory of Chandigarh were selected through a stratified random sampling technique. The sample subjects were administered the following tools: (i) Raven's Standard Progressive Matrices (1960), (ii) the Jalota Socio-Economic Status Scale, (iii) the Srivastava Need Satisfaction Scale, (iv) the Halpin and Croft Organizational Climate Description Questionnaire (1963), (v) the Halpin Leader Behaviour Description Questionnaire (1966), and (vi) the Gupta and Srivastava Teacher Job Satisfaction Scale (1980). The data so collected were analyzed through factor analysis and step-up regression analysis.

The findings of the study were: (1) From among personal variable (age, intelligence, socio-economic status and need satisfaction), need satisfaction (including physical security, social, ego and total need satisfaction) was found to be a correlate of job satisfaction. (2) Professional characteristics (experience, salary and qualifications) did not act as a correlate of job satisfaction. In factorial structure also, they did not share significant common variance with job satisfaction.
satisfaction. They were also not considered for working out a step-up regression equation for the purpose of prediction. (3) Eight of the 11 organizational characteristics, viz., disengagement, hindrance, spirit, thrust, consideration, initiating structure, consideration and total leadership behaviour appeared as correlates of job satisfaction. Disengagement and hindrance emerged as significant predictors of job satisfaction in step-up regression analysis. The remaining organizational characteristics, namely, intimacy, production emphasis and aloofness were not found to be potent predictors of job satisfaction. (4) The predictive efficiency (percentage contribution of variance) of professional characteristics to the criterion variable of job satisfaction was higher than that of organizational and professional characteristics. (5) Personal and organizational characteristics conjointly were found to be better predictors of job satisfaction than when taken separately. (6) Job satisfaction and its various dimensions clustered together in factorial structure on the same general factor of satisfaction followed by the appearance of one or more dimensions of job satisfaction in subsequent group factors. Besides this, dimensions of job satisfaction were also found to be associated differentially with specific personal, professional and organizational characteristics in respect of group factors.
Ara (1986) conducted "A Study of Principals' Leadership Behaviour in Relation to Teachers' Self-Concept, Job-Satisfaction and Some Other Institutional Characteristics at Secondary School Level".

The study was conducted to investigate principals' leadership behaviour in relation to teachers' self-concept, job-satisfaction and some other institutional characteristics at secondary school level. The objectives were: (i) to study how teachers' self-concept was related to the leadership behaviour of the principals, (ii) to study the relationship between principals' leadership behaviour and teachers' job satisfaction, and (iii) to study how principals' leadership behaviour was related to some other institutional characteristics such as sex and location of schools. The hypotheses formulated were: (1) Leadership behaviour of the principals was significantly related to teachers' self-concept. (2) Each of the two styles of principals' leadership behaviour, initiating structure and consideration, was significantly related to teachers' self-concept. (3) Leadership behaviour of the principals was related to teachers' job satisfaction. (4) Each of the two styles of principals' leadership behaviour, initiating structure and consideration was significantly related to teachers' job satisfaction.

The tools used were the Educational Leadership Behaviour Description Questionnaire by P.C. Shukla, Personality Differential (a measure of self-concept) by K.G. Agarwal and Teachers' Job Satisfaction Scale by S.P. Gupta and J.P.
Srivastava. The sample comprised 780 teachers from intermediate colleges of the Gorakhpur region. Critical ratio was applied to test the hypotheses.

The findings were: (1) High desirable leadership behaviour of the principals generated a higher degree of conformity and normalcy in the teachers while low desirable leadership behaviour of principals caused a low degree of conformity and normalcy in them. (2) The initiating structure style of principals' leadership behaviour appeared to be significantly related to conformity and normalcy factors of teachers' self-concept. (3) The principals' leadership behaviour was positively related to teacher's job satisfaction. (4) The initiating structure and consideration styles of principals' leadership behaviour was found to be significantly related with teachers' job satisfaction. (5) Male and female teachers perceived alike the leadership behaviour of the principals. (6) The rural urban location of the schools was not related with the teachers' perceptions of principals' leadership behaviour.

Cobb (1987) studied "Job Satisfaction of Teachers in a Selected County as Measured by the Purdue Teacher Opinionnaire".

Abstract: The purpose of this study was to determine if there were differences in the levels of job satisfaction among elementary and secondary school teachers as measured by the Purdue Teacher opinionnaire. The major variables of the study included rapport with principal, satisfaction with
teaching, rapport among teachers, teacher salaries, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures. Age, sex, degree, and type of school comprise the independent variables.

The subjects included volunteer teachers from five secondary and four elementary schools in a selected county in south Mississippi. The independent t-test was used to test the levels of satisfaction among elementary and secondary teachers concerning the first ten factors. One way analysis of variance was used to test the differences between each of the factors among elementary and secondary teachers levels of job satisfaction, while multiple regression analysis revealed the relationship between the independent variables and factors of satisfaction.

Elementary teachers perceived a greater degree of job satisfaction than secondary teachers when comparisons were made concerning rapport among teachers, curriculum issues, teacher status, community support of education, and school facilities and services. Elementary and secondary teachers perceived basically the same level of job satisfaction when comparisons were made concerning the factors rapport with principal, satisfaction with teaching, salary, load, and community pressures. Comparisons of job satisfaction factors among elementary teachers revealed basically the same level. Comparisons of job
satisfaction factors among secondary teachers revealed basically the same level of satisfaction.

Oparaji (1989) studied "The Relationship of Teachers’ Perceptions of Organizational Climate to Job Satisfaction as Moderated by Selected Contingency Factors".

Abstract: The purpose of this study was two fold; to determine whether there was a relationship between school organizational climate and job satisfaction; and to investigate the contributions of teachers’ selected demographic variables to job satisfaction of elementary and secondary school teachers.

From a population of 800 classroom teachers in the North Forest Independent School District (Texas) during the spring and summer of 1988, 250 were randomly selected for the study. Of the 250 teachers, 204 (80.6%) returned their questionnaires, 3 of which were not usable, leaving the final population at 201 (80.4%) teachers. The data collected were analyzed using the Pearson product-moment for analyzing the differences of the respondents as required by the demographic information. The results indicated that a statistically negative relationship existed between organizational climate and job satisfaction. The perceptions of public school teachers toward job
satisfaction were not significantly affected by their sex, age, years of teaching experience, grade level taught, size of student population and ethnicity.

From the results of this study, the researchers drew some conclusions. Teachers were dissatisfied with their jobs and perceived the school system as being unhealthy. Both male and female teachers shared the same unsatisfactory feelings toward the organizational climate of their institutions. A negative significant relationship existed between school organizational climate as perceived by teachers, and job satisfaction suggesting that administrators could enhance job satisfaction in their schools by improving organizational climate. Desirable organizational climate could not only be perceived when encountered but could be adequately measured by the use of job satisfaction index. Age, grade level taught, years of teaching experience, size of student population and ethnicity were not relevant factors when considering how teachers perceived the organizational climate. Principals could improve the climate of their schools by inviting recommendations and suggestions from the faculty regarding improvement of the schools and implement these suggestions to the fullest extent possible.

Martins (1990) conducted a study on "Organizational Culture in a Financial Institution".

Abstract: An analysis of the interfaces of culture revealed among other things that culture influences all aspects of manpower management, that it is
inherent in a specific organization and that it can direct organizations towards
goal achievement. This entails that the manager (leader or founder) of an
organization should take note of the important influence of culture and its
impact on profitability.

The study emphasizes both the analysis of the culture in a financial
institution and also the degree of vestedness of the various dimensions of
culture. Aspects that have come clearly to the fore from this study were, inter
alia, that strategy and culture are inseparably bound to each other, and that the
phase of growth in which an organization finds itself has a direct influence on
the type of change intervention. The organizational process of development is a
meaningful way of bringing about cultural change.

Organizational culture is found on different levels of an organization and
is noticeable in the different assumptions or values which are worthy of
emulation. All the assumptions are interdependent to such an extent that
certain paradigms or patterns are formed.

These patterns are naturally formed by the degree of consensus of
vestedness existing in employees with regard to the various cultural
dimensions.
For the purpose of the study, qualitative and quantitative methods have been used in order to compile a culture questionnaire for the relevant institution.

Research revealed specific attributes, characteristics or trends which come to the fore in excellent organizations. However, before one can move on to an ideal culture, the degree of employee consensus on the various cultural dimensions and elements should first be determined.

The results revealed that the dimensions directed at the external environment and at means of objective achievement, were already fixed, due to the nature of employee consensus. The dimensions related to management skills and the management of subordinates are still largely unestablished.

Finally it can be contended that the study achieves its overall goal, namely to analyse, evaluate and (where necessary) make recommendations on, the organizational culture of a financial enterprise in a scientific manner.

Chittom (1991) conducted a study on "The Relationship Between Secondary Teachers' Job Satisfaction and their Perceptions of School Climate".

Abstract: This study investigated the relationship between Mississippi public secondary teachers' perceptions of school climate and their level of job satisfaction. The School Climate Survey and the Teacher Satisfaction Survey
(National Association of Secondary School Principals) were used to gather the data. The demographic variables of subject taught, i.e., English, mathematics, science, or social studies and type of school district, either appointed superintendent or elected superintendent, were considered. The population consisted of all secondary school teachers in Mississippi’s public schools. Responses were solicited from random sample of 120 teachers. The sample was stratified on the basis of the number of school districts with appointment and elected superintendents. Data were analyzed with analysis of variance for questions one and two and with factorial analysis for questions three and four. The findings were considered to be statistically significant at the .05 level. Findings showed that teachers with high level of job satisfaction indicated more favourable impressions of school climate than did teachers with low level of job satisfaction. Those teachers with high level of job satisfaction indicated more favourable impression of school climate as measured by each of the subscales on the School Climate Survey than did teachers with low level of job satisfaction. The variables of subject taught and type of school district, appointed or elected superintendent did not make a difference in the relationship between level of job satisfaction and perception of school climate.
Fernandez (1993) studied "Work Attitudes among Secondary School Teachers in Japan and Michigan".

Abstract: The main purpose of this research was to examine the professional and personal lives of public school teachers in Michigan and Japan for factors relating to the following quality of work life variables: job satisfaction, work centrality, and perceived work-induced stress. The sample consisted of teachers working in rural, suburban and urban schools in the state of Michigan (N = 888) and Japan (N = 1303). The method used for collecting data was a self-administered mail questionnaire. The questionnaire was assumed to reveal teachers' perceptions of the quality of other work lives and was designed to elicit similar information from respondents in each country. Likewise, it was hoped that items in the questionnaire which assessed aspects of teachers' professional and personal lives, such as working conditions, might be linked to the resulting quality of work life. The data from the surveys were examined through descriptive and inferential statistical analyses, performed on the Michigan Terminal System at the University of Michigan using the Statistical Package for the Social Sciences.

The measurement of work attitude included: four items that probe different aspects of teachers' satisfaction with their jobs (Job Satisfaction scale), four items that inquired about different aspects of teacher's perception for engaging in teaching (Work Centrality scale), and a direct measure of stress
based on a single general item (work-related stress). The phenomena of work attitudes are not made-up of isolated particular aspects of the work-life, but relate to a number of things occurring at the schools and in the teachers' lives. Personal and professional attributes of the teachers were examined together with organizational characteristics and work conditions at their schools.

Clearly, teaching is perceived by Japanese and American teachers alike as an important and significant life area. The profession is quite satisfying for these teachers, amid the prevailing job stress. Results also indicate the prevalence of gender and country differences. However, the direction and pattern of these are not simple of comparable among the groups or countries. In addition, several predictor variables emerged for each of the work attitudes - job satisfaction, work centrality and job stress.


Abstract: This study was conducted to identify the level of job satisfaction among Saudi female secondary public school teachers. It also examined the relationship between teachers' job satisfaction and their perceptions of their principals' leadership behaviour.
The Leader Behaviour Description Questionnaire Form XII (LBDQ-12) and the revised Job Descriptive Index (JDI) were used to collect data from 411 Saudi female teachers from 24 randomly selected female secondary public schools in Riyadh. Teachers also provided information regarding their age, academic preparation, years of professional experience, years of professional experience in the current school, salary, subject matter taught, number of classes taught per week, and average number of students in each class. Inferential statistical techniques used for data analysis include the non-parametric median test and Pearson Product-Moment Correlation Coefficients. The significance level was .05.

The study found that the level of job satisfaction among Saudi female secondary public school teachers is lower than the national norm on the JDI for job satisfaction of secondary school teachers in the United States. On a five-point scale (always, often, occasionally, seldom, never) teachers perceived their principals as occasionally exhibiting leadership behaviour in the following ten dimensions: representation, superior orientation, production emphasis, initiation of structure, integration, role assumption, tolerance of freedom, persuasiveness, demand reconciliation, and consideration. Teachers perceived their principals as only seldom exhibiting leadership behaviour in two dimensions: tolerance of uncertainty, and predictive accuracy. Teachers’ level of job satisfaction with work was significantly related to the level of academic
preparation, subject matter taught, number of classes taught per week, and the average number of students in each class. Teachers' level of job satisfaction with supervision was significantly related to only the number of classes taught per week. Teachers' satisfaction with work was significantly related to their perceptions of their principals' leadership behaviour on the 12 dimensions of the LBDQ-12. The correlation between satisfaction with supervision and perceived leadership behavior was stronger than the correlation between satisfaction with work and the perceived leadership behaviour.

Baughman (1995) studied "The Contributing Effect of Organizational Health to Organizational Climate in Explaining Public Secondary School Teacher Job Satisfaction (Work Atmosphere)".

The purpose of this study was to examine if organizational health provided a unique contribution to organizational climate in explaining secondary school teacher job satisfaction. Independent variables included organizational health and climate, age, gender, years of teaching experience, educational level, school expenditures per pupil, teacher salary level, socio-economic status and school size.

A questionnaire mailed to randomly selected New York State secondary school teachers produced a response rate of 62.7% (N = 376) representing 240 school districts. The questionnaire included selected items from the
Organizational Climate Description Questionnaire (OCDQ-RS), the Organizational Health Inventory (OHI), and the Teacher Job Satisfaction Questionnaire (TJSQ). Data was analyzed using Pearson correlation, multiple and stepwise regression.

Results indicated only organizational climate and health were significant in accounting for variance in job satisfaction of secondary teachers ($R^2$ = 59.7%, $p < .001$). Five factors of the work atmosphere were significant in explaining teacher job satisfaction including three from climate: engaged teacher, low frustrated teacher and supportive principal, and two health factors: morale and academic emphasis. The two health factors contributed 7.1% to the cumulative explained variance not explained by factors of climate alone. When controlling for each main independent variable, health ($r^2$ = 18.8%) accounted for more of the variability in teacher job satisfaction than climate ($r^2$ = 12.2%).

This study supports the potential powerful effect of the work atmosphere on teacher behaviour as well as the distinctiveness and importance of utilizing the organizational health construct in describing the school environment. Implications of the findings suggest that the school principal can improve teacher job satisfaction by: (a) being supportive of teachers' social and task needs; (b) eliminating unnecessary non-teaching duties for faculty; (c) providing teachers with autonomy and treating them as professionals; (d) trusting staff;
and (e) establishing a serious and orderly learning and teaching environment by setting high expectations for staff and students.

Policy implications suggest that local boards of education and school administration, in order to improve teacher job satisfaction, should develop and implement policies that: (a) de-emphasize non-teaching tasks for teachers; (b) create rigorous academic standards of performance for both students and teachers; and (c) develop and enforce policies that stress and reinforce a serious and orderly learning atmosphere.

Corrigan (1997) studied "Action Research in a Parochial School: A Study of School Culture".

This dissertation provides an overview of a move from a focus on school climate to a focus on school culture and demonstrates the importance of qualitative methodologies as valued tools in educational research. The literature has demonstrated that teachers' understanding and appreciation of school culture can have a positive impact on the educational setting, job satisfaction, and overall school improvement. An action research programme was developed for St. Mark's High School, a private mid-Atlantic high school, in order to assess school culture and then to set goals for school culture improvement. An informal school culture measurement inventory (SCMI) was administered to adult members of the St. Mark's community (N = 58). The items yielding the largest
point estimate differences between the means became the focus for action research. The results, along with recommendations and staff input, were presented to St. Mark's High School to become part of their Middle States self-study report as well as to serve as action items for strategic planning. A year later, using unobtrusive measures and interviews, a follow-up study was conducted with a random sample of the original group in order to assess what improvements had taken place.

Rutebuka (1997) studied "Job Satisfaction Among Teachers in Seventh-Day Adventist Schools and its Relationship to Commitment and Selected Work Conditions".

Problem: The Seventh-day Adventist church in North America has evidenced concerns over young people losing their commitment to the church, to SDA schools, and even to Christianity. Given the important role teachers play in the formation of young people, the purpose of this study was to determine the degree of teachers' job satisfaction and its relationship to commitment and selected work conditions.

The population for this study included 261 elementary and secondary school teachers employed by the Lake Union Conference of Seventh-day Adventists in 116 schools. A survey research method was used to determine the degree of teachers' job satisfaction and its relationship to commitment and
selected work conditions. The instrument was adapted from an earlier study on Catholic schools and was pilot tested to adjust it to the Adventist system. Statistical procedures used to analyze the data included Pearson (r) Product-Moment Correlation, Analysis of Variance, and Multiple Regression analysis.

The findings of the study were: (1) Teachers in the Lake Union Conference of Seventh-day Adventists are generally satisfied with their work. They chose to work for the SDA Church because of their commitment to the church. (2) Commitment to the teaching profession was to be highly related to job satisfaction among male teachers, whereas, commitment to the church organization was highly related to job satisfaction among female teachers. (3) Personal significance was more highly related to teachers' job satisfaction than any other work condition factor, especially among female teachers. Male teachers considered adult social interaction more important for their job satisfaction. (4) Faith dimension was most important work condition factor related to commitment to the church organization, whereas personal significance was related to commitment to the teaching profession.

Chenoweth (1997) studied "Organizational Culture in School Districts: A Phenomenological Perspective".

The concept of organizational culture is richly described throughout the literature for both business organizations and individual schools however, data
that are specific to entire school districts are difficult to find. The purpose of this study was to examine the organizational culture of one school district and the impact of that culture on school district members. How do the members of the school district define the culture? What impact has the culture had on principals, teachers, parents, and central office personnel? What roles have school board members, faculty, principals and parents played in the development of the school district’s culture?

This is a phenomenological study of organization culture for one school district. It is descriptive and exploratory in nature. Qualitative methods for gathering and analyzing data were used. Data gathering was accomplished using focus groups representing teachers, principals, and central office staff. Each interview was taped recorded and transcribed for utilization in the data analysis process. The data from the focus group interviews, field notes, and relevant documents were triangulated during data analysis. Hyper-research, a computer programme, was used to aid the researcher in the data analysis process.

The finding indicated six major themes that serve to describe the culture and impact of that culture on school district members. The six themes include A Historical View, Leadership Mission and Focus, Isolation, Ability to Influence the Culture, and Defining the District Culture.
Based on the findings, the following recommendations were made: (1) For any district experiencing change, the first step is to assess the culture to determine where the leader's vision connects with the member's vision and which values are or are not predominant in the culture. (2) The leader must articulate a clear vision for the future. (3) School districts must encourage ceremony and tradition that give value to the expressed beliefs of the organization. (4) Districts must develop support structures to allow building administrators to combat feelings of isolation. (5) School districts must assess the community to see how their needs match the district vision.

Haydel (1998) studied "The Relationships Between Evaluative Culture, Teacher Efficacy, and Student Efficacy".

As educators rethink the role of assessment in restructuring and school improvement efforts, an emphasis on the use of authentic, non-traditional assessment practices is advocated with the assumption that this will result in better teaching and learning and in enhanced student achievement. There is little empirical evidence to support this assumption.

This study explores the relationships between the evaluative culture of the classroom, teacher efficacy and student efficacy two factors that influence student achievement. The first stage in conducting this research was to operationally define the construct of evaluative culture in terms of the testing
and assessment beliefs and practices of classroom teachers. Second, the Evaluative Culture Questionnaire (ECQ), which resulted in the ECQ-Testing Scale of 23 items and the ECQ-Assessment Scale of 29 items, was developed as a valid, reliable measure of evaluative culture. Third, the ECQ was used in a correlational study to explore the relationships between evaluative culture, teacher efficacy, and student efficacy.

This study provides evidence that relationships do exist between the evaluative culture, teacher efficacy, and teacher demographic variables. Results of the study supported the following: (1) teachers who have stronger teacher efficacy tend to align their classroom assessment practices more with the assessment culture; (2) evaluative culture scores vary as a function of grouping practices, gender, ethnicity, degree earned, professional development workshops, university course work, and the number of years of teaching experience; (3) teacher efficacy scores vary as a function ethnicity, university course work, and years of teaching experience; (4) evaluative culture and teacher efficacy varied significantly as a function of grade and school; (5) teacher efficacy scores varied as a function of district; and, (6) teacher efficacy can be predicted by factors which include the teacher's evaluative culture scores.

This study provides a valid, reliable instrument, the ECQ, to measure evaluative culture. It presents empirical evidence to support restructuring efforts...
that advocate changing the evaluative culture of the classroom to be more aligned with an assessment culture. Further, this study provides evidence which suggests that the interaction of district, school, and teacher is critical for successful assessment reform.

Lee (1998) studied "The Relationship Between Organizational Climate and Job Satisfaction as Reported by Community College Presidents".

The purpose of this study was to investigate 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. The organizational climate factors used in this study were internal communication, organizational structure, political climate, professional development opportunities, evaluation, promotion, and regard for personal concerns. The job satisfaction variables included participation in decision-making, power, relationships with peers, and relationships with subordinates, relationships with supervisors, salary, benefits, and professional effectiveness.
All community college presidents who are members of the American Association of Community Colleges were invited to participate in the research survey. A copy of the survey and a postage-paid return envelope were sent to all potential subjects. The original survey used in this research was derived from literature related to job satisfaction and organizational climate.

Davisson (1998) studied "Job Satisfaction of Secondary Teachers as Reported by Self and Principals".

The purpose of this study was to determine the differences between principals' perceptions of job satisfaction of secondary teachers and teachers' reported job satisfaction with hygiene and motivation factors identified by Frederick Herzberg. Relationships between hygiene and motivation job satisfaction factors and select demographic variables were also examined.

Using a systematic structure, researcher-developed survey instruments were mailed to the principal and a teacher at each of 278 public high schools in California. Principals rated teacher's satisfaction factors and the teacher self-rated on the same satisfaction factors. A total of 173 surveys were returned with 78 usable same school pairs. Survey instruments were based on Herzberg's motivation hygiene theory and included specified demographic variables.

Results indicate that teachers and principals tend to agree on the satisfaction level of teachers with hygiene and motivation factors. Over-all self-
reported job satisfaction of teachers appears to be higher than perceived by their principals. Correlations between demographic variables and teacher satisfaction with hygiene and motivation factors and overall job satisfaction were measured. As years of experience increased for female teachers, satisfaction with supervision, recognition, achievement, work itself and overall job satisfaction tended to decrease. There was no evidence of this with male teachers. As female teachers' absent days increased, satisfaction with supervision, policies, working conditions and responsibility tended to decrease. This was evidenced only with supervision for male teachers. Principal assigned grades corresponded with increased satisfaction for all teachers with supervision, working conditions, interpersonal relations, achievement and overall satisfaction. It appeared that as the number of limited English students in class increased, dissatisfaction with opportunities for personal growth increased for male teachers.

Implementation of supervision practices, system policies and operations should take into account teacher satisfaction with hygiene and motivation factors. Principals should use Systems Theory and quality improvement tools to enhance teacher hygiene and motivation factors and in implementing staff development. Support services must be in place to help teachers balance the often conflicting demands of work and life. An examination of chaos theory and
its applicability to educational systems and the complexities of teaching and learning should be undertaken.

Anuna (1999) studied "Determinants of Job Satisfaction and Job Dissatisfaction of Academic Administrators in Texas Public Universities".

Research findings indicated an increase in turnover rates among top level Administrators in public universities and that job dissatisfaction may be related to this increase in turnover rates among these officials. Thus, the increase in turnover rates among academic Deans in public universities in Texas may indicate that they were job dissatisfied.

The purpose of this study, therefore, was: to determine whether academic Deans in public universities in Texas were satisfied or dissatisfied with their jobs, and to identify the factors that were related to their job satisfaction and / or job dissatisfaction in order to aid institutional authorities in formulating policies aimed at reversing the increase in turnover rates among them. Based on Herzberg's Two Factor theory, it was hypothesized that there will be no significant relationship between the job satisfaction and / or job dissatisfaction of academic Deans in public universities in Texas and intrinsic and extrinsic factors, and also with some selected demographic variables.

The study population comprised all academic Deans in public universities in Texas, while the accessible population comprised all academic Deans in
public universities in Texas that met the Carnegie Foundation classification of a university. All the members of the accessible population were surveyed by using the Administrator Job Satisfaction/Job Dissatisfaction Instrument. Descriptive statistical methods Pearson (r), multiple regression analysis, mean, median, and percentages were used in data analyses via the Statistical Package for Social Sciences (SPSS) Software.

The major findings were: an overwhelming majority of the respondents were satisfied with their jobs; both intrinsic and extrinsic factors were related to job satisfaction and job dissatisfaction; the demographic variables had no significant relationship with job satisfaction or job dissatisfaction; the respondents were most satisfied with responsibility, interpersonal relationships, work itself, status, administrative policies, and recognition; the respondents were least satisfied with achievement, supervision, working conditions, salary, job security, and personal life. The study called for policies that will enhance all the work related factors, and also amplified the necessity for future studies in order to monitor the status of job satisfaction and job dissatisfaction among this population.

Avery (2000) studied “Teacher Efficacy and Behaviour: Their Relationship and Impact on Student Learning”.

The purpose of this study was to explore the relationships between teacher efficacy and change in teacher behaviour and student learning.
espoused by the standards-based reform movement, to examine the impact of a curriculum innovation on student learning and teacher efficacy. The study was designed to target sophisticated pedagogical behaviour associated with setting high learner expectations.

The context for the research was a federally funded project to develop and implement model lessons in elementary social studies in an urban setting. The sample comprised of 25 experimental and 17 comparison teachers. Instrumentation included two measures of teacher efficacy, two measures of teacher behaviour, and three measures of student earning.

Findings in regard to teacher efficacy were very limited. A factor analysis of the Social Studies Teacher Efficacy Scale uncovered a third factor dealing with lack of impact with difficult students that speared to be distinct from perceptions of general efficacy, but this adapted instrument Only accounted for 41% of the valiance. No correlations between measures of teacher efficacy and total teacher behaviours on the observation instruments were detected, although inconsistent correlations occurred with some of the sub-categories. Weak to mild negative correlations were found between two of the sub-scales of the subject-specific efficacy measure and two of the measures of student learning. Pre-and post-test scores on efficacy did not change.
Findings in regard to the curriculum innovation were more promising. Both teachers and external observers reported a significant increase (p < .01) in total behaviours and on four subcategories related to educational reform expectations. Teachers self-reported higher levels of behaviours than observers. Significant gains (p < .01) on all three measures of student learning accrued, but no differences emerged between groups. An examination of the performance of gifted, high, middle, and low achievement students from the experimental sample only showed differences by group and measure.

The study confirmed that the measurement of teacher efficacy is complex and current instrumentation weak. There was evidence that certain dimensions of the construct maybe related to specific categories of teacher behaviour dealing with reform expectations, but no clear pattern emerged. Although there was tentative evidence that teacher behaviour was positively impacted by the introduction of the new curriculum, these changes appeared too shallow to affect student learning. In spite of incorporating key features from the change literature into the project design, many teachers had difficulty applying these lessons in the classroom and the overall implementation during the pilot phase was limited.
Emrick (2000) conducted a study on “Teacher Efficacy as Related to Satisfaction with School Decision Making”.

This study sought statistical data concerning the impact of teachers’ satisfaction with their participation in decision making had on their perception of themselves as effective educators.

Twenty four public schools in Wisconsin participated in this study. Two survey instruments were used to collect data: the Teacher Efficacy Scale (Gibson and Dembo, 1984), and the Teacher Decision Making Instrument (Ferrara, 1992).

The findings of the study were: Statistical analysis revealed the following. (1) No statistically significant relationship exists between teachers’ perceptions of efficacy and their satisfaction with the level of participation in decision making. (2) Teachers’ age influenced their perceptions of efficacy. A Pearson’s $r$ co-efficient of $-0.18$ indicated a slight negative relationship with a probability of 0.02. (3) Neither gender nor years of teaching experience had a statistically significant relationship with teachers’ perceptions of efficacy.

The following conclusions were made. (1) Teachers desire a greater level of involvement in decision making than their actual involvement. (2) The age of the responding teacher was related to their perceived sense of efficacy. (3) There was no significant relationship between either gender and years of
teaching experience and teachers' perceived sense of efficacy. (4) Teachers perceive themselves as personally effective in influencing achievement.

The following recommendations are made. (1) District administrators should understand management styles used by educational leaders and take these styles into account when hiring principals in order to encourage higher levels of shared decision making. (2) Research over the last 20 years has consistently shown the link between teacher efficacy and student learning, therefore, administrators must search for ways to improve teacher efficacy. (3) Although shared decision making was not shown to impact teacher efficacy, previous research indicates there are many other factors which support its use. These include improved teacher morale, better informed teachers, improved teacher communication and increased incentives that attract and retain teachers. (4) Further study should be done to discover the structures and processes of shared decision making that are most likely to produce results which positively affect student achievement.

Roy (2000) conducted a study on "An Evaluation of the Efficacy of Teachers' Professional Development on the Implementation of Constructivist Instructional Strategies and Student Achievement in a School District of Delaware".
A goal-based evaluation of a Delaware district professional development programme is described in this study. Three areas were examined (1) the relationship between third and fifth grade teachers' participation in professional development and the extent of implementation of constructivist teaching strategies, (2) the impact of the extent of participation in professional development activities on third and fifth grade students' achievement in mathematics, writing, and reading, and (3) third and fifth grade teachers' perceptions of the supports or barriers to implementation. Research methods included a survey, interviews, and analyses of student achievement scores using a state assessment. Generally, there was a positive trend toward more implementation of constructivist strategies with higher participation in district workshops. There were statistically significant differences for high levels of workshop participation and student achievement in reading, writing, and mathematics. Teachers perceived an environment within the district and school that supported implementation of new strategies.

Miller (2000) conducted a study on "Job Satisfaction among Teachers in Member Schools of the Southeast Region of the Association of Christian Schools International".

The perception of job satisfaction among teachers in selected member schools in the Southeast Region of the Association of Christian Schools International was studied to determine if any differences existed in job
satisfaction based on selected personal, educational and professional descriptors as reported by the teachers. Full time teachers in grades kindergarten through twelfth grade at 82 randomly selected schools were surveyed. The survey used was the Minnesota Satisfaction Questionnaire, Long Form, 1967 edition, as well as descriptive questions. Differences in responses based on the descriptors were analyzed utilizing the chi-square test and analysis of variance. In general the teachers' responses indicated that they were satisfied with intrinsic, extrinsic and general satisfaction aspects of their jobs; however, teachers were not satisfied with compensation and lower levels of satisfaction were noted for advancement and company policies and practices.

There were statistically significant differences noted with regard to social status based on age; authority, independence, responsibility, advancement, compensation, recognition and supervision—human relations based on teaching level; social status, recognition, supervision—human relations, and supervision—technical based on martial status; authority, creativity, responsibility, security, social status, advancement and compensation based on salary. There were no statistically significant differences based on highest degree earned or years of experience. There was a statistically significant difference in the extrinsic grand means for the gender, salary, and experience variables.

In general, the teachers surveyed expressed high levels of satisfaction with their jobs. Their concerns however, were not severe enough to warrant
seeking other employment opportunities. Compensation policies should be analyzed to determine where inequalities exist and to determine ways whereby compensation options may be increased. Procedures for determining advancement should be structured to allow more opportunities or to demonstrate equality of advancement opportunity for men and women. Teacher involvement in policy decision making should be encouraged.

McLain (2000) made "A Comparative Study of Organizational Culture Reported by Staff in Rural Alaskan Schools".

This study presents the results of research using the Organizational Culture Inventory (Cooke, R. A., and Lafferty, J. C., 1989. Plymouth, MI: Human Synergistics International). The survey was administered to the instructional staff of 29 rural Alaskan schools. The Organizational Culture Inventory (OCI) defines organizational culture as the normative beliefs and shared behavioural expectations of the members. The OCI describes and measures 12 specific types of organizational behaviour norms (culture styles), which are organized into three general clusters (culture groups): Constructive, Passive-Defensive, and Aggressive Defensive.

The study addresses the relationship of school size to organizational culture styles as reported by the instructional staff in the surveyed schools. The schools are grouped by enrollment size.: 11 small schools (30-150 students), 4
medium schools (151–350 students), and 14 large schools (351–1,100 students). The schools are also grouped by community type (small town, medium town, and off-road community) and school type (elementary and secondary).

Research results show that the mean scores of staff from small schools were higher for the four Constructive styles than the mean scores of staff from large and medium schools. The mean scores of staff from small schools for the four Passive-Defensive and the four Aggressive-Defensive cultural styles were generally lower than the mean scores of staff from large and medium schools. ANOVA tests accompanied by box graphs and followed by Bonferroni t-procedures using school size as a nominal independent variable showed these differences to be significant for 11 of the 12 cultural styles. By comparison, ANOVA and Bonferroni t-procedures showed no significant differences when using community type or school type as independent variables.

Correlation tables and scattergrams with regression lines examined the relationship of enrollment to reported cultural styles. Correlation tables for the 12 cultural styles showed correlations at significant levels (greater than .5) for 9 of the 12 styles when all 29 schools were included. The scattergrams illustrated a pattern of declining Constructive scores as enrollment increased through the range of school enrollments. Passive-Defensive and Aggressive-Defensive scores
increased as enrollment increased, but only to a point: The largest school broke that pattern.

Mackenzie (2000) conducted a study on "Collective Efficacy and Collaborative Climate in Maine High Schools".

School reforms contend that a collaborative climate is conducive to effective schools. Collective efficacy is logically connected to collaborative climate and has the potential to enhance understanding of the psychological aspects of schools as organizations. This purpose of the study was to examine the relationships among teacher efficacy, collective efficacy, and collaborative climate and to determine how, if at all, these three indicators of teacher and school effectiveness were statistically linked.

The study involved surveying 21 high schools. Teachers (n = 384) responded to a 40 item instrument consisting of variables related to their individual and collective efficacy, sense of collegiality, beliefs in shared goals, and amount of collaborative work. Analysis involved examining descriptive statistics and correlations among variables at teacher and school levels and within schools.

Teacher-level findings indicated a moderate correlation between collective efficacy and teacher efficacy; collegiality and shared goals were strongly correlated, but both were moderately correlated with collaborative
work. Further, collective efficacy was moderately correlated with collegiality and shared goals but less so with collaborative work.

School-level correlations were strong except for a weak correlation between collective efficacy and collaborative work. Collective efficacy and collaborative climate are school level phenomena, so teachers at the schools had more common perceptions of these variables than did individual teachers. The individual nature of teacher efficacy was reinforced by the negligible associations between teacher efficacy and any of the collaborative climate variables at both the teacher and school levels. Within school analyses proved problematic because of the small number of respondents and lack of linear relationships in some instances.

This study of high school teachers supported the notion that teacher and collective efficacy are related concepts but that they function differently and have different correlates. It also showed that collective efficacy is related to collaborative climate, specifically, shared goals and collegiality.

The results have implications for school leaders: Collective efficacy can be a powerful concept for heightening awareness of a school's capacity for organizing and implementing effective actions to meet goals; collective efficacy is strongly associated with teachers' having shared goals; and the dynamics of
collaborative climate are clearly connected to teachers' assessments of their school’s collective efficacy.

Isbell (2000) studied “Teacher Certification and Teacher Efficacy as Correlates of Student Achievement”.

Much of the educational research in the last two decades has focused on the issues of school reform and improvement. This research has revealed that dramatic shortages of qualified teachers are forcing schools and school districts to hire non-credentialed teachers to fill vacant positions. Until recently, this research has focused on teachers in highly technical areas at the secondary level. Yet, little research has focused on the impact on student achievement of non-credentialed teachers at the elementary level. Little attention has been given to the selection criteria used by school districts when hiring non licensed teachers. This study investigated the impact of teacher certification and levels of teacher confidence and efficacy on the mathematics and literacy achievement of elementary school students. The study focused on beginning teachers in a large, urban school district in southern California. The methods used for data collection were a survey instrument modified from the Gibson and Dembo's Teacher Efficacy Survey, the Barnes/Evans Confidence Survey, Stanford-9 Achievement Test data, and a district-developed literacy assessment. Results indicate that students with non-credentialed teachers tended to score slightly below that of students with fully credentialed teachers in reading and second
year teachers had student reading scores slightly above that of first year teachers. Teaching efficacy was not found to be related to student outcomes.

Findings are discussed in terms of implications for teacher recruitment, selection, hiring, and retention.

Egyed (2001) studied "The Relationship of Teacher Efficacy, Burnout, Experience, and the Referral of Disruptive Students".

The purpose of the study was to investigate how teachers' sense of efficacy, levels of burnout, and experience predict their decision to refer a child with disruptive behaviour for special education evaluation. Differences in efficacy, burnout, and referral probability were compared across teachers with different education and training levels to determine how these groups of teachers differ in these variables. Finally, teachers' levels of efficacy, burnout, and decisions to refer were compared between teachers who have a student support team at their school and teachers who do not to examine the effect a student support team has on these teacher characteristics. The results showed that the middle, uncertain referral group had the highest burnout score. The results of this study showed that decision to refer was not related to teacher efficacy. There was no relationship found between MBI total score and TES total score. There were, however, significant relationships between the scales on the two measures. Years of teaching experience was not related to burnout and was positively correlated to efficacy. Although education level did not affect teachers
expressed levels of burnout or efficacy, the amount of training in behaviour management did affect teachers' expressed levels of efficacy. There was also no difference found in efficacy and burnout between teachers who had a student support team at their school and for those that did not.

Sandbank (2001) conducted a study on "Sources of Job Satisfaction Among High School Teachers at Different Career Stages".

As the pool of qualified teacher applicants diminishes and the need for secondary teachers increases, levels and sources of teacher job satisfaction in the coming decade as an aging work force retires and enrollments continue to increase. High school teachers report higher levels of job dissatisfaction than do elementary or middle school teachers. A well-prepared, stable, and talented teaching force is necessary to maintain effective schooling.

Two hundred three suburban high school teachers were surveyed, and follow-up interviews were conducted to further examine teaching and its context in terms of sources of job satisfaction and their relationship to teachers' career stage. There are contradictions in the research as to source of job satisfaction as well as the influence of career stage on job satisfaction.

Results show that these teachers were mostly satisfied with their jobs, but less satisfied with their schools. Specific organizational or cultural factors were more significant in determining job satisfaction than were career stage.
Teaches surveyed overwhelmingly report that their relationship with their students and affecting their students are the most important sources of job satisfaction. After this factor, other factors are highly distributed. Teachers reported that both affecting their students within their classrooms, as well as having a voice in the broader issues within the school, especially student behaviour, were very important. The ability of school leadership to create opportunities for teachers to authentically contribute to the creation of civil schools, and the support that teachers receive from their communities and boards of education are critical. Contextual sources of satisfaction, such as compensation, class size, and availability of resources, if adequate, are less significant than are student sources. This is true for all career stages.

There is a shift in the way many teachers view their work. They are more diverse, more entrepreneurial, and more experimental than are the predecessors. School leadership needs to acknowledge and be responsive to this changing dynamic of teachers.

Gresham (2001) studied "The Relationships between Teacher Self-Efficacy Beliefs, Teacher Job Satisfaction, Socio-economic Status and Student Academic Success".

The major purpose of this study was to assess the relationships between the perceptions of self-efficacy of a school's teachers, the job satisfaction of a
school's teachers, the academic achievement of a school's students, and a school's socio-economic status.

The theoretical base for this study centres around the work of Bandura (1982, 1995) in the area of teacher self efficacy. Additionally, Herzberg, Mausner, and Snyderman's (1959) Motivation/ Hygiene Theory and Maslow's (1968) Motivation Theory provide the theoretical base for the area of teacher job satisfaction.

Teacher self-efficacy and job satisfaction data were collected through teacher completion of paper/ pencil questionnaires. Student academic achievement was measured using schools' scores on the May 2000 5th grade Virginia Standards of Learning assessments in the areas of math, science, social studies, and English (reading/ literature/ writing). A school's socio-economic status was measured by the number of students receiving free or reduced lunch. Data on student academic success on the 5th grade Standards of Learning tests and the schools' socio-economic status were gathered from the Director of Research and Planning of the targeted county and from the Virginia Department of Education's website. Analysis was made by computing correlation coefficients using the Pearson r, computing several t-tests, and by comparing the means of the subscales on the Teacher Job Satisfaction.
The relationships between teacher efficacy and all other variables were found to be not significant, and there was not a significant difference between at-risk and non at-risk schools in the area of teacher efficacy. Student achievement and socio-economic status were significantly related. A curvilinear relationship was observed between teacher job satisfaction and socio-economic status with the subscales of "supervision" and "pay" accounting for this relationship. Further, at-risk and non at-risk schools differed significantly in the area of job satisfaction.

Tomascik (2003) studied on "Beginning Teachers' Perceptions of the Efficacy of Field Experience as Preparation for Teaching".

The purpose of this research was to examine the perceptions of beginning teachers in order to evaluate the efficacy of their field experiences, including the student teaching placement, in preparation for transition to the classroom. The constructivist viewpoint was the framework through which the perceptions of teachers were examined. Fifteen second and third year teachers employed in a large, rural, public school district in northeastern Pennsylvania and in a large Catholic school system in the same geographic area were interviewed.

Twenty open end questions regarding their field and student teaching experiences were asked of each to the fifteen subjects. Prior to the start of each
interview, demographic information was collected. Analysis of the fifteen interviews yielded three main themes: the importance of the role of the cooperating teacher, the importance of classroom management training, and the necessity of experiencing the reality of the classroom.

Further research is recommended to determine the qualities or characteristics cooperating teachers should possess in order to support field experience students and student teachers in their classrooms. A comparison study is also recommended between new teachers who were required as undergraduates to complete a course in classroom management and those who were not. In addition, further research on the benefits of forming peer support groups during student teaching is also recommended. Finally, a comparison study between traditional first career teachers and non-traditional second career teachers to elicit their perceptions regarding long term commitment to the profession of teaching is recommended.

Schiffler (2004) studied "The Relationship between Teacher Philosophy of Discipline and Teacher Efficacy".

The current study was designed to investigate the relationship between teacher philosophy of discipline and general teacher efficacy. Various variables identified as affecting efficacy were also explored.
Three hundred urban high school teachers were surveyed, one hundred twenty one teachers participated in this study. The instrument designed to collect data was divided into three sections. Section one encompassed teacher background information with variables that affect efficacy; gender experience; level of teaching; and subjects taught. Section two included the "Teacher Efficacy Scale: Long Form" and two additional GTE questions. Interspersed among the teachers' general efficacy were questions regarding the variables of perceptions of class size, school commitment, colleague support, administrative recognition, administrative validation, school involvement, and parental contacts identified as possible factors affecting teacher efficacy. The last section included the modified "Beliefs About Discipline Inventory (BAD). The original BAD was designed for elementary and middle school teachers.

Most participants in this study had low efficacy and believed in a more Rules and Consequences philosophy of discipline. The best single predictor of philosophy of discipline was efficacy. The correlation increased when the efficacy statement concerning the degree to which administrators listen to teacher problems was added as a variable. There was no relationship between teacher philosophy of discipline and gender, experience, or responses to any of the other six selected variables.

Jane (2004) conducted "A Case Study of a Successful Urban School: Climate, Culture and Leadership Factors that Impact student Achievement".
The literature on organizations emphasizes that leadership and strong organizational culture are central to development of successful organizations. Schools are increasingly facing government controls, accountability and financial restraints. California has invested in major public focus on its schools through its accountability system of Academic Performance Index scores and comparisons between and among schools. California has made the high stakes testing programme the public indicator of successful schools. Schools are given Academic Performance Index scores and growth targets for the year.

Research has also focused on the many challenges of urban schools with high minority and high poverty communities. Many schools are failing. Many schools have not met their growth targets and are sanctioned by the state as underperforming. In the face of this public accountability and scrutiny, what is the role of the site administrator and school leaders in successful schools? What programmes contribute to success in schools that exceed their expectations? What factors of school culture and climate impact successful schools that exceed expectation?

This qualitative case study focused on an urban elementary school in Southern California that exceeded expectations over a three-year period. The study examined programmes, leadership practices, and the climate and culture of the school for factors that impact academic achievement. Field observations, interviews, surveys and documentation were instruments used in the research.
The study focused on "thick descriptions" of the participants, their environment, contextual factors that influenced their life within the school. The results of the study included: (1) Successful schools have strong academic focus, (2) Teachers work collaboratively with shared decision making and teamwork, (3) Principals are leaders, (4) High expectations are held by all stakeholders, (5) The school was a community or village with caring and commitment.

The themes were examined through the Deal and Bolman’s Four Frames. The findings supported good and successful school research. The challenges of urban schools require the same structures and practices as effective schools research. The sense of community, commitment, respect and focus were strength in this case study school.

Mendez (2005) studied “Organizational Climate and Organizational Learning in Schools”.

Organizational climate, the unique interactions among teachers, principals, and students, was operationalized by four variables: Collegial Leadership, Teacher Professionalism, Academic Press, and Environmental Press. Organizational learning, the capacity to do something new, embeds, and share it school wide, was measured on three levels: individual, team, and school wide. In spring 2001, teachers from 41 NYC public middle schools responded to climate and learning surveys during faculty meetings.
It was hypothesized that climate variables would predict organizational learning and Academic and Environmental Press would contribute the most. First, a simple correlation was conducted to verify a positive relationship between climate and organizational variables. Then, a multiple regression was conducted to see whether Academic and Environmental press would make the greatest contribution to organizational learning.

Overall, the bivariate correlations affirmed a positive relationship among climate and learning variables at significant levels (p < .05), with the exception of Environmental press and Individual Organizational Learning. Moreover, a multiple regression rejected the hypothesis that Academic Press and Environmental Press would make the greatest contribution to organizational learning. Finally, a review of the beta scores shows Collegial leadership to significantly influence Organizational Learning School wide.


This study analyses the views of secondary school teachers involved in the Transforming the School Workforce: Pathfinder Project—a project designed to address issues of teacher workload and job satisfaction. The initiative was launched in 2002 by the Department for Education and Skills (DfES) to enable 32 pilot schools to explore ways in which they might restructure their working
practices and reduce teacher workload. Funding was provided for schools to benefit from consultancy support, the training of head teachers, the employment of additional teaching assistants, the provision of ICT hardware and software, the training of bursars/school managers and for capital build projects. Here we concentrate on the evaluation of the Pathfinder Project with particular reference to possible changes in workload and job satisfaction of secondary teachers in the 12 secondary schools involved in the project. The reported weekly and holiday hours worked by secondary teachers are analysed across the duration of the project, as are patterns of evening and weekend work. Teachers’ views on job satisfaction are also analysed in conjunction with their perspectives on workload, culminating in a discussion of their solutions to the problems of excessive workload. The relationship between teacher workload, job satisfaction and work-life balance is explored within the context of the future modernization of the entire school workforce.

Ghali (2005) studied “Teacher Effectiveness and Job Satisfaction of Women Teachers.”

This study was carried out with the main objective of studying the relationship between Teacher Effectiveness and Job satisfaction. Besides these the effect of locality, management and subject of teaching on Teacher Effectiveness and Job Satisfaction were also studied. The subjects were 120 women teachers working in high schools of Chittoor district of Andhra Pradesh.
selected by following random sampling techniques. The data were collected by using three tools viz. Teacher Effectiveness Scale, Job Satisfaction Scale and Biodata sheet. The findings showed low and positive correlation between Teacher Effectiveness and Job Satisfaction. Only the management of the school has significant impact both on Teacher Effectiveness and Job Satisfaction. The other variables included in the study viz., locality and subject of teaching had no significant impact on both Teacher Effectiveness and Job Satisfaction.

Tasnim (2006) studied "Job Satisfaction among Female Teachers: A Study on Schools in Bangladesh."

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

3.3 Conclusion

There seem to be very few studies conducted in India relating job satisfaction of secondary school teachers, personal effectiveness, teacher attitude, role efficacy, teacher involvement, organizational culture and climate.

The present study makes a humble attempt to study the relationship between job satisfaction, personal effectiveness, teacher attitude, role efficacy, teacher involvement, organizational culture and organizational climate.

The succeeding chapter spells out the details of the research procedure.