CHAPTER I
CHAPTER I

INTRODUCTION

1.1 INTRODUCTION
1.2 JOB SATISFACTION
1.3 DIMENSIONS OF JOB SATISFACTION
1.4 FACTORS AFFECTING JOB SATISFACTION
1.5 THEORIES OF JOB SATISFACTION
1.6 CONCEPT OF JOB SATISFACTION
1.7 FACTORS INFLUENCING JOB SATISFACTION
1.8 PERSONAL EFFECTIVENESS
1.9 MODELS OF PERSONAL EFFECTIVENESS
1.10 JOB SATISFACTION AND PERSONAL EFFECTIVENESS
1.11 TEACHERS' ATTITUDE
1.12 CONCEPT OF ATTITUDE
1.13 JOB SATISFACTION AND TEACHERS' ATTITUDE
1.14 ORGANIZATIONAL CULTURE
1.15 DESCRIPTION OF ORGANIZATIONAL CULTURES
1.16 CONCEPT OF ORGANIZATIONAL CULTURE
1.17 JOB SATISFACTION AND ORGANIZATIONAL CULTURE
1.18 GENESIS OF THE STUDY
1.19 NEED AND IMPORTANCE OF THE STUDY
1.20 STATEMENT OF THE PROBLEM
1.21 OBJECTIVES OF THE STUDY
1.22 LIMITATIONS OF THE STUDY
1.23 OVERALL VIEW OF THE STUDY
CHAPTER - I

INTRODUCTION

1.1 INTRODUCTION

Teacher is the pivot around which all the educational programmes rotate in so far as their implementation is concerned. Teacher can make the nation and act as a mid-wife for the national development. Teacher can bring constructive, productive and quality education in the society because under whose charge the parents the destiny of their children. The status of the teacher reflects the socio-cultural ethos of society and no one can rise above the level of its teachers.

Sharma (2010) states that teachers are the pillars of the society, who help students to grow to shoulder the responsibility of taking their nation ahead of others. They desire security, recognition, new experience and independence. When these needs are not fulfilled they become tense. Dissatisfaction among workers is undesirable and dangerous in any profession; it is suicidal if it
occurs in teaching profession. If factors responsible for dissatisfaction can be differentiated, attempts can be made either to change those conditions or to reduce their intensity so as to increase the holding power of the profession.

According to Putravan (2010) teacher is the professional educator with the main task is to educate, teaching, guiding, directing, valuing, and to evaluate students at early childhood education and basic education.

However, for all this the job satisfaction is a must on the part of every profession, especially among the teaching profession. As generally known that, teachers are branded as builders of nation, whereas teacher educators, who educate these teachers, have much more importance for their role to play. Teachers who train the teacher educators are very important. Teachers who teach at pre-primary, secondary school are if not satisfied in their job, they cannot teach effectively and will not be able to give proper training to the individuals, who are to be prepared for teaching profession. A dissatisfied secondary school teacher becomes a nucleus of problems in the whole system of education, unless the secondary school teachers are helped to derive satisfaction in their jobs, the work they do will not be effective both from the point of their own
personal growth and professional contribution in term of future preparation of teachers.

It is being noticed that some people love their work, while others dislike it. People take a job for their livelihood. Some stay in the same job and organization for a lifetime. Others are always on the move. Modern men have to work in organization so they are not only affected by the content but by the context of the environment in which they work. They may like some facts of their work and its environment. They may have dislike for some aspects of work or they may be indifferent to others. All these attitudes regarding the job come under the purview of job satisfaction.

Job satisfaction is satisfaction regarding work related dimensions. Bullock (1952) defines job satisfaction as “an attitude, which results from a balancing and summation of many specific likes and dislikes experienced in connection with job. This attitude maintains itself in evaluation of the job and employing organization. Job satisfaction is rather an evaluation of one's job and employing company as contribution suitably to the attainment of ones personal objectives”.

Fundamentally an organization comes into existence exclusively through the efforts of people and people working in an
organization are attracted to it because they anticipate that the organization will offer them rewards that will satisfy their needs. Expectations from work and environment vary from person to person, depending upon the values and needs, people perceive. As such a person experiences different degrees of pleasures and displeasures on different job with different aspects of the same job. Besides there are individual differences in the vocational needs of people and in jobs with respect to reinforce available for the satisfaction of needs.

1.2 JOB SATISFACTION

Notwithstanding the controversy, a fact that stands out prominently in this century is the earnest desire of all serious thinkers to make-work more agreeable, meaningful and interesting. Sociologists, Psychologists, managers and administrators have been preoccupied with designing strategies for providing job satisfaction to all. And job satisfaction has been a favorite research in both India and abroad.

Ideas, whether those of arts and science, or those embodied in practical appliances are the most real gifts that each generation receives from its predecessors. The world's materials wealth would
quickly be replaced if it were destroyed but the ideas by which it was made were retained. However, if the ideas were lost, and not the material wealth then it would dwindle and the world would go back again to poverty. Most of our knowledge of mere facts could be quickly recovered if it was lost, but the constructive ideas of thought remain, while if the ideas perished, the world would enter again the dark ages.

Job satisfaction is therefore receiving increasing attention to understand behavior in organization. Studies and empirical research abounds both in India and abroad on job satisfaction. Research literature on psychology of work gives a lot of insight into some basic questions like, what motivates people to work? What are the effects of work? What makes work satisfying?

Understanding the job satisfaction is undoubtedly a vital phenomenon for secondary schools as it is for any other organization. Hence, a concerted effort is required to job satisfaction in secondary schools, so as to apply this knowledge for scientific management and advance beyond the nineteenth century attitudes upon which our traditional job design principle are based.

Job satisfaction describes how contented an individual is with the job. Job satisfaction is not the same as motivation, although it
is clearly linked. Job design aims to enhance job satisfaction and performance, methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities, the work itself and co-workers. Some questionnaires ask yes or no questions while others ask to rate of satisfaction on 1-5 scale (where 1 represents "not at all satisfied" and 5 represents "extremely satisfied").

Job Satisfaction also has relationship with intention to quit the job. It is found in many research that Job Satisfaction can lead to Intention to stay / quit in an organization (Kim et al., 1996). Krishnan, Sandeep and Manjari (2010) also show that "Intention to Quit" can have effect like poor performance orientation, organizational deviance, and poor organizational citizenship behaviours. In short, the relationship of satisfaction to productivity is not necessarily straightforward and can be influenced by a
number of other work-related constructs, and the notion that "a happy worker is a productive worker" should not be the foundation of organizational decision-making.

Weiss (2010) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours. This definition suggests that job satisfaction forms the attitudes towards the jobs by taking into account the feelings, beliefs, and behaviors.
1.3 DIMENSIONS OF JOB SATISFACTION

There is some doubt whether job satisfaction consists of a single dimension or a number of separate ones. Some workers may be satisfied with some aspects of their work and dissatisfied with others. There does, however, appear to be a positive correlation between satisfaction levels in different areas of work. This suggests a single overall factor of job satisfaction. However, it seems there is no general, comprehensive theory that explains job satisfaction.

Today it is still considered by a number of critics to be a complex concept and difficult to measure objectively. A wide range of variables relating to individual, social, cultural organizational and environmental factors affect the level of job satisfaction. Specifically:

- **Individual Factors** include personality, education, intelligence and abilities, age, marital status, orientation to work.

- **Social Factors** include relationships with co-workers, group working and norms, opportunities for interaction, informal organization.
Cultural Factors include underlying attitudes, beliefs and values.

Organizational Factors include nature and size, formal structure, personnel policies and procedures, employee relations, nature of the work, technology and work organization, supervision and styles of leadership, management systems, working conditions.

Environmental Factors include economic, social, technical and governmental influences.

These different factors, all affect the job satisfaction of certain individuals in a given set of circumstances, but not necessarily in others. Various studies of job satisfaction have some validity and have served the businesses in times of need and performance appraisal.

A strategic way of achieving job satisfaction is to establish a corporate culture that encourages communication and is directed towards quality work. It is particularly important for employees to see that the excellence is rewarded, there is no fear making mistakes, to work in an atmosphere of helpfulness, and to see a relationship between hard work and rewards. As the tool for such
strategic changes, organizational culture can be altered by reshaping functions, such as the communications systems and by building teams and creating leaders. Managing change is the challenge for today's businesses and its success or failure will judge the viability of any firm in the years to come.

1.4 FACTORS AFFECTING JOB SATISFACTION

In today's competitive environment organizations thrive and survive on their human resources. Values, attitudes, perceptions and behaviour, which form these resources, influence employee performance. It is a key factor in realizing Organizational and individual goals that in turn greatly depends on individual's self-motivation and job satisfaction.

Job satisfaction can be influenced by a variety of factors, for example the quality of one's relationship with their administrator, the quality of the physical environment in which they work, degree of fulfillment in their work, etc. Numerous research results show that there are many factors affecting the job satisfaction. More so there are particular demographic traits (age, education level, tenure, position, marital status, years in service, and hours worked per week) of teachers that significantly affect their job satisfaction.
Satisfying factors motivate workers while dissatisfying ones prevent. Motivating factors are achievement, recognition, the job context, responsibility, promotion and the factors related to the job itself for personal development. Motivating factors in the working environment result in the job satisfaction of the person while protective ones dissatisfy.

Murry (1938) connects the creation of the existence of people's sense of satisfaction with the maintenance of the classified needs. These are: physiological needs (eating, drinking, resting, etc.), security needs (pension, health insurance, etc.), the need to love (good relations with the environment, friendship, fellowship, to love and to be loved), need to self-esteem (self-confidence, recognition, adoration, to be given importance, status, etc.) need of self-actualization (maximization of the latent [potential] power and capacity, development of abilities, etc.). Insufficient education, inability to select qualified workers for the job, lack of communication, lack of job definition, all affect job satisfaction negatively. It has been asserted that participating in the management, having the decision making power, independence on the job and the unit where the individual works, have positive impact upon the job satisfaction. The job itself (the work
conducted), and achievement and recognition at work result in satisfaction while the management policy, relations with the managers and colleagues result in dissatisfaction. Factors related to the job itself such as using talents, creativity, responsibility, recognition have influence on the job satisfaction. Age is one of the factors affecting job satisfaction. Studies conducted in five different countries prove that the elder workers are more satisfied.

There is a strong connection between feeling secure and saying one is satisfied with a job. People who state their job is secure have a much larger probability of reporting themselves happy with their work. Similarly, by some researchers, sex is also found to have an influence on job satisfaction.

Job satisfaction and devotion to the job, affected each other reciprocally, and they have great impact upon performance. The most significant of the factors affecting performance are economical, technical, socio-political, cultural and demographical ones.

However, most efforts to improve performance seem to center on improving the conditions surrounding the work. These are worthwhile efforts, but they usually result only in short-term
improvements in attitudes and productivity, and the situation often returns quickly to normal.

There is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance. For example, you could let workers sometime sit around all day and do nothing. That may make them more satisfied with their "work" in the short run, but their performance certainly does not improve. The individual's willingness to get a result, of the endeavour and expectation of maintaining the result will push to show the highest performance.

Job satisfaction varies a lot. Researches suggests, the higher the prestige of the job, the greater the job satisfaction. But, many workers are satisfied in even the least prestigious jobs. They simply like what they do. Most workers like their work if they have little supervision. The least satisfied workers are those in service occupations and managers that work for others. Ethnic and religious orientation is associated to work attitudes, and job satisfaction is also related to the level education. The difference between the results that the individual desire and those that are maintained will also affects the satisfaction. There is
a consistent relationship between the professional status and the job satisfaction. High levels of job satisfaction are observed in those professions, which are deemed of good standing in the society.

Further, the teachers usually compare their working conditions with the conditions of the society, under the variable of social conditions. If the comparative social conditions are worse than the individual's working conditions, then this will result in satisfaction of the individual, as the workers deem themselves relatively in good position. No meaningful relationship exists between the job satisfaction and age, professional experience, education level, level of wage, sex and professional group. On the contrary, professional experience has been claimed to increase job satisfaction.

![Diagram of Job Satisfaction Model](image)

**Figure No. 1.2 Job Satisfaction Model (Field, 2010)**
Sirima and Poipoi (2010) stated that job satisfaction is essential to continuing growth of education system around the world. Teachers are a crucial element of educational opportunity structures. The recent efforts by the government led to an influx in enrolments, has raised concerns about student-teacher ratio in schools. The study recommended that in-service courses for teachers to get equipped with current knowledge; and that the Government should allocate more funds to the Ministry of Education for it to be able to employ more teachers to cater for the deficit and improve the methods of promotion in the teaching service so that many teachers grow faster.

1.5 THEORIES OF JOB SATISFACTION

Affect Theory: Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (for example the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren’t
met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who does not value that facet. To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

**Dispositional Theory:** Another well-known job satisfaction theory is the Dispositional Theory. It is a very general theory that suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction.
A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations Model, proposed by Judge (1998). Judge (2001) argued that there are four Core Self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places oneself) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her/his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

**Two-Factor Theory (Motivator-Hygiene Theory):** Herzberg's (1959) Two factor theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organization goals. Motivating factors are those aspects of the job that make
people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

While Hertzberg's (1959) model has stimulated much research, researchers have been unable to reliably empirically prove the model, with Hackman and Oldham suggesting that Hertzberg's original formulation of the model may have been a methodological artifact. Furthermore, the theory does not consider individual differences, conversely predicting all employees will react in an identical manner to changes in motivating/hygiene factors. Finally, the model has been criticized in that it does not specify how motivating/hygiene factors are to be measured.

1.6 CONCEPT OF JOB SATISFACTION:

The concept of job satisfaction is a many faceted one. Some researchers consider it as a generalized affective orientation to all aspects of the work situation. Such a view expresses the resultant of a whole host or orientations to specific aspects of the job. Job
Job satisfaction is a widely studied concept. It has been variously used as synonym of industrial morale and attitudes. Such an approach has been subjected to severe criticism from many researchers (Argyris, 1964; Blum and Naylor 1968).

Vroom (1964) maintains that attitudes and job satisfaction can be used interchangeably as both of the concepts indicate affective orientations on the part of individuals towards work roles which they are presently occupying, positive attitudes to the job are equivalent to job satisfaction and negative attitudes towards the job are equivalent to job dissatisfaction.

Need Satisfaction is not to be confused with job satisfaction though both are closely interrelated. Need Satisfaction refers to the process of fulfillment of various needs of the individuals; while job satisfaction is a generalized attitude resulting from many specific attitudes in three areas, namely; specific job factors, individual adjustment and group relationship. Though need satisfaction is a basic condition for job satisfaction, the two are not to be equated. Job satisfaction is much wider and complex process and is not entirely the function of the satisfaction of various needs of the.
individual. As Morse (1953) states, job satisfaction is the function of the strength of need and amount of environmental return.

While one may wish to understand which variables increase or decrease job satisfaction, it is important to remember that correlation is not equivalent to causation (Steinberg, 2010). Research has shown that there is a correlation between job satisfaction and performance, turnover, and absenteeism. A correlation indicates that there is a relationship between these variables; however, it does not explain "which variable, if either, caused the relationship" (Steinberg, 2010). It is entirely possible that an outside variable is responsible for the correlation (Steinberg, 2010). For example, job satisfaction and job performance are positively correlated (when job satisfaction increases, job performance increases). However, for one person, satisfaction may increase because performance increases, whereas, for another, performance may increase because satisfaction increases. It is impossible to tell whether job satisfaction causes increased job performance or that job performance causes increased job satisfaction based on correlation alone.
The following is a list of alternative explanations of a correlation (Pearson, 2010):

- **Reverse causation** - The causal direction is opposite what has been hypothesized; for example, job performance causes an increase in job satisfaction rather than the other way around.

- **Reciprocal causation** - The two variables cause each other; for example, high job satisfaction causes high job performance, which then increases job satisfaction.

- **Common-causal variables** - Variables not part of the research hypothesis cause both the predictor and the outcome variable; for example, individual disposition may cause both satisfaction and job performance.

- **Spurious relationship** - The common-causal variable produces and "explains away" the relationship between the predictor and outcome variables; for example, individual differences in disposition as described above.

- **Extraneous variables** - Variables other than the predictor causes the outcome variable but do not cause the predictor
variable; for example, pressure from a supervisor causes high performance.

- **Mediating variables** - Variables caused by the predictor variable in turn cause the outcome variable; for example experience could cause high performance which then could cause satisfaction (performance would be the mediating variable).

Grant *et. al.* (2010) found that teachers were very dissatisfied with their jobs. They also said that their jobs were boring because they were unable to make decisions, without the approval of their seniors and the head. In this case, the senior staff and the head decided to re-design to increase job satisfaction. New tasks were added to provide variety and the use of a broad range of skills. It was found that job satisfaction had increased. Finally, during teachers evaluations, it was found that there was an increase in performance and that the job satisfaction provided had effects.

**1.7 FACTORS INFLUENCING JOB SATISFACTION:**

According to Harrell (1958), it is not one factor, alone which influences job satisfaction. Job satisfaction is caused by many
interrelated factors and it is very difficult to isolate these factors. Sometimes one and sometimes all these factors work and importance of various factors appear to change from one situation to another. As such, some important factors have been listed here:

Harrell (1958) believes that job satisfaction is dependent upon three major categories of factors – personal factors, factors inherited the job and factors controlled by the management. Let us examine these factors.

A. Personal Factors:

1) Sex: One’s sex influences one’s job satisfaction. It has been found out on the basis of large number of studies conducted in the field that are more satisfied with their jobs than women are men. May be that women’s ambition and financial needs are less.

The research evidence about possible differences in job satisfaction between men and women employees is in consistent and contradictory. Even when differences in work values and job satisfaction have been shown, there is disagreement about the causes. A large-scale questionnaire study of more than 6000 employees in nine western European
countries found no clear pattern of differences between males and females in job satisfaction (Devaus and McAllister, 1991).

Other studies have shown that the sources of job satisfaction differ for women who choose a career in the business world and women who are forced to enter the work force to support their families.

It may not be gender, as such, that relates to job satisfaction as much as the group of factors that vary with sex. For example, women are typically paid less than men for the same work, and their opportunities for promotion are fewer. Most women employees believe that they have to work harder and be more outstanding on the job than men employees before they receive comparable rewards. Obviously these factors influence job satisfaction.

2) **Number of Dependents:** Job satisfaction is inversely proportional to the number of dependents one has. The more the dependents, the lesser the job satisfaction. It is a well-known fact.

3) **Age:** It has been found out that age has little relationship to job satisfaction for all employees but it is important in some job situations. In fact, in some groups job satisfaction is
higher with increasing age; in other groups job satisfaction is lower, and in others there is no difference.

4) **Job Experience:** During the initial stage of employment, new workers tend to be satisfied with their jobs. This period involves the stimulation and challenge of developing skills and abilities and the work may seem attractive just because it is new. This early Satisfaction wanes unless employees receive evidence of progress and growth. After a few years on the job discouragement is common, often being brought in by the feeling that advancement in the company is too slow.

Job satisfaction appears to increase after a number of years of experience and to improve steadily thereafter. The relationship between job satisfaction and length of work experience parallels the relationship with age they may be the same phenomenon under different labels.

5) **Time on the Job:** The more time you spend on the job, the more is the satisfaction, the highest morale is reached after 20th year according to Hull (1999).

6) **Intelligence:** Level of one's intelligence has a great deal to do with job satisfaction. There is not positive relationship always between IQ and job satisfaction. An English
investigation showed that the most intelligent girls employed in chocolate factory were most easily bored. In another investigation, however, there was no relationship between Job-Satisfaction and intelligence according to Waller (1932).

7) **Education:** Again there is a great deal of evidence on the relationship between one's education and one's job satisfaction. One study of white-collar workers conducted by Morse indicated that those who had not completed high school were more satisfied. Other studies have shown no relationship. However, right placement of workers in the light of their professional education matters for example a B.A., B.Ed it is working in proper grade is certainly satisfied as compared to one who is B.A., B.Ed., but works in a lower grade as a teacher.

8) **Personality:** Personal factor is the factor of personality exclusive of intelligence. Personality is a major cause of job dissatisfaction. One criterion of personality is the existence of neurotic behaviour. Neurotic employees are more dissatisfied in yet another study it was found that persons who were rated high in inter-personal desirability by their fellow employees were the most satisfied with their jobs. It is an
implication of general personality pattern of happiness. It is likely according to Harrell that personality maladjustment is the source of some job dissatisfaction but it is not clear how strong the relationship is.

B. Factors Inherent in the Job:

1) **Type of Work**: Type of work is the most important factor inherent in the job-varied work brings about more job satisfaction as compared to routine work. Hoppock (1977) found out that satisfaction varies almost from 0 to 100 percent depending upon the job. It has been however found out that professionally trained people are more satisfied with their jobs than unskilled workers.

2) **Skill Required**: Fairchild (1930) conducted a study of the relation of skill and job satisfaction and conducted where the skill exists to a considerable degree it tends to become the first source of satisfaction to the workman. According to Fairchild (1930) satisfaction in condition of workers is in wages becomes predominant only where satisfaction in skill has moderately decreased.

3) **Occupational Status**: Occupational status is related to job satisfaction but it is not identical with job satisfaction. One
must be clear about that a person who occupies a high rated job is not necessarily satisfied with the job. One important thing should be noted. This status depends not only on the way the employee regards the status of his job but also on the way others whose opinion one values regard it. Occupational status varies from country to country. In Russia, medical profession occupies IV position and peasant that is rated first occupations is rated for their prestige value. It has been generally found out that employees are more dissatisfied in Jobs that have less social status and prestige. And these values are constant but change only under compelling circumstances for example, the status during a war.

4) Size of Plant: It has been found out that in small factories morale and job satisfaction of workers are higher than that in large companies. Employees feel more secure; employees are optimistic about advancement in small companies and are in a position to make suggestion.
1.8 PERSONAL EFFECTIVENESS

Personal effectiveness describes the impact and influence that the effective teachers have on the people around us. The effective teacher exerts that influence by the way that the effective teachers communicate and behave in their presence. Underpinning this behaviour and communication are the things that are going on in our bodies, hearts and minds.

People who require relatively high levels of personal effectiveness can include anyone who interacts frequently with other people, whether that is in a social or a working environment.

Categories of people who need higher levels of personal effectiveness include leaders of others, entertainers, sales people, service staff, trainers, consultants, front-line staff, shop assistants, teachers, managers, supervisors and many, many more.

The benefits of greater personal effectiveness range from simply feeling better about oneself, to attracting a greater following, to greater personal impact upon others, to improved productivity, to establishing higher credibility and lots, lots more.

Effective teachers are supposed to be able to make insights into themselves and have deep enough self-knowledge. This allows them to manage their emotional and spiritual intelligence, and
expand their horizons. It helps them understand and master themselves, and thus gaining deeper commitment to self-responsibility. As a result the attitude of balanced proactive self is developed, continuously realizing itself in active schools, and not only institutional, life.

There are many ways of characterizing the components that make up an effective teacher, which proposes a teacher knowledge base, which consists of the following:

- content knowledge;
- general pedagogical knowledge;
- curriculum knowledge;
- pedagogical content knowledge;
- knowledge of learners and their characteristics;
- knowledge of educational ends, purposes and values; and
- knowledge of educational contexts.

It is believed that under personal effectiveness issues, the teacher should play the role of a facilitator and lead the students to reflect about their own strengths and weaknesses, self-esteem, integrity, their motivation and their reaction towards criticisms and rejections – issues very close to their hearts.
However, it was observed that students would not talk freely about such issues through buzz group discussions or lecture methods openly as they regard these as personal issues. Hence the way to draw their reflections on issues about themselves is to introduce activities that seem “harmless” and “less threatening” to their “privacy”.

![Model for Conducting Personal Effectiveness Teaching](image)

**Figure No. 1.3 Model for Conducting Personal Effectiveness Teaching**
If teachers are to build warm and empowering relationships with their students, they need a high degree of maturity to help them:

- show compassion and understanding
- carry authority so that everyone benefits
- demonstrate assertive friendliness
- use their own ingenuity and creativity.

This is important because teachers are not only in charge of their students’ classroom experience; they are also models for students who are learning all the time through experience and example.

Since most people have school experiences as children, student teachers will be drawing on their experience of being a child in school (child ego state), and of what their teachers modelled as parent-type figures (parent ego state).

For some people, both of these types of experience will have been mainly positive and are therefore easy to integrate into their professional self (adult ego state). Where the experiences were more negative and traumatic, they are likely to continue exerting an
influence in the present until they have been recognized, worked through and learned from.

People who enter teacher training, particularly when they are in their late teens, will probably be doing so with many of these parent and child ego states as yet un-integrated, and therefore likely to be activated in moments of stress. Until they achieve the necessary adult integration, they will be liable in the professional situation to be triggered out of adult into replaying material from parent or child.

**Increasing awareness:** Ideally the ongoing process of increasing awareness should take place in a supportive, collaborative training group, using experiential exercises and time for reflection and discussion.

The educators involved in this process need to track the development of their own beliefs about education and their role in it as an adult by examining their personal journey through childhood, schooling, college and professional situations.
Personal Effectiveness at Work

- Personal effectiveness means making the most at all personal resources at ones disposal - personal talents, energy and time relative to what's most important to oneself.

- It is like money management or investment - people want to get the best return for their resources.

- As with managing money, people can either drift through life making ad hoc decisions or can set time aside periodically to review the investments.

- It is not about sacrificing spontaneity or opportunism to be super organized if this is not ones style.

- It's more a matter of taking whatever steps fit ones style to give the feeling that one is making best use of ones talents, energy and time.

- Being successful is in the eyes of the beholder - for some it means having a satisfying personal life, for others it is some form of career success that drives them. The only right answer is the one that makes one happy.
1.9 MODELS OF PERSONAL EFFECTIVENESS

There are a number of key skills and competences that can be used to help people achieve their goals in a wide range of circumstances. If a dozen people were asked what personal effectiveness is, they would give a dozen different answers. The following traits are crucial in personal effectiveness:

1. **Be pro-active**, take responsibility. Being proactive means taking initiative. It means that as human beings, are responsible for their own lives. Behaviour is a function of decisions, upset from conditions

2. **Begin with the end in mind**, to begin with the end in mind means to start with a clear understanding of desired destination. It means knowing where to go for better understand where one is and what steps are required to achieve what one truly want.

3. **Put first things first**, organizing and managing time and events according to personal priorities.

   To say “yes” and “no” to things daily. When armed with correct principles and focused on a mission, one has the ability to make much wiser decisions at each of life’s crossroads.
4. **Think win-win:** this means developing an attitude of seeking mutual benefit. All parties must feel good about the final decision and committed to the action plan.

5. **Seek first to understand then to be understood,** since people too easily see the world as they are, not as it is, they need to shift their frame of reference.

   Empathic listening gets inside another person’s frame of reference. Thus, one begins to see the world as one sees and begin to deal with the other person’s view of reality.

6. **Synergize,** which refers to developing the habit of creative cooperation or teamwork. Synergy means that the whole is greater than the sum of its parts. It means that three people working in creative harmony are not limited to the power of three. Potentially they have the power of nine. Synergy comes from valuing differences by bringing different perspectives together in the spirit of mutual respect.

7. **Sharpen the saw.** This habit is aimed at self-renewal in four areas – physical, mental, emotional-social and spiritual. It involves setting aside time for self-renewing activities regularly. Most people are so busy doing things they have always done, they refuse to take time to improve.
The Components of a Model

There are many ways of characterizing the components that make up an effective teacher. Proposes a teacher knowledge base which consists of:

- content knowledge;
- general pedagogical knowledge;
- curriculum knowledge;
- pedagogical content knowledge;
- knowledge of learners and their characteristics;
- knowledge of educational ends, purposes and values; and
- knowledge of educational contexts.

Jasman (2008) characterizes components of teacher professional expertise as:

- theoretical, practical and pedagogical knowledge;
- focus of concern on students;
- pedagogical reasoning;
- understanding of context;
- reflection and research on their knowledge and practice;
- collaboration with colleagues and community;
• a sphere of influence beyond the classroom;
• being a change agent; and
• orientation towards improvement of student learning.

National Board for Professional Teaching Standards in the United States established a set of core propositions for teaching. They are,

• Teachers are committed to students and their learning.
• Teachers know the subjects they teach and how to teach those subjects to students.
• Teachers are responsible for managing and monitoring student learning.
• Teachers think systematically about their practice and learn from experience.
• Teachers are members of learning communities.

Other researchers emphasize particular aspects of teachers' personal qualities such as ability to relate to students or honesty and communication.

Teachers’ personal qualities can be chosen to classify these characteristics into four clusters:

1. content (discipline) knowledge,
2. pedagogical knowledge and skills,

3. knowledge of context and

4. personal knowledge.

The other intersections include such elements as: the teacher's personal epistemology; the teacher's knowledge of curriculum and their students; and the relationships that the teacher forges with colleagues and students.

Figure No. 1.4: Foundation of a Model of Effective Teachers

The important construct of Pedagogical Content Knowledge (PCK) is classified in the intersection of discipline knowledge and pedagogical skills.

1. **Discipline knowledge**: Effective teachers must have a great deal of knowledge... not just to rely upon their background.
Teachers should have bits and pieces of knowledge and it is only after a time that it can be put into a proper context to where it fits. Often the public debate about teachers and teaching standards is reduced the claims of inadequate discipline knowledge. The question of the range and depth of discipline knowledge teachers need for students of differing maturity is accentuated by what is perceived as a time of rapid increase in knowledge in most disciplines. Discipline knowledge encompasses an understanding of the salient concepts, relations among concepts, ideas and skills of a subject and has always been acknowledged as the first prerequisite of ability to effectively teach a discipline. Teachers are often described in terms of specific discipline knowledge. Discipline knowledge is a necessary component of most theories of teaching whether they are traditional transmission models, constructivism or even behaviourist. This discipline knowledge is usually a significant part of a teacher's education. Research investigating discipline knowledge in teaching has examined the difference between novice and expert teachers in how they store, access and use specific discipline knowledge. The effective teacher is more likely to chunk information, access relevant information and attach
deeper meaning and extract more information from the environment in a more significant way. In effect the research is about processing information as opposed to its impact on the teaching process. Discipline knowledge is also a crucial prerequisite in the development of teacher self-confidence (Tisher, 1990). Understanding and being able to apply discipline knowledge builds self-confidence, and self-confidence is crucial in the development of an effective teacher. Although discipline knowledge is an expectation, when it comes to choosing and judging teachers it is the combination of discipline knowledge, application, interpersonal skills and motivational style that is valued. There is also an increasing realization that discipline knowledge and pedagogical skill are inextricably linked; "must emphasize the relationship between particular instructional arrangements and particular subject matters". As it is observed, "Never is method something outside the material".

2. **Pedagogical skills:** With the rise of professional teachers rather than the tradition of practitioners who apprenticed students, notably with the Sophists in classical Greece, the distinction between the practice of a discipline and the teaching of the discipline gave rise to the notion of skills and knowledge
independent of the discipline and particular to teaching. This art and science of teaching became known as pedagogy. Sharma (1991) defines pedagogical knowledge as consisting primarily of knowledge about classroom management, the organization of classrooms, assessment, methods for the motivation of students, personal knowledge about particular students and their families, and social-international skills. Research investigating effective teachers verifies that pedagogical expertise resembles expertise in other fields, is a very sophisticated form of knowledge that is not easily gained or mastered, and not available to everyone that seeks it. There remains however a tension over the separation of the categories of discipline and pedagogical knowledge. Lusted as cited in proposed that how one teaches cannot be separated from how one learns and the nature of the subject matter. Therefore instruction cannot be separated from learning or curriculum postulates that to study pedagogy independent of discipline knowledge is to miss something of the intimacy of the relationship. He also draws attention to the question of transfer of pedagogical skills across disciplines has pointed out that the learning of new discipline knowledge is of itself a pedagogical exercise. Different subjects have different epistemologies; hence
an expert physical education teacher is not automatically going to transfer their expertise into the teaching of English. In each field there are also specific and explicit and implicit prescriptions and proscriptions of behavior for teacher and student. The separation of pedagogical skills and personal qualities is also artificial. Taking a more people centered view, Pedagogy can be described as the relational knowledge of children, that one understands children and youths: how young people experience things, what they think about, how they look at the world, and how each child is a unique person. Thus it is noted that neither the European nor the North American scholarship of teaching seems to have fully explored the significance of the 'pedagogical relation' for the practice and teaching of learning. In this description the relationship between the teacher and the student is paramount. The teacher establishes the relationship with the student, cares for the student by caring for what they may become, and makes adjustments to their interactions based on the situation and experiences of the student. For the student the teacher provides opportunities for heightened experiences, a sense of self, and a real growth and personal development.
3. **Knowledge of context:** The classroom, school culture, community, educational system and students can all significantly influence the effectiveness of a teacher. A teacher who may be effective in one context may struggle in another. Any model of effective teaching must be situationally contingent. Any theory of contingency will need to involve such factors as the volatility of the environment, the discipline taught, the community, the school and departmental organisation and philosophy and the backgrounds of the students. As the context changes the weight or degree of importance accorded to the various components of teacher knowledge may vary rather than the components themselves. Thus in a highly academic environment discipline knowledge becomes more important while for marginalized students personal qualities come more to the fore.

4. **Personal knowledge:** Describing effective teachers, states that what students receive from a great teacher is less a particular body of knowledge or set of skills, than the way in which this subject matter was represented or embodied in the person of this teacher; the enthusiasm, self discipline, dedication, personal power, and commitment. The teacher's personal
qualities are recognized as being influential in the overall picture of an effective teacher. Two components of personal qualities are: a moral code of behaviour such as honesty, and integrity, and the teacher's personal philosophy and self-belief, which is best described within a motivational framework. Understanding the role personal qualities play and how they interact with other characteristics of effective teaching addresses and provides insight into the "who question" which claims has been ignored in research on teacher effectiveness. The behaviours most cited as reflecting effective teaching and leadership are honesty, and integrity. In combination these behaviours provide the foundation for a trusting relationship between the teacher and students. Effective teachers and leaders are driven by a strong and coherent philosophy, and influenced by their self-efficacy beliefs. Not unexpectedly these teachers reveal a holistic philosophy that centres on educating students for life. These teachers also have positive self-efficacy beliefs and are comfortable with innovation and risk taking. Self-efficacy beliefs are powerful predictors of behaviour and explain the choices people make, their aspirations and persistence in difficult situations. Developing positive self-efficacy beliefs is a slow
process built up over time through experience, exposure and a deeper understanding of self. Dealing with the individual it is just a one on one situation, so the time is entirely spent with that one person and another build up a rapport with that person, one can work on the individual needs. It is more mental to a certain degree because one has to treat each one of those people as individuals in a specified time, so they have got different needs and requirements and one has got to deal with those individually within a group within a time limit.

1.10 JOB SATISFACTION AND PERSONAL EFFECTIVENESS

In some respects, the term ‘personal effectiveness’ is a mislead. This is because at least half the battle is about effectiveness levels of energy and motivation rather than simply time. That is, if one is are feeling motivated and committed to the tasks one is carrying out, it is far more likely to complete them. If, by contrast, feeling un-stimulated, uninterested or demoralized, then tasks can prove very difficult to complete, with procrastination and avoidance behaviours getting in the way of making progress. Personal effectiveness, then, is closely associated with levels of job satisfaction, morale and confidence. One danger that is often
apparent in health and social welfare organizations is that of a vicious circle developing:

1. Job satisfaction is not achieved and so morale and confidence are sapped.
2. Tasks take longer or are not achieved; both quality and quantity of work are adversely affected.
3. Job satisfaction becomes even harder to achieve; morale continues to fall.
4. There is less effectiveness available to carry out the work and so life at work becomes harder and less enjoyable. Tensions may be created between the colleagues.
5. There is even greater difficulty in achieving job satisfaction, and a cycle of stress has been created.

Detert et. al. (2000) states that “Work in social and health care settings brings its demands and frustrations but also has its rewards and satisfactions. However, we often have to seek out such job satisfaction, as it is rarely, if ever, handed to us ‘on a plate’. That is, we can easily miss opportunities for job satisfaction if we are not careful. Sometimes we can be so busy, or so preoccupied with the negative and demanding sides of our work that we do not
take the time to savoir the successes and benefit from the positive sides of the work”.

1.11 TEACHERS' ATTITUDE

The word attitude (from Latin “aptus”) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Teachers' attitude is an important variable in classroom application of new ideas and novel approaches to instruction (Reinke and Moseley, 2002). Methods must be established that facilitate the development of teachers' attitude that supports contemporary instructional applications of research conclusions and correspond with best practices in education (Kennedy and Kennedy, 1996). Currently there is discussion and exploration of the relationship between teachers' attitude and the instruction of students of ethnic diversity, the educational implementation of technology, the role of school in the prevention of violence, and the
place of popular culture in the curriculum (Johnson and Andrew, 2005).

Teachers’ education aims to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system, and to help teachers fit into social life of the community, and society as well. Today, the teaching profession is no longer attractive to many people as it did in the past. This fever may be catching up with prospective university students many of whom would rather study other subjects or courses in the university than enroll in teacher education programme (Aduwa and Raymond, 2005).

Teachers’ attitudes are extremely important because of the relationship between attitude and action. Teachers’ attitudes are often translated into specific classroom and instructional practices, which in turn affect student behavioural and learning outcomes (Cook, 2002).

According to Afe (2002) their exist scores of studies reporting positive association between low morale, lack of job satisfaction, inadequate remuneration, and lack of motivation and teachers’ lack of confidence in the teaching profession. Even university administrators believe that those who are not good enough for
specialized studies such as medicine, engineering, and administration should not be herded into the field. This situation seems to lend undue credence that “He who can, does, he who cannot, teaches” (Afe, (2002))

Attitude denotes the inner feelings or beliefs of a person towards a particular phenomenon. An attitude is often defined as tendency to react favourable or unfavourable towards a designed class of stimuli, such as a national or racial group or an institution. An attitude has been defined as the tendency to react specially towards an object, situation or value. Unusually accompanied by feelings and emotions. Attitude is an enduring organisation of Motivational, Emotional, Perceptual and Cognitive process with respect to some aspect of the individual’s world.

Thurstone (1931) defined attitude in the following manner “Attitude is the affect for or against a psychological object. The term psychological object may refer to physical object, a person, an idea, a plan of action, a form of conduct in fact, it may refer to any idea about which the subject may express positive or negative affect. Allport (1935) stated “Attitude is probably the most distinctive and indispensable concepts in contemporary American Social Psychology”.

51
Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of their family, thinking of parents and customs of the society. Personality of parents, their education and their behaviour towards the children is the basis of development of attitudes. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job.

In most situations the three components appear concomitantly to shape teachers' classroom postures, through a direct and indirect interaction between society, school and teachers, following the model presented above. Leite (1994) raises questions about how does society see the need for change, what are its demands, what is considered modern, and how do these beliefs influence teachers' views and behavior in school.

The first definition refers to a particular kind of overt behavior. The second points to a kind of neurological action. The third includes both neurological action and action that involves meaning, imagery, and value. The fourth definition points to any
process of individual consciousness. These four views of attitude suggest the extent to which conceptions of the attitude differ. The published writings of psychologists show no general agreement upon what the term attitude denotes.

The study of teachers' attitudes and their measurement, change in attitudes and their relationship with other variables has been a very important area of research in social and educational psychology. Attitude influence the psychological, social and political processes in the minds of both laymen and scientists.

Importance of teachers' attitudes was formally recognized in the early period of social psychology. Thomas and Znanieck, (1918) defined social psychology as the scientific study of attitudes. Allport (1935) viewed the attitude as 'the most distinctive and indispensable concept in contemporary American social psychology.

Education is the most potent instrument of bringing about social, political and economic betterment and cultural transformation of a country. It is the quality of education that determines the level of prosperity, welfare and security of the people. But the quality of education depends upon the quality of teacher. It is good augury
that educationists and educational planners in India have started realizing that only securing enough teachers will not do, as what is equally important is securing the right type of teachers. Unless such teachers are found, secondary schools cannot deliver the goods that are expected of them. Fundamentally the success of secondary education does not depend either on the definition of aims, statements of objectives, or discussion of subject values, but on the academic and professional preparation of teachers.

For the professional preparation of the teachers the study of attitudes held by them is very important. How a teacher performs his duty, as a teacher is dependent, to a great extent, on his attitudes, values and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant. In addition a teachers' attitudes not only affect his behaviour in the classroom but also influence the behaviour of his students moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired directions.
The influence of teacher attitudes or expectations upon the behaviour of school children has been discussed in several studies. Among the most interesting of those has been that of Pidgeon (1970). Pidgeon (1970) traced from a number of studies, some tentative evidence supporting the hypothesis that a teachers' attitudes influence the behaviour and ability of his pupils. Lunn (1970), too, has suggested that the observed decline in reading performance of children of lower social origin relative to higher social class children might, in some measure, be due to their teachers' lower expectations of them.

Teachers should be respected and appreciated by everybody in the society. Enjoy teaching is another interesting issue to look at. Regardless of all problems and difficulties that teachers generally face, this factor still plays an important role in affecting attitudes toward teaching. Although, this could be mainly a personal factor for many people who love teaching, they should not account only on that. All appropriate conditions should be offered for these people to continue their love of teaching.

Fielder (2010) stated that teachers' attitudes toward professional development and ways to increase teachers' participation in professional development were explored in this
qualitative, grounded theory. Fielder (2010) found that empowering teachers to select the types of professional development in which they participate and providing teachers with time during the school day or remuneration for involvement outside of the work day would improve the attitudes and participation of teachers regarding professional development.

Evans (2010) stated that the enhancement of teachers' professionality, resulting from their acquisition, through a consciously or unconsciously applied mental internalisation process, of professional work-related knowledge or understanding or attitudes or skills or competences that, on the grounds of what is consciously or unconsciously considered to be their superiority, displace and replace previously-held professional work-related knowledge and/or understanding and/or attitudes and/or skills and/or competences. It is a form of personal enlightenment, on a scale that may range in magnitude from being enormous to miniscule, that is relevant to the individual's professional life and practice. It is a mental, not a practical, process—though it may motivate practice. Since it is a mental process it is also an independent, not an interpersonal, process—though its stimulus may be found in interaction with others.
1.12 CONCEPT OF ATTITUDE

The concept of attitude occupies a very favored position in social psychology. Psychologists as well informed as Allport (1936) and Murphy (1937) consider it the central concept in the field; various textbooks have indicated its usefulness in the advance of the science; and the literature revolving around "attitudes" has grown in the past 20 years to voluminous proportions. Yet the concept, despite its key position, is marked by considerable confusion.

A person's attitude is "the relatively stable overt behavior which affects his status" Bain (1928). When a certain type of experience is constantly repeated a change of set is brought about which affects many central neurons and tends to spread over other parts of the central nervous system. These changes in the general set of the central nervous system temper the process of reception; they lead to the formation of certain general modes of receiving and integrating stimuli. In terms of the subjective life these general sets are called attitudes Warren (1931).

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of
people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses: a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) conative or behavioral component, which is the action taken towards the object.

Attitudes in the narrow and more specific sense are essentially motor sets of the organism toward some specific or general stimulus. They rest upon innate stimulus-response patterns as these have become modified, elaborated, and integrated through learning in the social world. "Attitudes do not exist without reference to value meanings and meanings are related to situations of all sorts around which we have constructed our habits and built up a series of images", Young (1931).

1.13 JOB SATISFACTION AND TEACHERS' ATTITUDE

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well-adjusted and satisfied teacher can contribute a lot to the well being of the pupils. A dissatisfied teacher can become irritable and may create tensions, which can
have negative influence on the students' learning process, and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of the family, thinking of parents and customs of the society. Personality of parents, their education and their behaviour towards the children is the basis of development of attitudes. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job.

1.14 ORGANIZATIONAL CULTURE

Organizational culture comprises the attitudes, values, beliefs, norms and customs of an organization. The individual and collective experiences, norms and values of people working in an organisation form an organization culture.

Organizational culture reflects the things people value, the way people within the organisation generally relate to one another, share ideas and work together on a daily basis to get things done. It includes the shared view of directions and values, priorities,
commitments and feelings of loyalty and personal worth within an organisation. A positive Organizational culture is essential for an organisation to be successful. It also provides personal work satisfaction, supports emotional and physical well-being and generates high morale as well as positive perceptions by others.

Schein (1985) suggested that Organizational culture is grounded in "the deeper level of basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously, and that define in a basic 'taken-for-granted' fashion an organisation's view of itself and its environment." Hargreaves (1994) defines school culture as "the procedures, values and expectations that guide people's behaviour within an organisation". Owens (1987) described culture as follows:

"By 'organizational culture' is meant the norms that inform people what is acceptable and what is not, the dominant values that the organization cherishes above others, the basic assumptions and beliefs that are shared by members of the organization, the 'rules' of the game that must be observed if one is to get along and be accepted as a member, the philosophy that guides the organization in dealing with its employees and its clients."
Others have described culture more prosaically as "how we do things around here" (Garratt, 1991) or "the way things work when nobody's looking."

Basically, organizational culture is the personality of the organization. Culture is comprised of the assumptions, values, norms and tangible signs (artifacts) of organization members and their behaviors. Members of an organization soon come to sense the particular culture of an organization. Culture is one of those terms that's difficult to express distinctly, but everyone knows it when they sense it. For example, the culture of a large, for-profit corporation is quite different than that of a hospital, which is quite different than that of a university. One can tell the culture of an organization by looking at the arrangement of furniture, what they brag about, what members clothes they wear, etc. - similar to what one can use to get a feeling about someone's personality.

At culture's most global level, Merriam-Webster's On-Line Dictionary provides the following definition:

The integrated pattern of human knowledge, belief, and behavior that depends upon man's capacity for learning and transmitting knowledge to succeeding generations; the customary beliefs, social forms, and material traits of a racial, religious, or
social group; the set of shared attitudes, values, goals, and practices that characterizes a company or corporation.

As the focus narrows to organizational culture, there are seemingly as many definitions as there are authors attempting to define this construct. Probably the greatest overarching issue concerning the definition of an organizational culture centers around whether culture is a root metaphor or merely one aspect of the organization; in simpler terms, is culture what the organization is or is it something the organization has? The preponderance of opinion seems to fall on the side of culture being something that most organizations have.

Kilman et. al. (1985b) provided an apt analogy that helps to illuminate the nature of organizational culture: “Culture is to the organization what personality is to the individual – a hidden, yet unifying theme that provides meaning, direction, and mobilization”. As such, it is emotional and intangible (Connor and Lake, 1988), individually and socially constructed (Hall and Hord, 2001), and evolves over a period of years (Wilkins and Patterson, 1985), especially as organizations find acceptable and unacceptable solutions to internal and external problems or threats and attempt to integrate more effectively internally (Schein, 1985a, 1992). This
culture can also be developed and learned by organizational members through the connection of behaviors and consequences and through multiple reinforcement mechanisms and agents (Thompson and Luthans, 1990). It can be learned through the reduction of anxiety and pain or through positive rewards and reinforcements (Schein, 1985a).

A fairly common, simplistic definition of organizational culture is "The way we do things around here." Although this statement appears in many books and articles, the earliest of such entries found by this author was by Deal (1993). Deeper discussions expand this definition to cover such issues as the basic assumptions and beliefs shared by members of the organization regarding the nature of reality, truth, time, space, human nature, human activity, and human relationships (Schein, 1985a; 1985b). It also consists of the philosophies, ideologies, concepts, ceremonies, rituals, values, and norms shared by members of the organization that help shape their behaviors (Connor and Lake, 1988; Rousseau, 1990). Among the norms it includes are task support norms, task innovation norms, social relationship norms, and personal freedom norms. Among the rituals are such issues as
passage, degradation, enhancement, renewal, conflict resolution, and integration (Connor and Lake, 1988).

Organizational culture embraces such organizational needs as common language, shared concepts, defined organizational boundaries, methods for selecting members for the organization, methods of allocating authority, power, status, and resources, norms for handling intimacy and interpersonal relationships, criteria for rewards and punishments, and ways of coping with unpredictable and stressful events (Schein, 1985a). This shared culture helps to create solidarity and meaning and inspire commitment and productivity (Deal, 1985).

The concept of culture is particularly important when attempting to manage organization-wide change. Practitioners are coming to realize that, despite the best-laid plans, organizational change must include not only changing structures and processes, but also changing the corporate culture as well.

There has been a great deal of literature generated over the past decade about the concept of organizational culture -- particularly in regard to learning how to change organizational culture. Organizational change efforts are rumored to fail the vast majority of the time. Usually, this failure is credited to lack of
understanding about the strong role of culture and the role it plays in organizations. That's one of the reasons that many strategic planners now place as much emphasis on identifying strategic values as they do mission and vision.

Organizational culture has been perceived to have greater impact on a range of organizationally and individually desired outcomes (Mckinnon, et al., 2003). Fortune conducted a survey on the most admired companies and it has indicated that the CEO respondents believed that corporate culture was their most important lever in enhancing key capability (Anonymous, 1998). Research scholars have considered from earlier period onwards that organizational culture affects such outcomes as productivity, performance, commitment, self-confidence, and ethical behavior (Ritchie 2000). More recent writers have reaffirmed that organizational culture does affect significantly an organization – employees' behaviour and motivation and its financial performance (Holmes and Marsden, 1996).

Yet, there is very little empirical research done on the outcomes of organizational culture (Detert et al., 2000 and Schein, 1996). Following are the few research papers which have studied organizational culture and outcomes: Sheridan (1992) found an
association between organizational cultural values and the rates at which new recruits voluntarily terminated their employment, and O'Reilly et al. (1991) identified an association between the fit of organizational culture with employee preferences for culture (the person-organization fit) and organizational commitment, job satisfaction, and turnover. These studies were conducted in the U.S. and, hence, within the particular national cultural context of that country.

National culture has the potentiality to influence the relation between the organizational culture and individual outcomes (Chow 2000). Some researchers like Agarwal et al. (1999) point out the necessity of broadening the study of organizational phenomena beyond the boundaries of Anglo-American cultures.

Rao (2002) attempts to broaden the boundary. The study examines empirically the association between organizational cultural values and employee satisfaction in a large manufacturing and information technology companies in India.

Organizational culture has been defined in many ways in the literature, for example organizational culture is defined as "a system of shared values (that define what is important) and norms (appropriate attitudes and behaviors) by O'Reilly and Chatman's
In most definitions various combinations of assumptions, values, norms, beliefs and ways of thinking and acting are used to explain the organizational culture (Mckinnon, et. al. 2003).

Antal et. al. (1997) have observed the connection between corporate culture and the way firms perceive their environment in their research. To improve corporate performance, transformation of organizational culture to fit into the prevailing business environment is viewed as the utmost necessity (Peters and Waterman, 1982).

According to Hill and Jones (2010), culture is defined as “the specific collection of values and norms that are shared by people and groups in an organization that control the way they interact with each other and with stakeholders outside the organization.”

Detert et al (2010) presented another synthesis on organizational culture in terms of eight dimensions of organizational culture, on the basis of truth and rationality in the organization, the nature of time and time horizon, motivation, stability change/ innovation, personal growth, orientation to work, task, and co-workers, isolation vs. collaboration, and responsibility and orientation and focus-internal and/or external and how these dimensions corresponded to the values and beliefs of TQM.
Zheng et al (2010) in a recent framework propose that as the organization goes through its life stages of start-up, growth, maturity, and revival, organizational culture evolves through corresponding mechanisms of inspiration, implantation, negotiation, and transformation. This framework also contributes to the literature on the dynamic view of culture and suggests that human resource development professionals need to be perceptive of the life stages of their organizations and intentionally leverage different cultural mechanisms to respond to critical organizational needs.

1.15 DESCRIPTION OF ORGANIZATIONAL CULTURES

Harrison (1972) first identified four broad “characters” of organisations. These were:

- **Power** (where power is exercised by a dominant leader)
- **Role** (where there is a strong emphasis on job hierarchy and status, for example a bureaucracy)
- **Task** (where achievement of a goal is paramount)
- **Person** (where the organisation exists to meet the needs of its members).

Handy (1986) used these descriptions as the basis for his analysis of cultures in schools. He found that schools were likely to
be a mixture of several cultures, but that usually one or two cultures were dominant.

A large body of research exists on Organizational culture and its impact on outcomes. In education and training, this includes aspects such as the amount of cooperation and sharing of ideas within a classroom, faculty, school, institute or unit and how well various parts of the organisation work together to support the core business - high quality teaching and learning.

Research by Fullan (2000) and many others has shown that significant improvements in student learning outcomes occur most successfully in collaborative environments where teachers and administrators form a professional learning community, where together they focus on student work and where they are prepared to change what they do to get results. Fullan (2000) points out, however, that to be effective, this activity must be complemented by collaboration that goes beyond the school – specifically, strong partnerships with the school community and strong support from a responsive system truly dedicated to supporting schools.

Research in Victoria and Queensland (Bradley and Parker, 2002) indicates that public service culture is perceived as needing to move from:
• an internal to an external focus
• being driven by rules and regulations to being driven by values and flexibility
• command and control management to management based on trust, responsibility and accountability.

1.16 CONCEPT OF ORGANIZATIONAL CULTURE

An organizational culture is usually made up of sub-cultures, indeed even of counter-cultures, that confront each other in order to define reality. The more homogeneous the vision shared by the group and the greater the consensus about certain values, the stronger is the culture.

Organizational culture, thus, refers to the particular dynamic that is established in the group, to the relationship between members, to the common vision and language that emerge naturally as soon as members come together in pursuit of common objectives.

Organizational culture also includes the idea of common values, ways of thinking shared by the members, norms to which they gradually adhere and which make mutual understanding and daily life easier. Finally, organizational culture is based on a history
that contains important and decisive moments for the group, where a meaning for their commitment is found. This animates and inspires the functioning of the group and gives life and meaning to the organizational and administrative processes.

This concept has enabled us to better understand organizations from the point of view of human subjectivity. This subjectivity can create value systems and give meaning and dynamism to these organizations. This concept has also allowed us to better define the essential nature of high performance institutions.

Organizational Culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations. This system of shared meaning is actually a set of key characteristics that the organization values (Robbins and Sanghi, 2010).

Organizational culture is a descriptive term, which is concerned with how employees perceive the characteristics of an organization's culture, not with whether or not they like them. This appraisal of the organization on its characteristics gives a composite picture of the organization's culture. This picture in turn becomes the basis for feelings of shared understanding that
members have about the organization, how things are done in it, and the way members are supposed to behave (Robbins and Sanghi, 2010).

When culture is defined as a system of shared meaning, it can be expected that individuals with different backgrounds or at different levels in the organization will tend to describe the organization's culture in similar terms (Robbins and Sanghi, 2010).

1.17 JOB SATISFACTION AND ORGANIZATIONAL CULTURE

Jimfrase et al. (2002) proposed that the culture of the workplace is the foundation from which workers develop an assessment of appropriate organizational behavior and their qualitative analysis highlights that the perceived gap between organizational norms and their actual implementations creates a deeply felt discontent for many workers from a number of social groupings.

Harris and Mossholder (1996) point out that organizational culture stands as the center from which all other factors of human resource management derive. It is believed that culture influences individual attitudes concerning outcomes, such as commitment, motivation, morale, and satisfaction. Wallach (1983) has suggested...
that individual job performance and favorable job outcomes, including job satisfaction, propensity to remain with the organization, and job involvement, depend upon the match between an individual's characteristics and the organization's culture.

A study conducted by Mckinnon and Taiwan (2003) indicates that there is a quite compelling support for the importance of organizational culture in affecting job-satisfaction.

Odom, Boxx, and Dunn (1990), found that the bureaucratic culture neither improves nor distracts an employee's commitment and satisfaction. They also found that employee attitudes and behaviors are enhanced by an organizational culture that exhibits innovative characteristics. Additionally, they found that employees who work in a supportive environment express more job-satisfaction.

Revati (2010) conducted a study on Organizational Culture and found out that the teacher's attitudes towards their jobs are positive, with a majority of the respondents agreeing that there has been an improvement in their attitudes in the recent past. Among the reasons for this positive improvement are the following:

• The work has become more interesting, their jobs / roles are now clearer than before, they now have the knowledge / skills to
do their jobs properly, and they feel they are spending their time more usefully than before.

- To a lesser degree, the fact that they now receive appreciation for their work has also helped to improve their positive attitude.

For the very small minority of people who disagree with the statement that their attitudes have become more positive, the predominant reasons for the lack of improvement in their attitudes have been lack of appreciation for their work and the fact that they do not find their work interesting.

With regard to the organization, a vast majority of the respondents have a strong sense of belonging, and they take pride in working for the organization. Most of them feel comfortable working there.

However, it is to be noted that a sizeable minority of the respondents have indicated that they feel stress or pressure to perform, and that they do experience some fear and insecurity while working.

1.18 GENESIS OF THE STUDY

The research workers in the field of behavioural sciences increasingly release the importance of the knowledge about job
satisfaction of an individual. A few relevant references could be the economists studying the economic behaviour, Psychologists harping on occupational behaviour, educationists, examining role of aspiration, expectation and achievement and sociologists probing various fabrics of socio-cultural origin which affect directly or indirectly the human behavioural potential.

Job refers to a group of similar positions or a set of task performed by an individual, one school of thought supports that man works to earn the; money to purchase the amenities of daily life, so job is a means to an end. The other school of thought says that work is an end in itself being a member of various social groups in the society man cannot be idle. A person does something or the other to utilize the time in best possible ways and generally derives pleasure in doing some activity or in keeping himself busy with some occupation, whether it is constructive or otherwise. Selection of a job depends to a considerable extent on individual's capacities. Skills and interests excluding the general factors like age, sex, caste, background and also need generally are the decisive factors. But the contemporary psychologists are in favour of job as means and end both together because it is essential for the
maintenance of living and at the same time a source of individual pleasure.

Job satisfaction is psychological condition varying in degree in various places and times because, it is conditioned by socio-cultural and economic factors to a large extent, job satisfaction can be measured at two levels, that is, intrinsic and extrinsic with efficiency of work or turnover.

Historically, the concept of human relations assumed that high job satisfaction led to high productivity, but later researchers indicated that this was incorrect assumption, satisfied workers turned out to be either high producers or low producers or only average producers. The study of Gambel (1977) reports that affective high school principals need not be thoroughly satisfied with their jobs. On the other hand, Umstott (1985) and Zibrin (1985) found a positive relationship between job satisfaction of administrators and their administrative performance.

The scanty researches in this area does not give satisfactory evidence of the relationship between job performance levels of job satisfaction may create variations in the performance of individuals on their jobs. This could be more so in the case of a leader of an organisation, who is under great stress and strain due to the
normative expectation of the role performance by virtue of occupying that position. A relationship between the two variables, namely, administrative behaviour and job satisfaction of school Heads might answer a few topical questions on the need for qualitative uplift of the profession and improvement of service conditions in the field of teaching.

Teacher constitutes the real dynamic force in the school and in the educational system. The energy and forceful personality of teacher has direct and indirect impact on the coming generations and it is teacher who broadens the outlook of the youth under his charge, thus demolishing the international and geographical barriers. It is said that the progress of the nation and of the mankind depends substantially on the teacher in a system of education. For the effective involvement of teachers in the all round development of pupils, a necessary conditions that teachers have to kept "Job Satisfied".

Job satisfaction helps to attract and retain the right type of persons into the profession and also helps them function at the highest level of efficiency. A requisite one would assume, for a teacher to be affective, would be the amount of satisfaction desired from the job. The teachers by virtue of being satisfied at the job
whereas, on the contrary, dissatisfaction hampers the functioning of any usual purpose to attain the optimum level of efficiency. A dissatisfied teacher is lost not only to oneself but also to the entire society and becomes a nucleus of problems in the school. Satisfaction identifies the teacher with his profession and dissatisfaction forces to get out of it at the earliest available opportunity. Thus job satisfaction of teachers play a very important role in perpetuating good education and in turn job satisfaction of teachers may enhance their profession efficiency and skills.

Teachers have a key role in the improvement of education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they make to the field will depend in part on their involvement in their work and the satisfactions they derive from it. Hence, it was decided to study the job satisfaction of teacher with respect to different work values.
1.19 NEED AND IMPORTANCE OF THE STUDY

The importance of job satisfaction is a universally known phenomenon. In a rapidly known developing society, its significance need not be over emphasized because it is important to teachers and to the community at large. Number of investigations showed that when a man is satisfied with the work the employer profits and the nation prospers.

Historically, the concept of human relations assumed that high job satisfaction led to high productivity, but later researchers indicated that this was incorrect assumption, satisfied workers turned out to be either high producers or low producers or only average producers.

Theoretical aspects of job satisfaction show that there are many factors, which influence the level of job satisfaction. From the review of related literature that comparatively very less work has been done to find the relationship between achievement motivation, job involvement, locus of control and job satisfaction.

Teachers have a key role in the improvement of education. Therefore, it is important that their best efforts be devoted to it. Since there is so much flexibility in the work they are required to do, and the manner in which they can do it, the contribution they
make to the field will depend in part on their involvement in their work and the satisfactions they derive from it.

Job satisfaction is an employee's affective response to their job and its environment. It is a state of mind inferred directly from an employee's response to question relating to the job. "The human side of enterprise" has become the focal point of modern management. The human side of enterprise "is all of a piece" that the theoretical assumptions management holds about controlling its enterprise. Both the practitioners and theoreticians know the value of meeting human needs in an organizational life.

A self confident and competent teacher is more effective in the classroom. The work helps teachers raise their self-esteem and enhance personal effectiveness. Teachers learn to effectively use simple tools to set goals and manage time, thereby fulfilling school and student expectations. The programme aids teachers in creating a learning environment that is conducive and motivates students to interact freely.

Developing personal effectiveness skills is an enterprise that requires a great deal of time, effort and energy, Indeed, an emphasis on such effective skills can be used at times to distract attention from wider Organizational issues. Job satisfaction has a
significant effect on how teachers view their organizational responsibilities and their organizational culture. With increasing globalization, a greater knowledge and effect in organizational cultures can be beneficial for teachers and managers. Teachers’ attitude is the affect for or against a psychological object which may refer to physical object, a person, an idea, a plan of action, a form of conduct in fact, it may refer to any idea about which the subject may express positive or negative affect.

Hence a great need was felt to study the Job Satisfaction of Secondary School Teachers with the Personal Effectiveness, Teachers’ Attitude and Organizational Culture. It may be a humble beginning but it is felt that it may fetch rich dividends in the long run.

1.20 STATEMENT OF THE PROBLEM

“A Study of Job Satisfaction of Secondary School Teachers in Relation to Personal Effectiveness, Teachers’ Attitude and Organizational Culture”
1.21 OBJECTIVES OF THE STUDY

The present study is undertaken with the following objectives:

1. To study the relationship between job satisfaction of teachers and personal effectiveness (total) and its dimensions (self disclosure, openness to feedback, perceptiveness)

2. To study the relationship between job satisfaction of teachers and teachers' attitude (total) and its dimensions (teaching profession, class room teaching, child, centered practices, educational process, pupils, teachers)

3. To study the relationship between job satisfaction of teachers and organizational culture and its dimensions (openness, confrontation, trust, authenticity, proaction, autonomy, collaboration and experimentation)

4. To study the relationship between job satisfaction and gender of teachers.

5. To study the relationship between job satisfaction and age groups (25-34 years, 35-44years, 45+years) of teachers.

6. To study the relationship between job satisfaction and teaching experiences (1-15yrs, 16-25yrs, and 26+ yrs) of teachers.
7. To study the relationship between job satisfaction and educational qualifications (graduate and postgraduate) of teachers.

8. To study the relationship between job satisfaction and types of management (Government, aided and unaided) of teachers.

9. To study the relationship between job satisfaction and teaching subjects (arts/science) of teachers.

1.22 LIMITATIONS OF THE STUDY

i. The present study is limited only to Koppal District of Karnataka State.

ii. The sample is restricted to 500 secondary school teachers.

iii. The study is restricted to teachers of government, aided and unaided secondary school of Koppal District.

1.23 OVERALL VIEW OF THE STUDY

In Chapter I, deals with the brief introduction of the variables namely job satisfaction, teachers' attitude, personal effectiveness,
organizational culture, its importance and significance of the study, objectives and limitations of the study.

In Chapter II, a brief review of related literature and how the related literature helped the researcher to design the present study have been discussed.

Chapter III deals with the methodology adopted for the present study. This chapter includes variables considered for the study, sample, tools used, hypotheses, procedure of data collection and statistical analyses of data.

Chapter IV deals with the analysis and interpretation of the data in the form of tables, figures and graphical representation.

Chapter V presents a brief summary of the study. It also explains findings from the study, discussion and conclusions, along with educational implications of the study and suggestions for further research.

Bibliography and Appendices have been put at the end.