CHAPTER - II

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Teachers comprise one of the largest work forces in any country. However, not as many researches have been carried out on the school organisational climate and job satisfaction on teachers, as on industrial and clerical workers. This is especially true in the Indian context. The few studies that have been carried out on the job satisfaction of teachers bestowed their attention on variables like personality adjustment, sex, management etc. Beside this none of the studies, attempted to make a comparison between different types of schools of the same organisational set up, on different variables like job satisfaction, teacher’s attitude towards their profession, organizational climate prevailing in the schools and student liking for their teacher.

The present researcher seeks to present here studies which have proved to be of significant value in providing an understanding of the school organisational climate with respect to Job Satisfaction, Teacher Attitude and Student Liking for their teacher.

This chapter has been divided into two parts namely :

a) Studies done in India and

b) Studies done abroad.
a) Studies done in India

Nazir & Ahmad (1998) studied the sources of satisfaction & dissatisfaction among the teachers: A test of two factor theory. It aimed to determine the source of satisfaction among teachers using Herzberg's two factor theory of job satisfaction. The job satisfaction questionnaire (Laheri & Srivastava, 1967) was administered to 150 teachers from various colleges and universities of J & K. Results provided only partial support for the theory and satisfaction and dissatisfaction were found to be independent measures. While hygienic factors contributed to both satisfaction and dissatisfaction motivators, and hygienic factors were not mutually exclusive.

Gyannai (1998) studied "stress and strain among the teachers working in higher education institutes of different organisational climate. An accidental sample of 200 teachers was selected from various graduate and post graduate level educational institutions. The Higher Educational Institute Organisational Climate Questionnaire and the Occupation Stress and Strain both of which were developed by the author were used for data collection. Results reveal that teachers working in a closed or controlled type of organisational climate experienced more stress and strain than their counter parts working in an autonomous or open type of organisational climate.

Raja, Dharma and Thiaga Rajan (1998) studied school organisational climate and teacher effectiveness of boys Higher Secondary Schools in Tuticoirn. The investigator studied teacher
effectiveness and school organisational climate on twelve boys higher secondary schools of which eight were in urban and four in rural areas. A sample of 279 teachers of higher secondary school were administered the teacher effectiveness scale (Pravez Khan & Mutha, 1976) and the school organisational climate Description Questionnaire (Holpin and Craft, 1963). Analysis of data revealed that teacher effectiveness did not differ significantly as a function of age, marital status, religion, caste, cadre, subject of the teacher and locale of the school. It was seen that eleven schools had a controlled organisational climate and only one school had an autonomous climate. Teacher effectiveness was lower in these eleven schools.

Bhatnagar & Bhandari (1998) studied perceptions of Organisational Culture. It is argued that organizational culture is a crucial organisational variable in facilitating or impending the change process. The sample consisted of 169 respondents working in six organisation in the private sector, the public sector and a central government department. The Organisational Culture Questionnaire adopted from Cameron & Freeman (1991) & Quinn (1988) was administered. Results revealed that hierarchy was the pre-dominant culture form. Adhocracy or entrepreneurial culture was the most dominant culture in the private sector and weakest in the public sector.

A co-relational study was undertaken by Bhatt (1997) on job stress, job involvement and job satisfaction of primary school teachers. A random sample of 120 male and 120 female primary school
teachers (age 18-59 yrs) from public and private schools of Jamnagar city were administered the different scales. Results indicate that the Primary School Teacher’s job stress was highly significantly positively associated with job involvement and job satisfaction, and job involvement was highly significantly positively correlated with job satisfaction. Four factors of job stress were significantly negatively correlated with overall job satisfaction. There was a significant negative partial correlation between the primary school teachers job stress and job involvement but there was a negative insignificance partial correlation between job stress and job-satisfaction.

Devi and Venkatramaiah (1996) attempted to study the efficiency and attitude of rural elementary school teachers towards teaching. The findings of the study revealed that the majority of male rural elementary school teachers had average attitude towards teaching and they assumed teaching as a challenging job. Teacher’s attitude towards teaching correlated positively and significantly with involvement dimension and total teacher efficiency attitude. The rural elementary school teachers had average teacher efficiency, attitude and dimension wise were found below average.

Panda, Pradan and Senapaty (1996) assessed job satisfaction of secondary school teachers in relation to their mental health, age, sex and management of schools. The sample of the study consisted of 102 teachers (74 male and 28 female) working in twelve secondary schools in Karaput district of Orissa. The major finding of the study indicated that mental health and age had significant
interaction effect on secondary school teacher's job satisfaction. There was no significant difference between male & female secondary school teachers in their job satisfaction, and between government and privately managed secondary school teachers in their job satisfaction.

Babu and Reddy (1996) studied organisational climate of schools in relation to type of schools and sex of teachers. The sample of the study consisted of 400 teachers equally distributed between the residential and non-residential schools and the two sexes. It was found that there was no significant association between the two attributes, types of school & school climate. The mean score of non-residential schools on disengagement was high. No significant difference was found between the organisational climate of the two types of school with regard to Esprit, Production Emphasis, Thrust and Consideration dimensions. Significant differences existed between the two sexes with regard to their perception of the organisational climate of their schools on hinderance and consideration. However, in the case of women teachers, those in residential schools experienced significantly greater thrust than those working in nonresidential schools.

Patel (1995) attempted to study the organizational climate in higher secondary schools. The sample for the study was drawn from Gujrati medium higher secondary schools selected using random sampling technique. The major findings of the study indicated that the three schools had closed climate. In such schools, it was considered that the principal did not consider the teachers as human
beings. In schools having open climate the teachers and the principal were happy in working with each other. Girls schools had open climate while boys schools with closed climate were more in number. The percentage of familiar, controlled and open climate were found more in large schools.

Gupta (1995) conducted a correlational study between teachers job satisfaction and their teaching effectiveness. The sample of the study comprised 60 teachers from five randomly selected secondary schools of Ghaziabad District of Uttar Pradesh. It was found that the coefficient of correlation between overall dimensions of job satisfaction of the teachers was significantly related with the teachers effectiveness. While on the dimensions viz. salary and other benefits, community aspect supervision, family life, polices and practices, and growth and practices were found to be non-significant.

Panda and Sahoo (1995) attempted to study the students academic achievement in relation to school organisational climate. The sample for the study comprised of 200 secondary school teachers and 400 students of central, public govt. aided & unaided schools of Orissa. The results of the study show that out of three central schools two schools had paternal and one school had familiar climate. In both types of climates teachers did not work well together and job satisfaction was average. In the two public schools which had controlled climate & one had open climate. The teachers were interested to do work and co-operate with their principal. It was found that students studying in different types of climates

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differed significantly in their achievement.

A study was conducted by Singh and Joseph (1995) to find out the impact of organisational climate and shift work on life satisfaction. Findings indicated that a positive relationship existed between organisational climate and life satisfaction. Further findings revealed that the main effect of organisational climate was found to be significant.

Beegam (94) conducted “An analytical study of factors related to job satisfaction among college teachers. The sample for the study consisted of 415 teachers covering 204 males and 211 females selected, on the basis of stratified random sampling form the college of Kerala. The results revealed that job satisfaction of the college teachers was found related to certain socio-demographic variables such as faculty, locale, religion, caste and community, education of spouse and mode of conveyance. Job satisfaction of the college teachers was found related to certain personality variables like self esteem, nationalism, spiritualism on orientation and thoughtfulness.

Selvarajee (1994) Studied the correlates of effective schools. The sample comprised 810 students and 540 teachers from 54 higher secondary schools of Madras District (North). It was found that the factor which distinguished between significantly high effective schools and low effective school include students affective domain, motivation towards school, student’s cognitive domain, aspects of motivation towards school, classroom climate, teacher’s involvement in planning the school work, decision making and
administration, school health. The discriminant variables that distinguished three levels of effective schools were classroom climate, parents involvement in school activities and leadership qualities of the heads of the school.

Sudhira (1994) examined teacher job satisfaction and job stress of secondary school physical education teachers working in different management schools physical education teachers working under in Madhya Pradesh on the sample comprised physical education teachers of 20 districts of Madhya Pradesh. It was found that the physical education teachers working in private and semi govt. schools had significantly, higher job stress as compared to those who were working in government schools. Among them the private school teacher had higher job stress. Physical education teachers working in private schools had significantly higher job satisfaction as compared to teachers working in semi govt. and private. schools.

Jani (1993) examined the existing organisational climate of a few selected secondary schools running under different managements in Ulhasnagar, Kalyan and Ambarnath. The sample comprised 42 schools covering private / aided private / non-aided govt. / aided, and govt. / non aided managements. The results showed that 23.8 percent of the schools had open climate, 33.38 percent closed climate, 9.52 percent autonomous climate, 16.66 percent controlled climate and 14.76 percent familiar climate, Academic achievement was found better in schools of open climate as well as controlled climate and poor in schools of closed climate.
There existed positive relationship between type of climate and co-curricular activities.

A study to investigate the relationship between organisational climate of schools and diffusion of innovations was undertaken by Methe (1985). The major findings were: (1) 'Paternal' climate was the most frequently perceived followed by 'controlled', 'autonomous', 'open', 'familiar' and 'closed' climates. (2) In rural schools the 'controlled' climate was more frequently seen whereas 'closed' climate was seen the least. (3) In urban schools and boys schools the 'paternal climate' was mostly seen while 'open climate was seen the least in these schools.

A study was designed by Mistry (1985) to study the influence of some biographical variables of students and some physical variables pertaining to school on the quality of school life. It was found that out of 100 schools, 38 were good, 36 were average and 26 were poor in terms of quality of school life. With respect to organisational climate. Out of 100, 37 schools were open, 37 intermediate and 26 closed. Quality of school life was found directly proportional to their climate. Urban and girls schools were comparatively more humanistic than rural and boys schools.

A study was conducted by Pandey (1985) to find out the relationship between the leadership behaviour of principals and the organisational climate of schools and investigate the relationship between organisational climate and teacher morale. No significant difference was found between the leadership behaviour of rural and urban principal. A significant relationship was found between the
Intimacy structure Dimension of leadership Behaviour and Esprit, Psychophysical Hindrance, Controls, Production Emphasis and Humanized Thrust Dimensions of Organisational Climate. Chi-square value was found significant between high vs. low teacher morale and open vs. closed climate.

A study was made by Puranik (1985) to find the relationship between social maturity of the students on the one hand and organisational climate and morale of the teachers on the other. In this study social maturity level of female students was found higher than that of male students. The morale of female teachers was higher than that of male teachers. The controlled organizational climate, government management, and urban locality were conducive to development of morale of teachers. No single dimension of organisational climate was effective for the development of social maturity of students.

Srivastava (1985) conducted a study to find out the relationship between school effectiveness and organisational climate. In this study disengagement among teachers was found negatively related to school effectiveness, while feeling of Esprit and feeling of Intimacy were found positively related to school effectiveness. Feeling of Alienation, Psycho-physical Hindrance and tendency of control were found to have no relationship with the school’s effectiveness. Except the Production Emphasis Dimension, school results were found to have no low performance schools with high performance schools showing lower Disengagement, Alienation, Psycho-Physical Hindrance and higher on Esprit, Intimacy and
Humanized Thrust as compared to the average and low performance schools. There were significantly more teachers in the high performance schools having more years of experience than the teachers of Average of low performance schools having more years of experience than the teachers of average or low performance schools. Both high and average performance schools had relatively higher percentage of highly trained teachers as compared to low performance schools. The higher production emphasis and humanized thrust in an organization, the higher was the job satisfaction.

Chopra (1983) investigated the overall job satisfaction of teachers working in school having different types of climate and to identify the area of job satisfaction in which teacher of school having different types of climate differ. Forty-two girls and boys sec. and Sr. Sec school were taken. Organisational climate description questionnaire by M.L. Sharma and teacher Job Satisfaction inventory by Wall were used. Teachers working in school with open climate were found to be more likely to show higher overall job satisfaction than their counter-part is paternal and closed climate, namely high on Esprit Humanized Thrust, Average Intimacy, less of Psychological Hinderance and Production Emphasis and low on Disengagement Alienation and Control were found to be conducive to high teachers Job Satisfaction.

Sharma (1982) found a positive relationship between leader's administrative behaviour and teacher's job satisfaction. A low relationship between the principals' administrative behaviour and
student achievements was perceived by teachers.

Pandey (1981) studied the relationship between the organisational climate of Garhwal’s Secondary Schools as perceived by the teachers and their adjustment problems. The main findings of the study were: (i) A significant negative relationship between the total scores on the organisational climate and social adjustment was identified. (ii) The government secondary schools had better organisational climate than private secondary schools, (iii) the girls secondary schools were better in organisational climate than the boys secondary schools. (iv) The secondary schools of urban areas were better than those of rural areas with respect to organisational climate. (v) the teachers of government secondary schools were more well adjusted than those of private secondary schools in the area concerning home, social and educational adjustment whereas they had similar levels of adjustment in emotional and health areas.

Varshneya (1981) studied the relationship between organisational environment and teacher effectiveness. The major findings of the study were: (I) the percentage of the schools coming under the closed range was slightly higher than that of the open climate range (ii) there was no sex difference as far as the school climates were concerned (iii) open school environment produced quite a favorable attitude towards the teacher. (iv) different organisational climates did not produce significant differences in the pupil’s attitudes towards their schools but they produce significant difference in the pupil’s scholastic achievement. The scholastic achievement was the maximum where the environment was open.
and familiar and it was the least where the environment was controlled and paternal. Closed and autonomous environment were moderately and equally suitable for scholastic achievement (v) Open, autonomous and controlled environments were more favorable for the teacher’s effectiveness than the other categories of environments. (vi) organisational environment was significantly and positively related to the pupils’ attitude towards the teacher. (vii) Organisational environment was significantly and positively related to scholastic achievement but its relationship with the pupils’ attitude towards the school wasn’t significant. However, it was positively and significantly related to social environment and composite teacher’s effectiveness.

A study was conducted by Joshi (1980) to identify and classify the organizational climate of the higher secondary schools of Rajkot City. The OCDQ, personal interview with the Fajkot District Education Officer and the records from his officer were used. The major findings of the investigation were: (1) all categories of climate were available in the schools, (II) There were no differences with respect to the category of organizational climate, between government schools and private schools, high or low performing schools, those with varying size, location and with different streams.

A study was undertaken by Khera (1980) to examine the organizational climate and education environment of Sianik Schools. The major findings of the study were: (I) There were wide variations in the organizational climate and educational environment
of the organizational climate characteristic has been related to a number of other variable characterizing the institutions and the personality of people working with them.

Gupta (1978) conducted a study to identify and classify the organisational climate of the secondary schools of Rajasthan, to study the leadership behaviour-dimensions of the headmasters of secondary schools and also to study the personality factors of the headmaster of schools having different types of school climate. Sharma’s School Organisational Climate Description Questionnaire (LBDQ) and 16 PF Test Form A of Cattell were used for data collection. There were no significant relationships between school climate and factors A, CE, H, N, Q₁, Q₃ and Q₄ of 16 PF.

Gandhi (1977) while studying the school climate as a function of personality of school personnel and pupil control ideology collected data on 1014 teacher (820) males and 194 females) by applying OCDQ, PCIF and 16 PF. The chi-square, correlation technique and analysis of variance indicated that thirty six percent of schools belonged to closed type, thirty five percent to intermediate type and twenty nine percent to open climate type on Gujarat State. Small sized schools tended to be of open climate type and larger schools tended to influence the way they apprehended the twelve dimensions of climate.

A study of organizational climate of teacher education institutions in Uttar Pradesh and its relationship with their effectiveness was conducted by Bhatnagar (1979)
Organizational climate was measured by a Organizational Climate Questionnaire (OCD) prepared by the researcher. Kalmogorov-Simronov test of significance was used to test the Hypothesis. The findings of the investigations were:

(i) The climate of government teacher training colleges is characterized by high social support, high authoritarianism, high thrust, high academic emphasis and high discipline and control. Non-government teacher training colleges, on the other hand have a climate, dominant characteristics of which are high Hindrance, high Democracy and Freedom and high lack of Facilities.

(ii) Large teacher education institution have significantly high authoritarianism, high thrust, high academic emphasis and high.

The major findings of the study were: (i) The government and privately managed schools, as a group, did not differ significantly in their organizational climate but differed from school to school and no two schools had similar organizational climate (ii) The organizational climate of a school did affect the job satisfaction of the teachers. (iii) There was no positive relationship between the organizational climate and the academic achievement of the students.

Franklin (1975) conducted a study to investigate into the relationship between organizational climate of the colleges of education of Gujarat and the morale of the teacher educators working in them. He also examined how these variable affected the effectiveness of teacher education programme at B.Ed. level.
It was found that the openness of climate in contrast to closeness of the climate did not led to 'high' or 'low' effectiveness of the teacher education programme. However, the dimension 'Esprit' indicated a significant effect on the low side. The data also indicated that there was no significant difference in morale of teacher educators with and urban background and those with rural background.

Sharma (1974) replicated Halpin and Croft's study on a random sample of 1066 secondary schools in Rajasthan. He investigated the relationship between organisational climate and faculty size, faculty experience, faculty age and experience of the headmaster. He also determined relationship between organisational climate and school effectiveness. He found significantly positive correlation between teacher satisfaction and school climate, between headmaster effectiveness and school climate. He also observed significantly positive correlation between school academic achievement index and humanized thrust.

Pillai (1974) planned a study to determine the extent to which organizational climate of school and faculty morale in the school were related to the quality schools. He came to the conclusion that performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate types. Performance of pupils in high morale schools was superior to that of the schools with average moral which in turn was better than the schools with low morale. He also observed that Esprit, Thrust, Disengagement and Hinderance were significantly correlated with the level of performance of pupils in schools.
(b) Studies Done Abroad

Hart Wearing, Nicholas and Dingle (2000) developed the School Organizational Health Questionnaire, a measure for assessing teacher morale and School Organizational Climate. A total of 1,520 leaders from 18 primary and 26 secondary school in the Australian State of Victoria participated in the study for the development of questionnaire. The three studies resulted in the 54 item School Organizational Health Questionnaire that measure leader morale and eleven separate dimensions of School Organizational Climate appraisal and recognition curricular co-ordination, effective discipline, policy, excessive work demand, goal congruence, participative decision making, professional growth, professional interaction role classify student orientation and supportive leadership.

Hopking and Sterns (1996) studied about Quality Teachers, Quality school: International perspective and Policy implications. The key characteristic features highlighted by the study are commitment, love of children mastery of subject didactics and multiple models of teaching, the ability to collaborate with other teachers and a capacity for reflection. The school level characteristics supportive of high quality teachers identified are a consensus on vision and values, an organization for teaching and learning, coherent management arrangements, formal and internal leadership, staff development focused on the work place and effective relationship with community and local district.
A study was conducted by Trustry and Dickey (1993). The purpose of the study was to determine the extent to which the following variable: (a) gender, (b) race, (c) gender and race jointly, (d) socio-economic status, (e) parent’s educational level, (f) reading achievement (g) mathematics achievement, (h) grade failure, (i) particular school attended and (j) social similarity of the student to his or her school’s racial composition predicted feeling of alienation from school in students in each of grades 4, 5, 6, 7 and 8. Data employed in the study were from 19 public schools in Mississippi and included 1636 randomly selected students. A cross-sectional design was employed to study the developmental properties of alienation from school.

A study was conducted by Sebastian (1993) to examine the relations among the power types-coercion, authority and influence-and the conflict and consensus variable and the climate variables. It was found that coercion and influence are inversely related and authority is positively related to coercion and influence. It was also found that coercion is positively related to conflict, influence negatively related to conflict and authority positively related to both conflict and consensus. Hypothesis that coercion would be inversely related to open school climate was also by inverse relationship between coercion and open school climate.

A study was conducted by Cheng (1991) to investigate the characteristics of the organizational environment perceived by teachers in Hong Kong Secondary Schools. The unit of analysis was the school and the research subjects were 64 aided secondary
schools in Hong Kong. The findings of the this study had considerable external validity. Within each participating school, 10 teachers were chosen at random to complete the Organizational environment instruments. Mott’s (1972) IOE was adapted and employed to measure the perceived organizational effectiveness of schools.

Two types of Teacher workplace commitment Organizational commitment and commitment to student learning—were studied in 63 urban elementary and middle schools by Kushman (1992). It was found that teacher organizational commitment is related to the types of students served as well as the alterable organizational conditions of the school. Schools serving disadvantaged students engendered less teacher commitment to the school workplace, even though these are the schools where such commitment is most important, Organizational commitment was positively related to student achievement. It was also positively related to teacher’s job and career satisfaction, feeling of efficacy as a teacher and teacher’s expectations for student success. Surprisingly, there was only a weak relationship between commitment to student learning and student achievement.

A study was undertaken by Lofland (1985) to investigate the relationship between the established organizational climate and job satisfaction levels of teacher. The organizational climate descriptive questionnaire (OCDQ) and Minnesota satisfaction questionnaire were selected as the instruments to measure organizational climate and job satisfaction. The data were analyzed
by analysis of variance and t-test. It was concluded that the type of organizational climate had significant effect on job satisfaction of the teachers while the other variables such as sex, age, level of experience had no significant effect.

A study was made by Hudson to see whether the climate of a school was related to the teachers perceptions of the principals leadership behavior. The organizational climate description questionnaire (OCDQ) developed by Halpin and Croft and leader behavior description questionnaire (LBDQ) were administered to the teachers of the middle schools. Pearson's Product-moment correlation was used to test the hypothesis. It was found that Initiating structure and Esprit, Production Emphasis, Thrust, Consideration and Aloofness were significantly positively related. There were significant negative relationships between initiating structure and Disengagement and Hindrance. Non Significant correlations existed between Initiating structure and Intimacy. It was also noted that the corelational coefficients between Consideration (LBDQ) and Esprit, Production Emphasis, Thrust Consideration (OCDQ) and Aloofness were significant. There were significant negative relationship between Initiating structure and Disengagement, Hindrance and Aloofness. The combine scores of Initiating structure and consideration as measured by the (LBDQ) and the openness scores (Esprit + Thrust − Disengagement) as measured by the (OCDQ) were significantly and positively correlated. It was also concluded that the teacher(s) who have a healthy perception of the principal's leaderships behavior have a healthy perception of the school's organizational climate.
A study was undertaken by Sackville (1983) to ascertain whether statistically significant differences existed that can be attributed to the sex of the individuals principals- OCDQ developed by Halpin and Croft was administered to the principals and teacher of 52 selected schools. The results of the data analysis showed that no significant differences existed between the female and male populations as measured by seven of the OCDQ sub-tests (Hindrance, Esprit, Intimacy, Aloofness, producton Emphasis, Thrust and consideration). Schools with female principals did score significantly better that schools with female principals on the disengagement sub-test of the OCDQ. It was concluded that there is no justification, in terms of organizational climate, for appointing men rather than women, or women rather than men, to positions of the principal ship.

Ronnenkamp (1985) conducted a study to determine the extent to which relationship among organizational components expressed in terms of their congruence with another, correlated with adaptability. An 87-item instrument was used to obtain the data necessary to attain these objectives. The management population in three divisions of a selected corporation was asked to complete the questionnaire. It was included that levels of adaptability did correspond with levels of congruence within the divisions studied. The divisions rated highest in adaptability also achieve the highest congruence rating. Similarly, the division rated lowest in adaptability had correspondingly low congruence scores.

Disenfeld (1985) hypothesized that (a) teacher expressiveness
would have a strong positive main effect on student evaluations of teachers and a slightly weaker effect on student achievement (b) teacher expressiveness would interact with teacher sex on student evaluations and achievement such that the expressive female professor would be viewed most positively, followed by the expressive male professor, and the non-expressive male professor would be viewed least positively and (c) teacher sex would interact with student sex on a number of questions. 121 students participated in the study on teaching effectiveness. The student ratings of teachers were obtained through a questionnaire based on question used in the research on the Dr. Fox effect. The content test had 15 short-answer questions listed chronologically in relation to the script. The trait questionnaire contained eight trait terms—expressiveness, seriousness, warmth, enthusiasm, attractiveness, probableness, and preparedness and interest rated on a 100-point scale. The results indicated that teacher expressiveness is confirmed as a major variable in student impressions of both female and male teachers, although it appears to be more important for male teachers. In a real class-room situation, teacher expressiveness might have less impact because students have more motivation to learn. Teacher expressiveness had a differential impact on student performance as a functions of teacher sex. Expressiveness worked to the benefit of male instructor, but non-expressiveness worked best for female instructors, perhaps because students paid differential attention to the non-traditional as opposed to sex typed teachers.
Chen (1984) conducted a study on job factors associated with teacher-motivation to work. A survey was conducted on 1136 junior, high/middle school teachers from Chicago sub urban area with two instruments (JQ & TEL) to measure job factors and teacher motivation respectively.

The results of the statistical analyses generally supported the notion that both linking and bonding factors are salient job factors associated with teacher motivation in current junior, high/middle schools. The factor analysis showed that both linking & bonding factor which emerged are distinct job factor in the school organization. It is concluded that by adding bonding theories to linking theories, an overarching theoretical framework can be constructed from which the organizational variables associated with teacher motivation can be viewed in a enriched manner.

Finger (1984) explored the relationship between the perceived leadership behavior of the quasi-administrator and teacher job-satisfaction. In addition, the study also considered how the variables of the quasi-administrator's prior assignment, teacher age and teaching experience affected teacher job satisfaction. The sample consisted of 131 teachers from New York City School system. The test instrument used were the Leadership Behaviour Description Questionnaire (LBDQ) and Job satisfaction Index (JSI) and a personal data form. The results seemed to suggest that teachers who perceive quasi-administrator as being high in both Initiating Structure and Consideration will have a greater degree of job satisfaction than will those teachers who perceive their quasi-
administrators as having any other leadership style. Age does not seem to be a factor in the degree of teacher job satisfaction since the differences in satisfaction between the age groups were very small.

Nevels (1984) determined the relationship that exists between the degree of teacher professionalism and the level of teacher job-satisfaction. The sample consisted of 208 public school teachers from Kentucky. The Teacher professionalism scale and the Minnestoia Satisfaction questionnaire were used to determine the respondents perceptions of their degree of professionalism and level of job satisfaction respectively. The findings indicated a significant inverse relationships between the teacher autonomy and the intrinsic facets of teacher job satisfaction. No significant relationship were found between the other dimensions of teacher professionalism and the facets of teacher job satisfaction. Pay and chances for advancement were the greatest source of dissatisfaction among the teacher. The chance to do things for others is the greatest source of satisfaction among the teachers.

Shaprio (1982) determined how teachers perceived the climate in their school using the Organizational Climate Description Questionnaire (OCDQ) and how teachers perceived factors of motivation to work using the Educational work components study questionnaire (EWCSQ) A sample of 600 secondary teachers in Service Centre Region X, Texas was selected to participate, of which 422 completed and return the Questionnaire. Teachers in the sample perceived school climate as follows:- 95 perceived open,
57 autonomous, 82 controlled, 42 familiar, 44 paternal and 102 closed. Teachers had highest mean scores on Educational work Components. Teachers mean scores concerning the Educational work components study work motivation factors were not significantly different among teachers classified by their perceptions of school climate. Therefore, the hypothesis could not be accepted, secondary teacher motivation to work is not affected by their perception of the organization climate of the schools in which they are employed.

Askar (1981) conducted the study to determine the following as they relate to public school teachers in the State of Kuwait. He perceived degree of satisfaction with importance of nineteen selected personal and professional needs, the degree of influence of seven factors in teachers decision to pursue a career in education, and factors seen by teachers as improvement imperatives for the Kuwait educational system. The population of the study consisted of 926 teachers representing the Primary, Intermediate and secondary levels of the educational system. The data were obtained by use of a questionnaire consisting of nineteen questions in the major part, seven questions related to influential factors, and an open question pertinent to the improvement suggestions. Based on the study’s findings the following conclusions were drawn: (1) Feelings of inadequacy and unfairly determined economic returns exist among teachers. (2) the school environment is not conducive to teacher’s professional growth, (3) Insufficient opportunities exist for advancing.
Lewis (1981) compared and examined teacher job satisfaction with respect to salary. Student achievement and interpersonal relationships, teacher decisional participation at the local level with respect to student and staff personnel, curriculum, policy and school community relations; and the academic social climate of the school with respect to such feelings as motivation/ futility, satisfaction/dissatisfaction, and evaluation and expectations held for students as perceived by teachers. Some major findings and conclusions were: (1) the teachers on the High Achievement Group and teacher feeling of futility were negatively associated with student achievement. (2) concerning job satisfaction, the High Achievement Group showed more dissatisfaction with the item of salary level than the Low Achievement Group and the Low Achievement Group was more dissatisfied with student achievement and parent teacher relationships than the High Groups.(3) Regarding personal characteristics, female teaches were more satisfied with their job than males, they perceived the academic social climate to be more supportive they had more continued experience in the current school, and they held higher expectations for student achievement than males.

Horner (1981) studied what variable effect job satisfaction and thus, job productivity of the public school teachers. A sample population of the public school teachers in the 29 southern most countries of Illinois was selected as the population to be studied. A sample of 547 teachers was randomly selected to participate on the study. Each teachers completed a questionnaire yielding 12 value rankings for teachers. They also rated their job satisfaction
and the effectiveness of their school officials job effectiveness. Demographic data, i.e. sex age, type of school, school size and education and experience levels were also asked. The results revealed that the most satisfied group of teachers were (1) female, (2) Secondary teachers, who were (3) 60 pus yrs of age with (4) 21 plus years of experience, displaying (5) a high consensus of values with the school district, (6) high confidence in the school officials, (7) high value by the teacher for order, (8) low value by the teacher for physiological and self actualization needs, (9) perception of the school districts value for truth as high and for physiological and social inclusion as low over 90% of the teachers were satisfied with their job.

Crane (1981) attempted to study the relationship between teachers perception of actual climate conditions and their expectation of ideal climate and school size, teaching experience and teaching tenure. A thirty-seven item questionnaire revised from ninety items questionnaire based on best models, which was reliable based on the test-retest procedure. The application of the questionnaire sought to determine if inverse relationships existed between perceptions of climate and experiences tenure and school size. The data supported the hypothesis which proposed an inverse relationship between ideal climate and teaching experience. The data also supported the hypothesis which proposed an inverse relationship between ideal climate and tenure. There were no significant differences in the perceptions of school climate by principals and perceptions by teachers. Principals perceive[d climate generally more positively than did teachers.
Kephart (1981) explored the relationship of teacher militancy to organizational structure and job satisfaction/ job dissatisfaction among teachers employed in Nassau and Suffolk counties of New York state. The study sample comprised of 354 stratified randomly selected teachers who were employed in Nassau and Suffolk counties of long Island, New York State. The sample was drawn from each level elementary, junior high and high school teachers. Factor analysis of the teacher Opinionnaire Item scale (used to measure teachers perception of job satisfaction/ dissatisfaction) resulted in a four factor solution. Factor analysis of the attitudinal Militancy Scale III (used to measure the dependent variable of teacher militancy) maintained its three factor solution. Canonical correlation and multiple regression/ correlation analysis were used to test the research hypothesis that there are relationships of teacher militancy to organizational structure and job satisfaction. Analysis of the data partially supported the hypothesis is that the two extreme dimension of attitudinal militancy were found to be related to the statistically significant anterior level to school organization and job satisfaction.

Flannery (1980) major purpose of this study were to determine whether (a) there was a relationship between teacher decision involvement and job satisfaction; (b) teacher job satisfaction was related to teacher interest in decision issues, (c) teacher interest modified the relationship between decision involvement and job satisfaction, and (d) the discrepancy measure, derived from actual and deserved levels of involvement, could account for more the variance in job satisfaction than the measure of actual involvement.
Data was collected on site in 22 Wisconsin high schools and included 243 teacher respondents. The instrument consisted of three parts: (a) the Decision Involvement Analysis Questionnaire; (b) the Job Satisfaction Survey; and (c) a Personal Data Questionnaire.

The major conclusions were:

1. Job Satisfaction was positively and significantly related to decision conditions.

2. Teacher interest and expertise were highly correlated.

3. There were significant relationships between perceived teacher influence, job satisfaction and decision conditions.

4. There were no significant inter-relationships between and among perceived interest, decision condition and job satisfaction.

A study was undertaken by Boyles (1979) to investigate the relationship between the personality traits of the teachers and the school’s organizational climate. A total of 100 randomly selected teachers of 10 public elementary schools participated by completing the 16 PF and the OCDQ. He concluded that there was a significant correlation between factor L and teacher’s perceptions of an autonomous climate. He also observed significant negative correlation between Factor L and teacher’s perceptions of a paternal climate. There was a significant negative correlation between Factor Q4 and teacher’s perception of a closed climate.
Quthier (1978) found no relationship between student perception of school climate and student achievement when the effects of prior achievement were removed. Comparative studies have been quit frequently conducted in the field of organizational climate. One of the most common findings in all the OCDQ literature concerns differences in climate perception between the principal and teacher in a school.

A survey of the organization climate was made by Chinatangul (1980). The purpose of the study was to determine whether significant differences existed between the perceptions of the principal and their faculty members towards the organizational climate of selected secondary school in Bangkok Thailand. The sample of the study consisted of 20 secondary school in Bangkok. Respondents included 200 teacher and 20 principal. OCDQ developed by Halpin and crofts was employed to gather the information. The results of this study revealed there were no significant difference between the perceptions of principal and teacher on the sub-test of Hindrance, Aloofness and Intimacy. The significant differences were found in the remainder of sub-test.

A study was undertaken by Ataraft (1980) to investigate the perceptions of the teacher and the principals regarding the organizational climate of elementary and Intermediate schools situated in the district of Benghazi, Libya, OCDQ developed by Halpin and Croft was translated into the Arabic language and was distributed to 243 teachs and 81 principals. Analysis of variance and t-test were applied to test the hypotheses regarding the 8
dimensions of organization climate. He concluded that teachers in girls schools perceived their schools climate to be more open than those in boys schools. The principals in grils's schools perceived their schools climate to be more open than principals in boy's schools.

A study was conducted by Quigley (1980) to determine the relationship between organizational climate and the extent of school vandalism within the secondary schools. To obtain a measure of organizational climate OCDQ developed by Halpin and Croft was mailed to randomly selected teachers of 27 secondary schools. The results of the statistical analysis revealed that although there was some tendency for openness of school to be inversely related to the frequency of incidents of school vandalism the relationship was not significant at the 0.05 level of confidence. However, further analyses of the sub-test dimensions of OCDQ revealed significant correlations between the frequency of incidents of school vandalism and the subtests of Desengagement Esprit and production Emphasis. The sub-test of Disengagement was found to be significantly related to the incidents of school vandalism at the 0.01 level of confidence, while the sub-testsof Esprit and Production Emphasis were each found to be inversely significantly related to the 4 number of incidents of school vandalism at the 0.065 level of confidence.

A study was designed by Rideout (1975). In his study he found that size and location of the school were significantly related to school climate, smallness and rurality being positively correlated
and largeness being negatively correlate. Size of the school is, perhaps, a significant factor in influencing the way the students feel towards their school.

A study was undertaken by Lee (1975). He found that the size of the school and the length of the experience of the principal were not related to organizational climate of schools.

Shelat (1975) made an attempt to measure and identify organizational climate, teacher morale and academic motivation of pupils find out relationship between organizational climate and leadership behaviour, organizational climate and teacher morale, organizational climate and pupil motivation, organizational climate and pupil achievement at the S.S.C. Examination. He concluded that the organizational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types were predominant. A study was designed by Paterson and Centra, et. Al. (1970). They envisaged organizational climate as a composite effect of several dimensions such as Institutional Esprit, Institutional aesthetic extra-curriculum, concern for improvement of society, concern for undergraduate learning, concern for innovation, human diversity. To measure these dimensions he developed an Institutional Functioning Inventory. This inventory was used by him for measuring social climate of the school in order to relate it to the students' learning. Guy22 (1970) reported that no significant relationship existed between climate and achievement gains in Reading, Language and Arithmetic.
Farber (1970) noted that principals tended to perceive more then climates, and the teachers more closed. (c) McLeod 12) (1969) found a significant correlation between climate and staff size in elementary schools. Small schools were found have in more open climate but the larger once were more closed. Marcum (1969) found that there was significant difference between seze of ‘open’ and ‘closed’ climate type elementary schools. (e) Marcum (1969) reported a significant difference in principal teacher perceptions in innovative schools. He found that the principals of these schools perceived their schools as more open. But he found that in the least innovative schools both principals and teachers tended to perceive their schools as more closed.

Miller (1969) found that achievement areas were significantly related to disengagement, Esprit and Consideration and less to Hindrance, Intimacy and Production Emphasis. He also reported that composite achievement and its areas were significantly related to openness and the most relavant areas were language skills, work study and arithmetic and problem solving skills.

A study was designed by Litwin and Stringer (1968). They defined organizational climate on the basis of six broad dimensions such as Warmth, Support, Identity, responsibility, Risk and Structure. They constructed a Climate Questionnaire (CQ) in (1968).

A study was undertaken by Walberg and Anderson (1968). They concluded that the type of classroom climate is created by the teacher, and his behavior is positively related to students’
achievements. According to these researcher, the classroom climate can also function as a predictor of pupils academic achievement.

In the secondary schools sample, Bush linger (1966) reported that schools with smaller staff tended (non-significantly) towards open climate. Mc Williams (1967) found the opposite non-significant trend. The large high schools tended towards open climate. Nelson (1978) found that there was no relationship between global organizational climate and relate school size.

A study was undertaken by Cook (1966). He found that in elementary schools the mean size of the teaching staff is significantly smaller in open climate than in schools of other climate types; and the mean teaching staff is significantly larger in closed climate type as compared to schools of other climate types.

According to Guy (1970) there was no significant relationship between the size of the elementary school staff and the organizational climate of the school.

Hinson (1966) found that in his total sample principals and teachers differed significantly in their perceptions of all the climates. He also reported that in all cases teachers tended to perceive the climate as more closed than in open climates. The principals tended to perceive more Intimacy and Esprit and less Hindrance than teachers throughout the distribution of climates.

Hale (1965) reported significant relationship between language achievement and Hindrance, Esprit, Aloofness and production
Emphasis, respectively, Rice (1968) reported a slight correlation between open climate and high achievement but found that there was no relation between closed and low achievement. He also noted that no significant relationship existed between WCDQ sub-test and student achievement. Brown (1965) noted that principals tended to view their schools more favorably than teachers and that specialists in the school perceived the climate more like administrators, than teachers.

A study was undertaken by Halpin and Crofts (1963). They identified eight dimensions of the climate disengagement, Hindrance, Esprit and Intimacy as reflected in the behavior of teachers and Aloofness, Production Emphasis, Thrust and Consideration as reflected in the behavior of the principals. They reduced these eight dimensions to six abroad and more comprehensive dimensions or types of climates – Open, Autonomous, Controlled, Familiar, Paternal and Closed-defining each of these with reference to the degree of presence or absence of the eight elements or dimensions of the climate. They developed a tool OCDQ (Organizational Climate Description Questionnaire) to measure these dimensions and types of the climate. The rationale underlying OCDQ. First assumes, that something actually exists which can properly be called organizational climate. Further, it is also assumed that Organizational climate is closely related to the perceived behavior of teachers and principals.