CHAPTER II

Review of Related Literature
The very purpose of this chapter is to review the available research studies produced in the past bearing on the theme of the present piece of research work specifically in order to identify the void of knowledge. For this purpose researcher has surveyed the different journals, magazines, abstracts, and books.

Before going into the real phase of the research study, it is thought essential to study the whole literature including research findings related to the variables involved in the study being conducted. The purpose of the review of the previous efforts is very vital as it outs the first step of the staircase in solving a new problem. Since the endeavour of the present investigation was to study the organisational commitment in relation to occupational stress, job satisfaction, employee's morale and socio-emotional school climate, hence it is imperative to review first the available literature relevant to the dependent variable i.e., organisational commitment.

2.1 Organisational Commitment and its related studies

Organisational commitment has always been important but in the present scenario of hi-tech world, it has become of much concern for management and employees. Because of such reasons, the last decade of 1990s, has witnessed increasing importance over organisational commitment aspect, hence, a large number of studies have been conducted.

Sengupta (1990) studied the extent of professional commitment among men and women teachers in the teacher training colleges of Calcutta University. Among 20 colleges of Calcutta University he had sampled 150 full time teachers. An interview schedule, a Scaling Instrument and an Interview Guide were used to collect the data. The
findings of the study revealed that i) the majority of women teachers belonged to higher socio-economic background than the men, and they perceived that they were not very successful in their teaching job, although it was chosen voluntarily by them. ii) most of the women teachers, mainly restricted their activities within their departments, and iii) a larger proportion of male teachers had higher professional involvement in comparison to women teachers.

Bisaria (1991) attempted to study the mobility patterns and professional commitments of higher secondary teachers of Delhi. 50 schools were identified for conducting the study. An interview schedule was used for principals and teachers. The findings of the study suggested that i) the general scheme of transfers after a certain length of stay at one school was not conducive to commitment. In fact, frequent transfers and a majority of the mobility patterns were negatively correlated to professional commitment, ii) upward mobility was conducive to professional commitment but downward and horizontal mobility were negatively correlated with professional commitment, and iii) under normal circumstances women teachers detested going to school, more when the distance between their home and the school was too far.

Yiu (1991) investigated the interaction between perceived principal's leadership behaviours and characteristics of teacher or nature of teaching task as related to the affective or continuance commitment of teachers. The main analyses revealed that some component variables of perceived leadership behaviour and of the two moderators contributed significantly to affective commitment, but only a few of them contributed significantly to continuance commitment of teachers. The researcher further reported that for affective commitment of teachers, professional orientation was found to substitute for the perceived supportive behaviour of principals. On the other hand, teaching experience was found to
neutralize the perceived supportive behaviour of principals as related to continuance commitment of teachers.

Billingsley and Cross (1992) examined the relationship between the principal's leadership style and teacher's organisational commitment. They reported that positive correlation exists between commitment and both leader initiating structure and leader consideration. They further reported that supportive principal behaviour such as feedback, acknowledgement, and collaborative problem solving correlated with higher levels of organisational commitment.

Reyes & Ponder (1993) assessed organisational value orientation and its relationship with organizational commitment among teachers. According to them three different classifications of organizational value orientation are possible. Coercive organisations use physical threats to control employee's behaviour, whereas utilitarian organisations use material rewards (e.g., salary increase) to influence employees. Normative organisations manipulate symbolic rewards (e.g., employee recognition, access to special opportunities) to make employees, and also allow for the largest degree of employee involvement. The researchers found greater teacher commitment, as well as greater job satisfaction, among teachers who worked in schools maintaining a normative as opposed to a utilitarian value approach.

Angle and Lawsan (1994) investigated the relationship between employee's commitment and performance. Results show that link between organisational commitment and performance may depend upon the extent to which motivation rather than ability underlines performance. Findings also support the distinction between affective and continuance commitment.

Mc Caul, and Mc Caul (1995) studied the proposition that organisational commitment could be measured as a global attitude
towards an organisation. 174 employees from three organisations completed the Organisational Commitment Questionnaire (OCQ) and measures of (i) global attitude towards the organisation, (ii) willingness to work hard for the organisation, (iii) intention to leave the organisation, and (iv) degree of the goals and values of the company management, co-workers and supervisors. Subjects completed the questionnaire twice over a period of six months. The attitudinal measure correlated strongly with the OCQ. Measures of efforts, value acceptance, and intentions to stay with the organisation predicted little additional variance in the OCQ. Results support the proposition.

Lowe & Vondanovich (1995) attempted to examine the effect of distributive (outcome) and procedural factors on the satisfaction and organisational commitment. Results showed that aspects of distributive outcome were stronger predictors of satisfaction and commitment than the aspects of procedure. Neither fairness nor level of outcome consistently interacted with procedural justice.

Brown (1996) studied popular concepts and types of organisational commitment in the light of the definition of commitment and common factors that pertain to all type of commitments. Commitment is best conceptualised as a single fundamental construct that may vary according to differences in focus, terms, and time-specific evaluation. The commitment development process not only affects focus and terms of commitment, but also has strong implications for the evaluation process. Analysis of affective commitment measures indicates that certain measures contain more than one constraints to the basic meaning of commitment. Recommendations for evaluation of organisational commitment include the argument that commitment measures should address one set of terms and avoid evaluative phraseology.

Randell & O' Driscoll (1997) found high level calculative
commitment associated with lower perceived organisational support, lower agreement with organisational policies, fewer perceived organisational values, and fewer bonds to various facets of the organisation. This pattern of findings was reversed for the affective commitment.

Hutchinson et al. (1998) investigated the effects of leader behaviour and leader gender on employee's perception of support from the organisation and employee's commitment with the organisation. Employee's completed a survey. Results highlighted that high interpersonal orientation and high task orientation were not equally effective for both female and male leaders. Employees perceived more support from the organisation when their supervisors, either female or male used a high consideration, high initiating & structure style than when they used a low consideration -low initiating structure style. It is also reported that only those employees who worked for male supervisors,who were high in consideration and high in initiating style were more committed to the organisation.

Sagia (1998) studied commitment as a function of absenteeism. He tested the hypothesis that voluntary as opposed to involuntary absenteeism can be predicted by organisational commitment, job satisfaction, and their interactive effects. Secondly that intention to quit was expected to predict voluntary absenteeism as well. The result supported the first hypothesis, whereas the intention to quit was not significantly related to either type of absence.

Abdullah and Shaw (1999) investigated the role of personal characteristics (nationality, gender, marital status, education, age, salary, tenure) in organisational commitment. The questionnaires were administered on 147 employees of the ministry of Health in the U.A.E. The results revealed that the significant relationship exists between personal characteristics and commitment. Gender, marital status and branch
assignment were the strongest predictors of affective commitment. Nationality interacts significantly with personal characteristics in predicting continuance and affective commitment.

Meyer, Irving, and Allen (1998) tested the hypothesis that the influence of early work experiences on organisational commitment would be moderated by the value employees place on these experiences. Work values were measured in two samples of recent university graduates prior to organisational entry, and measures of commensurate work experiences and three forms of commitment (affective, continuance and normative) on different occasions following entry. Regression analysis revealed that value and experiences did interact in the prediction of affective commitment and normative commitment but that the nature of interaction was different from different work values experience combinations. The findings provide some challenge to the common sense assumption that positive work experience will have the strongest effects on commitment among those who value most such experiences.

Marsden (2000) used a reduced version of the commitment scale refined by Peccei and Guest (1993) and asked teachers about their commitment to their schools and to a more limited degree, about their profession. A random sample of 1,675 schools from England and Wales were selected and sent the questionnaires with a request to distribute them among the teachers. 3000 teachers returned the questionnaires. By analysing the data the researcher reported that classroom teachers responded very positively on commitment to their schools especially on identification and involvement, but also on loyalty despite the financial pressures to seek alternative employment.

LaMastro (2001) examined the relationship between organizational commitment and perceived organisational support (POS) in a sample of both elementary and secondary school teachers. 251 full time
educators in grades kindergarten through 12, employed in five public school districts in New Jersey were administered The Survey of Perceived Organisational Support by Eisenberger et al. (1986) and Affective, Continuance and Normative Commitment Scales by Allen & Meyer (1990). By calculating Pearson's product moment correlation coefficient the investigator reported - (i) POS evidenced strong positive correlation with affective commitment \((r = 0.597, p = .001)\). Individuals who felt valued and supported by their organisations were in this case more emotionally attached to the organisation. (ii) A negative correlation exists between POS and continuance commitment \((r = -0.146, p = .024)\), such that individuals with strong levels of POS were less likely to feel that they "had to" remain with the organization or with the teaching profession because of the lack of attractive alternatives or due to the disruption in their life that leaving would involve. (iii) A positive correlation between POS and normative commitment was found \((r = .362, p = .000)\), suggesting that individuals who feel supported by their organisation also feel morally obliged to remain with the organisation and with the teaching profession, and (iv) Teachers who feel more valued by their organisation feel greater levels of enthusiasm and excitement as well as feel less anxious, stressed or tense in their daily life at work.

Kadyschuk (2004) investigated the effects which a number of personal and organisational variables may have on the dimensions of teacher commitment within sampled schools and school divisions in Saskatchewan. After two pilot studies, the researcher took a sample of 860 public school teachers from 60 schools and administered on them the validated self-made instruments. The data were treated with ANOVA and multiple regression analysis. The researcher found evidence which supported both the presence of the three dimensions of teacher commitment (organisational, commitment, professional commitment and union
commitment) as well as the presence of simultaneous commitments to more than one dimension. In addition there was support for the presence of school level and division-level effects in relationships amongst the dependent and independent variables. Some of the more prominent variables of effect upon dimensions of commitment included: years of teaching experience, job task characteristics and leadership factors.

Hence it is clear now that organisational commitment is contingent upon different factors such as job satisfaction, social and organisational support, power and politics, organisational climate, leadership behaviour and certain demographic variables. Now after reviewing the literature concerning organisational commitment, the researcher will review the literature concerning occupational stress.

2.2 Occupational stress and its related studies

The area of occupational stress is vast and now a days there is too much attention have been given on it. The occupational stress of teachers and factors which affect it, have been studied by many researchers in India and abroad.

Gupta (1982) carried out a study on 120 working women belonging to three teaching categories-school teachers, lecturers and doctors employed as teachers in medical colleges to analyze stress among working women and its effect on marital adjustment. The tool used was the Information Schedule developed by Promila Kapur (1970). A chi square analysis of the data revealed a significant association between marital adjustment and variables like occupational stress, education and income.

Surti (1982) studied the psychological correlates of role stress in working women belonging to different professional groups such as researchers, doctors, nurses, social workers, school teachers, university and college teachers, gazetted officers, bank employees and women entrepreneurs. The sample comprised 360 working women. Various
psychometric instruments such as "Your Feelings About Your Role", Role PICS and Role Efficiency Scale were used to measure various types of stresses, different coping styles, and dimensions of role efficiency. The independent variables measured were demographic- person's family, employment history, residence and transportation. The analysis of scores revealed the typical stress experienced by a particular professional group. Self-role distance was experienced mostly by bankers and least by university and college teachers. Doctors experienced maximum inter-role distance while it was minimum among gazetted officers, researchers, university and college teachers. Role stagnation was highest among nurses followed by bank employees and researchers. Role overload was experienced to a higher extent and in more or less the same intensity by all professional groups except university and college teachers. Role isolation was experienced more by bank employees, nurses, doctors and gazetted officers. Nurses and bank employees experienced role erosion to a higher extent than the other groups. Role inadequacy stress was experienced most by nurses, bank employees and researchers. No significant differences were observed in any type of role stress with age, birth order, educational level, family related variables, promotion, length of service, experience in organisation, distance of workplace and mode of conveyance.

Gupta and Murthy (1984) conducted a study to analyse role conflict and coping strategies of Indian women. To fulfill the objective, the study was divided into two categories. In the first phase, type and quantity of work load (household and job workload) of 360 married and unmarried, working and non working women in the age range of 30 to 50 years was measured. A group of 180 working women for this phase were selected from two hierarchical levels within three occupations-medicine, administration and education. These doctors and nurses, managers and clerks, professors and lecturers, in turn suggested names of non-working women
and in this manner a sample of 180 non-working women were drawn from 16 localities of Bangalore. House hold work load and job workload schedules were specially designed for the first phase of the study.

In the second phase of the study to assess the demographic details of each respondents, the motive for working or not working, the perceived attitude of significant others, work commitment, life satisfaction, the extent and type of role conflict, and the coping strategies a structured interview schedule was used to obtain information. The results indicated that the role conflict was a reality for both working and non-working women but it was higher among women with a heterogeneous workload than a homogeneous workload. The type of workload and the qualitative nature of the situation secured to be more important than more quantity of workload in accounting for differences in role conflict levels. The self versus home maker type of role conflict was the highest, while the mother versus working women, type of conflict was high among employed mothers. The 'homemaker' role provided the least satisfaction while the 'self' role provided maximum satisfaction. Women graduates experienced a lesser degree of conflict as compared to non-graduates or post-graduates. Moreover women who played many life roles, had preschool aged children experienced significantly greater role conflict than other. Age, length of marriage and duration of work were negatively correlated with role conflict among working women and were positively correlated with role conflict among non-working women.

Otto (1986) surveyed 16 schools from which 600 teachers responded. She found that Australian teachers report "high" level of occupational stress, similar to that reported for overseas teachers. She further found that almost one-half of the respondents indicated that they had consulted a doctor within the last 12 months for what they perceived to be a work-related problem.
Relationships and Workload. The researchers further reported ' poor colleague relations' was a mediating variable, wherein 'Workload' and 'Student Misbehaviour' accounted for most of the variance in predicting teacher stress.

Pithers & Fogarty (1995) took a sample of 154 people out of which 83 were teachers (45 males & 38 females) and 71 non-teachers (34 males and 37 females), mostly professional and business men & women employed in Southern Queensland, and administered on them the Occupational Stress Inventory (OSI) by Osipow & Spokane (1987). By treating the data with MANOVA, the researchers reported: (i) teachers show a significantly higher level of occupational stress than non-teachers, (ii) teachers had a higher score on the 'Role Overload' and 'Responsibility' subscales of OSI than the non-teachers, (iii) male teachers were significantly more stressed than female teachers, and (iv) both male and female teachers' mean score on the 'Role Overload' subscale of OSI were significantly higher than those of the professional/business sample.

Sultana (1995) investigated the level of organisational role stress among male and female teachers of professional and non-professional courses. A group of 50 teachers from professional and non-professional category was administered the ORS Scale (Pareek, 1983). The study concluded -(i) significant differences were observed between professional male and female teachers on the dimensions of inter-role distance, role overload and the role ambiguity (ii) significant differences were also found between non-professional male and female teachers on the dimensions of role expectation, role conflict, role isolation, personal inadequacy, self-role distance and role ambiguity (iii) there were significant differences between professional and non-professional male teachers on the role stress dimensions of role stagnation, role expectation conflict, and role isolation (iv) there were also significant differences
Misra (1991) studied interrelationship between organisational conflict in school teacher's stress and burnout in relation to teacher's personality at primary level. 200 primary school teachers were administered Rahim Organisational Conflict Inventory, Teachers' Stress Inventory, Maslach Burnout Inventory, Rotter's I-E Locus of Control Scale and Open End Coping Behaviour Questionnaire. The researcher, after using ANOVA, regression analysis and chi square, reported that (i) External locus of control (ELC) and Internal locus of control (ILC) teachers significantly differed in obliging, dominating, avoiding, emotional exhaustion and depersonalisation scores. (ii) the interaction effect between teacher's personality types and school management were significant in compromising, integrating, emotional exhaustion and personal accomplishment scores, and (iii) teachers varying in personality and working under different management types used different coping behaviours to reduce their stress and conflicts. Being duty conscious, patient in problematic situations, adjustment to the situations and solve the problem were the most frequently adopted behaviours in stressful and conflicting situations.

Narang (1992) attempted to study the role conflict, perception of accountability and professional culture of women primary school teachers of Delhi. A purposive sample of 250 married women teachers working in the schools of Municipal Corporation of Delhi, was administered a structured interview schedule. The findings of the study revealed that (i) only 39% women teachers were satisfied with their social status (ii) about 50% women teachers had to bear to the additional burden of household activities (iii) 39% complained that their husbands were dictatorial and rough in their behaviour (iv) half of the teachers were frustrated as they possessed PG qualifications but were serving only as primary school teachers (v) the teachers felt frustrated due to overcrowded
classrooms, uncultured students, falling academic standards and monotonous routine of their school duties (vi) the overall professional culture of these schools was poor, depressing and sterile, and (vii) most of the teachers were disappointed and role tensioned beyond respite.

Tharakan (1992) hypothesised that professional women and non-professional women would differ in their job related stress and level of job satisfaction. A sample of 90 technocrats working women (doctors, engineers, and lawyers) was compared with 90 non-technocrats working women (clerks, officers and teachers) on these variables. The Occupational Stress Indicator (OSI) scale developed by Cooper (1980) was administered to measure occupational stress and job satisfaction. The relationship between occupational stress and job satisfaction was found to be significantly associated with the professional qualifications of women. Professional working women experienced greater work-related stress than non-professional working women because the expectations of the former were much higher than those of the latter.

Copper & Kelly (1993) conducted a study on head teachers in primary and secondary schools, as well as principals in higher education institutions and reported that the two main sources of occupational stress were 'work overload' and 'handling relationship with staff'. These two factors appeared in the multivariate analysis undertaken to be the best predictors of job dissatisfaction and mental ill health. In fact, the variable 'work overload' predicted the largest amount of variance (26%) on job dissatisfaction. Heavy workload, lack of resources and problems due to restructuring were found to be high on the list as common sources of occupational stress.

Russel and Wiley (1993) conducted a study to compare occupational stress levels of rural educators in the areas of mental retardation, learning disabilities, and emotional conflict. Occupational stress
levels were measured by the Teacher Stress Inventory (Fimian, 1985), which was developed and validated for teachers of exceptional children. The sample consisted of 154 randomly selected and specifically selected rural special educators. Sub scales of the inventory were personal/professional distress, discipline/ motivation, emotional manifestations, biobehavioural manifestations, physiological/ fatigue manifestations, and time management. The data were analysed using the one- way analysis of variance and the multivariate analysis of variance procedures. No significant differences were evident between mean stress scores and mean subscale scores of the three identified groups.

Hodge et al. (1994) reported that music teachers perceived themselves to be more significantly affected by stressors than mathematics teachers. The researcher took a sample of 103 (55 music teachers, 52 maths teachers) secondary school teachers in Australia and administered on them a four-part questionnaire. By regression analysis the researcher reported that (i) music teachers have significantly higher 'emotional exhaustion' and 'depersonalisation' scores than maths teachers. They also have higher scores on 'task related noise', 'physical resources' 'organisational-interpersonal' and 'external subject support', (ii) teachers from larger schools were less distressed, and (iii) the teachers up to the age of 25 years are less exhausted than the older teachers.

Boyle et al. (1995) conducted a study to check on the validity of the Borg et al. (1991) factor solution of teacher stress inventory. For the purpose the group of 710 teachers was randomly split into two separate samples. Exploratory factor analysis was carried out on the data from sample 1 (N=335) while sample 2 (N=375) provided the cross-validational data for a LISREL confirmatory factor analysis. Results show that there are 5 dimensions of teacher stress- Pupil Misbehaviour, Time/ Resource difficulties, Professional Recognition Needs, Poor
between professional and non-professional female teachers on the role stress dimensions of inter-role distance, role stagnation and role overload.

Mishra (1996) conducted a study to compare the levels of occupational stress and job satisfaction among male and female teachers of higher educational institutions. He took 80 teachers (40 males & 40 females) and administered the stress scale and job satisfaction scale on them. Critical ratio test and coefficients of correlation were used to analyze the data. The conclusions obtained were-(i) significant differences were observed between male and female teachers in the areas of private life, work overload, under load, role conflict and interpersonal stress. Female teachers experienced more stress in these areas as compared to male teachers, (ii) no significant differences were found between the two groups in environmental structure of situations and personal areas, (iii) stress was found to be correlated negatively and significantly with job satisfaction in both the groups, (iv) significant differences were also observed between male and female teachers on overall stress and overall job satisfaction scores, and (v) male teachers obtained maximum scores on under load area whereas female teachers obtained maximum scores on over load area.

Singh and Srivastava (1996) found significant negative correlation between social support and occupational stress. Three of the four occupational stress sub scales namely, job satisfaction, organisational stress, somatic distress and high levels of perceived social support were found to be associated with low level of perceived occupational stress.

Daga (1997) conducted a study to examine the influence of social family role stress and social support on quality of life among working women belonging to three occupational groups of clerks, doctors and teachers. The sample consisted of 300 working women (100 from each group) The main findings of the study may be summarised as- (i) quality of life was correlated negatively and significantly with social family role stress
among doctors, clerks, and teachers, (ii) results based on partial correlations indicated that when the effect of social support was partialled out, social family role stress was found to be a significant and negative predictor of quality of life. When the effect of social family role stress was partialled out, social support emerged as a significant predictor of quality of life for clerks and teachers. Quality of life was found to be a significant predictor of social family role stress and social support.

Pareek and Mehta (1997) compared three groups of working women i.e., gazetted officers, bank employees and school teachers on the types of role stresses experienced by them. A group of 150 working women (50 from each group) from Jaipur city constituted the sample for the study. The main findings of the study may be summarised as-(i) gazetted officers scored significantly higher on all the dimensions of role stress as compared to school teachers, (ii) significant differences were observed between gazetted officers and bank employees on the dimensions of inter-role distance, role stagnation, role ambiguity and role overload, (iii) bank employees also scored significantly higher on all role stress dimensions as compared to school teachers, and (iv) school teachers were found to be lower on all kinds of role stresses in comparison to both gazetted officers and bank employees.

Dussault et al. (1999) investigated the relationship between professional isolation of teachers and their occupational stress. A systematic random sample of 1,110 teachers in Quebec were administered French-Canadian versions of UCLA Loneliness Scale and Teacher Stress Inventory. Analysis gave a positive and significant correlation between isolation and occupational stress. According to the researchers, this highlights the importance of looking for ways to reduce professional isolation of teachers.

Wang et al. (2001) conducted a study to explore the status
of the resources coping with occupational stress in teachers. Occupational Stress Inventory, revised edition (OSI-R) was used to measure their occupational stress, strain and psychological copying resources for 1,460 teachers in primary and secondary schools and non-teacher intellectuals. The major findings of the study are: (i) the higher the level of coping resource of teachers, lower the personal strain in them, with an inverse correlation, (ii) coping resource in the teacher group was significantly higher than that in the non-teacher group, (iii) coping resource in teachers decreased with the increase of age, (iv) coping resource in the female teachers was significantly higher than that in the male teachers, and (v) coping resource in the primary school teachers was significantly higher than that in the secondary school teachers.

Black (2003) reported that stress also takes its toll on teachers outside the classroom. It mostly affects their family life, their physical and mental health, job satisfaction and their students' academic achievement. The researcher further reported that only 12% of teachers in the study claimed low or very low level of stress.

Hasan (2005) conducted a study to know the impact of age, marital status, type of family and personality patterns on the occupational stress of working women. He took a sample of 619 working women from five professions (131 nurses, 121 teachers, 134 doctors, 119 police and 114 social workers) and administered on them the Occupational Stress Index (OSI) by Srivastava & Singh and Type A/B Behavioural Pattern Scale by Dhar & Jain. By using ANOVA, the researcher reported that (i) type 'A' personality respondents were more stressed than type 'B', (ii) respondents lying in the age group of '40 years and below', are more stressed than the respondents lying in the age group of 'above 40 years', (iii) respondents living in joint families are more stressed than those living in nuclear families, (iv) the married respondents are more stressed than their
unmarried counterparts & (v) police are highly stressed, followed by social workers, teachers, nurses and doctors.

After reviewing literature concerning occupational stress it is clear that occupational stress is significantly dependent upon role overload, role ambiguity, role isolation, locus of control, personality types, management of the organisation, salary and benefits, job satisfaction, and also on certain demographic variables like age, sex, experience, marital status etc. Now, after reviewing the literature concerning occupational stress, it is necessary to review the literature concerning job satisfaction.

2.3 Job Satisfaction and its related studies

Job satisfaction studies have a long history starting from the Hoppock's study in 1935. By mid-1950's, job satisfaction studies were at increase. In fact the aspect of job satisfaction is so popular and important that it can never lose its importance. As abundance of research studies on job satisfaction are available. The researcher has reviewed only those studies which appeared from 1980's till date.

Ramakrishnaiah (1980) attempted to study job satisfaction, attitude towards teaching and job involvement of college teachers. A sample of 400 teachers (equally distributed between govt, private; male, female, and senior, junior) from the colleges of Sri Venkataswara University were administered Job Satisfaction Inventory, an inventory to measure Attitude Towards Teaching, Job Involvement Inventory, a Socio-Economic Status Scale Questionnaire and a personal data sheet. By using a 2x2x2 factorial design ANOVA, t-test and chi-square test the researcher reported that: (i) college teachers were in general satisfied with their jobs, (ii) teachers working in private colleges were more satisfied than those working in govt. colleges, (iii) female teachers were more satisfied than the male teachers, (iv) teachers belonging to different socio economic strata did not differ in the level of their job satisfaction, (v) teachers who
had a low attitude towards teaching exhibited the least satisfaction with their job while the high attitude group had the highest job satisfaction, and (vi) the level of job involvement of teachers did not have any significant effect upon the level of their job satisfaction.

Wezermes (1984) compared the level of job satisfaction of physical education teachers and the teachers of other disciplines in urban and rural high schools in Jordan. An opinionnaire was used as tool for collecting data from 208 full time teachers. He found that there were no significant differences in overall job satisfaction between physical education teachers and teachers of other discipline in Jordan. There was a statistically significant difference between physical education teachers in urban and rural schools in terms of overall job satisfaction. Teachers in rural schools were more satisfied than those in urban areas. The overall job satisfaction of teachers was not influenced by level of teacher education experience, age or sex of teachers.

Kirtdum (1984) conducted a research to examine the job satisfaction of two groups of elementary school teachers: those in rural and urban areas in Nakhan Sawan Province, Uthaithani Province, Chainal Province and Pichit Province in Thailand. 295 teachers were administered the Job Satisfaction Questionnaire (JSQ) which was developed and tested by the researcher. The findings of the study indicate that (i) the overall satisfaction of rural and urban elementary school teachers was not different, (ii) elementary school teachers who had backgrounds matching their school location tended to be more satisfied with their jobs than teachers whose backgrounds differed from their school location, and (iii) there were no differences in the overall satisfaction of elementary school teachers related to sex, age, number of years in teaching and school size.

Reese (1985) attempted to determine the relationship between urban secondary school physical education teachers' job
satisfaction and job stress. Data used were obtained from 229 secondary school physical education teachers teaching in 85 urban schools in North Florida and South Georgia. The conclusions made were (i) there is a negative relationship between urban secondary school physical education teachers' job satisfaction and job stress, (ii) secondary school size above 1500 has an adverse effect on job satisfaction and job stress of secondary school physical education teachers, and (iii) male secondary physical education teachers tend to have a higher level of job stress than do their female counterparts.

Donsie (1986) attempted to study the relationship among teacher job satisfaction, teacher autonomy and contact with the immediate supervisor. Two tools were used to collect the data: (a) the job satisfaction scale (Johnson, 1955) and (b) an instrument developed by the researcher. The results of the study indicated that there was a positive significant correlation between teacher job satisfaction and teacher autonomy. There was a significant positive correlation between teacher job satisfaction and contact with the principal. There was no significant relationship between teacher job satisfaction and demographic variables of school size, school grade level, teacher experience or teacher educational level.

Irving (1987) studied the selected variables relating to job satisfaction among professors in large and small universities. She utilised Pardue Teachers' Opinionnaire, which measured total job satisfaction of 120 professors. She found that the size of the university, perception of the university services, rapport with the immediate supervision and rapport with the colleagues showed no significant differences between the job satisfaction of professors which are employed at large universities and small universities. Other variables such as perception of university facilities, salaries, professors' load were found to be significant between professors who are employed at large universities and small universities.
Beavers (1987) took a sample of 320 teachers, randomly selected from the population of 375 vocational agriculture teachers employed in North Carolina during 1985-86 school year. The purpose of the study was to examine selected variables for vocational agriculture teachers in North Carolina, to determine the degree of job satisfaction of those teachers, and to determine whether the selected variables were related to job satisfaction for the teachers. Each teacher in the study was sent a three-part questionnaire. Part I consisted of Minnesota Satisfaction Questionnaire (MSQ), Part II was used to determine teachers' perceptions of 18 independent factors and Part III was used to collect the demographic data. The results of the study showed that teachers were most satisfied with their professional acceptance by other vocational agriculture teachers in the state and were satisfied with their school faculties. Teachers were least satisfied with financial support for local salary supplement, students' academic ability, having to perform noninstructional duties, and financial support for salary. A little practical relationship was found to exist between job satisfaction and years of teaching experience.

Raisani (1988) investigated the relationship of organisational climate and teachers' and schools' selected demographic characteristics to job satisfaction of the teachers as perceived by Michigan Public Secondary School Teachers. The data was collected from 340 teachers using Organisational Climate Description Questionnaire Revised Scale (OCD Q-RS) and Teacher Job Satisfaction Questionnaire (TJSQ). The findings indicated that organisational climate related more strongly to job satisfaction than demographic characteristics perceived by teachers. The more engaged, intimate, supportive, less frustrated and directive the organisational climate was perceived to be, by the teachers, the more satisfied were the teachers in that school. It was found that teachers were less satisfied with pay and advancement. The findings also suggested that
female, younger, more educated and less experienced teachers were more satisfied with certain aspects of their job than their male, older, less educated and more experienced counterparts.

Salleh (1988) administered a survey, using a questionnaire to 338 college trained teachers, who had five or more years of teaching experience in Selangor, Malaysia, to explore the job satisfaction of those teachers. The results of the study were as: the majority of teachers agreed with the statements "I enjoy teaching my students", "I am satisfied with my students' academic progress", "The school recognizes my hard work", "There are opportunities to update knowledge through seminars/short courses", "Teachers could easily get study leave to pursue a degree program". 75% of the teachers indicated a general satisfaction with their jobs. Areas in which teachers indicated concern were workload, salary, promotion, class size, teaching aids, administration and the work itself.

Pedersen (1988) attempted to find out the factors which are responsible for job satisfaction and job dissatisfaction of teachers. 40 teachers were randomly selected and interviewed. They were asked to relate 40 sequences of job satisfaction/dissatisfaction. The findings of this study indicated that the predominant job satisfaction factors for teachers are achievement and recognition. The predominant dissatisfaction factors are unfairness, a lack of sense of achievement and administration.

Ainsworth (1988) conducted a study to determine the extent to which teachers' personal needs were satisfied in their work places. The conclusions drawn were: (i) teachers aspired to satisfy security, social, esteem, autonomy and self actualisation needs in the school setting, (ii) generally as the age and years of experience increases the need for autonomy also increases but need of self actualisation decreases, (iii) the esteem needs of male teachers were significantly greater than that of their female counterparts, (iv) financial security and security in the work place
did not appear to be major issues for a majority of teachers, and (v) teaching in a small school seemed to decrease the chance that a teachers' need for self actualisation might be satisfied.

Carleo (1989) received questionnaire responses from 439 faculty, representing 30 discipline in the nine district colleges of Los Angeles, to study the job satisfaction of full time faculty. The results of the study showed that faculty were satisfied with the number of required teaching and office hours. They liked helping students but were dissatisfied with their academic ability. They were satisfied with academic freedom, opportunities to be creative, the sense of achievement and the amount of challenge in their work. While 83% were satisfied with their colleagues, only 55% were satisfied with their administrators. Less than 30% were satisfied with the physical condition of the work environment and the resources to get the job done. Over 75% were dissatisfied with their influence on college and district policy making. Over 77% say that they would continue in Los Angeles Community College District until they retired and over 25% said they would retire within five years.

Chung (1989) randomly selected 399 full time and 450 part time faculty who were employed in 6 institutions of Florida, Maryland & North Carolina, to study the factors associated with overall job satisfaction among community college faculty in South Eastern United States. The independent variables of the study were 5 personal factors: age, sex, years at present institutions, area of major responsibility and employment status (full time or part time); and 11 job related factors: work itself, work role clarity, faculty work-load, pay and benefits, recognition, work conditions, co-workers, administrators, participation in the decision making, promotion and opportunities for growth, and student achievement. The conclusions drawn were: (i) In general the community college faculty members have a moderate degree of job satisfaction, (ii) Full time faculty
have a higher level of overall job satisfaction than do part time faculty.

(iii) Age and years at present institutions tend to affect overall job satisfaction, while sex and area of major responsibility do not. (iv) The faculty derive their job satisfaction from the work they do and the success they help the student to achieve. (v) The faculty derive their job dissatisfaction from the pay and benefits and the recognition they receive and from the administrator, they deal with. (vi) Their personal factors influence their perceptions of job related factors.

Elder (1989) attempted to determine which school site factors, student related factors and teacher's personal characteristics are related to the job satisfaction and dissatisfaction of urban classroom teachers. Areas of job satisfaction were identified. Greater satisfaction than dissatisfaction was indicated in sub areas Supervision, Colleagues, Responsibility, the Work Itself, Security and Parents; greater dissatisfaction than satisfaction was reported in sub areas Working Conditions, Pay Advancement and Recognition. Year round Calendar was the school site factor that related most to job satisfaction. Socio-economic status and transience rate were student factors that related most to job dissatisfaction. Gender, marital status, years of teaching experience, and number of years at current school were teacher's personal characteristics that related most to the job satisfaction.

Chewapun (1989) investigated the job satisfaction among physical education instructors at Teachers' College in Thailand by using the job satisfaction and dissatisfaction scale. From the findings he concluded that physical education instructors were satisfied with their jobs. The major source of satisfaction were ranked as- interpersonal relations, the work itself, achievement, recognition, responsibility, working conditions, growth policy, administration, supervision and salary. Region, age, level of education, work position, teaching experiences and salary level did
contribute significantly to job satisfaction.

Dhotia (1990) conducted a study to know the factors, affecting job satisfaction of commerce teachers and reported that (i) job security, pay, awareness and academic freedom were positively related to job satisfaction, (ii) teaching experience was not related to job satisfaction, (iii) attitude towards interpersonal relationship were related to job satisfaction, (iv) outgoingness, intelligence, emotional stability and sobriety were related to job satisfaction, (v) principal's leadership influenced job satisfaction of teachers, and (vi) job satisfaction did not have any significant impact on the achievement of pupils.

Agarwal (1991) conducted a research to assess the job satisfaction of teachers in relation to their ascribed and achieved characteristics as also the values of teachers having high and poor job satisfaction. The sample comprised 338 female and 265 male primary and secondary school teachers. The tools used were Job Satisfaction Test by Gupta and Srivastava, The Value Test by Bhargava, and Teachers Personal Blank (made by the investigator). The collected data were treated by t-test and bi-serial correlation. The study revealed: (i) Non-SC, urban and Hindi-speaking teachers were found to be more satisfied. The male teachers had greater job satisfaction than the female teachers, (ii) trained post graduate teachers, single-family teachers and the more experienced government school teachers were found to be more satisfied with their jobs, and (iii) economic and political values were significantly related to job satisfaction. Caste, place of work and mother tongue influenced job satisfaction whereas age and marital status did not.

Quaglia et al. (1991) studied the relationship of teacher satisfaction to perceptions of school organisation, teacher empowerment, work conditions and community status. Survey from 477 teachers in 20 Main communities reveal that teacher satisfied with their jobs had more
positive attitude towards their students, feel more positively towards teacher
efficacy, believed themselves to be more empowered and felt more often
that their community supported teachers, than did dissatisfied teachers.
Satisfied and dissatisfied teachers did not differ in their assessment of their
working conditions.

Nongrum (1992) attempted to assess the job satisfaction of
secondary school teachers and its relationship with perceptions of
leadership characteristics of their heads/ principals. A representative
sample of 20 schools out of a total of 49 schools in Shillong was chosen
keeping in view the location of the school the management pattern, the type
of organisatin, etc. A job satisfaction scale was prepared and also a rating
scale to assess the leadership characteristics of heads of schools. Critical
ratio and chi- square test were used to analyse the data. Major findings of
the study were (i) the type of management appeared to be associated with
teacher's job satisfaction, the government school teachers showing
significantly more satisfaction, (ii) no significant differences were found in
job satisfaction between male and female teachers, between teachers from
different religious background and between teachers with different lengths
of experience, (iii) educational qualifications appeared to be positively
associated to job satisfaction, and (iv) teachers tended to be more satisfied
if they perceived the heads of schools as being concerned with achievement
of group goals and objectives.

Rawat (1992) reported that female teachers are more
satisfied with their jobs than male teachers, C.T.- grade teachers are more
satisfied with their jobs than other- grade teachers and govt. school teachers
are more satisfied than their aided-school counterparts. The investigator
took a sample of 569 fresh teachers of secondary schools of Bareilly,
Moradabad and Rampur Districts of western U.P. and administered on them
the Job- Satisfaction Scale of Uniyal, Teacher Job- Realities Scale of Shah
and Rawat, Teacher Job- Expectation Scale of Shah and Rawat and the Eight Value Scale of Shah. By using 't' test and product - moment correlation, the study further revealed: (i) in all the cases of comparison, the expectations of teachers were significantly higher than the job realities, and (ii) job expectation, job reality and job satisfaction showed strong positive relationship with humanistic creative knowledge, social and aesthetic values, and negative relationship with political and economic values.

Singh (1992) selected 400 secondary school teachers (200 males and 200 females) and administered Teacher's Job Satisfaction Scale by S.P. Gupta and J.P. Srivastava, Role Conflict Opinionnaire for teachers by S.P. Gupta, School Organisational Climate Description Questionnaire by M.L. Sharma and Leadership Behaviour Description Questionnaire of Halpin and Winer to study the organisational correlates of job satisfaction and role conflict among secondary school teachers. By using coefficient of correlation and ANOVA the investigator reported: (i) job satisfaction was positively related with 'espirit', 'intimacy', 'production emphasis', and 'humanised thrust' but negatively related with the 'disengagement' and 'psycho-physical hindrance' dimensions of organisational climate, (ii) female teachers had more job satisfaction than male teachers; male teachers were higher on 'alienation' dimension while female teachers were higher on 'espirit' and 'intimacy' dimensions of organisational culture, and (iii) role conflict was positively related with 'disengagement' but negatively related with the 'espirit' 'control' and 'humanised thrust' dimensions of organisational climate.

Solanki (1992) studied the relationship between the educational management and the organisational climate of the secondary schools of Saurashtra region. A total of 1,339 teachers from the 165 sample schools had responded to the Educational Management Description Scale (EMDS) of Joshi and the Organisational Climate Description
Questionnaire (OCDQ) of Halpin and Croft. The major findings of the study were as: (i) the organisational climate of secondary schools appeared to be independent of organisational management, place of school and sex of the student population, (ii) there was a relationship between the resource management system and the organisational climate of the schools; highly resourceful schools were included towards the open range climate, whereas the low-resourceful and very-low resourceful schools were inclined towards the closed range climate.

Kloep et al. (1994) obtained questionnaire data from teachers at 20 primary, secondary and vocational schools in Albania to investigate teachers' working conditions and their influence on job satisfaction. Results indicate that self-reported job satisfaction and engagement in effective classroom practices is relatively high in Albanian teachers, while economic and physical conditions are bad. Stepwise regression analysis revealed that the items measuring professional autonomy account for a considerable part of the variance in job satisfaction, while work efficiency is mainly predicted by items measuring social support and professional autonomy.

Hill (1994) studied the satisfaction of 287 primary head teachers in one local education authority (LEA), with their jobs and their future career aspirations. Heads were found to derive most of their job satisfaction from interpersonal relationship especially with the children and from their autonomy. Dissatisfaction mainly resulted from the amount of paper work, from the feeling of work overload and from the status which they felt was accorded to their job. Many more heads expected to be still in the same post in five years time than wish to be, revealing a problem of maintaining job satisfaction in times of career stagnation.

Reddy and Babu(1995) aimed to analyse the level of job satisfaction of men and women teachers working in two types of
schools—residential and non-residential. The sample consisted of 400 teachers, equally distributed between two types of institutions and two sexes. The job satisfaction of the teachers was measured by a job satisfaction scale. It was found that, on the whole, teachers working in residential schools had a higher level of job satisfaction than those working in non-residential schools. Women teachers were more satisfied than their male counterparts. Interaction effects were not significant.

Singh (1996) used 1994 survey data from 172 teachers in universities and colleges across North West India to investigate academic productivity and satisfaction and to identify means for improving both. Productivity was evaluated according to the amount of publications, while satisfaction was determined from a wide range of job, administrative and work culture factors. High productivity correlated with seniority, availability of foreign travel, colleague interaction, the sciences (as opposed to the arts and humanities) in institutions in Punjab. Productivity was also linked to satisfaction, with low levels of latter occurs in all phases of the teaching occupation. It is concluded in terms of Emile Durkheim's analysis of labour society, that the lack of an organised division of labour in Indian universities has hampered productivity, satisfaction and the academic work culture in general.

Shann (1998) took interviews and received questionnaires from 92 teachers in 4 urban middle schools to assess the importance and satisfaction, they assigned to various aspects of their jobs. Teacher-pupil relationship ranked highest overall in terms of importance and satisfaction. Parent—teacher relationship commanded respondents' highest concern. Teachers in the lower achieving schools were more dissatisfied with teacher—teacher relationship and their schools' curriculum than those in the higher achieving schools, and they reported a greater discrepancy in student achievement.
Ahmad et al. (2003) conducted a study to analyse the independent and interactive effects of variables, viz., sex, marital status and type of schools on the level of job satisfaction enjoyed by secondary school teachers. A sample of 236 teachers was administered Job Satisfaction Scale (JSS) by Amar Singh & T.R. Sharma. By applying AxB and AxBxC factorial ANOVA the study revealed- (i) female teachers enjoy the greater job satisfaction than their male counterparts, (ii) married teachers show more job satisfaction than the unmarried ones, (iii) the teachers who are teaching in government schools enjoy significantly greater job satisfaction than the teachers teaching in private schools, and (iv) neither the interactions (First order and second order) are found to be significant showing that there is no significant change in the job satisfaction due to the change in the levels of independent variable.

After reviewing literature concerning job satisfaction it is clear that job satisfaction is significantly dependent upon occupational stress, work motivation, autonomy, organisational climate, achievement, recognition, co-workers, administrators and productivity and also on certain personal and demographic variables (like age, sex, marital status, experience of the job, type of work etc.) While reviewing literature researcher noticed that certain studies have covered both the variables i.e. organizational commitment and job satisfaction which are given below:

2.4 Studies investigating organisational commitment and job satisfaction relationship

Billingsley et al. (1992) collected Mail Questionnaire Data from 463 special education teachers and 493 general education teachers in Virginia. They used it to (i) identify variables that influence teacher's job satisfaction and commitment and (ii) determine the extent to which these variables influence teacher's intent to stay in teaching. Results indicated that work-related variables like- leadership support, role conflict, role
ambiguity and stress are better predictors of commitment and job satisfaction than are demographic variables. Generally findings are similar to general and special educators.

Knoop (1995) made a survey to examine the relationships among participative decision making, overall job satisfaction, and facets of job satisfaction, and organisational commitment. Participative decision making was found to be positively correlated with organisational commitment, overall job satisfaction and five dimensions of job satisfaction: work, pay, promotion, supervision and co-workers. Correlation between commitment and job satisfaction variables was also significant. Results indicate that making decisions jointly with employees can be expected to be increasingly related to positive job outcomes.

Jones et al. (1996) investigated the relationship between such concepts as work stress, social support, job satisfaction and organisational commitment. Result shows that employees' global belief concerning the organisation's commitment to them (Eisenberger et al., 1990) is a central factor in moderating the effects of work stress on them and on the organisation. Results also show that perceived support from the organisation is strongly and causally linked to work stress.

Lowe et al. (1996) examined the effects of distributive (outcome) and procedural factors on the satisfaction and organisational commitment of 138 university administrative and support (i.e. non-faculty) personnel two-month after a restructuring of job classification. Aspects of outcome were stronger predictors of satisfaction and commitment than were aspects of procedure. Neither fairness nor level of outcome consistently interacted with procedural justice. The relative importance of distributive and procedural factors may vary across time and/or may due to employees using an inductive process in assessing organisational outcomes.

Imtiaz (2000) conducted a study to know how organisational
culture predicts job satisfaction and work commitment. By using stepwise multiple regression analysis the researcher reported that organisational culture as a whole has emerged to be significant predictor of job satisfaction and work commitment.

Review of available literature pertaining both the variables viz. organisational commitment and job satisfaction have been generally studied in relation to occupational stress, organisational climate, support from the leadership, fairness, participative decision making, distributive and procedural factors, and demographic variables. Now the researcher will concentrate himself on the third independent variable i.e. employee's morale. The recent research studies concerning employee's morale are being discussed below:

2.5 Employee's Morale and its related studies

Berman (1987) gave some tips to cope with low teacher morale. Teachers need to be able to keep the freshness and spark that frequently mark a novice in the field, while at the same time embedding freshness in wisdom and thoughtfulness. Berman advises teachers to consider what is uplifting and energizing for them and then work toward integrating those things more fully into their lives. She suggests breaking out of routines and doing the unusual, planning for next steps in professional development, developing a network of individuals to dialogue with, and investing fully in tasks at hand as routes to replenishment.

Bolin (1987) opined that 'awareness' and 'reassessment' are two very basic steps, if teachers are suffering from low morale. According to Bolin some times teacher morale drops almost imperceptibly over time, so subtly that teachers may not be fully cognizant of the decline. Nothing can change, however, in the absence of awareness. If teachers are to be encouraged, they must first recognize their diminished status-that they are "discouraged"- and take action to become 'couraged' again. Bolin further
said, reassessment when coupled with renewal, can often lead to encouragement. Reassessment involves re-examining something in order to value it again and renewal implies recovery. To become renewed, teachers must reopen the case for teaching, looking again at why they chose to set out on such a vocational venture.

Savadamuthu (1988) tried to investigate the relationship between the leadership behaviour and teacher morale of secondary school teachers. 200 secondary school teachers of Anna District in Tamil Nadu were administered The Leadership Behaviour Description Questionnaire (LBDQ) of Halpin and Craft, and the Teacher Morale Inventory of Dekhtawala. By using mean, SD, and t-tests the investigator reported that (i) although the higher secondary school teachers possessed both types of leadership behaviours—initiating structure and consideration—they did not reveal any distinct type of leadership behaviour (ii) the leadership behaviour of the secondary school teachers were not related to their morale and (iii) female teachers, and more experienced teachers revealed higher leadership behaviour.

Kumari (1991) randomly selected a sample of 200 secondary school women teachers from Bangalore city and administered Occupational and Domestic Role Conflict Scale by Sudha et al., the Teacher’s Morale Scale by Sudha and Satyanarayana and the Modernisation Scale by Raghvendra et al., to know the effect of age, marital status, morale and modernity on role conflict among secondary school women teachers. By using a 2x2 two way ANOVA, the study concluded that (i) the main effect of age was not significant in any of the dimensions of role conflict, (ii) married teachers had significantly more role conflict than unmarried teachers (iii) the group of teachers with low morale had significantly more role conflict than the group of teachers with high morale, and (iv) the teachers with high modernity experienced significantly less role conflict.
than the teachers with low modernity.

Mehta (1992) conducted a study to explore the relationship between teachers' morale and their perceptions of supervisory behaviour. The initial sample consisted of 100 teachers randomly selected from two elementary and two high schools in New York City. The teachers were administered a five point rating scale (8 items) to measure the level of teacher morale and a leadership behaviour description questionnaire to know the perceptions of supervisory behaviours. By using t-test and chi-square test the researcher reported that: (i) the teachers with high and low morale differed significantly in their perceptions of supervisory behaviour, initiating structure and consideration dimensions, (ii) a majority of high morale teachers perceived that their supervisors did not foster a pleasant group atmosphere, were not friendly and approachable, were not willing to make changes and were not easily understandable, and (iii) the low morale teachers held more favourable perceptions of their supervisors' behaviour than the high-morale teachers.

Nautiyal (1992) attempted to study the efficiency of teaching performance as related to their values, effectiveness, morale and teacher characteristics as perceived by students. 200 teachers (male and female) who had been giving cent percent results in Board Examination were selected from 24 high schools and intermediate colleges of 5 districts of Garhwal region. The tools used were Teacher Effectiveness Scale by Kumar and Mutha, Values Scale of Ahluwalia, Peruse Morale Inventory and Teacher Proficiency Scale by Jain and Chauhan. The findings revealed that (i) there were significant differences between the teacher's performing skills and his effectiveness; between the female teachers of govt. and private colleges; and there were differences of morale between the high-performance-skill and the low-performance-skill teachers of govt. schools, and (ii) effective differences were found in theoretical value
between the teachers of high-performing-skill and low-performing-skill of govt. and private colleges.

Maehr, Midgle, and Urdan (1993) observed that administrators play a role in the morale level of teachers and argued that people who feel empowered tend to have high morale. They further observed that people are more personally invested in their work with an organisation when- (i) they have a voice in what happens to them; and (ii) their work has meaning and significance in contributing to a higher purpose of goal. When teacher's sense of self-determination and purpose are supported, teachers relate to student in a qualitatively different manner.

Hart (1994) opined that the teacher's work life can be a strong indicator of a healthy and consequently effective school and demonstrated clearly that psychological distress and morale are independent factors contributing to a teacher's overall quality of work life. That poor quality of work life is improved by reduction of psychological distress, is only one possibility. Hart argues that it is lack of morale which may be associated with the reduction in quality of teacher's work life.

Young (1998) conducted an investigation of school level factors associated with improved teacher morale as one measure of effective schools. 212 high school teachers in 28 urban and rural high schools in Western Australia participated in the study. The School Organisational Health Questionare (SOHQ) by Hart et al. (1993) was used to measure Teacher Morale. A multilevel analytical model was used to analyse variability in teacher morale at the school and teacher level, as well as investigate the effect of the school environment on teacher morale. Results showed that 27% of variation in morale was determined at the school level and 74% at the teacher level. That is while there was a lot of variation between school in morale, most of the variation was between teachers. The researcher further concluded that (i) teacher morale appeared to be a useful
indicator of healthy and effective schools, (ii) morale was influenced by the school environment and climate, and (iii) teacher self concept both general and academic had little effect in explaining differences in teacher morale. The study also suggested the importance of examining two aspects of morale: the individual and the corporate morale of an organisation.

PISA (2000) conducted a study to know how the teacher morale affects the student learning in New Zealand and abroad. 3,700 students from 150 secondary schools participated in the study. The principals were also asked the extent to which they agreed (or otherwise) that the morale of teachers in their schools is high and whether teachers work with enthusiasm; take pride in the school; and value academic achievement. The principals reported a higher level of morale and commitment among teachers in their schools than was the case, on average, for principals in other participating countries. Students in schools with high teacher morale, as gauged by principals, generally tended to achieve higher reading scores. The association was stronger for boys than girls.

Dean (2001) pointed to the low level of morale throughout the teaching profession, the record number of vacancies advertised and the high wastage and morbidity rates in U.K. The wastage rate of teachers for England and Wales in 1999 stood at 9.8%, with London showing 11.7%. The researcher further reported that falling morale is having an impact on intentions to stay in the profession, with one in three teachers not expecting to still be teaching in five year's time. The investigator suggested the school leaders to create, where possible, the conditions within their schools which will enhance teachers professional lives, foster increased job commitment and cause teachers to decide that they want to stay in the profession.

Thornton et al. (2002) showed that the students recruited to primary initial teacher education courses held deep concerns about their subsequent pay, workload, media image, status, working hours, paperwork
and stress. Visions of low status, demotivation and worsening retention of serving teachers are likely to present a discouraging image to those who are considering entering the profession.

Adams (2003) observed that without a committed and experienced teaching work force, aspirations to raise standard and establish a world-class education service are in danger of faltreing. The investigator further observed that at present in U.K. almost one in ten registered teachers in service is a supply teacher, and it is acknowledged that they are likely to be teaching outside their expertise. The researcher further suggested that the government should ensure an adequate supply of recruits to programmes of initial teacher training, coupled with successful course completions and subsequent entry into the profession.

In the light of the above presented survey of literature, it is clear that the teacher morale largely depends upon leadership behaviour, type of supervision, school climate, perceived social status, fairness of the administrators and workload. In the proceeding part of the chapter the researcher has reviewed the literature concerning socio-emotional school climate.

2.6 Socio-Emotional school climate and its related studies

Andres (1981) identified eight climate factors that motivate Filipino employees to be efficient and productive in organisations. These factors were a personalistic family atmosphere in the organisation, attention to the emotional aspect of the organisation's life, such as individual self-esteem; reciprocity between management and employees; respect for human dignity; egalitarian treatment; flexibility in work assignment, schedules, and deadlines; supportive role on the part of the officers; open communication and complete and genuine information; and a cooperative and fraternal reward and promotion system. These factors may be derived from the fact that Filipino employees perceive an open
climate to the result of a family atmosphere and supportive leadership in the organisation.

Freiberg (1983) revealed that climate of the school was a function of several school-related factors such as leadership qualities of the principal, teacher-colleague relations, parent teacher relations, student-teacher interpersonal and instruction related interactions, school buildings and facilities, and student-peer relations. Other reported indicators of a healthy school climate were the degree of respect, trust, opportunity for input, cohesiveness, caring, high morale and school renewal.

Prakasham (1988) conducted a study to compare the strength of teacher effectiveness in various types of school organisational climates as well as under different level of teaching competency across sex differentiation and territorial variation. The sample (N=800) comprised teachers from 120 government, local body, private non-Christian and Christian schools of Raipur and Bilaspur Districts. The tools used were School Organisational Climate Description Questionaire (SOCDQ) of Motilal Sharma, the General Teaching Competency Scale (GTCS) of B.K. Passi and M.S. Lalitha, and the Teacher Effectiveness Scale (TES) of Kumar & Mutha. By using t-ratio & ANOVA the study revealed: (i) the open school organisational climate positively affected both the teaching competency as well as teacher effectiveness (ii) teachers of urban schools significantly excelled over teachers employed in semi-urban and rural schools (iii) moderately better teacher effectiveness was observed in schools under Christian management (iv) females scored invariably higher with insignificant difference in all types of schools, and (v) there existed a significant relationship between teaching competency and teacher effectiveness.

Singh (1988) reported that the open climate generated a higher degree of conformity in the teachers while the closed climate caused
a low degree of conformity and in the closed type of climate the level of tenseness of the teachers was high. He selected 520 teachers from 104 colleges of Gorakhpur University and administered on them The School Organisational Climate Description Questionnaire by Motilal Sharma, the Personality Differential by K.G. Agrawal and the Teacher's Attitude Scale by P.C. Shukla, to relate organisational climate with teacher's self-concept and their attitudes. By using chi- square and critical ratio the researcher further reported that (i) organisational climate was significantly related to teacher's attitude. Open climate was found to lead to a more positive attitude while closed climate to a less positive attitude in the college teachers, and (ii) the college climate was not found to be different between urban and rural colleges, undergraduate and post-graduate colleges, private and government colleges and professional and non-professional colleges.

Singh (1988) attempted to study the effectiveness of teaching as influenced by school climate. Three hundred teachers from the high schools and intermediate colleges of Etah District were randomly selected. The Rating Scale of Effective Teachers by R.C. Deva, the Organisational Climate Description Questionnaire by Halpin and Craft and Teaching Behaviour Questionnaire by Flander were used. The data were analysed using mean, SD, 't' test and 'F' test. The study concluded that (i) the schools had different types of school climate (ii) the differences between the means of academic achievement of boys in different organisational climates were significant (iii) the lowest academic achievement was obtained in the open climate while in the controlled and closed climate the academic achievement was highest and (v) the teaching behaviour of all the teachers could not be the same in all the identified climates.

Dhulia (1989) attempted to study administrative styles, job
satisfaction of teachers and institutional perception of students as related to school climate. The sample comprised 30 principals, with 470 teachers and 470 students. The subjects were administered School Climate Description Questionnaire (SCDQ), Principal's Administrative Style Scale (PASS), Teacher's Job Satisfaction Scale (TJSS) and Student's Institutional Perception Scale (SIPS) for secondary level. The collected data were treated with coefficients of correlation. The study reported that (i) job satisfaction and school climate were positively and significantly correlated with each other on the basis of different types of administrative styles-autocratic, laissezfaire and demoratic, and (ii) the highest agreement was seen with the democratic style as well laissezfaire style whereas the lowest agreement was seen with the autocratic style.

Mittal (1989) reported that the teachers who perceived less disengagement, less alienation, less psycho-physical hindrance, more esprit and more humanised thrust dimensions of the school organisational climate, were found to be more work-motivated. The researcher administered Teacher's Motivation to Work Scale and Test of B.K. Singh, and the School Organisational Climate Description Questionnaire of Moti Lal Sharma on 100 teachers of 10 senior secondary schools of Delhi. Stratified random sampling procedure was used in order to give the proper representation of rural/urban, government/private schools and male/female teachers. By computing coefficient of correlation and t-test, the researcher further reported that (i) teachers working in private schools were significantly more motivated to work than their counterparts working in government-managed schools, and (ii) the location of the school and the sex of the teachers had no significant influence on the teacher's motivation to work.

Shah (1991) conducted a study to predict the effect of aptitude, intelligence, values, self concept, job motivation, job satisfaction,
personality, attitude and school climate on teaching effectiveness among secondary-level teachers. In the study, 2000 secondary level teachers of the Garhwal region were selected. The tools used were Teacher Efficiency Scale (TES) of Chauhan and Jain, Teaching Aptitude Test Battery (TATB) of Singh & Sharma, Teacher's Attitude Scale (TAS) of Uniyal, Group Test of Intelligence (GTI) of Tandon, School Organisational Climate Index Questionnaire (SOCIQ) of Sharma and Job Motivation Analysis Form (JMAF) of Uniyal. By using 'F' test and regression, the researcher claimed that teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality value pattern, self concept, intelligence and organisational climate.

Natarajan (1992) examined the influence of different types of school climate on teacher's job satisfaction and the achievement of the pupils. 256 post-graduate teachers from 30 higher secondary schools in Tirupattur District (Tamil Nadu) were selected for the study. Urban/rural, male/female and government/private teachers were given proper representation. The teachers were administered Organisational Climate Description Questionnaire (OCDQ) by Sharma and Job Satisfaction Scale constructed by the researcher; and pass percentages of schools in public examination were taken as the achievement of pupils. By applying chi-square and ANOVA the researcher reported that (i) the higher secondary schools of Tirupattur were found to have all the six types of climates. Out of 30 schools seven were with open climate, two with autonomous, seven with familiar, two with controlled, six with paternal and six with closed climates (ii) the teachers of open climate schools had very high level of job satisfaction in comparison to other group teachers. and (iii) there was no significant difference in the achievement of students in schools having different organisational climate.

Rama Mohan Babu (1992) conducted a study to analyse the
job satisfaction (JS), attitude towards teaching (ATT), job involvement (JI), teacher efficiency (TE) and perception of the organisational climate (POC) of teachers of residential (R) and non-residential (NR) schools. The sample of the study consisted of 400 secondary school teachers equally distributed between the two types of schools (R&NR) and the two sexes, selected from 40 schools in the Rayalseema Zone of Andhra Pradesh. The study was of a 2x2 factorial design. By using the standardised tools and treating the data with ANOVA and multiple regression analysis, the researcher reported that (i) teachers of R schools exhibited a significantly higher level of JS compared to teachers of NR schools, (ii) with regard to organisational climate, there was a significantly more favourable attitude and more efficiency compared to those working in NR schools, (iii) with regard to organisational climate, there was a significantly greater intimacy and lesser disengagement hindrance and aloofness in R schools as compared to NR schools, and (iv) women perceived significantly greater consideration, while men perceived greater hindrance in the organisational climate of their schools.

Ming (1994) conducted a study to employ the multi-level statistical model to investigate the relationship of the school social environment to the performance of teachers. The assessment of school environment was in terms of measures in the instructional aspect, the structural aspect, the human resource aspect, the political aspect, and the cultural aspect, and five dimensions of the principal's leadership. The sample of 1407 teachers involving 61 aided primary schools was selected. Through principal component analysis, six integrated school environment emerged which were labeled: strength of leadership, staff frustration, positive class room climate, caring and support to students, formalisation and pupil control. The results showed that none of the integrated school environment factors was found to contribute significantly to the teacher
performance variables.

Gentile (1997) after surveying the literature found that (i) two basic components are necessary for an effective middle school- positive organisational climate and leadership and (ii) male and female teachers experience and comprehend the world in different ways. These differences may impact on their perception of school climate. The researcher further investigated the relationships and interactions that teacher's perceptions of school climate had on the academic achievement of middle school students in both the reading and maths score of the Pennsylvania Assessment Tests. The results found that improved teacher perceptions of climate and morale may have an important impact on the achievement levels of middle school children.

Kang (2000) studied the internal differentiation of organisational management features in secondary high schools by investigating the effects of academic departments as a context for school restructuring. The results found that large variances of the management variables are attributable to individual teacher differences rather than teacher's different departmental and school membership. The results also show that the school- to school differences in organisational management features are strongly related to the institutional constraints such as private or public status and the location of schools. The development of school climate for management is also conditioned on teachers' within- school location in the division of labour such as curriculum track and academic departments as well as their different social backgrounds.

Taylor V and John (2002) conducted a study to investigate the predictive capacity of the dominant leadership approach of principals, the perceived school climate, and certain demographic variables of teachers in terms of organisational commitment. 227 full-time teachers selected from 20 schools of Philippines were administered Organisational
Commitment Questionnaire (OCQ) by Mowday et al. (1982), Leadership Opinion Questionnaire (LOQ) by Florido (1986) and Organisational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS). By treating the data with Pearson product-moment correlation and step-wise multiple regression analysis, the researchers reported: (i) teacher commitment was found to relate primarily to the consideration leadership behaviours of principals, (ii) teacher commitment was related to the degree of schools climate openness as perceived by the teachers, (iii) climate openness was in turn, related largely to the consideration leadership behaviours of the principal, (iv) more than half of the respondents perceived the openness of the school climate to be either high or very high, and (v) 20% of the variance in organisational commitment of teachers was caused by the degree of climate openness.

Hoy et al. (2003) attempted a parsimonious measure of organisational climate of high schools. They developed Organisational Climate Index (OCI), which captures open and healthy dimensions of high school climates at the student, teacher, principal, and community levels. They further examined the relationship between the climate of schools and faculty trust in a diverse sample of high schools (N=97). The results showed that different dimensions of high school climate explain distinct aspects of faculty trust in colleagues, principals, and in clients (students and parents).