PREFACE
The progress of a nation in diverse fields depends upon the quality of its people, which in turn depends upon how well the youngsters are moulded by their teachers. Every teacher and educationist knows that even a balanced curriculum remains dead, unless quickened into life by the right kinds of teachers. Therefore, all the factors which influence excellence in the field of education are the quality, competence, and character of teachers apart from the infrastructure and parental support. So nothing is more important than attracting caliber pupil to the teaching profession and ensuring them to perform desired roles in the profession.

Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job and to the institution (organisation) where they are employed. This concept of commitment, as investment of personal resources, has long been associated with the professional characteristics of a teacher. But, today in this computer era, where knowledge doubles in $3^{1/2}$ years, it is widely recognised that the role of the teacher has intensified, and teachers are needing to adapt to bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how they should be doing within the teaching day. At a time when education is in constant flux, India has become the largest democracy of the world, her economy is booming and she has acquired nuclear power, teachers are expected to contribute significantly towards preparing their students as role performers in different walks of life. This expectation has created an environment where those who wish to survive and thrive must become involved in an increased rate of personal adaptation and professional development. Teachers must willing to
experience steep learning curves and invest personal time and energy to translate these expectations successfully into effective practice. Organisational commitment appears to be highly influential for not only a teacher's success to fulfill these expectations but also for systems in seeking to make India a developed nation till 2020 A.D.

Among all the possible factors, teacher's willingness and morale plays a key role in turning the educational institution's (organisation's) wheels to move. It is therefore necessary that organisations must ensure that teachers neither suffer from work overload; nor feel job related stress. Organisations should also take care of teacher's well being and let them feel that their work is not a burden, rather an enjoyment. It is imperative to stress on, that this notion of enjoyment may not appear unless positive school (organisational) climate exists where teachers have faith, trust, co-operation, co-ordination, self motivation, experience satisfaction and ultimately these may lead to heighten commitment.

In view of such contentions, the objective of the present endeavour was to study organisational commitment in relation to occupational stress, job satisfaction, employees morale and socio-emotional school climate. Keeping in touch with the objectives of the problem, it is necessary to discuss the concept and meaning of the variables specific to the present investigation viz., organisational commitment- a dependent variable, and occupational stress, job satisfaction, employee's morale and socio-emotional school climate- independent variables which have been separately discussed.