ABSTRACT
The aim of the present endeavour was to study organisational commitment in relation to occupational stress, job satisfaction, employee's morale and socio-emotional school climate. Teaching is a complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts. It appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional connection teachers face the constant danger of burn-out in an increasingly intensified work environment. Although numerous studies have testified the potentially fruitful relationships among few of the said dependent variables and organisational commitment (OC), questions about the influence of the variables on OC remain. Hence the present study was undertaken to know the influence of occupational stress, job satisfaction employee's morale and socio-emotional school climate on OC, and to examine the relationship of independent variables with the dependent variable.

The entire work leading to the Ph.D. thesis have been presented in the six different chapters. The first chapter of the thesis deals with the history, and concepts of different independent and dependent variables. It also discusses about the objectives of the study in broader sense, the null hypotheses made for the empirical verification and the rationale of the study. Operational definitions of various terms used in the study and delimitations of the study are also presented in Chapter -I.

Chapter II presents the survey of the available literature pertaining to organisational commitment (a dependent variable) and occupational stress, job satisfaction, employee's morale and socio-emotional school climate (independent variables), obtained by going through various journals, periodicals, books and internet surfing.
Chapter III incorporates methodological and procedural aspects of the study. The study was conducted on the sample of (N=615) secondary school teachers working in government and govt. added schools consisting of male teachers (N=400) and female teachers (N=215). Keeping in view the nature of the research OC scale was developed which consisted of 22 items based on three dimensions of OC was used for measuring organisational commitment. Similarly occupational stress scale (OSscale) consisting of 20 items based on five dimensions, employee's morale scale consisting of 26 items from four dimensions and socio-emotional school climate scale (SESC scale) comprising 30 items based on three dimensions were also developed. Teacher Job Satisfaction Questionaire (TJSQ) developed and standardised by Kumar & Mutha was used to measure job satisfaction.

In chapter IV the analysis of the data is presented. Stepwise multiple regression analysis was used for identifying the predictors of organisational commitment and also to know the correlation between different dimensions of OC and independent variables.

It is found that occupational stress and all its five dimensions are negatively correlated with the organisational commitment and its three dimensions for the total sample, male teachers and female teachers. Job satisfaction, employee's morale, socio-emotional school climate and all of their dimensions are positively and significantly correlated with OC and all its three dimensions. The stepwise multiple regression analysis further isolated the variables which are the predictors of OC and its dimensions and which are not predictors. It was found that occupational stress and its five dimensions are the most important predictors for OC of the total sample, male teachers and female teachers. Job satisfaction, employee's morale and few of their dimensions are found to be the predictors of the dimensions of OC-AC, CC & NC for the total
sample, male teachers and female teachers.

In chapter V, the hypotheses are tested and their interpretation is given. It was found that if the teachers are suffering from work overload, student misbehaviour and poor colleague relations then not only their commitment to the school will be lowered, but their desire and need to stay there will also be adversely affected. It was also concluded that lack of classroom resources, lack of professional recognition, negative attitude towards the institution and working conditions, inadequacy of immediate leadership, and less regard and identification tend to lower the commitment of the teachers as well as their need and desire to stay in the school. It has been further reported that if the teachers have positive attitude towards the authority and working conditions, the policies of the institution and behaviour of the boss is favourable to them, they have autonomy, and the school has a good structure as well as the climate of warmth and support, then not only their commitment to the school will be heightened but their need and desire to stay in the school will also be positively affected.

The chapter VI incorporates conclusions, implications and suggestions. Various conclusions for the total sample and male and female teachers have been presented in two different tables. Various implications for administrators, principals and teachers themselves have been given separately. It has been suggested that if other independent variables like 'burnout' and 'mental health' could have been taken and if the sample size is increased, then we could obtained comparatively better and fruitful results.