History shows that man learns from the experience of others. He always seeks help and guidance from his ancestors. The review of the literature is a crucial task which provides deep insight and clear perspective of the overall study, and time spent on it, invariably is a wide investment. Literature review always minimizes the risk of dead ends, rejected topics, reflected studies, wasted efforts and erroneous findings based on a faulty research design. It promotes a greater understanding of the problem, ensures the avoidance of unnecessary duplication, and provides comparative data to evaluate and interpret the significance of one’s findings. Researchers have pointed out “Survey of related literature help us to show whether evidence already available solves the problem adequately, without further investigations and thus, may save duplication. It may contribute to the general scholarship of the investigator by providing ideas, theories and explanations valuable in formatting the problem and may also suggest the appropriate methods of research.”
Keeping in view the importance of reviewing the old literature, certain related studies are reviewed and presented here under the three sections:

- Studies related to job satisfaction of Teachers.
- Studies related to school climate.
- Studies related to organisational commitment.

2.1 Studies Related to Job Satisfaction of Teachers

Thomas Sergiovanni (1967) investigated the factors which tend to satisfy teachers and the factors which tend to dissatisfy teachers in school districts in Monroe County, New York. The results indicated that achievement, recognition and responsibility were factors which contributed predominantly to teacher job satisfaction. Inter personal relations with peers and students, school policy and administration, supervision and personal life were factors which contributed predominantly to teacher dissatisfaction. Further satisfaction and dissatisfaction factors apply to teachers irrespective of their sex, tenure or teaching level.

Englardt, V (1973) observed that, teachers’ job satisfaction decreases as the size of the class increases. Satisfaction also has a direct relation to the principal’s consideration and concern to the teaching staff.

Dwivedi and Pestonjee, D.M. (1975) have introspected socio personal correlates of job satisfaction and identified that job satisfaction increases with increasing experience up to a period of ten years and after that it starts going down.

Weaver, C.N. (1974) has observed that there is strong positive relationship between job satisfaction and satisfaction with income.
Lavingia (1974) opined that primary school teachers are more satisfied than secondary school teachers. Women teachers are more satisfied than men and unmarried teachers are more satisfied than their counterparts. Job efficiency is positively correlated with job satisfaction. More over younger teachers (20-24 years) are more satisfied among primary and secondary teachers.

Harini (1974) observed that younger women school teachers below 28 years are more dissatisfied than older teachers. Teachers of six to ten years experience are more satisfied than teachers having more than 16 years of experience. Married teachers are more satisfied than unmarried teachers.

Hodge C.M. (1977) has analysed attitude regarding job satisfaction held by Negro professors and white professors in selected institutions of higher education in United States. The study concludes that level of job satisfaction increases for both Negro and White professors as years of service increases.

Anand S.P. (1977) has investigated the relationship between gender and job satisfaction and found that women teachers are not satisfied compared to men school teachers.

Bernard, N and Kulandaivel, K (1976) in their study “job satisfaction among women graduate teachers in Coimbatore” described in detail the problems mentioned by the teachers which include overcrowded class rooms, heavy correction work, lack of promotion, lack of security and interference by the principal. Study also revealed that graduate female teachers are more satisfied than graduate men teachers. It was also found that eight per cent of the teachers are extremely dissatisfied, 60 per cent moderately satisfied and 32 per cent very satisfied.
Ramakrishnaiah D (1980) observes that job satisfaction of teachers is not influenced by their socio economic status.

Bio land P.A & Sellby, T. J. (1980) analysed factors associated with career change among secondary school teachers. The study revealed that teacher career change is due to dissatisfaction with the principals, which result from the principal’s role in reducing or eliminating teacher opportunity for creativity in the class room.

Pagel and Price (1980) state that lack of planning time, tedious paper and clerical work, autocratic administration, disruptive and unmotivated students, non cooperative parents, lack of autonomy to prescribed curriculum and low occupational prestige are the various factors contributing most to job dissatisfaction.

Teacher opinion poll Survey (1980) revealed that factors like public attitude towards schools, media treatment towards education, students’ attitude towards learning, salary and status of teachers in the community have negative effect on job satisfaction.

Mokry, (1981) has investigated job satisfaction in the education industry and observed that young female teacher begin their career with enthusiasm, hope and satisfaction and end up with frustration and dissatisfaction whereas, young male teachers begin with low level of job satisfaction in the job and end up with high satisfaction.

Daly R. E (1981) has studied job satisfaction, performance, work environment and leadership in selected secondary schools and discovered that there is positive association between job satisfaction and perceived ability of the principal to provide rewards for high quality teaching performance.
Davis (1981) identified major job dissatisfiers as low salary, lack of prestige, teacher’s lack of control, teacher and administration interaction through politics.

Nayak .K. D. (1982) has analyzed adjustment and job satisfaction of married and unmarried lady teachers in M. B. Buch (Ed), Baroda. The study concluded that women teachers have more favourable attitude towards teaching, have higher level of job satisfaction and better teaching behaviour than their male counter parts.

Padma Priya. C. B. (1982) has studied job satisfaction in selected groups of women teachers in Tirupati district of Andhra Pradesh and identified that job satisfaction is not related to age, salary, length of service and educational qualification.

Krishnakumari (1982) observed that married women teachers do not differ from unmarried teachers in job satisfaction.

Sharp G. J. (1984) has analysed the relationship between job satisfaction and retirement decisions of selected public school principals of large Mid Western city in United States. The study observed that principals who plan to retire from the institution early are less satisfied with their jobs than principals who plan to continue in the institution till the date of retirement.

Kuhn B. J. (1982) has identified that extrovert teachers are more satisfied in their career than introvert teachers.

Smith H. D. (1982) found that married teachers are more satisfied with their teaching profession than unmarried teachers. Moreover, elementary teachers are voluntarily absent more often than secondary teachers.

Dixit M. (1985) has observed that female teachers are more satisfied than male teachers and marital status has no effect on job satisfaction.

Amar Singh (1985) described in detail the different correlates of job satisfaction and he observed that age and job satisfaction are positively correlated.

Kulsum V (1985) has conducted a study on “influence of school and teacher variables on the job satisfaction and job involvement of secondary school teachers in the city of Bangalore”. The study concluded that female teachers of secondary schools have higher job satisfaction than male teachers and permanent teachers have more job satisfaction than temporary teachers.

Lawrence S Linn et al. (1985) compared academic and clinical faculty affiliated with a major teaching hospital in terms of work characteristics, job stress, job and job satisfaction and found that there were no significant differences between the two groups on job satisfaction, stress and anxiety. However, academic faculty worked longer hours, taking less vacation time and spending more time in research and teaching. Academic physicians experienced more conflict between work and personal life, time pressure and were less satisfied with their salary and perquisites.

Anand S. P. (1986) found that teachers’ attitude towards students significantly and positively correlate with their job satisfaction.
Srivastava Shobha (1986) found that young primary school teachers have significantly high job satisfaction compared to old teachers.

Birhminghan J. A. (1985) has analysed job satisfaction and burnout among Minnesota teachers. The study has concluded that teachers were most satisfied with intrinsic reinforces such as community service, imagination, creativity, variety and capability utilisation. Teachers over 55 years of age and under 25 years were most satisfied with their job.

Minicucci (1988) examined whether background characteristics that are available prior to employment have any relationship to teacher satisfaction. The result revealed that few background characteristics of teachers viz. Educational levels, sibling status, birth order, childhood socio economic level, mothers’ education, fathers’ education, years of teaching, decision to teach, extracurricular activities influence teacher job satisfaction.

Gakhar, Sudesh & Balwinder Kaur (1988) identified salary and teaching experience as the significant correlates of job satisfaction.

Porwal N. K. (1987) found that the job satisfied secondary school teachers tend to be emotionally mature, stable, and realistic about life, unruffled and possessing ego strength.

Ashton & Webb (1986) revealed that job satisfaction is associated with teacher efficiency which affects student achievement.

Hodson R (1989) studied on gender differences in job satisfaction and identified that female or women derive greater job satisfaction in teaching.

Wong T (1988) analysed the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong. Study
revealed that dissatisfaction with nature of job and with social prestige are significant predictors of teachers’ intention to leave the profession.

Sing, Triveni (1988) found that positive relationship exists between teaching efficiency and job satisfaction of secondary school teachers.

Borg G. & Richar, J. Riding (1991) analysed occupational stress and its determinants, job satisfaction and career commitment among primary school teachers and found that stress is most affected by pupils’ misbehaviour, and time resource difficulties. They also found that teachers who reported greater stress are less satisfied in teaching.

Gida G. R. (1995) identified that workload, stress and anxiety have significant impact on job satisfaction of college teachers and that different age groups differ significantly in their job satisfaction.

Asha C. B. (1994) made an attempt to highlight job satisfaction among women in relation to their family environment. Study revealed that help and support from family facilitate job satisfaction of women teachers.

Haridasan N. K. (1993) compared total burnout between related pairs of secondary school teachers of Kerala on the basis of sex, age experience, marital status and educational qualification. He revealed that majority of secondary school teachers of Kerala experience an average burnout. High and low burnouts were less in number. Younger and less experienced teachers are more burned out than older and more experienced ones. Significant difference exists between the teaching experience groups 11 - 20 years and also between unmarried and married teachers.

Rao, B.S.R. (1992) reported that significant relationship exists between job satisfaction and educational qualification. The study also argued that no
significant relationship exist between job satisfaction and age, job satisfaction and salary, job satisfaction and length of service and job satisfaction and marital status.

Ramakrishnaiah & Manjuvani (1999) studied personality characteristics and job satisfaction and observed that emotionally stable teachers are more satisfied in the job than emotionally less stable teachers.

Mary. H. Shann (1998) found that teacher job satisfaction is a multifaceted construct that is critical to teacher retention, teacher commitment and school effectiveness. She stressed the importance of teacher-pupil relationships, parent-teacher relationships in job satisfaction. Study has concluded that teacher in the lower achieving schools were more dissatisfied with teacher-teacher relationships and their school curriculum than those in the higher achieving schools.

Marlow, Leslie (1996) found that 44 per cent teachers consider leaving the profession due to student indiscipline, lack of motivation, poor attitudes, emotional factors such as lack of fulfilment, boredom with the daily routine work, lack of respect from community, parents, difficult working condition and low salary.

Low Guat Tin et al (1996) attempted to identify factors which motivate teachers in Singapore. The study revealed that teachers were most motivated by students, in particular when they showed progress in their work. Many teachers were also motivated by the job itself - i.e. teaching. Certain administrator behaviours also motivated teachers and a small number were motivated by their religious beliefs or a higher calling.
Millicent H. Abel & Joanne Sewell (1999) has introspected stress and burnout in rural and urban secondary school teachers. It was observed that urban school teachers in Georgia & North Carolina experienced significantly more stress from poor working conditions and poor staff relations than did rural school teachers. Stress from pupil misbehaviour and time pressures was significantly greater than stress from poor working conditions and poor staff relations for the both rural and urban school teachers.

Allent D. Truell et.al (1998) have studied the level of satisfaction of both full time and part time community college faculty in relation to 10 factors based on Herzberg’s Motivation - Hygiene theory. Results indicated that both fulltime and par time occupational technical faculty were satisfied with their jobs.

Beverly M. Klecker, William E Loadman (1999) studied male elementary school teachers’ ratings of job satisfaction by years of teaching experience. This study disclosed that teaching in American Public Schools in grades K-12 (kindergarten to twelve standards) is largely a female pursuit. Discussions of the diversification of the American teaching force have generally focused on two areas.

1) The under- representation of people of colour in the teaching force.

2) The scarcity of male teachers as student role models is a subject of concern at all levels but is of particular concern in the early grades (Wood an Hoag 1993).

National Statistics of teacher demographics indicate that the national teaching population is 72 per cent female & 28 percent male. However, the
gender statistics are even more disproportionate at the elementary level. Fewer than 2 per cent of pre k/kindergarten and 14.6 per cent of elementary teachers are male. This lack of male role models in the early years of schooling may be a limiting factor in recruiting more males in to this profession.

**Xin Ma & Robert B. Mac Milan (1999)** analysed influence of workplace on teachers’ job satisfaction. Results show that female teachers were more satisfied with their professional role as teachers than their male counterparts. Teachers who stayed longer in the profession were less satisfied. Workplace conditions positively affected teacher satisfaction. Administration control was most important followed by teaching competence and organizational culture.

**Aamir Ali Chughtai (2000)** investigated factors that contribute to teacher job satisfaction and examined the relationship between job satisfaction and four variables viz. college characteristics, teacher background characteristics, intrinsic factors and extrinsic factors related to satisfaction. The overall findings indicated that private sector school teachers were significantly more satisfied with their careers than their public sector colleagues. Differences in job satisfaction of the private and public sector teachers were not differences in satisfaction with job content but rather differences in satisfaction with the environment in which the teacher’s work was performed.

**Gerald. J. Brunetti (2001)** has explained in detail the motivators of teaching profession. Teachers survived and flourished in schools since, they loved both working with their students and teaching their subject. The study identified - working with young people and seeing them learn as principal...
motivators. Other important motivators included professional satisfaction factors such as passion for the subject, serving society, having autonomy in the classroom. Teachers gave their lowest rating to practical factors like job security, salary and benefits, vacations, advantages of a school schedule as motivators.

Spear et.al (2000) while studying factors motivating and demotivating teachers, found that job dissatisfaction is caused by work over load, poor pay and perceptions of the society.

Mark. G. Resheske (2001) examined job satisfaction among college faculty at university and the results indicate that the faculty of the college is in general satisfied with their current employment. The study also found that group cohesion play a significant role in overall job satisfaction. It was observed that job autonomy, working with the students and fellow colleagues and supervisors were the top three best, affecting job satisfaction.

Anilkumar A. K. (2002) noted no significant difference in perceived stress among higher Secondary, high School and primary school teachers. Pay and fringe benefits work as a significant component for the difference in job satisfaction between higher secondary and high school teachers. Relationship between co-teachers is significantly different among higher secondary and primary school teachers. The study also observed significant difference in principal’s influence on teachers and workings in government and private schools.

I. M. Indira (2004) studied the satisfying and dissatisfying factors of teaching. She identifies that women teachers are satisfied with their job in relation to six factors viz. head of the institution, colleagues, management,
students, parents and self-esteem. But they are dissatisfied with factors like academic policies, service conditions, salary and fringe benefits and physical facilities. Study concludes that urban teachers are more satisfied than their counterparts. There exists a significant difference in the level of job satisfaction between government and private school teachers. No significant difference in the level of satisfaction with regard to age and level of experience. Both married and unmarried teachers are satisfied with their job.

Sasikumar P. (2005) observes that male teachers are superior in self concept and job satisfaction; urban teachers are superior in teachers’ commitment and teacher job satisfaction. No significant difference is found between government secondary school teachers and aided secondary school teachers in their commitment and job satisfaction.

Gulabi M (2005) reveals that there is significant difference between job satisfaction and stress coping skills of primary school teachers in Kerala.

Liu (2005) illustrates that teachers who get good, accurate and comprehensive preview of the job are very satisfied with their jobs whereas those who do not get good preview of their job are very dissatisfied.

Kimbrel (2005) studied the quality of teacher induction programmes and teacher job satisfaction and finds that there is positive and significant correlation between induction programme and overall job satisfaction.

P. Cushman (2005) investigated the reason for the decline in the numbers of males enrolling in teacher education in New Zealand primary schools. He found that four factors which contribute to the decline are experiences and attitudes related to status, salary, working in a predominantly female environment and physical contact with children.
V.K. Ushadevi (2005) found that job satisfaction is one of the variables that lead to success in teaching. Length of service also influences success in teaching. But age is not a variable leading to success.

B. Lee Hurren (2006) has analysed the relationship of principals’ humour use to teacher’s job satisfaction. The study concluded that principals who share humour in the workplace have teachers with higher job satisfaction than those who share little/no humour.

Alf crossman, Pene tope Harris (2006) examined job satisfaction among secondary school teachers in different types of secondary schools in U.K. The results indicate a significant difference in the overall job satisfaction scores of teachers by type of school. Privately managed schools exhibited the highest level of satisfaction. No significant difference was found when the data were analyzed by age, gender and length of service.

Asondariya, Dipeshkumar D. (2008) studied achievement motivation, adjustment and job satisfaction of ‘Vidya Sahayak’ teachers of Sourashtra - Kutch with reference to their sex, area, type of family, qualification, and marital status, age, and education of staff. Findings revealed that no significant difference was found in the achievement motivation and job confidence of male and female; rural and urban; general and reserve; joint and separate family; P.T.C.& B Ed; Married and unmarried teachers of Sourashtra - Kutch. Significant difference was found in adjustment of male & female teachers. Job involvement of P.T.C teachers found higher than the B. Ed teachers. Job Satisfaction of teachers who are living in joint family and working in their own district found higher than those living in separate family and working in other district of Sourashtra - Kutch. Similarly job motivation of female teachers is higher than the male teachers.
Francis Green, Stephen Machin, Richard Murphy (2008) studied job satisfaction among private and state school teachers and found that private school teachers enjoy greater job satisfaction with fewer pupils. Pay is lower among women in private sector. For men there is no significant intersectoral difference in pay.

Robert M. Klassen & J. K. Anderson (2009) compared teacher’s job satisfaction and dissatisfaction in 1962 and 2007. Teachers in 1962 were most concerned with external sources of job satisfaction namely salary, conditions of building, peer relation etc. Teachers in 2007 were most concerned about factors relating to teaching namely time demand, pupils misbehaviour etc.

Sing.R. et al (2009) attempted to compare job satisfaction among physical education teachers working in different types of schools such as government, private and public schools in the state of Haryana. Results showed that significant differences in job satisfaction existed among the three categories of the teachers. Government school physical education teachers differed significantly from their counterparts in public schools where as this difference was not found to be significant between government and private school teachers. Teachers working in government schools are better in terms of job satisfaction than those working in other two categories of schools.

Ali and Akhtar (2009) attempted to ascertain the job satisfaction of senior secondary school teachers with respect to gender, job status and the level of education. The data were analyzed by means of t- test to see the difference between the mean job satisfaction scores of various comparison groups. The results revealed that, (i) the level of job satisfaction of female teachers was
found significantly higher as compared to male teachers, (ii) Postgraduate teachers were more satisfied than part time teachers and (iii) Postgraduate degree teachers were found to be more satisfied than the teachers holding Ph. D. degree.

Arti et al. (2009) studied occupational stress and job satisfaction of government and private school teachers and whether there is any relation between occupational stress and job satisfaction. The sample consisted of 60 teachers in total. The results revealed that there was a significant difference between government and private school teachers on occupational stress and job satisfaction. Significant relationship has been found between occupational stress and job satisfaction of government school teachers but no such relationship existed among private school teachers.

Mgri Jana Jancova (2010) studied various job satisfaction influences in language school teachers in Portugal and the Czech Republic and found that the teachers in Portugal draw the most satisfaction and dissatisfaction from situations connected with students. Extrinsic rewards, classroom management, teaching methods etc. also influenced their job satisfaction.

R. N. Shukla (2011) studied burnout in teachers with reference to job satisfaction, gender, age, experience etc. The study revealed that majority of the teachers are satisfied with their job and there is significant relationship between burnout and job satisfaction.

Hasan Hariri (2011) examined the relationship between Principal leadership styles and Principal decision making styles and their influence on teacher job satisfaction in junior secondary schools in Lampung province, Indonesia. Results suggest that teachers are just slightly satisfied and there
is significant relationship between Principal leadership styles, decision making style with job satisfaction. Principals mostly exhibit transformational leadership style, and rational decision making style.

**Rajesh Kumar (2011)** compared the level of job satisfaction, measures of adjustment and level of well being among physical education teachers and other school teachers of Haryana. It has been found that there is no significant difference at the level of job satisfaction, level of well being and the level of adjustment between Senior Secondary School Physical education teachers and other teachers of Haryana. The study also indicated that the job satisfaction of physical education teachers is positively correlated with their well being but negatively with total adjustment. Job satisfaction parameter indicate no significant difference between the rural urban, Government-private schools, education level, income group except in the male group and age group of within 41 - 50 years.

**Azhar Mahmood et. al (2011)** investigated the difference between gender and type of school about job satisfaction. Study revealed that teachers were less satisfied with advancement, compensation, supervision, human relation and working conditions. Female teachers were more satisfied than their male counter parts. There was no significant difference between urban and rural teachers’ job satisfaction.

**Seema (2012)** studied the effect of gender, academic stream and the effect of teaching experience on self efficacy, job satisfaction and attitude towards teaching of teachers working in teacher training institutions in Haryana. The study concluded that male teachers had more occupational self efficacy compared to female teachers. Job satisfaction is not influenced by the gender of teachers. Science teachers were found to be more satisfied with
their job than arts group teachers. The study explored that more experienced teachers had more job satisfaction than less experienced teachers. Further female teachers had more favourable attitude than male teachers. Science group teachers and more experienced teachers had more favourable attitude towards teaching than arts group teachers and less experienced teachers.

**Madhu Gupta & Manju Gehlawat (2012)** compared job satisfaction and work motivation of secondary school teachers in Haryana with respect to some demographic variables like gender, type of schools teaching experience and educational qualifications. The findings show that there is no considerable difference in the job satisfaction and work motivation of male and female teachers. But there were significant differences among teachers working in government and private schools, more experienced and less experienced teachers and teachers having graduate and post graduate qualifications.

**Subir Ahmad Bhat, Javed Ahmad Puju (2012)** studied occupational efficacy and job satisfaction of educational administrators in higher education in Kashmir. The results confirm that the effective educational administrators were found to be more satisfied with their job than ineffective educational administrators in higher education. Moreover effective educational administrators had better Psycho - social orientation, economic adjustment, community and national awareness than ineffective educational administrators.

**Asif Iqbal & Saied Akhtar (2012)** compared the level of job satisfaction between male and female secondary school teachers working in Lahore (Dt.) Pakistan. Findings of the study suggested that female teachers were more satisfied with work and supervision aspects of job as compared to
male teachers. Moreover, there is no significant difference in the level of job satisfaction among science and arts; urban and rural school teachers. Age and work experience did not explore the job satisfaction difference in teachers.

**Raja Babu (2013)** attempted to study the perceptions of teachers towards professional satisfaction at primary level and the differences in between the perceptions of headmasters and assistant teachers in relation to demographic variables such as gender, age, qualification, experience, type grade of schools, locale etc. Teachers expressed high perceptions towards overall professional job satisfaction. Locality (urban/rural), age, management, gender, experience etc. did not influence professional satisfaction significantly. But different age group respondents differed significantly high in their perceptions towards satisfaction. Similarly B.A/B.Sc qualified teachers were more satisfied towards professional aspects than that of M.A/M.Sc, and other qualified teachers.

**Afshan Anees (2013)** in her study compared job satisfaction of teacher educators working in private and public funded institutions in relation to their work motivation and occupation aspirations. The study found no significant difference in job satisfaction of teacher educators working in private and public institutions. It was also found that level of job satisfaction is higher in female teacher educators in comparison to male teachers working in private institutions. Female teacher educators working in public funded institutions were found highly work motivated in comparison to female teacher educators working in private institutions. No significant difference was found in occupational aspirations of teacher educators working in private and public funded institutions.
Katrina A. Korb & Olu Yomi O Akintunde (2013) conducted a study to determine the level of job satisfaction amongst Nigerian school teachers and also identified factors that contribute to teacher job satisfaction. The study revealed that majority of the teachers was satisfied with the teaching profession. Factors such as teacher principal relationship, provision of instructional materials, and attitude towards teaching had significant positive relationships with teacher job satisfaction. However, monthly salary was not significantly related to teacher job satisfaction.

Anil kumar Agnihotri (2013) studied the difference in the level of job satisfaction of different groups, namely primary and secondary school teachers, high paid and low paid teachers, more experienced and less experienced teachers, male and female teachers in Tehsil- Nadaun, district Hamirpur of Himachal Pradesh. He found that primary school teachers exhibit higher level of job satisfaction in comparison to the secondary school teachers. Highly paid and low paid teachers exhibit same level of job satisfaction. Highly experienced teachers exhibit higher level of job satisfaction in comparison to the less experienced teachers and female teachers exhibit higher level of job satisfaction in comparison to male teachers.

Rajareegam (2014) analysed future expectations on job satisfaction of teachers of engineering colleges at Pudussery for a few psychological factors, The study concluded that there is no significant difference between: the engineering college teachers and the teachers of arts and science college teachers; teachers who receive the salary below Rs 25000/ and above Rs 25000/; teachers who have received timely promotion and who have not received timely promotion in job satisfaction. But there is significant
difference between the teachers who handle less than 17 hours and more than 17 hours per week in job satisfaction.

2.2 Studies Related to Organisational Climate and School Climate

**Halpin and Croft (1954)** identified important aspects of teacher-teacher and teacher-principal interactions and constructed an ‘Organisational Climate Description Questionnaire’ (OCDQ) to portray the organisational climate of elementary schools in United States. OCDQ is composed of eight sub-scales such as disengagement, hindrance, espirit, intimacy, aloofness, production emphasis, thrust and consideration which relate to characteristics of teachers as a group and the principal as a leader. Further Halpin and Croft mapped six climates along an open to closed continuum: open, autonomous, controlled, familiar, paternal and closed.

**National Education Association (NEA) Research Bulletin (1957)** suggested that adequate teaching materials and suitable classroom climate in the school strongly influence teachers’ job satisfaction.

**Bose, P.K. and Mukarjee, S.P., (1962)** studied about the facilities available to students and teachers in higher secondary schools of West Bengal, Howrah, Hooghly, Nadia and Murshidabad. The study revealed that most of the facilities for study and work available to students and teachers were inadequate and unsatisfactory. Facilities other than those for teaching were also not sufficient. The findings indicated ample scope for improvement in the state of affairs prevailing in higher secondary schools.

**Rudd & Wiseman (1962)** identified that inadequate equipments and supplies and lack of other facilities in the school result in low morale and dissatisfaction.
Gilmer (1966) reported that working conditions are more important for female married teachers than for male teachers.

Rohila (1966) found that unhealthy physical environment and poor physical conditions in the school over a long period of time result in dissatisfaction with the job.

The major aim of the study organised by Marcum (1967) was to establish the relationship between the degree of adoption of educational innovations by elementary schools and the schools’ organisational climate in United States. The study concluded that schools having innovative practices are characterised by open climate, young and professional teachers. Principals perceive climate as open than teachers.

The relationship between size of the school and organisational climate was the theme of study done by Marcum and Johnson (1968). The study came with the conclusion that larger schools had more open climate as compared to smaller ones.

Mahajan (1970) made a study on supervisory role of principals of Delhi higher secondary schools. He found that most of the principals failed to play an effective leadership role in the academic field in the school because of limitation of time and energy.

Englhard (1973) found that teachers’ job satisfaction decreased as the size of the class increased.

Pillai J.K.S (1974) determined the extent to which the organisational climate of the schools and faculty morale in the school were related to the quality of schools in Tamil Nadu. The major findings of the study were as follows:
• Performance of students was significantly better in open and autonomous climate schools than in other climates.

• The ability of school to introduce innovation in educational practices was higher in high morale schools than the average or low morale schools.

• Higher the faculty morale better was the school introducing innovative practices.

• Both climate and morale were positively and highly related to both, pupil performance and innovative ability of schools.

• School facilities, community support, rapport among teachers salary, satisfaction with teaching, teacher-principal relationship, and teacher work load significantly influence student performance in schools.

• The innovative ability of the school was significantly related to the three organisational climate variables such as esprit, thrust and disengagement.

• There was high correlation between climate and morale

Shelat (1975) in his study of organisational climate, teacher morale and pupil motivation towards institution in secondary schools of Baroda district of Gujarat found that closed climate schools had low teacher morale while schools of open climate had higher teacher morale. The findings revealed that there was no relationship between the age of the teacher and school climate.

Franklin (1975) studied the organisational climate and teacher morale in colleges of Gujarat. Findings of the study concluded that the openness of
climate did not lead to high or low teacher effectiveness. No significant difference was found in morale of teacher educators with urban background and those with rural background. Moreover morale of teacher educators was not significantly related to the number of years of teaching experience.

Ahuja (1976) indicates that teachers’ dissatisfaction increases when they work under an incapable, inefficient and indifferent Principal.

Sabrib Pangra (1976) studied organisational climate and teacher morale in secondary schools in central zone of Thailand. The study concluded that majority of schools belonged to the intermediate climate and the least belonged to closed climate. Open climate schools had higher mean scores on dimensions of Esprit, Intimacy and Communication. Of the total sample, thirty seven percent had high teacher morale, thirty three percent schools had average teacher morale and thirty percent schools had low teacher morale.

Kumari (1977) studied various aspects of college environment and dissatisfaction and the sources of conflicts within the college environment. Major findings were that most of the students feel out of place while in the college and perceive their principal as very strict and staff members very partial.

Metha, A.V.(1977) evaluated institutional climate and teacher morale of the teachers in colleges and examined whether any significant relationship exists between climate and teacher morale in general and dimensions of institutional climate and factors of teacher morale in particular. He found that about half of the colleges are having closed climate. Moreover there is significant relationship between teacher morale and institutional climate.
Gandhi (1977) compared schools on climate basis and tried to determine the extent to which belief systems of teachers in open climate differ from teachers in closed climate. He found that teachers working in relatively open climate are significantly more humanistic in their pupil control ideology than those working in closed climate. Moreover belief system of teachers in open and closed climates differed significantly.

Bhatnagar (1979) analysed organisational climate of the teacher training institutes of Uttar Pradesh and its relationship with their effectiveness. The study revealed the following:

- The organisational climate of teacher training institutes in U.P. are characterised by high level of hindrance, authoritarianism and high academic emphasis, low level of discipline and control and lack of facilities.

- The organisational climate of non-government teacher training institutes are characterised by high hindrance, high democracy and freedom and lack of facilities. On the other hand the organisational climate of government teacher training institutes are characterised by high authoritarianism, high trust, high social support and higher degree of discipline and control. Moreover significant difference exists between government and non-government teacher training institutes on all the dimensions of organisational climate.

- In large institutions, the climate is characterised by high authoritarianism, high trust, high academic emphasis and higher degree of discipline and control. In small institutions, climate is
characterised by high hindrance, high democracy and freedom and lack of facilities.

- The organisational climate influences the effectiveness of the institution.

**Kumar and Bohra (1979)** studied on the relationship of workers’ job satisfaction with their perception about existing organizational climate. The findings revealed that perceived organizational climate significantly affect workers’ job satisfaction. The workers perceiving organizational climate as democratic, were found to be highly job satisfied as compared to those perceiving organizational climate as autocratic.

**Ekamboram (1980)** investigated on school climate and school effectiveness and suggested that teacher training, student motivation and legitimate classroom climate is needed for school effectiveness.

**Pagel & Price (1980)** found that lack of planning time, tedious clerical work, autocratic administration, unmotivated students, time wasting faculty meetings, uncooperative parents, lack of autonomy, and low occupational prestige leads to teacher job dissatisfaction.

**Joshi, P.M. (1980)** attempted to identify, compare and classify organizational climate of higher secondary schools of Rajkot city. He also analyzed the relationship between school climate with demographic variables such as type of school, school management, school location and course streams. The findings indicated wide variations in the educational environment and school climate from school to school. The schools having high academic emphasis exhibited better results in the higher secondary examination. In seven schools the variables of ‘principal behavior’ were dominant than
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those of the ‘teacher behaviour’; in six schools, they were equal, and in four schools, the teacher behavior variables were stronger.

**Amarnath (1980)** made a comprehensive of the organizational climate and job satisfaction of teachers of government and privately managed higher secondary schools in Jallandher district. The study revealed that the government and privately managed schools did not differ significantly in their organizational climate. No two schools had similar organizational climate. The principals of both types of schools did not differ in their behavior as leaders. The teachers too, did not differ significantly in their behavior, except in the variables of disengagement, esprit, aloofness and thrust. The study found strong relationship between organizational climate and job satisfaction.

**Pande (1980)** made a study on the dimensionality and differences in the college environment of Garhwali University and found that the colleges significantly differed from one another on the basis of their environment. The university-managed colleges were able to provide a better educational environment than the government and privately managed colleges. The geographical location of college was not a distinguishing feature of the environment.

**Pandey (1981)** studied the relationship between the organizational climate and level of adjustment of secondary school teachers of Garhwali region and also analyzed teachers’ perception on school climate and problems of adjustment. The findings showed that there is a significant negative relationship between organizational climate and social adjustment. The government secondary schools had better organizational climate than private secondary schools. The teachers of the government secondary
schools were better adjusted than those of private secondary schools. Similarly, the organizational climate of urban schools was better than those of rural schools. Girls’ schools had better organizational climate than boys’ schools.

Rana, A.V. (1981) made an investigation on organizational commitment of home science college teachers in India and its relationship to organizational climate. The objectives of the study were to identify and analyze the level of organizational commitment and to examine the relationship of continuance commitment with the type of organizational climate. The major findings of the study were; Majority of the home science college teachers had a moderate level of continuance commitment. Majority of the home science colleges and university departments had an open organizational climate.

Varshneya (1981) studied relationship between organizational environment and teacher effectiveness. The study revealed that there is positive and significant relationship between organizational environment and teacher effectiveness.

Hillard (1981) analyzed organizational climate along with some demographic variables and found that younger teachers perceived significantly more organizational openness in their schools than did the older teachers. Similarly female teachers perceived their school’s climate as being significantly more open than the male teachers but teachers who attained higher academic degrees perceived a significantly lower degree of organizational openness in their schools than with lower academic degrees.

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objectives of the study were to assess the overall job satisfaction of teachers working in schools having different organizational climate, to identify the areas of job satisfaction and to study the relationship between teachers’ job satisfaction and organizational climate. The major findings of the study were that open climate schools showed the highest overall teacher job satisfaction, followed by the autonomous, familiar, controlled, parental and closed climate schools respectively. Overall job satisfaction of teachers in open climate schools was significantly different from that of the teachers in the parental and closed climates. Only in two areas of job satisfaction namely, supervision and identification with the institution, there were significant differences among different type of schools. Further the teachers in the open climate schools had significantly higher job satisfaction with respect to supervision than those in the closed climate schools.

Burke (1982) studied organizational climate and teacher job satisfaction in relation to leadership styles of school principals and found that there is no relationship between leadership style, climate and job satisfaction.

Patel (1983) attempted to study the leadership behavior of the principals of Higher Secondary Schools of Gujarat state. The results indicated that the teachers working in schools where parental climate prevailed scored highest on their professional development than in schools with familiar climate.

Freibery (1983) conducted a study on organizational climate of schools and discovered that the climate is related to several school related factors such as teacher-teacher relations, parent-teacher relations, student-teacher relations, and student-student relations, the leadership qualities of the principals and school building and facilities.
Das (1983) investigated on administrative behavior of the principals of secondary schools and found that the secondary school principals were moderately effective in their performance of administrative tasks. Moreover there was a significant positive relationship between principals’ administrative behavior and the teachers’ attitude towards work and work setting of the institution.

Debella (1984) analyzed school principal’s leadership behavior and school climate in New Jersey and New York City. The investigator concluded that school principal’s leadership behavior is significantly influenced by school climate.

Pandu (1985) made a comparative study of the problems of the government and private high schools. The findings of the study were that the government schools had better physical facilities than private schools and both government and private schools were lacking in library facility. In government schools headmasters were not satisfied with the management, whereas in private schools, headmasters were somewhat satisfied with their management. Moreover the teachers were dissatisfied with their salary and other financial incentives.

Puranik, S.D. (1985) examined the relationship of maturity of students, the organizational climate and morale of teachers. The findings revealed that autonomous climate, private management and urban location of schools developed social maturity of students whereas controlled organizational climate, government management and urban location of schools developed morale of teachers.

Panday S. (1985) undertook a study to investigate the relationship between the leadership behavior of the principals, organizational climate of schools
and teacher morale in Allahabad. The study found no significant difference in the behaviours’ of rural and urban school principals. Urban schools were more closed than rural schools. Positive and significant relationship was found between teacher morale and initiating and consideration dimensions of leadership behavior and production emphasis and humanized thought dimensions of organizational climate.

Mohrer’s (1985) study revealed that teacher morale was highly influenced by teacher’s perception of their principal’s leadership style. The exploitative authoritative leadership style consistently revealed the lowest teacher morale scores whereas perception of participative leadership style consistently revealed higher teacher morale scores.

Ara (1986) made an extensive study to investigate the relationship between principal’s leadership behavior and teacher’s job satisfaction. The study found strong positive relationship between principal’s leadership behavior and teacher’s job satisfaction.

Abdul Samad (1986) attempted to identify the climate of government high schools of Chandigarh and the effect of school climate on teachers’ job satisfaction. The study also tried to find out the relationship between biographical characteristics and perceptions of the school climate. The biographical characteristics were sex, age, total teaching experience and teaching experience at present school. The investigator found that teachers in more open climate schools enjoyed more job satisfaction than teachers of less open schools. Teachers in more open climate schools enjoyed more job satisfaction with respect to principal, colleagues and facilities provided in the school. No significant difference was found between teachers working in open and less open schools on the sub scales of manager, society and
students. Female teachers expressed greater openness of climate than their male counterparts. Teachers with least years of teaching experience (0-5 years) indicated significantly less satisfaction with principal than teachers with more years of teaching experience. Kreis Kathleen (1986) studied the relationship between teachers’ perceived autonomy and job satisfaction in New York. The study suggested that there exists a significant positive relationship between autonomy and job satisfaction. Compared to public school teachers, private school teachers perceived more autonomy inside the classroom and within the school and also enjoyed more job satisfaction.

Howard Howell (1987) made an extensive study to identify the major indicators of a healthy school climate. The study suggested that respect, trust, opportunity for input, cohesiveness, caring, high morale and school renewal were the major indicators of a healthy school climate.

Turon (1988) in his study examined the relationship between the organizational climate of schools and teachers’ organizational commitment in secondary public schools in the city of Bursa in Turkey. Results indicate that there exists significant positive relationship between organizational climate of schools and teachers’ organizational commitment.

Montoyo & Brown (1990) examined the relationship between students’ perception on school climate and academic achievement in California. Findings revealed that elementary and middle school students perceived school climate at the same level. It was concluded that there were no linear relationship between students’ perception of school climate and academic achievement. Moreover the study also found that middle school climate was more positive than that of elementary schools.
In an enquiry to “Keys to school Reform” Stevens (1990) came to the conclusion that meaningful and lasting school improvement can only occur in an appropriate climate and must be characterized by commitment, solid research about collaborative working styles and outcome-based education and stable leadership.

Chakraborty (1990) attempted to study the organizational climate of secondary schools in West Bengal and its correlation with teachers’ job satisfaction. The study found significant and positive correlation between school climate, school effectiveness and teachers’ job satisfaction.

Rajagopalan.K. (1990) reported that male & female teachers differ significantly in the organization’s climate variables like total organizational climate, disengagement, hindrance, intimacy, aloofness, production emphasis, thrust and consideration. The study revealed that male teachers of rural and urban areas do not differ significantly in any of the organizational climate variables. Between female teachers of the rural and urban areas, significant mean difference exists in two of the organizational climate variables viz. disengagement and aloofness and also in attitude towards teaching.

A survey of teachers and students organized by Grosi’s (1991) at eight Swedish junior high schools, measured the effects of teaching and social climate on student achievement behaviour and personal adjustment. The results showed a significant correlation between school climate and student achievement. The results supported the fact that student outcomes in school with a good teaching and social climate are relatively better than or comparable to the student outcomes in schools with better social composition but poor climate. A significant correlation was not found between climate
and students’ academic self reliance. Teachers’ and students’ assessment of school climate were very similar.

**Paredes (1991)** examined the relationship between school climate factors and student achievement. Findings of the study suggested that differences in students’ average achievement gains were related to their schools’ learning and working conditions and that conditions related to student learning more strongly impacted achievement than did treatment of teachers or school discipline and management practices.

**Pang (1992)** conducted a survey of teachers and principals of secondary schools in Hong-Kong. The study revealed that female teachers had more positive perception of school discipline climate than did males. Generally girls’ school had a more positive discipline climate than boys’ and co-educational schools. School discipline climate and teachers attitude towards reward and punishment are closely related.

**Sweany (1992)** studied the influence of school climate in the excellence of the institution, collecting data from two nations: England and U.S.A. The study revealed that positive school climate depends up on school size, community, type and attendance level of both teachers and students. Students discipline and attitudes influence school climate. More over beliefs and values profoundly influence teachers respect for others, self esteem and sense of efficiency.

**Centry & Kenny (1993)** made a study to explore the relationship between size of the school and organizational climate. The study found that when the size increases, the climate tend to be more closed.
Biswa & Tinku (1993) explored the climate of secondary schools and its effect on teachers’ professional stress. The results of the study revealed that teachers belonging to open climate experienced less stress, alienation, and isolation than those belonging to paternal climate.

Winter & Sweeney (1994) examined the role of administrators in improving school climate and student achievement. The results indicated that principals shape climate by supporting teachers, recognizing their achievements, caring and fairness in decision making.

M C Murray & Adela (1994) examined the organizational climate and its relationship to that institution’s organizational culture in Australia. The finding of the study indicated that culture influence climate in a number of important ways, most notably through the influence of organizational leadership.

Timothy (1995) examined relationship between school climate and teacher attitude towards communication with the Principal in Ohio. The study found positive association between open climate and teachers’ willingness to communicate with the Principal.

Dinham (1995) analyzed the school climate in New South Wales (Australia) high schools. Findings revealed the significant role of senior school executives, particularly the principal, in developing communication and influencing organizational climate. A study conducted by

Glen (1995) suggested that for improving institutional climate of colleges in New Jersey, academic programmes, staff development activities, student support programmes, curriculum, instruction facilities etc must be strengthened.
Abu-Saad (1995) assessed the organizational climate in Arab schools in Israel. Objective of the study was to identify organizational climate factors in Arab elementary schools. The findings indicated that the most important factor influencing organizational climate is the principal’s leadership behaviour.

A paper presented by Albright (1996) at the Southern Regional Faculty and Instructional Development Consortium, discussed the importance of an institutional climate that encourages the use of instructional technology.

Applenberry & Hory (1996) investigated organizational climate and humanistic pupil control. Findings concluded that schools with open climate were found more humanistic than schools with closed climate.

Gilbert & Chapman (1997) made a study on institutional climate prevailing in Canadian secondary school institutions. The study revealed that assessment and evaluation are the powerful motivators for the improvement of institutional climate in colleges and universities.

Fledvebel & Andrews (1998) explored the relationship between the organizational climate and student achievement and found a positive and significant relationship between the two.

Mak J.T.K. (1998) in his study described the school culture of a public secondary school for girls in a New Zealand provincial city. The study made an attempt to identify the element of school culture which has an effect on teachers’ job satisfaction and organizational commitment. The study revealed that interpersonal relations with peers, with students, with principals, autonomy, recognition, achievement, and professional support and encouragement provided by the Principal influence teachers’ job satisfaction.
Mish & John (1998) investigated the relationship among principals’ leadership style, school climate and the organizational commitment of school teachers in Philippines. As per study the principal’s leadership style, school climate and the organizational commitment of teachers were interrelated. Teachers perceived higher commitment under a leadership characterized by high consideration. Organizational commitment was positively related to open climate, characterized by supportive principal behaviour, teacher engagement, intimacy and low level of teacher frustration.

In his study Mo (1998) examined the relationship between dimensions of school climate and the effectiveness of appraisal as perceived by teachers. Results support the importance of an open school climate in which principals are supportive and not directive and teachers are engaged and not frustrated. Study also found that principals' behavior were the most important predictor that set an atmosphere that foster teachers’ professional growth.

Kulsum Umme (1998) analyzed the effect of organizational climate on job satisfaction of teachers. A sample of 586 secondary school teachers selected by two stage stratified proportionate random sampling technique were administered. Results reveal significant differences in the level of job satisfaction of teachers working in different school climates. However, there was no significant difference in the level of job satisfaction in the open climate type and familiar climate type schools. Teachers working in parental climate and closed climate type schools did not differ in their level of job satisfaction.
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Hanna (1998) surveyed middle school teachers to examine teachers’ perceptions of school climate. The findings show that programme implementation, rather than principal’s perceptions affected school climate.

Gyanain (1998) indicated that the teachers who were working in closed or controlled type climate remained stressed and tensed while the teachers working in autonomous or open climate were mentally happy and healthy.

Sajjabi (1999) compared organizational climate perceptions of urban and rural teachers. The teachers working in government urban schools had a very slightly more favorable perception of organizational climate than did their colleagues in government rural schools.

Kallestad Dan (1999) explored substantive issues relating to Norwegian school climate. According to him collegial communication, orientation to change and teacher influence over classroom practices were the three factors that affected organizational climate.

Gold, Ruller, Holrnes (2000) conducted an opinion survey of middle school teachers, students and parents in south California. They were asked to express their attitudes towards school climate, teachers and students. The results showed that all the three groups held significantly different opinion about school climate, about teachers and about students. The responses revealed that organization and management of the school made more sense to teachers and parents than did to students. Many students failed to see what relevance school had for them. Study suggested for having better working relationship, student –oriented development programmes, more family participation and peer monitoring in its environment.
McMurray, Scott & Pale (2000) explored the relationship between organizational commitment and organizational climate. The sample consisted of employees from different countries. The analysis showed significant correlation between organizational climate and organizational commitment.

Park (2001) studied the relationship between organizational climate and satisfaction among Sunday school teachers in Korean Evangelical Holiness Church. He explored the relationship between job satisfaction, organizational climate and selected socio demographic variables. It was found that there was significant correlation between climate and job satisfaction.

Butt (2001) studied the relationship between school organizational climate and student creativity. The study concluded that creativity was positively related to open climate in schools and negatively related to closed climate.

Bulach & Peterson (2001) analysed levels of openness and trust in principals. In their study teachers reported that principals did not listen. Because of this perception teachers were not ready to openly speak and trust the principal.

Yanoff, Collings, Aldusiers (2001) identified perceptions of organisational climate and revealed that consistency in decisions, efficient leadership, improved and clearer procedures, more training and more parental involvement are essential for improving school climate.

Rohit Bogler (2001) examined the effect of principal’s leadership style and principal’s decision making strategy and teacher’s occupation perception on teacher’s job satisfaction. Results revealed that teacher’s occupation perception and principal’s transformational leadership style strongly affected teacher’s job satisfaction.
Menon M.E & Christou, C (2002) compared satisfaction ratings of future and current elementary school teachers with respect to school organisation and administration in Cyprus. The study identified the following main dimensions of school organisation: principal’s role, school organisation, school climate, teacher incentives, working conditions, inspectors’ role and teachers’ role. Moreover, the ratings of future and current teachers on the above factors differed significantly for the first four factors. Further, future teachers reported lower satisfaction than their in-service counterparts in the principal’s role, school organisation, and school climate factors and higher ratings on working conditions.

Nir (2002) examined the effects of school based management (SBM) on the organisational health of elementary schools in Jerusalem. The study found no significant impact of SBM on the schools’ organisational health. Further, the findings suggested five categories of school restructuring approaches:

- Decentralising authority through school based management and parental choice.
- Developing new roles and relationships for teachers.
- Creating accountability systems
- Changing curriculum content and process and
- Developing school community relationships.

Natarajan & Dhandapani (2002) investigated on organisational climate and teachers’ job satisfaction and found that all types of climate were found in the higher secondary schools of Tripattur educational district. Private schools found to be more open and familiar climate was found more in
number in government schools. It was also found that job satisfaction level of teachers working in open climate schools are very high compared to other types of climate.

Khan (2002) investigated on leadership roles and improvement of standard of education in schools in Pakistan. The study found lack of communication and friction among staff, political pressure, substandard equipment, centralisation of power, lack of cooperation from localities, lack of proper supervision etc in schools. The study also found that Principals with higher qualifications are more efficient. The study further indicated that the performance of teachers of those schools where Principals applied sharing leadership style was significantly higher than those of the teachers working under other leadership styles.

Mehrotra (2004) made a study on job satisfaction of teachers in relation to leadership styles of the principals and organisational climate in the government and private schools of Delhi. Findings of the study revealed that majority of the government and private schools had autonomous climate. No significant relation was found between principals’ leadership style, the teachers’ job satisfaction and organisational climate of schools.

Shoppe (2005) studied teachers’ perception of the principal’s leadership style and school climate. The study also examined the relationship between school climate and students’ academic achievement. Findings revealed that there was no significant relationship between school climate and students’ academic achievement.

Amruth G Kumar (2005) in his study estimated the relationship between teacher morale and institutional climate based on gender, locality, type of
management and nature of appointment. The study found significant relationship between teacher morale and institutional climate for the total sample and relevant sub samples. Among the institutional climate perception variables the best predictor variables were Academic, Administrative, Physical and Social climate perceptions.

Griffith (2006) examined specific aspects of organisational climate related to job satisfaction, employee turnover and organisational performance in public elementary schools. The study also analysed the relationship between organisational climate on one hand and the job satisfaction, organisational performance and turnover on the other. The study found positive and strong relationship between organisational climate, job satisfaction, employee turnover and organisational performance but there was no evidence for the mediating effects of job satisfaction on relations of organisational climate to organisational performance and employee turnover. Results were consistent with broader organisational literature, which has shown the importance of orderly work environment, collegial leadership and supportive leaders for effectively functioning groups and organisations.

Deepthy, T. (2008) studied on job satisfaction of primary school teachers in relation to school environment in Kozhikode district of Kerala. The investigator found that school environment had a significant and positive impact on teachers’ job satisfaction. The study observed that primary school teachers differ in their level of job satisfaction. Female teachers had more job satisfaction than male teachers. Urban teachers were more satisfied than rural teachers. Type of management and teaching experience had no influence on teachers’ job satisfaction.
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**Gupta (2009)** investigated on values among school principals, their attitude towards modernisation and organisational climate and found that there was significant difference in the climate of public schools and government schools. Public schools possessed controlled climate where as government schools possessed familiar type of school climate. No significant relationship was found between values, modernisation, and school organisational climate.

**Yusuf Cerit (2009)** examined the effect of leadership behaviour of principals on teachers’ job satisfaction in Turkey. The study revealed strong, positive relationship between leadership behaviour of principals and teachers’ job satisfaction. The factors such as valuing teachers, displaying authenticity have a significant and positive influence on teachers’ job satisfaction but sharing leadership has no significant effect on job satisfaction.

**Stephen Michael Douglas (2010)** examined the relationship between school climate and organisational commitment in Alabama. The findings indicated a strong relationship between school climate and organisational commitment. The results concluded that the best predictor of organisational commitment was professional teacher behaviour. Furthermore, collegial leadership was also found to be a predictor of teacher commitment. Achievement press, though not directly related to commitment, was found to be a good predictor of both professional teacher behaviour and collegial leadership. Institutional vulnerability was found to have no direct or indirect relationship to organisational commitment.

**Adeniji (2011)** made an attempt to establish the relationship between different variables of organisational climate and job satisfaction among academic staff in some selected private universities in south west Nigeria.
The results indicated that there is a significant positive relationship between organisational climate and job satisfaction. It was also found that there is significant difference in the way both the senior and junior academics experience organisational climate.

Balamurugan (2011) found out the extent of job satisfaction of college teachers in relation to variables like organisational climate, attitude towards teaching, gender, management and experience. The study also analysed the relationship between job satisfaction, organisational climate and certain personality characteristics. Findings revealed that in general, college teachers are satisfied. Men and women did not differ significantly in their job satisfaction. Teachers working in government or private colleges did not differ significantly in their level of job satisfaction. Similarly experience, marital status, qualification etc. did not have any effect on overall job satisfaction. Moreover teachers with more favourable attitude towards teaching exhibited the highest level of satisfaction in their job.

Riti (2012) studied teacher effectiveness in relation to organisational climate and administrative behaviour of the school heads in Himachal Pradesh. It was found that teachers of secondary schools located in urban area were more effective than those in rural areas. No difference in teacher effectiveness was found between male and female teachers. Teacher effectiveness was high in open and autonomous climates and least in closed climate. The study also found a strong relationship between the administrative behaviour and teacher effectiveness.

Binakshi Sodhi (2012) studied teacher effectiveness among secondary school teachers of Punjab in relation to their organisational climate for total sample and relevant sub samples based on gender, location, teaching
experience and stream. The study also compared more effective and less effective teachers on their attitude towards teaching, job satisfaction and different dimensions of school climate. Findings suggested that the secondary school teachers perceiving autonomous and familiar type of school climate exhibited significantly higher levels of teacher effectiveness. No significant difference was found in teacher effectiveness with respect to gender, location and teaching experience but significant difference was found with respect to subject taught. The study also indicated that more effective teachers have higher level of job satisfaction compared to less effective teachers.

**Adela Mc Murray (2013)** explored the determinants of organisational climate for university academic staff and identified five valid determinants namely support, trust, fairness, recognition and motivation. Determinants such as autonomy, cohesion and pressure were found to have inadequate validity in academic environment.

**M. Ebrahimi et.al (2013)** explored the relationship between organizational climate and job involvement among teachers of high schools in Delijan City of Iran in year (2012-2013). Results revealed that there was no significant relationship between job involvement and organizational climate dimensions of spirit, hindrance, intimacy and consideration; however, there was a significant relationship between job involvement and, aloofness as well as production emphasis.

**Ajay Babu (2013)** examined the type of organisational climate existing in different types of school in Jharkhand. He also studied the impact of school climate on teacher effectiveness taking a sample of 50 government and 50 private elementary school teachers from Koderma district of Jharkhand. Result
revealed that there was significant difference between teacher effectiveness of elementary school teachers in relation to their school climate.

**Nur et al (2013)** examined the influence of climate on job performance of secondary school teachers in the district of Klang, Malaysia. The study reported that teachers were unable to carry out their tasks due to unhealthy school climate. The findings also showed that organisational climate was found to be a significant factor that could affect teachers’ job performance.

**Habibe Khatoon Nabipour (2014)** investigated into the relationship between organisational health and organisational commitment with positive attitude towards change among primary school principals of Tehran city. The results show that there is a strong and positive relationship between organisational health and organisational commitment.

**Bekele Sarbessa (2014)** studied the relationship between organisational climate and organisational commitment and indicated that organisational climate has a significant and positive relationship with employees’ organisational commitment.

### 2.3 Studies Related to Organisational Commitment

**Oscar (1966)** reports that a person’s commitment to an organisation is influenced by the rewards he has received from the system and the kinds of experiences he has had to undergo in order to receive the rewards.

**Robert (1970)** found that people in low status occupations had little commitment whereas people in high status occupations were highly committed.
Gupta, Sharma & Rahman (1971) indicate that recognition is an important factor that influences one’s commitment to organisation.

Hrebiniak & Alutto (1972) report strong positive relationship between organisational commitment and experience/seniority.

Porter, Steer, Mowday and Boulian (1974) observed that individuals highly committed to an organisation were willing to devote a great deal of their energy and inclined to remain with the organisation.

Steers (1977) find work experience more closely related to commitment than personal or job characteristics.

Marsh and Mannari (1977) found that Japanese workers had higher levels of organisational commitment than Americans.

Fottler (1977) observed that the failure of commitment at the top leads to failure of commitment in subordinates.

Gupta (1977) found that workers in the public sector industry were highly committed to industrial work.

Aryeh (1978) observed that workers with high protestant ethic expressed high moral commitment, while those with low protestant ethic expressed low moral commitment.

Mowday, Steers and Porter (1979) found that employees of better performing branches of a bank had relatively higher levels of organisational commitment than the employees of low performing branches.

Cook & wall (1980) reported that supervisory relations and interpersonal trust were positively related to organisational commitment.
Angle & Perry (1981) stated that organisational commitment was positively related to some dimensions of organisational outcomes such as organisational adaptability, turnover and tardiness rate.

Morris & Sherman (1981) indicated that the level of education was negatively related to organisational commitment.

O’Reilly and Caldwell (1981) explored that job choice decision and expectation of an employee can affect his future attitudes and commitments.

Welsch & Lavan (1981) stated that organisational commitment is an important behavioural dimension which can be used to evaluate the strength of an employee’s attachment to his organisation.

Padaki (1982) found that individuals differing in their locus of control react differently to organisational situation and correspondingly they differ in their levels of commitment, motivation and satisfaction.

Amsa (1982) found that employees performed well and shown commitment only when an employee’s expectations from his job are reasonably fulfilled by the organisation.

Sinha (1983) observed a significant and positive relationship between overall organisational climate and organisational commitment.

Ferris and Aranya (1983) stated that organisational commitment was an increasingly used instrument to predict performance, absenteeism and turnover.

Lacy, Bokemeier and Shepard (1983) indicated that regardless of age and educational or occupational prestige level, men remained more committed than women.
Bateman and Strasser (1984) identified that commitment had a positive influence on job satisfaction.

Balaji (1984) reported that managers at the higher levels of the organisational hierarchy were more committed to their organisation than those at the lower levels.

Oliver (1984) observed that the founder members of the co-operatives in Scotland showed significantly higher organisational commitment, involvement and loyalty than other members.

Balaji (1985) observed that professionals have weaker organisational commitment than non-professionals.

Raju & Srivastava (1986) have indicated that employees who are satisfied with a company may develop commitment to the organisation and vice versa.

Aranya, Kushnir & Valency (1986) indicated that women accountants had lower levels of commitment than their men colleagues.

Curry, Wakefield, Price & Mueller (1986) found that high level of repetitive work is associated with low commitment and high level of fairness in rewards is associated with high commitment.

Luthans, Baack & Taylor (1987) found that age, education, tenure in the organization, tenure in the present position and supervisory status had a positive relationship to organisational commitment.

Alvi & Ahmed (1987) indicated that the fulfilment of workers psychological needs along with others is a very important predictor of their organisational commitment.
Decotiis & summers (1987) reported that commitment is strongly associated with individual motivation, desire to leave, turnover and measures of job performance.

Brooke, Jr. Russell & Price (1988) opined that work involvement is positively related to job satisfaction, job involvement and organisational commitment. Romzek (1989) stated that committed employees were more satisfied with their career prospects within their organisation. Dornstein & Matalon (1989) indicated that work experience showed a significant relationship with organisational commitment.

D’Souza (1990) found that there exist a significant positive relationship between quality of work life and employee commitment for both managers and workers.

Mathieu & Kohler (1990) stated that the lowest absence rate was found among employees who expressed high organisational commitment and job involvement.

Randall, Fedor & Longenecker (1990) explored that employee’s commitment to the organisation is expressed through their behaviour indicating a concern for quality, a sacrifice orientation, a willingness to share knowledge and through their presence in the workplace.

Oliver (1990) has noted that employees who showed strong participatory values exhibited relatively high commitment whereas employees with strong instrumental values showed relatively lower commitment.

Anderman & Eric M (1991) examined the relationships among teachers’ perception of school leadership, school culture, satisfaction and commitment. The analysis found that a school culture that focused
accomplishment, recognition and affiliation contributed to satisfaction and commitment. Moreover, principals’ leadership behaviour created distinct working environment within schools, which are highly predictive of teacher satisfaction and commitment.

**Raju (1991)** studied teacher’s commitment to the teaching profession and indicated that more committed teachers expressed high intrinsic motivation, inner direction, religiosity, external expectations, self accountability and desire to utilise skills.  

**Lee & Johnson (1991)** found that the full time employees had higher organisational commitment than part time workers.  

**Sharma & Chauhan (1991)** observed that highly motivated employees felt more committed to their organisation than those who were less motivated.  

**Gregersen and Black (1992)** observed that there was a positive relation between commitment of managers assigned abroad to their parent companies and to local operations.  

**Florkowski and Schuster (1992)** showed that profit sharing support strengthened the workforce and it was an important determinant of organisational commitment.  

**Mayer & Schoorman (1992)** indicated that turnover was more strongly related to continuance commitment and performance was more strongly related to value commitment than otherwise.  

**Cramer (1993)** identified that stronger organisational commitment was associated with greater satisfaction with the job, salary and career prospects.
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Tett & Mayer (1993) stated that commitment and satisfaction each contributed uniquely to the turnover decisions.

Rahim & Afza (1993) indicated that commitment and satisfaction were positively related to the propensity to leave a job.

Besser (1993) compared work commitment of American and Japanese workers and concluded that Japanese workers were more committed to their organizations than the American workers.

Sayeed (1994) found that the level of management has a positive relationship with overall commitment, followed by length of service.

Yoon Baker & Ko (1994) indicated that interpersonal attachment among employees substantially increased the employees’ commitment to their organisation.

Zeffane (1994) suggested that variations in management styles had a significant effect on employee commitment.

Anantharaman & Jagadeesh (1994) stated that the unionised employees perceived less favourable organisational commitment than non-unionized employees.

Somers (1995) reported that affective commitment emerged as the predicator of turnover and absenteeism whereas normative commitment was positively related to the intent to remain.

Wallace (1995) observed that corporatist organisations maximize employees’ commitment to the organisation by enhancing employee integration, upward mobility, participation in decision making and the legitimacy of the authority system.
Wilson (1995) found that older employees and women employees were more committed to their organisation than younger employees and men employees. Married employees were more committed than unmarried employees. He also stated that the level of commitment increased when the level of education increased. Salary and family income were positively related to organisational commitment.

Balachandran & Anantharaman (1996) identified a strong relationship between organisational commitment and facets of organizational stress and job satisfaction.

Sakthidharan (1997) found that organisational commitment did not produce any significant difference between workers and managers.

Sharma (1997) stated that situational factors contributed more to organisational commitment than personal factors.

Buffardi & Erdwins (1997) studied the impact of employer sensitivity to child-care needs on both job satisfaction and organisational commitment of employed women. The results clearly suggested that employer sensitivity to child-care needs was strongly related to affective commitment and job satisfaction.

Biswas (1998) indicated that performance, threat and frustration were significant predictors of organisational commitment.

Mishra, Dhar & Dhar (1999) observed that enhanced employee satisfaction guaranteed greater involvement and commitment on the part of the employee to his job and organisation.

Driscoll & Randall (1999) stated that perceived organisation support significantly and positively influenced job involvement, affective and
continuance commitment. Satisfaction with rewards, both intrinsic and extrinsic, was also an important predictor of job involvement and affective commitment, but not continuance commitment.

Soler Carole Hannah (2000) investigated the relationship of organization structure, job nature and collegialities with job satisfaction and commitment of public secondary school teachers in New Jersey. The study revealed that when there was lower centralisation and formalisation in a school, there was greater teacher participation, motivation, job satisfaction and commitment to the organisation.

Giffeth, Horn & Gaertner (2000) reported that job satisfaction is negatively related to turnover intention and organisational commitment predicts turnover better than job satisfaction.

Moideenkutty, Blau, Ravikumar & Ahemedali (2001) examined the role of perceived organisational support and its relationship with affective organisational commitment. Study found that perceived organizational support fully mediates its relationship with affective commitment to the organisation.

A number of studies by Dennis Rose and colleagues (2001, 2002, and 2004) found a very strong link between organizational climate and employee reactions such as stress levels, absenteeism, commitment and participation.

Springer (2002) investigated the mediating role of job satisfaction between job stressors–namely role overload, and lack of career development on the one hand and various facets of organisational commitment, namely, affective, continuance and normative on the other. Findings revealed that
role overload directly and negatively influence both job satisfaction and organisational commitment and career development as a source of stress, directly and negatively influence job satisfaction.

**Siu Ling Oi (2002)** examined occupational stressors and well being for blue and white collar occupations in China. The study reported that occupational stressors played significant role in determining job satisfaction and physical well being. These results showed that organisational commitment and well being were positively related.

**Rose (2003)** compared the effect of pension schemes on employees’ commitment between firms offering pension schemes and those not offering pension schemes. Rose found higher commitment from workers at companies that offered pension schemes than those workers at firms that did not.

**Berg, Kalleberg and Appelbaum (2003)** examined the environment which have positive impact on organisational commitment and found that an environment which provided intrinsically rewarding jobs, had supportive supervisors and high performance work practices significantly and positively affected organisational commitment.

**Eaton (2003)** examined the effect of the formality of the organizational policy on organisational commitment and found that, when employees perceived that flexibility policies were not truly available to them, they reported lower organizational commitment.

**Wasti (2003)** investigated on different antecedents of organizational commitment. He indicated that satisfaction with work; supervision and promotion were the primary determinants of affective and normative commitment.
Wright (2003) reported that committed employees are more likely to expend their discretionary efforts towards achieving organisational ends and showed less counterproductive behaviour than those less committed and also engaged in better quality in-role behaviours.

Heslin (2003) stated that employees’ productivity was largely related to their level of job satisfaction, which in turn resulted in reduced turnover rate and higher level of organisational commitment. Moreover there was strong relationship between job satisfaction and organisational commitment.

Jyothi (2004) examined the relation between human resource practices and employee commitment in hotels in United Kingdom and found that objective recruitment and selection strategies, systematic training and development were strongly associated with organisational commitment of employees.

Raveendran Nair (2004) measured bank managers’ level of satisfaction and evaluated their organisational commitment. He found that the factors of job satisfaction emerged as the pertinent predictors of commitment.

Anil Kumar (2005) explored that career development prospects and rewards played an important role in determining an executive’s continuance commitment. The executive stayed with the organisation because he or she thought that it would cost more to leave at present and take up a job elsewhere. So, the employability factor became an important determinant of the executives’ continuance commitment.

Lok, Westwood and Crawford (2005) reported that perceived organizational subculture had a strong relationship with commitment.
Rubinand Brody (2005) stated that employment characteristics such as insecurity and time pressure undermined the attachment component of organizational commitment, which remains an important feature of contemporary workplaces.

Chin-Chin wang (2006) explored the socio demographic characteristics, job satisfaction, organisational commitment, turnover intentions of employees in the Taiwanese banking industry. The results indicated that most employees liked their bosses, co-workers, and working environment but were relatively unsatisfied with their rewards. Taiwanese bank employees’ emotional connection to their banks was greater than feelings of duty to stay in their banks. The participants believed that they had few options other than to stay in their bank jobs. Participants did not have a strong desire to stay in their banks. No significant relationship was found between job satisfaction and turnover intention. But pay had a positive relationship with job satisfaction and job satisfaction was found to have a positive relationship with organizational commitment.

Trimble and Douglas (2006) investigated on affective organisational commitment, job satisfaction, and turnover intention of 468 missionaries. They found that tenure or occupancy in the organisation strongly predict organisational commitment, job satisfaction and turnover intentions.

Ferudun Sezgin (2008) examined the relationship between teachers’ perceptions of organisational commitment and both their psychological hardiness levels and demographic variables in a sample of Turkish primary schools. The study concluded that teacher psychological hardiness was a significant predictor of organisational commitment. Teachers having high hardiness are likely to experience more identification and internationalisation.
commitments. Results also revealed that male teachers had significantly more feelings of identification and internationalisation than females. Identification commitment increased with years of experience.

Marayart Vacharakiat (2008) examined and compared the relationship between empowerment, job satisfaction, and organisational commitment among Filipino and American registered nurses working in United States. The study found correlations between structural empowerment, psychological empowerment, job satisfaction, affective and normative commitment. No relationship was found between structural empowerment and continuance commitment in both groups. The study concluded that structural and psychological empowerment in the work environments appear to be significantly related to improved job satisfaction and commitment among nurses.

Felfe, Schmook, Schgns and Bernd (2008) reported that commitment to the form of employment explained variance of organizational outcomes over and above organisational commitment. Generally, commitment to the term of employment reflected an important attitude to the work situation besides commitment to the organization or occupation. Organizational tenure was not significantly related to organizational commitment.

Hester Hulpia, Greet Devos, Yues Rosses (2009) reported that cohesive leadership and supportive leadership were the most important variables associated with organisational commitment and job satisfaction of teachers in Belgium. Teachers who performed extra leadership functions are more satisfied than their colleagues. Findings also showed that years of experience were negatively related to job satisfaction. More supervision leads to lower organisational commitment.
Faranak joolideh, K. Yeshodhara (2009) compared organisational commitment among high school teachers of India and Iran and how these perceptions vary by demographic variables such as age and subject taught by teachers. Results revealed that in both countries age and subject taught did not have any influence over their organisational commitment. Moreover Indian teachers had better organisational commitment in their affective and normative components. Iranian teachers had better organisational commitment in the continuance component.

Crook (2010) reported that the key problems of African Public Services were understaffing and lack of organisational commitment. Competent and effective managers, effective kinds of incentives and developing more positive organisational cultures are essential for developing organisational commitment.

Fauziah Noordin et al (2010) assessed the level of organisational commitment and analyzed the relationship between commitment and job involvement. Findings suggest that teachers have low-to moderate levels of job satisfaction and organisational commitment. Further, correlations were found between job environment and organisational commitment.

E.J. Lumley et al, (2011) explored the relationship between employees’ job satisfaction and organisational commitment among 86 employees at four information technology companies in South Africa. Correlation and stepwise regression analyses revealed a number of significant relationships between the two variables. The findings added new knowledge that can be used to improve organisational practices for the retention of valuable staff members in the information technology environment.
Leenu and Lakhwinder (2011) found that compensation; career development and supervisory support had been correlated significantly with some forms of commitment but did not emerge as significant predictors of any form of commitment.

Muhammad Ehsan Malik et al (2012) determined the impact of different facets of job satisfaction on organisational commitment of university teachers in public sector in Pakistan. Based on the findings, it is concluded that nature of work, salary satisfaction and quality supervision are good predictors of organisational commitment.

Nahid Naderi Anari (2012) investigated in to the relationship between emotional intelligence and job satisfaction; emotional intelligence and organisational commitment; and between job satisfaction and organisational commitment among high school teachers in Iran. The study also examined the role of gender and age in emotional intelligence, organisational commitment and job satisfaction. Results indicate that there is a positive significant relationship between emotional intelligence and job satisfaction; between emotional intelligence and organisational commitment; and between job satisfaction and organisational commitment. It also found that age and gender of teachers do not influence their job satisfaction and organisational commitment.

Mong-Chien HSU and Kao-Mao CHEN (2012) explored the relationship between job satisfaction and organisational commitment of teachers who are pursuing in-service education and those who completed this experience in China. Study revealed that motivation of teachers who pursued in-service education was high. There was a significant positive correlation between organisational commitment and job satisfaction. Study also indicated that
the higher the organisational commitment, higher the job satisfaction of teachers.

Rahman H. M. (2012) compared job satisfaction and organisational commitment of public and private sector teachers of Bangladesh and found that, as job satisfaction increased, organisational commitment also increased. Job satisfaction and organisational commitment were higher for public sector teachers than private sector school teachers.

Norizan Ismail (2012) analyzed the relationship between components of organisational commitment on job satisfaction of teachers in Malaysia and found that there is no significant relationship between organisational commitment and job satisfaction.

Riyaz Ahmad & Shabnam Raffar (2012) assessed the level of organisational commitment among government and private school teachers of Kashmir Valley. The study also investigated whether there is significant difference in their commitment towards their school. The findings unfold that the teachers possessed the desired level of commitment and it did not vary significantly between government and private school teachers.

Khosrow Nazari et al (2012) determined the level of lecturer’s organisational commitment (affective, normative and continuance) based on gender, employment type, marital status and academic rank. The research has been performed in technical and vocational colleges in four provinces of Iran. Findings reveal that more than half of lecturers possess moderate level of commitment in overall organisational commitment. Results also show that there is significant difference between male and female lecturers in
normative commitment; between part time and full time lecturers in affective commitment and between lecturers and non lecturers in affective, continuance, normative and overall organisational commitment. But there is no significant difference between married and single respondents in affective, continuance, normative and overall organisational commitment.

**Kalarani T.G (2013)** attempted to study the extent of job satisfaction and organisational commitment of employees in the IT industry of Kerala. The study compared job satisfaction and organisational commitment based on selected socio- demographic variables and also the relationship between job satisfaction and organisational commitment. She found that both satisfaction and commitment in IT industry was moderate. There was significant difference both in the organisational commitment and job satisfaction of employees in IT industry based on the select socio demographic variables. There was significant relationship between job satisfaction and organisational commitment.

**Yukthamarani Perumarupan et al (2013)** examined organisational climate, work passion and organisational commitment among academicians of public and private universities in Malaysia. The study concluded that organisational climate significantly influence academicians’ work passion and organisational commitment.

**Hanan Elsabahy (2013)** analysed the effect of organisational climate on organisational commitment of nurse educator at faculty of nursing, Mansoura University and found that there is significant positive relationship between organisational climate and organisational commitment.
**Henry Jonathan et al (2013)** attempted to explore the relationship between intrinsic satisfaction, extrinsic satisfaction and organisational commitment of public secondary school teachers in Dodoma, Tanzania. The study reveals that there is strong positive correlation between intrinsic satisfaction and organisational commitment. Further there is no statistically significant difference in teachers’ organisational commitment associated with gender, educational level and age though younger teachers show slightly lower commitment than older groups.

**Burcak Cagla (2013)** assessed the level of organisational commitment of private school teachers in one of the Turkey’s largest k-12 school chains. The study also investigated whether teachers’ commitment differed with respect to gender, age, marital status, total working experience, education level and grade level taught. The results demonstrate that teachers’ commitment towards their school is only at average. The results reveal that, teachers’ commitment towards their school does not differ by gender, age or total work experience. On the other hand, research fully indicate that teachers’ commitment significantly differ by their marital status, education level and grade level taught.

**Earnest Dery and Felix Puopiel (2013)** attempted to determine the relationship between job satisfaction, organisational climate and organisational commitment among teachers of public higher secondary schools in Tamale Metropolis. The findings reveal that participation in decision making, good working conditions, adequate support from parents, principal, colleagues and the public, students discipline and opportunities for promotion increase job satisfaction and organisational commitment. The
study found positive relationship between job satisfaction, organisational climate and organisational commitment.

Ahmad Abd Rahman and Marinah, Awang (2013) identified the relationship between learning organisation and organisational commitment among the public primary school senior teachers of Malaysia. The study shows that there is no relationship between organisational structure and organisational commitment but there is a positive and significant relationship between four other elements of learning organisation (i.e. vision, management role, inspired individual and culture) and organisational commitment.

Netra Neelam et. al. (2014) analysed organisational culture as a determinant of organisational commitment among IT professionals in Pune, India. The study supports the notion that commitment can be enhanced through the development of an open culture where employees are trusted and encouraged to generate ideas and to participate in decision making.

From the literature review, it can be seen that there has been little research connecting the three variables, viz., job satisfaction, school climate and institutional commitment. So a research gap is visible here. Since these variables lead to school effectiveness and attainment of school goals, an evaluation of their relationship seems to be pertinent. It is against this background that the present study is undertaken.
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Chapter 2


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