CHAPTER - 1

INTRODUCTION

I Origin of the study:

Right from the inception, till date, education has been an instrument of developing values, attitudes, interests, aptitudes, knowledge, creative impulses and of course, actualization of potentials among human beings. Besides, it helps them to utilize the resources with in the nature for their optimum personality development. Infact, it is through education that human beings learn to derive and sustain their life vitality. Needless to say it is education through which human beings learn to develop resilience and the ability to adjust to the varied and complex situations and adequately meet challenges that they come across during interaction with other human beings in their socio-cultural environment.

Research conducted during the preceding half a century has been a pivotal factor in the realization of national goals and global ideals. Educational research workers, in the context of their findings on the role of education in national and human development, have deduced that education has been successful in achieving the aforementioned goals with the help of human and natural resources at all levels of education: elementary, secondary and higher.

It will also be agreed that of these three levels of education, elementary education is the backbone of a national system of education. The reasons for such an assumption are based on the development of a child from infancy to childhood. It is
this period in which the foundation of his/her personality is laid down during his/her formal and informal interaction within the family and school that he/she develops attitudes, confidence, habits, learning styles and communication abilities. In the initial period of school child develops the basic skills of reading, writing and arithmetic and in the later period he develops values, attitudes, vocational skills and leadership characteristics, which make him an academically, socially, morally, aesthetically and economically productive democratic citizen of his/her country.

In the context of this view, it will be agreed that investment in elementary education yields an expected rate of return which while developing an integrated personality also develops a society which is conducive for the fulfillment of the individuals' needs and aspiration as well as in the actualization of his/her talents and creative impulses. A society characterized by members of the above personality attributes can justly be designated as democratic in its true form. The framers of the Indian constitution were committed to provide the people of India such socio-politico-economic conditions as will be helpful to them to lead a democratic way of life. It was for this purpose that they deliberately included article 45 in our constitution under Directive Principles of State Policy, which make universalisation of education as the backbone of our democratic society. This commitment of the constituteframers made on 26th January 1950 was reconfirmed by the unanimous resolution of the members of our parliament during the year 1968 on National Policy on Education and subsequently in the parliamentary resolutions of 1986 and 1991. India, like all the countries of the world, has entered into 21st century, which has brought new challenges and new goals. The country needs to be prepared to meet these new
challenges as well as to achieve the new goals in the light of fantastic advancements in communication media, education technology and explosion of knowledge. Needless to say that no country can meet new challenges and achieve the new goals unless it evolves a programme for the total literacy not only among children within the age range 6 – 14 but also among adult illiterates as well as for a qualitative improvement of teacher education at pre-elementary, elementary and secondary level. It will be agreed that of these three educational levels, elementary teacher education occupies a central place. As such it becomes vitally important to study the organisational climate of District Institute of Education & Training and its influence on elementary teacher educators' job satisfaction. The choice of the present research study has been governed by considerations mentioned above.

II Significance of the study:

"Of all the factors that influence the quality of education", Education Commission (1964-66) observed, "the quality, competence and character of teachers are undoubtedly the most significant." It will, however, be agreed that development of these three teacher characteristics depends upon continuous exposure of the teacher to such situations in and outside teacher education institutions as are helpful in developing his/her teaching competence. If this be so, the quality of teacher education assumes vital significance. No teacher education institution can achieve this objective unless it has the needed human and physical resources, which facilitate the development of teaching competence. Teacher education institutions show wide variations in this regard. Variations among teacher education institutions in their input in the form of physical and human resources lead to variations in their output in the
form of teaching competence among teacher - learners who are subjected to teaching treatment based on elementary teacher education curricula. It is this fact which makes it essential to assess the teacher education institutions of the country in respect of their potentiality and effectiveness against the criteria of teacher education quality, educational technological resources, learning environment, teaching models and other relevant aspects.

Research on teacher education reviewed in the chapter in hand reveals two important facts. The first being that by and large educational research workers have paid much greater attention on teaching effectiveness phenomenon in comparison to such other important aspects as organisational climate, teaching models, planning, implementation and evaluation of teaching activities. The second important fact that deserves mentioning is that research workers have felt more fascinated to study the problems, perspectives and aspects of teacher education at secondary stage rather than at elementary stage. No less important than the above two facts is the fact that educational research workers have shown more interest in elementary teacher education programmes of state governed elementary teacher education institutions in comparison to the teacher education programmes being conducted by such central government bodies as District Institute of Education and Training.

The tragic fact, indeed, is that even those educational research workers, who have explored the phenomenon of elementary teacher education, have sought to study it in terms of its historical bases, problems and progress rather than in terms of its organizational climate. It is surprising that while research workers recognize the significance of organisational climate in developing desirable teacher behavioral
characteristics, they have felt relatively less interested in studying and analysing the elementary teacher education institutions in terms of their organisational climate. The choice of the present research study is an attempt to fill in these gaps between the needed research and the actual research conducted on the phenomenon of elementary teacher education. The study attempts to achieve this objective by not only studying the organisational climate of District Institutes of Education and Training but also the job satisfaction of their teacher educators and by ascertaining the relationship between these two study variables, namely, organisational climate and job satisfaction. It will be agreed that the study assumes significance in this context.

Before proceeding further it seems pertinent to throw some light on the target group, namely, District Institute of Education and Training. These institutes owe their existence to a recommendation of the National Policy on Education (1986) which received its concrete form in October 1987. In the initial stage, the number of DIETs in the country was 100, which gradually and steadily reached to 400 in various states and union territories of India by 1997 – 98. One significant reason contributory to the initiation and expansion in number of DIETs in the country is for to the assumption of the framers of NPE that these institutes will act as model for other elementary teacher education institutions of the country for pace setting, developing excellence in the skills of teaching, planning and implementation of institutional activities, and the skills relevant to designing educational situations helpful in nurturance of creative organisational climate. The NPE document, besides specifying the above assumption further assumed that the establishment of DIETs will be of help in the application of a scientific teacher training programme, resource support in terms of extension, guidance, teaching aids, evaluation tools and action research projects in the context of
the observations mentioned above. It will be agreed that the study in hand is important not only for enhancement of organisational climate of the DIETs but also in enabling these to be model of pace setting for other elementary teacher education institutions.

III Rationale of the study:

The quality of work of an educational institution is influenced by its working conditions. In this sense, there is a positive correlation between the effectiveness of organisational climate of an institution on the one hand and the magnitude of job satisfaction of its teaching and non teaching staff as well as the academic performance of the its learners on the other hand. Effectiveness of organisational climate is usually judged on the bases of such institutional variables as physical and material facilities, constraints and barriers of its psychological environment, team sprit, recognition of the work of individual, extent of satisfaction felt by its personals for the wages they get and scope for their upward mobility in the institution. This observation finds support from an empirical study conducted by Pillai on the relationship between organisational climate of an institution and academic achievement of its students. Besides this Pillai found in his study that the socio - economic background of the teachers, their feelings, academic freedom, working conditions, morale and their job satisfaction also influence the academic performances of their students. In the context of the above observations and research findings it can be safely stated that a study of the organizational climate of DIETs as well as of the job satisfaction of its teacher educators' has a theoretical and empirical rationale.
IV Conceptual bases of the study:

The study in hand has two main bases. These are: organizational climate and job satisfaction. It seems important to explain these two concepts. The succeeding paragraphs serve this purpose.

1. Organisational Climate: The concept of organizational climate has been explained under the following heads.

(a) Nature of Organisation.
(b) Educational Institution as an Organisation
(c) Organizational Climate.
(d) Dimensions of Organizational Climate
(e) Types of Organizational Climate
(f) Institutional Differences in Organizational Climate

(a) Nature of Organisation:

Different authorities have tried to define an organisation in different ways. To Stogdill (1950) an organisation has three basic constituents, namely, (i) inputs (ii) mediator or processor and (iii) output. Each of these three is an important component of organizational climate. Feedback effects from mediator and output affect the input component of organizational climate. The mediator itself is influenced by feedback from an output and finally the output is an end product of input and mediator components. Besides an organisation of an institution continually interacts at input and output stages.
Getzels (1958) treats organisation as a social system, which embraces sociological and psychological phenomena. Behaviour of institutional personals in a social system is a function of the interaction of sociological and psychological phenomena. However, Netzer, Eye et al. (1970) conceive organisation as a dynamic social system. This system is characterized by linking forces (operating among restoring forces within the organization), which lead to a unique climate in the organisation. According to Fraser (1967), an organisation has four basic constituents, namely, (1) arrangements for co-ordinating the activities of the group, (2) collective efforts by the group for identifying the members within the group, (3) accomplishing its objectives and (4) co-ordination in the activities of the members of group through a system of authority. Corwin (1966), however, conceived organization as a stable pattern of interaction among members of a group. The group members, he believed, have a collective identity in the form of its name and location. He agrees with Gaser (1967) that an organisation attempts to pursue the interests of the group and accomplishes its objectives through a system of authority.

During preceding few decades research workers have begun to feel interested in conducting research on the structural and dynamic aspects of an organisation. Consequent to their interest, such aspects of the institutional personals as their morale, absenteeism, alienation, administration, control, co-ordination, motivation, innovativeness, power distribution, leadership and decision making ability have been extensively studied. Research has not remained confined to studying the above-mentioned characteristics of institutional personals, but also covered in its scope factors contributory to the development of an effective organizational climate.
However the phenomenon of organizational climate can gain clarity if it is studied in terms of factors resident within and outside the environmental fabric of an institution.

(b) **Educational Institution As An Organisation:**

An educational institution is an organisation or a social system. This system aims to attain certain specific educational goals. An educational institution, like any other organization, has a unique identity. It has a social position of its own. Infact, it is governed by rules, conventions, traditions and its own philosophical ideology. Precisely speaking, organisation of an educational institution bears the following characteristics:

1. **It has a definite population of students and teachers.**
2. **It has a clearly defined structure based on the interactions among its teaching and non-teaching personnel.**
3. **It has a compact network of relationships among its personnel.**
4. **Its personnel have a ‘we’ feeling.**
5. **It has a distinctive culture.**

Charis (1962) viewed an organisation to be characterized by an internal maintenance of its structure and functioning and its adaptability to external situation. Consequent to these characteristics, an organization tends to serve the society, seeks to get its approval for its achievement and coordinates its efforts to satisfy its needs, maintains its balance, develop its distinctive climate. Since an educational institute is an organisation, therefore it has all these characteristics.

A close study of the characteristics of an organisation of an educational institution implies that achievement of the objectives of an institution are substantially
contingent upon the quality and effectiveness of its organizational climate. In the context of this observation, it becomes pertinent to study the organizational climate of different types of educational institutions. Since the present researcher has been associated with the structure and functioning of a District Institute Of Education and Training at Delhi, she felt motivated to study the organizational climate. However, she has confined her sample to DIETs located in Delhi, Haryana and western region of Uttar Pradesh, obviously, because of the physical proximity of these states.

(c) **The Organizational Environment**

Environment of an educational institution has been recognized to be a significant factor in the achievement of institutional goals. The reason is that it is the classroom or school environment in which the learners, teachers and educational managers interact with each other. Each educational institution has a unique educational environment. This uniqueness of the environment is responsible for differences in their cognitive, psychomotor and affective abilities. Educational environment offers conditions, processes and situations conducive for development of new behaviours among learners. It is the environment of the educational institution, which has the potential to shape the behavioral and personality characteristics of the learners of an institution.

(d) **Organizational Climate**

The organizational climate is an important aspect of the total environment of an institution. If this be so, an organizational environment and organizational climate instead of being synonymous differs from each other. The reason is while the former
is a ‘part’ of the latter, the latter is a ‘whole’. Organizational climate constitutes one specific dimension of the total environment. Katz and Kahn (1966) defined “climate” of an organization as its culture. They held the view that every organization develops its own culture or climate with its own taboos, folkways and mores. This climate, they believed, reflects both the norms and the values of the formal system and their reinterpretation in the informal system.

To Halpin and Crofts (1963) an organizational climate refers to the feeling, which exists in an organization. The feeling among members (learners and teachers) varies from institution to institution. As one moves from one school to another, he finds that each school has a personality of its own. It is this personality of the school that can be described as the organizational climate. Organizational Climate, according to these theorists has three characteristics. The first characteristic is that groups rather than individuals constitute it. The second characteristic is that their functional and hierarchical ties interlink these groups and the third characteristic is its functioning pattern.

Thus, the organizational climate is the result of behaviour of individual teachers, their interaction with other teachers and the Principal of an educational institution. The pattern of functioning of the Principal of an institution who happens to be at top of the hierarchy of an institution affects the functional and behavioral pattern of teachers. The impact is transmitted through perceptions and information shared by teachers. Teacher characteristics like sex, age, academic and professional qualifications, teaching experience, Inservice training and material input (school plan, instructional material and learning aids) exert significant influence on the climate of an educational institution. Organizational climate, in this sense, is the resultant of the
ways in which a Principal interacts with teachers, and the teachers interact among themselves and with their pupils.

Sharma (1973) also shared this conceptualization of an organizational climate. To Sargent (1967) an “Organizational climate is a concept which embraces the milieu of personalities of the Principal and teachers interacting within the sociological and psychological framework of an institution.” It can, therefore, be safely concluded that organizational climate of an educational institution is the product of the relationships between the Principal on the one hand and his teaching and non-teaching staff on the other as well as between teachers on the one hand and their students on the other and in fact, among teachers of the same institution. Interaction among all these components of an educational institution takes place within its sociological and the psychological framework.

(e) Dimensions of Organisational Climate:

Initially, Halpin and Crofts (1963) identified eight dimensions of an organizational climate. These are: disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust and consideration. However, later on, they reduced them into six, namely, open, autonomous, controlled, familiar, paternal and closed. For measuring each one of these six dimensions they developed Organizational Climate Description Questionnaire (OCDQ). Sharma (1973) on the basis of ‘R’ and Q-techniques further reduced the six dimensions of ODQQ into five dimensions, namely, open, autonomous, controlled, paternal and closed. Peterson and Central (1970) envisaged climate as the composite effect of such dimensions as
institutional esprit, institutional aesthetic extra curriculum, concern for improvement of society, concern for undergraduate learning, concern for advancing knowledge, meeting local needs, difficulty, freedom demarcating governance, self study and planning, concern for innovation and human diversity. He sought to measure these dimensions by developing an Institutional Functioning Inventory (IFI) (1970).

(f) Institutional Differences In Organizational Climate

There are no two opinions that educational institutions differ among themselves with respect to their organizational climate. Just as differences are found among individuals with respect to their personalities, so are the differences among educational institutions in respect of their organizational climate. Studies on organizational and institutional climate bear out this observation. Halpin and Crofts (1963) administered their OCDQ in 71 elementary schools in various parts of their country. On the basis of this study they found significant differences in the organizational climate of these 71 schools. For example, they found teachers of some schools to have high morale, and teachers of other school to have either average morale or very low morale. Similarly while teachers of some schools rated their Principal high on dimensions of the organizational climate, teachers of other schools rated their Principal to be low on the same dimension. Sharma (1973) confirmed these findings of Halpin and Crofts in his study on organizational climate.

(2) Concept of Job Satisfaction:

To Hoppoch (1935) goes the credit for introducing the concept of job satisfaction in the psycho-socio-pedagogical literature. Broadly speaking Job
satisfaction reveals the magnitude of satisfaction of an employee of an organization with such of its conditions as his/her working hours, rest houses, duration of monotony, fatigue, provision of incentives and attitude of his superiors. A person likes to work in an environment, which is favourable to his attitudes. The magnitude of his favorable attitude towards his work environment indicates the degree of his satisfaction with his job. The chief sources of job-satisfaction are feeling of accomplishment, recognition and chances of advancements. On the other hand dissatisfaction with the job has been found to be related with such aspects of the organization (school) as autocratic supervision, poor motivational condition and work process.

Dale Yoder defines a job a collection of duties, talks and responsibilities that are assigned to an individual. But Srivastva does not share the above conceptualization of a job. To him a job is a means of earning a living. The relationship between man and his work has long attracted the attention of philosophers, scientists and novelists. The interest of psychologists in this problem dates back to the early part of the twentieth century. It is reflected in the emergence and development of such concepts as work, industrial psychology, vocational guidance, motivation and adjustment. “Work” is an ambiguous term. It is used in physics to refer to the transference of energy by a process involving the motion of an object as a result of the application of a force. Experimental psychology has used this very conceptualization of work. However, experimental psychologists tend to prefer to use the term “work role” for "work". To them a work role is a set of functions that contribute to the production of goods and services.
The above interpretation of the concept of job satisfaction implies that satisfaction of a worker with his work has an important place in his life. Vroom (1964) suggests two types of conditions, namely, economic and motivation that influence the satisfaction of a teacher with his job. He is of the view that financial remuneration, expenditure of energy, production of goods and services, social interaction and effects on the social status of the teacher influence his satisfaction with his job. Goyal also agreed with this view. He said, “Job satisfaction is one of the determinants of teaching efficiency. He reached to this conclusion on the basis of review of more than thirty contemporary studies. He sought to explain the relationship between job satisfaction and teaching efficiency in terms of favourableness of the teachers with their teaching. He believes that harmony between teaching requirements and fulfillment of a teacher’s expectations is an index of the teacher’s job satisfaction. It stems worthwhile to explain the phenomenon of role satisfaction in the context of the following theories:

(1) **Tiffin’s theory (1949).**

Job Satisfaction according to this theory can neither be legislated nor induced by logical argument and nor can be bought by price.

(2) **Maturity – Immaturity theory of Argyris (1953).**

Job satisfaction, according to this theory is a function of the worker’s self-discipline and personal pride.

(3) **Shaffer’s Fulfillment Theory of Job Satisfaction (1953).**

This theory suggests that the more is the satisfaction of a worker's needs, the more is the magnitude of his job satisfaction.
(4) Maslow's Need Hierarchy Theory (1954):
Maslow (1953) advanced the hierarchy in the basic human needs. At the bottom of the hierarchy are the physical needs that are most important of all needs. Satisfaction of physical needs leads an individual to crave for the satisfaction of his mental and emotional needs like safety, love, esteem, self-actualization etc. Thus satisfaction in job results through the gratification of these needs.

(5) Skinner's (1954) Behavioral theory:
Job - satisfaction, according to Skinner is a function of positive reinforcement.

(6) Ms Gregar’s X and Y Theory (1957):
McGregar’s theory also known as XY theory, suggests that human behaviour differs because of a complexity of factors influencing it.

(7) Gion Job Satisfaction (1958):
The extent to which an individual's needs are satisfied is an index of his job situation.

(8) Achievement Motivation Theory (1966):
Mc Clelland and Winter think that the higher is the achievement motivation of an individual, the more is his job satisfaction.

(9) Herzberg et al – Two Factor Theory (1962):
This theory classifies needs in to two categories: (1) intrisinic and (2) extrisinic. Feeling of recognition, achievement, growth, responsibility, interest, increased or decreased status, security etc are intrisinic needs. These needs when satisfied lead to job – satisfaction. Fair treatment in compensation,
supervision and working conditions, administrative practices, job security etc is extrinsic needs. These needs are preventive and environmental in nature. Their presence does not add to the existence of a worker but absence of such needs present dis-satisfaction and poor performance.

(10) **Bullock theory (1962):**

Bullock (1962) conceived job satisfaction as an attitude which, results from balancing and summation of pleasant and unpleasant experiences in connection with the job.

(11) **Vroom's Valence –instrumentally- Expectancy Theory:**

The theory is based on the assumption that behaviour in organisation is a function of the interaction among such personality characteristics as values, needs expectations, instrumentality, role demands, general environment, organisational contingencies, environmental constraints, supervision and task requirements.

(12) **Adams Equity Theory (1964)**

According to this theory an individual evaluates his inputs in terms of his outputs in a given situation. The more an individual feels motivated to engage himself in some kind of activity, the more satisfied he is with his job.

(13) **Dale (1964) job satisfaction theory:**

The magnitude of favorableness of the attitudes of an individual employee towards his job indicates the magnitude of his job satisfaction.
(14) Glimmer (1966) Job satisfaction or dis-satisfaction theory:

According to this theory Job satisfaction is a function of a person’s attitude towards his job and society in general.

(15) Discrepancy Theory of Job Satisfaction Katzel (1964), Locke (1969) theory:

These psychologists have argued for a discrepancy in approach to think about satisfaction, but discrepancies may be actual or perceived.

(16) Ployee Centred Theory by Likert (1967):

The theory is marked by relationship between the kind of supervision an employee receives and his job productivity. When an employee thinks that his boss perceives him as a cog in the machine, he tends to perceive himself a poor producer. As against this if the employee feels that his boss is interested in helping him in solving problems related to his job as well as in the elevation of his status he feels satisfied with his job.

(17) Performance Theory (Donalt et al. 1970):

This theory is based on the assumption that there is a positive relationship between Job performance and Job satisfaction.


Job motivation according to this theory is stronger when an individual perceives his job to be gratifying to him. The more he perceives his job to be gratifying, the higher is the level of his role satisfaction.
(19) **Brow et al. (1972) theory:**

According to this theory Job satisfaction is a favourable feeling or a positive psychological condition of a person towards his job situation.

(20) **Marvin D. Dunnette (1976) theory:**

Marvin conceived job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of the role by the employee during his day to day discharge of his role related activities.

(21) **Blum and Naylor (1984) theory:**

Job satisfaction, according to this theory reflects positive attitude of an individual towards his job.

(22) **Locke’s theory:**

To Locke job satisfaction is a pleasurable or positive emotional state of the individual employee towards his job. The emotional state of the individual is a resultant of the appraisal made by him of his job conditions.

V **Statement of the problem:**

The study seeks to ascertain the quality level of the organizational climate of the District Institute of Education and Training existing around the locality of Delhi, western UP and Haryana regions. Besides, identifying the organizational climate of DIETs, the study will categorise these into good, average and poor organisational climate. In addition to classification of the DIETs into the above categories, the study will determine the magnitude of job satisfaction of teacher educators of aforementioned institutions. Finally,
the study seeks to ascertain the influence of organisational climate on teacher educators' job – satisfaction.

VI  Objectives of the study:

The study has been designed with a view to achieve objectives as under:

1. To ascertain the organizational climate prevailing in District Institute of Education and Training (DIETs) located in Delhi, U. P. and Haryana regions.

2. To classify the DIETs on the basis of their organizational climate into good, average and poor categories.

3. To identify the level of job – satisfaction among Elementary Teacher Educators serving in DIETs having good organisational climate.

4. To identify the level of job – satisfaction among Elementary Teacher Educators serving in the DIETs having average organisational climate.

5. To identify the level of job – satisfaction among Elementary Teacher Educators serving in the DIETs having poor organisational climate.

6. To compare the magnitude of job – satisfaction among Elementary Teacher Educators belonging to DIETs characterized by good, average and poor organizational climate.

7. To ascertain the influence of organizational climate on teacher educators' job – satisfaction.

VII  Basic assumptions:

This study proceeds with the following basic assumptions:-
1. That a District Institute of Education & Training has a distinct organizational climate.
2. That elementary teacher education institutions differ in respect of their organizational climate.
3. Teachers teaching in a DIET characterised by a specific level of organizational climates have a specific level of job-satisfaction.
4. Teacher Educators’ vary in the magnitude of their job-satisfaction.

VIII Hypotheses:

1. Different DIETs have different types of organizational climate.
2. A DIET is characterised either by good or average or poor organizational climate.
3. Teachers serving in DIETs characterised by good organizational climate manifest greater satisfaction to their teaching job as compared to teachers teaching in DIETs characterized by average or poor organisational climate.
4. Better the organisational climate of a DIET, higher will be the level of job satisfaction of the teachers teaching in it.
5. Organizational climate of a DIET exerts a moderate influence on job-satisfaction behaviour of its teacher educators.

IX Scope and delimitations:

The study has been confined to –
1. Teacher Education Institutions of India.

2. Among Teacher Education Institutions, the study is further confined to District Institute of Education. It, thus, excludes Secondary Teacher Education Institutions.

3. Among elementary district teacher education institution the study has been confined to those institutions which are situated in the state of Delhi, Haryana & Uttar Pradesh.

4. Among DIETs existing in Uttar Pradesh the study has been confined to only those DIETs of Uttar Pradesh, which exist in western region of U.P.

X Operational definition of technical terms:

1. Organizational Climate:
   refers to all physical, social and emotional activities of an educational institution which may influence the behaviour of an individual (teacher learner, administrator) within the premises of the institution.

2. Job – Satisfaction:
   refers to a pleasurable emotional state of an individual in an organization (Educational Institution) resulting from his perception of his job conditions to be conducive in the fulfillment of his personality needs and conformity to his values.
XI Methodology:

Normative survey and causal-comparative method of research has been used in the present study for achieving its objectives and also for testing its hypotheses.

XII Research techniques:

Observation, interview, testing and statistical techniques have been used for achieving the objectives of the present study.

XIII Research tools:

The investigator has used job-satisfaction scale and Sharma's adapted version of Organizational Climate. Job-satisfaction and Organizational Climate of a DIET included in the sample of the present study for measuring Organizational Climate Description Questionnaire.

XIV Sample size and sampling technique:

(a) Sample Size:

30 DIETs located within the jurisdiction of Delhi, Haryana and U. P. State and 150 teacher educators serving in these DIETs constitute the sample of the study.

(b) Sampling Techniques

Random sampling technique has been used for selecting the above mentioned sample.
Having discussed the origin, rationale, significance, theoretical basis, objectives, hypotheses, scope and delimitation, research methodology, techniques, tools and sample size in the present chapter, the investigator has reviewed the research studies conducted on organizational climate and job satisfaction by earlier research workers in the succeeding chapter.