CHAPTER -II

REVIEW OF RELATED RESEARCH STUDIES

One of the essential steps in conducting a research work is to review published and unpublished literature in the area. This is done in order to avoid the replication of the findings and to take advantage in planning and conducting the study. So in this chapter a review of available literature on studies related to the organisational climate and teachers' job satisfaction has been done.

Chapter consists of three parts:

i) Studies related to organisational climate

ii) Studies related to teachers' job satisfaction

iii) Deviation of present study from previous studies

I Studies related to organizational climate:

Cunningham and her associates (1951), held the view that a teacher can best fulfil his function by creating a democratic climate in the classroom. The teacher should help students in recognising and identifying the common goals, values and roles of group members.

Halpin and Crofts (1963) identified eight dimensions of the climate which include Disengagement, Hindrance, Espirit and Intimacy as reflected in the behaviour of teachers and Aloofness, Production Emphasis, Thrust and Consideration as reflected in the behaviour of the principals. They reduced these eight dimensions to six broad and more comprehensive dimensions (types of climates) – Open,
Autonomous, Controlled, Familiar, Paternal and Closed – defining each of these with reference to the degree of presence or absence of the eight elements or dimensions of the climate. They developed a tool OCDQ (Organizational Climate Description Questionnaire) to measure these dimensions and types of the climate. The rationale underlying OCDQ is, that something actually exists (assumption) which can properly be called organizational climate. Further, it is also assumed that Organizational Climate is closely related to the perceived behaviour of teacher and principals.

Litwin and Stringer (1968) defined organizational climate on the basis of six broad dimensions, which include Warmth, Support, Identity, Responsibility, Risk and Structure. They constructed a Climate Questionnaire (CQ) in 1968.

Welberg and Anderson (1968) concluded that the type of classroom climate, which does the teacher create, and his behaviour is positively related to students’ achievements. According to these researchers, the classroom climate can also function as a predictor of pupil’s academic achievement.

Paterson and Centra, et al (1970) found that the organizational climate constitutes composite effect of several dimensions such as Institutional Espirit, Institutional aesthetic extra-curriculum, concern for improvement of society, concern for undergraduate learning, concern for innovation, human diversity. To measure these dimensions they developed an Institutional Functioning Inventory. They used this inventory for measuring social climate of the school in relation to students’ learning.

The characteristic of organizational climate has been related to a number of other variables characterising the institutions and the personality of people working in
them. In a study by Petasis (1975) age of the staff members, sizes of the staff and principal's administrative experience were found closely related to the school climate.

Rideout (1975) found in his study that the size and location of the school were significantly related to school climate, smallness and rurality being positively correlated and largeness being negatively correlated. Size of the school is, perhaps, a significant factor in influencing the way the students feel towards their school.

Lee (1975) found in his study that the size of the school and the length of the experience of the principal were not related to organizational climate of the schools.

Further, Cook (1966) in his research found that in elementary schools the mean size of the teaching staff is significantly smaller in open climate than in schools of other climate types and the mean of teaching staff is significantly larger in closed climate type school as compared to schools of other climate types. McLeod (1969) found a significant correlation between school climate and staff size in elementary schools. Small schools were found having more open climate, but the larger ones were more closed. Marcum (1969) found that there was significant different between size of ‘open’ and ‘closed’ climate type elementary schools. According to Guy (1970) there was no significant relationship between the size of the elementary school staff and the organizational climate of the school.

In the secondary schools sample, Bushlinger (1966) reported that schools with smaller staff tended (non-significantly) towards open climate. McWilliams (1967) found the opposite non-significant trend. The large high schools tended towards open climate. Nelson (1978) found that there was no relationship between global organizational climate and relative school size.
In many researches student achievement and its relationship with organizational climate was studied. Feldvebel (1964) reported no significant relationship between student achievement and school global climate. Hale (1965) reported significant relationships among language achievement and Hindrance, Esprit, Aloofness and Production Emphasis. Rice (1968) reported a slight correlation between open climate and high achievement but he found that there was no relation between closed and low achievement. He also noted that no significant relationship existed between OCDQ subtest and student achievement. But on the other hand, contrary to the later finding, Miller (1969) found that achievement areas were significantly related to Disengagement, Esprit and Consideration and less to Hindrance, Intimacy and Production Emphasis. He also reported that composite achievement and its areas were significantly related to openness and the most relevant areas were language skills, work study and arithmetic and problem solving skills. Guy (1970) reported that no significant relationship existed between climate and achievement gains in Reading, Language and Arithmetic. Quthier (1978) found no relationship between student perception of school climate and student achievement when the effects of prior achievement were removed. Comparative studies have been quite frequently conducted in the field of organizational climate. One of the most common findings in all the OCDQ literature concerns differences in climate perception between the principal and teachers in a school. Brown (1965) reported that principals tended to view their schools more ‘favourably’ than teachers and that ‘specialists’ in the school perceived the climate more like administrators, than teachers.
Hinson (1966) found that in his total sample principals and teachers differed significantly in their perceptions of all the climates. He also reported that in all cases teachers tended to perceive the climate as more closed than in open climates. The principals tended to perceive more Intimacy and Esprit and less Hindrance, than the teachers throughout the distribution of climates.

Marcum (1969) reported a significant difference in principal, teacher perceptions in innovative schools. He found that the principals of the schools perceived their schools as more open. But he found that in the least innovative schools both principals and teachers tended to perceive their schools as more closed. Farber (1970) reported that principals tended to perceive more open climates, and the teachers more closed.

Boyles (1979) investigated the relationship between the personality traits of the teachers and the school's organizational climate. A total of 100 randomly selected teachers of 10 public elementary schools participated by completing the 16 PF and the OCDQ. He concluded that there was a significant correlation between Factor L and teachers' perceptions of an autonomous climate. He also observed significant negative correlation between Factor L and teachers' perceptions of a paternal climate. There was a significant negative correlation between Factor Q and teachers' perceptions of a closed climate.

Chinatangul (1980) made a survey of the organizational climate. The purpose of the study was to determine whether significant differences existed between the perceptions of the principals and their faculty members towards the organizational climate of selected secondary schools in Bangkok, Thailand. The sample included 20 secondary schools of Bangkok. Respondents included 200 teachers and 20 principals.
OCDQ developed by Halpin and Crofts was employed to gather the information. The results of this study revealed that there were no significant differences between the perceptions of principals and teachers on the sub-test of Hindrance, Aloofness and Intimacy. However, significant differences were found in the remainder of sub-tests.

Atarafi (1980) investigated the perceptions of the teachers and the principals regarding the organizational climate of elementary and intermediate schools situated in the district of Benghazi, Libya. OCDQ developed by Halpin and Crofts was translated into Arabic language was used. The sample included 243 teachers and 81 principals. Analysis of variance and t-test were applied to test the hypotheses regarding the 8 dimensions of organizational climate. He concluded that teachers of girls’ schools perceived their schools’ climate to be more open than those in boys’ schools. The principals of girls’ schools perceived their schools climate to be more open than principals of boys’ schools.

A study was conducted by Quigley (1980) to determine the relationship between organizational climate and the extent of school vandalism within the secondary schools. To measure the organizational climate OCDQ developed by Halpin and Crofts was used. The sample included teachers of 27 secondary schools. The results revealed that although there was some tendency for openness of school to be inversely related to the frequency of incidents of school vandalism, the relationship was not significant at the 0.05 level of confidence. However, further analysis of the subtest dimensions of the OCDQ revealed significant correlations between the frequency of incidents of school vandalism and the sub-tests of Disengagement, Esprit and Production Emphasis. The subtest of Disengagement was found to be significantly related to the incidents of school vandalism at 0.01 level of confidence.

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while the sub-tests of Esprit and Production Emphasis were each found to be inversely significantly related to the number of incidents of school vandalism at 0.05 level of confidence.

A study was conducted by Hudson (1984) to find out whether the climate of a school was related to the teachers’ perceptions of the principals’ leadership behaviour. OCDQ developed by Halpin and Crofts and leader behaviour description questionnaire (LBDQ) were administered to the teachers of the middle schools. Pearson’s Product-moment correlation was used to test the hypothesis. It was found that Initiating structure and Esprit, Production Emphasis, Thrust, Consideration and Aloofness were significantly and positively related. There were significant negative relationships among Initiating structure and Disengagement and Hindrance. Non-Significant correlations existed between Initiating structure and Intimacy. It was also noted that the correlation coefficients among Consideration (LBDQ) and Esprit, Production Emphasis, Thrust, Consideration (OCDQ) and Aloofness were significant. There were significant negative relationships among Initiating structure and Disengagement, Hindrance and Aloofness. The combined scores of Initiating structure and consideration as measured by the (LBDQ) and the openness scores (Esprit + Thrust Disengagement) as measured by the (OCDQ) were significantly and positively correlated. It was also concluded that the teacher(s) who have healthy perception of the principals’ leadership behaviour have a healthy perception of the school’s organizational climate.

A study was undertaken by Sackville (1983) to ascertain whether statistically significant differences existed that can be attributed to the sex of the individual principals. OCDQ (developed by Halpin and Crofts) was administered to the
principals and teachers of 52 selected schools. The results showed that no significant differences existed between the female and male populations as measured by seven of the OCDQ subtexts (Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust and Consideration). Schools with female principals did score significantly better than schools with female principals on the disengagement subtest of the OCDQ. It was concluded that there is no justification, in terms of organizational climate for appointing men rather than women, or women rather than men, to the posts of principal.

Lofland (1985) investigated the relationship between the established organizational climate and job satisfaction levels of teachers. The organizational climate descriptive questionnaire (OCDQ) and Minnesota satisfaction questionnaire were used to measure organization climate and job satisfaction. The data were analyzed by analysis of variance and the t-test. It was concluded that the type of organizational climate had significant effect on job satisfaction of the teachers. While the other variables such as sex, age, level of experience had no significant effect.

Cheng II (1991) investigated the characteristics of the organizational environment perceived by teachers in Hong Kong Secondary Schools. The unit of analysis was the school and the research subject were 64 aided secondary school in Hong Kong. The findings of this study had considerable external validity within each participating school.

Two types of Teacher workplace - Commitment: Organizational commitment and commitment to student learning - were studied in 63 urban elementary and middle schools by Kushman (1992). It was found that teacher organizational commitment is related to the types of students served as well as the alterable
organizational conditions of the school. Schools serving disadvantaged students engendered less teacher commitment to the school workplace, even though these were the schools where such commitment was most important. Organizational commitment was positively related to student achievement. It was also positively related to teacher’s job and career satisfaction, feeling of efficacy as a teacher and teacher’s expectations for student success. Surprisingly, there was only a weak relationship between commitment to student learning and student achievement.

Trusry and Dickey (1993) conducted a study. The purpose of the study was to determine the extent to which the following variables: (a) gender, (b) race, (c) gender and race jointly, (d) socio-economic status, (e) parent’s educational level, (f) reading achievement, (mathematics achievement, (h) grade failure, (i) particular school attended and (j) racial similarity of the students to his or her school’s racial composition predicted feelings of alienation from school in students in each of grades 4, 5, 6, 7 and 8. Data employed in the study were from 19 public schools in Mississippi and included 1636 randomly selected students. A cross-sectional design was employed to study the developmental properties of alienation from school.

Cheng (1996) investigated the relationship between teacher professionalism in school and educational process and outcomes, teachers’ job attitudes and feelings, and school organizational factors through a questionnaire. The sample included 62 aided primary schools, 58 principals, 1476 teachers and 7969 students. The findings show that teachers’ professionalism at the school level is positively related to students’ effective outcomes. In classroom management, teachers with higher professionalism tended to use more professional power, as perceived by students. Teachers in high-professionalism schools seemed to show more positive job attitudes.
and feelings, higher esprit and less disengagement. Also, professionalism was strongly associated with school formalisation and all measures of principal's leadership. Furthermore, the stepwise multiple regression analysis showed that principal's human leadership, teacher's disengagement (negative), and school formalization were the strongest predictors of professionalism at the school level.

Pillai (1974) determined the extent to which the organisational climate of schools and faculty moral in the schools were related to the quality schools. He concluded that performance of pupils was significantly better in open and autonomous climate schools than in schools of other climate types. Performance of pupils in high morale schools was superior to that of the schools with average morale which in turn was better than the schools with low morale. He also observed that esprit, thrust, disengagement and hindrance were significantly correlated with the level of performance of pupils in schools.

Sharma (1974) replicated Halpin and Crofts' study on a random sample of 1066 secondary schools in Rajasthan. He investigated the relationship between organizational climate and faculty size, faculty experience, faculty age and experience of the headmaster. He also studied the relationship between organizational climate and school effectiveness. He found significantly positive correlation between teacher satisfaction and school climate, between headmaster effectiveness and school climate. He also observed significantly positive correlation between school academic achievement index and humanised thrust.

Franklin (1975) investigated the relationship between organizational climate of the colleges of education of Gujrat and the morale of the teacher educators working in them. He also examined how these variables affected the effectiveness of
teacher education programme at the B. Ed. level. It was found that the openness of climate in contrast to closeness of the climate did not lead to 'high' or 'low' effectiveness of the teacher education programme. However, the dimension 'Esprit' indicated a significant effect on the low side. The data also indicated that there was no significant difference in morale of teacher educators with an urban background and those with rural background.

Shelat (1975) made an attempt to measure and identify organizational climate, teacher moral and academic motivation of pupils to find out relationship between organizational climate and leadership behaviour, organizational climate and teacher morale, organizational climate and pupil motivation, organizational climate and pupil achievement at the S.S.C. Examination. He concluded that the organizational climate in rural schools was autonomous and paternal, whereas in urban schools, closed and open types were predominant.

Gandhi (1977) while studying the school climate as a function of personality of school personnel and pupil control ideology collected data on 1014 teachers (820 males and 194 females) by applying OCDQ, PCIF and 16 PF. The chi-square, correlation technique and analysis of variance indicated that thirty six percent of schools belonged to closed type, thirty five percent to intermediate type and twenty nine percent to open climate type in Gujrat State. Small sized schools tended to be of open climate type and larger schools tended to be of closed type. Personality factors of teachers tended to influence the way they apprehended the twelve dimensions of climate.

Gupta (1978) conducted a study to identify and classify the organizational climate of the secondary schools of Rajasthan to study the leadership behaviour.
dimensions of the headmasters of secondary school and also to study the personality factors of the headmaster of schools having different types of school climate, Sharma’s School Organizational Climate Description Questionnaire, the Stogdil’s Leadership Behaviour Description Questionnaire (LBDQ) and 16 PF Test Form A of Cattell were used for data collection. There were no significant relationships between school climate and factors A, C, E, H, N, O, Q, Q and Q, of 16 PF.

A study of organizational climate of teacher education institutions in Uttar Pradesh and its relationship with their effectiveness was conducted by Bhatnagar (1979).

Organizational climate was measured by a Organizational Climate Questionnaire (OCD) prepared by the researcher. Kolmogorov-Smirnov test of significance was used to test the Hypothesis. The findings of the investigation were:

(i) The climate of government teacher training colleges is characterized by high social support, high authoritarianism, high thrust, high academic emphasis and high discipline and control. Non-government teacher training colleges, on the other hand have a climate, dominant characteristics of which are high hindrance, high democracy and freedom and high lack of facilities.

(ii) Large teacher education institutions have significantly high authoritarianism, high thrust, high academic emphasis and high discipline and control as more dominant features of their organizational climate. Small institutions, on the other hand, are high on hindrance, democracy and freedom and lack of facilitating factors of the climate.
(iii) Substantial differences in the climates were not found between the rural and the urban colleges as well as between the University Departments and College Departments.

It was found that each individual institution had its unique climate. No common trend or pattern could be discovered. Organizational climate of teacher education institutions, is, perhaps, a highly complex and variable entity, just as the personality of a human being is complex and variable.

Varshney (1979) investigated the relationship between different types of schools and reactions to frustrating school situations among adolescent boys studying in these schools. The major findings were: (i) There were six types of organizational climate in different types of schools of Delhi. These were: Open, autonomous, controlled, familiar, paternal and closed (ii) The autonomous type of school climate was better than the other climate for the adjustment of the students, followed by the familiar, controlled, paternal, closed and open. The different school climate types had different effects upon the students, different reactions to frustrating school situations.

Amarnath (1980) compared the organizational climate of Government and privately managed higher secondary schools in Jullundur District. The major findings of the study were: (i) The government and privately managed schools, as a group, did not differ significantly in their organizational climate but differed from school to school and no two schools had similar organizational climate. (ii) The organizational climate of a school did affect the job satisfaction of the teachers. (iii) There was no positive relationship between the organizational climate and the academic achievement of the students.
Joshi (1980) in his study identified and classified the organizational climate of the higher secondary schools of Rajkot City. OCDQ, personal interview with the Rajkot District Education Officer and the records from his officers were used. Major findings of the investigation were: (i) All categories of climate were available in the schools. (ii) There were no differences with respect to the category of organizational climate between government schools and private schools, high or low performing schools, those with varying size, location and with different streams.

Khera (1980) examined the organizational climate and education environment of Sainik Schools. Major findings of the study were: (i) There were wide variations in the organizational climate and educational environment of different Sainik Schools. (ii) The principals and the teachers of different Sainik Schools differed significantly in their behaviour variables.

Pandey (1981) studied the relationship between the organizational climate of Secondary Schools in Garhwal as perceived by the teachers and their adjustment problems. The main findings of the study were: (i) A significant negative relationship between the total scores on the organizational climate and social adjustment was identified. (ii) The government secondary schools had better organizational climate than private secondary schools. (iii) The girls secondary schools were better in organizational climate than the boys secondary schools. (iv) The secondary schools of urban areas were better than those of rural areas with respect of organizational climate. (v) The teacher of government secondary schools were more well adjusted than those of private secondary schools in the area concerning home, social and educational adjustment whereas they had similar levels of adjustment in emotional and health areas.
Varshney (1981) studied the relationship between organizational environment and teacher effectiveness. Major findings of the study were (i) The percentage of the schools coming under the closed range was slightly higher than that of the open climate range. (ii) There was no sex difference as far as the school climates were concerned (iii) Open school environment produced quite a favourable attitude towards the teacher (iv) Different organizational climates did not produce significant differences in the pupil’s attitudes towards their schools but they produced significant difference in the pupil’s scholastic achievement. The scholastic achievement was the maximum where the environment was open and familiar and it was the least where the environment was open and familiar and it was the least where the environment was controlled and paternal. Closed and autonomous environment was moderately and equally suitable for scholastic achievement (v) Open, autonomous and controlled environments were more favourable for the teacher’s effectiveness than the other categories of environments. (vi) Organizational environment was significantly and positively related to the pupils’ attitude towards the teachers. (vii) Organizational environment was significantly and positively related to scholastic achievement but its relationship with the pupils’ attitude towards the school was not significant. However, it was positively and significantly related to social environment and composite teacher’s effectiveness.

The objectives of Baraiya’s (1985) study were (i) to classify the higher secondary schools of Gujarat State according to organizational climate, (ii) to discover whether there existed sex difference in the dimensions of the organizational climate of schools, (iii) to investigate the relationship between leadership behaviour of Headmaster and organizational climate. Major findings were: (i) Out of 100 schools,
were found to have open climate, eight were found to have autonomous climate, 11 were found to have controlled climate, six were found to have familiar climate, 13 were found to have paternal climate, whereas 35 schools were found to have closed climate. (ii) The members of the management committee having varying qualifications did not influence the school climate. (iii) The age of the members of the management committee did not influence the school climate.

A study to investigate the relationship between organizational climate of schools and diffusion of innovations was undertaken by Methli (1985). Major findings of the study were: (1) ‘Paternal’ climate was the most frequently perceived followed by ‘controlled’, ‘autonomous’, ‘open’ ‘familiar’ and closed climates. (2) In rural schools the ‘controlled’ climate was more frequently seen whereas ‘closed’ climate was seen the least. (3) In urban schools and boys schools the ‘paternal climate’ was mostly seen while ‘open’ climate was seen the least in these schools.

Mistry (1985) studied the influence of some biographical variables of students and some physical variables pertaining to school on the quality of school life. It was found that out of 100 schools, 38 were good, 36 were average and 26 were poor in terms of quality of school life. With respect to organizational climate, out of 100, 37 schools were open, 37 intermediate and 26 closed. Quality of school life was found directly proportional to their climate. Urban and girls schools were comparatively more humanistic than rural and boys schools.

Panda (1985) explored the problems faced both by the government and private high schools and studied the nature of problems, which were responsible for creating various difficulties for these schools. He found that government schools had better physical facilities in comparison to those of private schools. The staff of government
schools got the prescribed salaries whereas the teachers of private schools did not get salaries according to the prescribed grade. In comparison with government schools, the private schools gave more stress on correction of written work and coaching classes.

Pandey (1985) studied the relationship between the leadership behaviour of principals and the organizational climate of schools and investigated into the relationship between organizational climate and teacher morale. She found that there was no significant difference between the leadership behaviour of rural and urban principals. A significant relationship was found between the initiating structure dimension of leadership behaviour and esprit, psychophysical hindrance, controls, production emphasis and humanized thrust dimensions of organizational climate. Chi-square value was found significant between high vs. low teacher morale and open vs. closed climate.

Puranik (1985) studied the relationship between social maturity of the students on the one hand and organizational climate and morale of the teachers on the other. He found that the social maturity level of female students was higher than that of male students. The morale of female teachers was higher than that of male teachers. The controlled organizational climate, government management, and urban locality were conducive to development of morale of teachers. No single dimension of organizational climate was effective for the development of social maturity of students.

Srivastava (1985) studied the relationship between school effectiveness and organizational climate. She found that disengagement among teachers was negatively related to school effectiveness, while feeling of esprit and feeling of intimacy were
found positively related to school effectiveness. Feeling of alienation, psychophysical hindrance and tendency of controls were found to have no relationship with a school’s effectiveness. Except the production emphasis dimension, school results were found to have no relationship with any dimension of organizational climate.

A study was undertaken by Swantantra Devi (1985) to measure, identify and classify the organizational climate of the schools as perceived by the teachers and principals in the secondary schools in Madras and to study the differences between them. Major findings of her study were: (1) Teachers generally perceived the organizational climate of their schools to be closed whereas the principals perceived them to be open, (2) Teachers perceived their principals as extremely task oriented whereas principals perceived themselves as person oriented. (3) Perceptual differences between teachers and principals was more in autonomous climate and less in controlled climate with respect to task-oriented leadership style whereas it was more in close climate and less to autonomous climate with respect to person-oriented leadership style.

Veeraghwan (1986) tried to find out (i) whether there was any variation in the organizational climate that existed in the high, average and low performance schools, (ii) whether teacher effectiveness varied amongst the high, average and low performance schools, (iii) whether there were typical factors underlying teacher effectiveness, (iv) whether job satisfaction amongst teachers and leadership adaptability in schools varied in terms of high, average and low performance schools. Major findings of the study were: (i) The organizational climate dimensions (disengagement, aloofness, esprit, intimacy, psychological hindrance, consideration, humanized thrust and production emphasis) varied significantly amongst high,
average and low performance schools with high performance schools showing lower disengagement, alienation, psycho-physical hindrance and higher on esprit, intimacy and humanized thrust as compared to the average and low performance schools (2) There were significantly more teachers in the high performance schools having more years of experience than the teachers of average or low performance schools. (3) Both high and average performance schools had relatively higher percentage of highly trained teachers as compared to low performance schools. (4) The higher the production emphasis and humanized thrust in an organization, the higher was the job satisfaction.

Sebastian (1993) examined the relations among the power types – coercion, authority and influence – and the conflict and consensus variables and the climate variables. The study revealed that coercion and influence were inversely related and authority was positively related to coercion and influence. It was also found that coercion was positively related to conflict, influence negatively related to conflict and authority positively related to both conflict and consensus. Hypothesis that coercion would be inversely related to pen school climate was also confirmed by inverse relationship between coercion and open school climate.

Mishra (1994) studied the relationship between organizational conflict, stress, burnout and teacher’s personality and analyzed the coping strategies adopted by teachers in a stressful situation. It was found that personal and organizational conflict variables contribute much more to emotional exhaustion. If the schools take care of the humanitarian aspect then much of the conflict appearing in the mind of the teachers would be reduced. If the headmaster maintains more rational and human relationship then much of the organizational conflicts which, contribute to stress could
be reduced. Then findings of the study suggested that it was the type of management that contributed to the organizational climate which were less stress-producing among teachers and teachers who were more realistic and self attributing adjusted better in stress situation.

Singh and Joseph (1995) studied the impact of organizational climate and shift work on life satisfaction. Findings indicated that a positive relationship existed between organizational climate and life satisfaction. Further findings obtained on $2 \times 2$ revealed that the main effect of organizational climate was found to be significant while main effect of shift was not found to be significant although two-way interaction was found to be significant.

A study was undertaken by Singh, Sinha and Roy (1995) to find out how social and emotional climate of educational institutions was associated with prolonged deprivation and sex. Two hundred twenty boys and girls of class X, selected conveniently from secondary schools of Chapra town of north Bihar, were subjected to testing. Social-emotional climate and prolonged deprivation were measured by Social Emotional Climate (SEC) scale of Prolonged Deprivation Scale (PDS) respectively. Results revealed that prolonged deprivation was inversely and significantly related to social-emotional climate of schools. Perception of SES of schools was not attributed to sex variable. Both boys and girls perceived the climate of schools equally well.

II  Studies related to job-satisfaction:

Centres and Cantril (1946) studied educational level and job satisfaction. They found that there was negative relationship between the educational level of the individual and his job satisfaction.
Morse (1953) found that the amount of satisfaction a worker derives from his job or occupation depends upon the quantum of needs fulfilled and the amount of his tension reduced beside what remained unfulfilled.

H. Miskrell and Gordon Hansoh (1953) in their study ‘Psychology and Adjustment’ stressed that the study of total situation seemed to be important for understanding the phenomenon of satisfaction in work.

Brayfield and Crokett (1955) in their study of factors affecting job satisfaction, found that job satisfaction and dis-satisfaction affected productivity.

Wyte (1955) in his study on “effect of job satisfaction on physical health and cognitive”, found that 18% of the workers were not satisfied with their job. They were not physically fit and complained of headache, shortness of breath and ulcer problems.

Educators of the world admit that success in education depends upon the quality of teachers, which ultimately depends upon job satisfaction. Mudaliar Commission made a strong recommendation for starting in-service programmes for teachers.

Lehner and Kube (1956) stressed (The Dynamics of Adjustment) that satisfaction or non-satisfaction of human needs outside the work place is equally important for making adjustments at the work situation. Commenting upon this phenomenon, they stated that people who come for vocational counseling ostensibly with vocational problems often have difficulties that lie primarily in other areas of living which gets manifested in work.

Miskrell and Hansoh (1956) wrote (Psychology of Adjustment), that the attitude with which we shoulder our responsibility determines, to a great extent, how
we feel in the future towards any new work situation. Satisfaction is cumulative. A satisfied feeling in one situation tends to make greater satisfaction in the next job.

Brayfield (1957) and others found in their study “Interrelationships between measures of job satisfaction and general satisfaction”, a positive correlation between general adjustment and job satisfaction, but this was only in case of men.

According to Austin (1958), the foundation of education of the teachers is laid at school. He suggested that success in education depends upon job satisfaction.

Mausner and Snyderman (1959) found that job satisfaction is derived from two sets of factors. The first set is associated with positive feelings about the job and is related to the content of the work itself. These satisfied factors include achievement recognition, the work itself, responsibility and advancement. The second set of factors has been labeled hygiene factors or dis-satisfies. These factors do not induce satisfaction. They simply prevent dis-satisfaction. These factors are external to the work itself and include company policies and practices, supervision, salary, interpersonal relations with co-workers and working conditions.

Herzberg, Smith Kendall and Halin (1959) considered either amount of pay or job security to be relatively important. Ingham suggested the interesting hypothesis that blue collar employees who chose to work in large organizations are motivated mainly by economic consideration, while those who chose to work in smaller organizations are more attracted by work variety and the informal social relationship than by monitory consideration.

Most systematic study of the relationship of job-satisfaction to mental health was conducted by Arthur (1965). He developed an index of mental health from six component indices involving anxiety and tension, self esteem, hostility, sociability.
life satisfaction and personal morale (versus despair and amonic). Karnhauser found significant relationship between satisfaction and the total mental health index among three levels of blue collar workers. It is also worth noting that human relation factors had little or no relationship to the mental health of the work population studied by Karnhauser.

Lodahi and Kejner (1965) in their study found that the person who is highly involved in his job would be more likely to feel extremely satisfied, or extremely dissatisfied with it (depending upon his degree of success) while an uninvolved person would have less extreme emotional reactions to the same or analogous job.

Anjaneyulu (1968) conducted “A study of job satisfaction in the secondary school teachers and its impact on the education of pupil with special reference to the state of Andhra Pradesh”. The study revealed the causes of dis-satisfaction as low standard of pupils, interference of politicians, inadequate salaries, lack of academic freedom and heavy load of work, lack of job security, rigid and orthodox service conditions and too much domination of management. In government schools rigid and orthodox service conditions, lack of parental co-operation and frequent transfers to distant places were the factors of job dis-satisfaction.

In “an investigation of school teacher and job satisfaction” Anand (1970) found that women teachers were more satisfied than men teachers. Age was found to be significantly related to the job satisfaction. Academic careers of teachers were not significantly related to their job satisfaction.

Rohila (1968) in his study on “organizational Behaviour” classified the factors affecting job satisfaction in two parts. Factors like the physical situation, social situation, organization and occupational status were called the job variables and
biographical and physical factors were called the personal variable. He quoted a number of research studies to show that variables like sex, age, level of education vocational interest and vocational adjustment were positively associated with the job satisfaction of a person.

Berg (1970) concluded on the basis of a review of studies on “education and job satisfaction” that the later increased with job level. Educational achievements can predictably be associated with higher job expectations. Consequently, attitude towards work would be more favorable among better-educated workers as their occupational skill increases. However, in another study (1973) Berg found that satisfaction lowered down with increasing education and that the differences of educational achievement remained greater.

Dixit (1970) reviewed some of the researches regarding preference for various jobs by workers in India. The result showed the order of importance. It was adequate salary, job security, adequate personal benefits, opportunities for advancement and comfortable working condition.

Sinha and Agrawal (1971) found that job satisfaction and general adjustment among white-collar workers was significantly related. They also found that home, social and emotional adjustments were also significantly associated with job satisfaction. Anand (1971) concluded, that as far as satisfaction in job was concerned, teachers working in boys schools and teachers working in girls schools do not differ significantly. It proved that groups of teachers based on sex did not differ in their job satisfaction.

Singhal (1973) in a study of industrial workers found that work adjustment made highest contribution to job satisfaction.
Khatri (1973) conducted “a study of the relationship of self-concept of teachers with their professional adjustment”. He found that both the variables had a significant relationship.

R. N. Mehrotra (1973) studied “the effect of teacher education programmes on the attitude of teachers towards teaching profession”. He found that: Attitude was more favourable in higher age groups and it increased as the age increased, with the exception of a decrease in the age group 32-36 years. The attitude became more favourable with mans teaching experience except for the group of 13-17 years of teaching experience.

Locke (1973) found that verbal recognition of the work was the most important factor in job satisfaction.

Lahiri (1973) in his study on “What Indian managers want from their jobs” found that managerial motivation was closely associated with the satisfaction of security needs. He stated that for managerial jobs, the two needs were found important viz., security and self-actualization. Similarly, a survey of 200 factory workers in India, revealed that the workers give top priority to job security.

Lavingia (1974) measured “Job-satisfaction of school teachers” with the main objective of finding out the degree of job satisfaction of various categories of teachers. The sample included 1600 teachers from primary and secondary schools. The findings were (1) The female groups were more satisfied than male groups. (2) Efficient performance of a job was positively correlated with the degree of satisfaction. (3) The teachers in the age group of 20–24 years were more satisfied than older ones. (4) The amount of satisfaction increased with advance in age and dissatisfaction was highest in the age group 40-44 years in secondary teachers. (5)
there did not seem to be any relationship between academic qualification and job-satisfaction among the secondary school teachers but among primary school teachers those better qualified were less satisfied. The findings indicated that job satisfaction was correlated with the sex, age, performance and qualification.

Singh (1974) measured teacher's value and studied their relationship with teacher attitude and job satisfaction. It was found that teachers were moderately satisfied with almost all factors but female teachers were found to be more satisfied than the male teachers. Age did not affect job satisfaction. The level of education and training were also not related to the level of job satisfaction.

Dolke (1974) found that job satisfaction of Indian workers was more related to job factors. As regards the association between the personal characteristics of the workers and job satisfaction studies revealed that younger workers were more satisfied than older workers, however, the opposite tendency was also noticed in some studies.

Sinha (1974) in his study of “job satisfaction and job behaviour” concluded that it could be asserted that on a long term basis the degree of satisfaction is likely to affect productivity of the people and more particularly their absenteeism, labour turnover and adjustment to work.

Kavanagh (1974) found that there was no consistent evidence as to whether women were more satisfied with their job than men. Other investigations also revealed that jobs were as important to the life and satisfaction of women as they were to men.

G. A. Kesselman and Wanous (1974) found that job satisfaction was positively co-related with job performance. It showed that in order to have a better
performance in a job by workers, they need to be satisfied in their occupation through need gratification.

Bhushan and Sinha (1975) concluded that the job satisfaction of the skilled and unskilled workers was substantially influenced by the organizational climate created by public and private sector management. Higher pay, more freedom and job security coupled with less dominance and control of supervisors in the public sector were found significant.

Dwivedi and Pestongee (1975) found that the age of workers was significantly related to their job satisfaction.

Richard Talbot (1975) investigated the reasons of job-satisfaction and dissatisfaction of industrial art teachers with the use of result structured interview technique. He found that certain situational variables had a considerable effect upon the development of employees' job-satisfaction. The study revealed that tenure status, age, grade level taught by the respondents were significantly related to teachers job satisfaction.

Ritter Jr. (1975) made a "study of the effect of job-satisfaction and dissatisfaction on the male and female inter-scholastic head coaches". He found that age, marital status, coaching experience, high scholar classification and career, made little difference with respect to how male and female coaches were responsible to each other. He found that there were no significant differences between two sexes in overall satisfaction.

Seybolt (1975) found that job satisfaction was positively and significantly correlated with job performance.
Annette Espy (1976) found that there was no significant relationship between teachers job satisfaction and their principal's leadership style. It was concluded that teacher with female principals appeared to be more satisfied with their jobs than teachers with male principals.

Brayfield and others found a positive co-relation between general adjustment and job satisfaction, only in the case of men.

Puramji (1977) conducted a study of the relationship between general higher education, job aspiration, job satisfaction, and job efficiency of non-professional jobholders. He found that (i) The co-relation between the measures of job satisfaction and job efficiency was not significant. (ii) The levels of education had a progressively negative association with the job-satisfaction. (iii) Relationship between job satisfaction and educational qualification was negatively significant and (iv) Co-relation between job satisfaction and length of service was not significant. The findings of this study indicated that job satisfaction was not related to the level of education, job efficiency and experience.

Thakkar (1977) conducted a study of potential teachers' effectiveness their educational attitudes in relation to their rapport with the students and their survival and job satisfaction in the profession. It was found that job satisfaction was positively and significantly related to the rapport of student teacher.

Weinroth (1977) studied the motivation, job satisfaction and career aspirations of the married women teachers at different career stages. It was concluded that age and teaching experience significantly affected the job satisfaction, motivational needs and career aspirations.
Salancik and Pleffer (1977) made a study of job satisfaction. He found that satisfaction is a mere product of self-perception and social perceptions rather than determined by intrinsic characteristic of the job. An individual simply infers a level of his or her personal satisfaction by their perception of other's satisfaction.

Brehman (1977) found that teachers who had better inter-personal relationship with peers, administrators and students were more satisfied in their jobs.

Subramaniam and Narayan (1977) found the effect of personality on job satisfaction among college teachers. Individual's emotional stability seemed to contribute to job satisfaction and extroversion seemed to be unrelated to job satisfaction of college teachers.

In a study of teacher-student relations as a predictor of teacher's job satisfaction it was found that teachers having good relation with students had higher job satisfaction. It was concluded that perceived inter-personal relations with student, peers and administrators were significantly co-related with job-satisfaction.

In a study of "factors leading to satisfaction and dis-satisfaction among elementary school teachers", Hafford (1977) found that older, more experienced and married teachers showed a greater degree of satisfaction than younger, less experienced and single teachers. Teachers having secondary source of income showed greater satisfaction.

Farell (1978) in an investigation on "A causal model of job satisfaction" divided determinants of job satisfaction into two groups: (1) Workers resource like education, experience, training etc., and (2) job characteristics like wages, fringe benefits, opportunity for promotion etc. The study concluded that experience and motivation of the labour force had greater effect on job satisfaction.
Yodswon (1980) conducted a study on “Factors affecting in-service education programmes of teachers in Thailand”. He concluded that teachers training favorably influenced attitude towards the teaching profession. The designation of the teachers did not influence the attitude towards the teaching profession.

In an investigation of relationship among attitudes, job satisfaction and professional interests Goyal (1980) found that a large majority of the teacher educators were favorably inclined towards their profession and were satisfied with their job. However, they were not well adjusted and had low professional interest. Emotional stability among teacher educators increased with age.

Kumar, S. Singh, D. P. Anand and S. K. Verma (1981) in their study, “Expectations and job satisfaction of officers and supervisors” found that (i) By and large all groups seem to be moderately satisfied with their jobs, (ii) Structure of the family was found to have significant association with job satisfaction. (iii) Irrespective of the occupational level, job satisfaction is positively co-related with the satisfaction of needs, (iv) Managers, supervisors and workers are all seeking the satisfaction of these four needs psychological and security needs is important for workers, while satisfaction important motivators for managers.

Gupta (1980) conducted a study of “job satisfaction at three levels of teaching”. The purpose of this study was to study the relationship between certain psychological and biological variables to job satisfaction at three levels of teaching. The main findings were (1) personality need of achievement is significantly and positively related to the job satisfaction of secondary school teacher. (2) Attitude towards teaching as a career is positively related to the job satisfaction of secondary school teachers. (3) Personality is positively related to the job satisfaction of
secondary school teachers. (4 marital status, age and teaching experience do not appear to have any significant effect on the level of job satisfaction of secondary school teacher and (5) the multiple co-relation between job satisfaction scores and scores on independent variables is 0.767 which is quite high.

James (1982) conducted a study of job satisfaction and dissatisfaction among public school transpiration supervisors in Michigan. Finding of the study revealed that (1) overall feeling of job satisfaction was greater than overall feeling of job-dissatisfaction, (2) The most predictive factor of job-satisfaction was sense of achievement, (3) The most predictive factors of job-dissatisfaction were positively for advancement, salary, working conditions and job security and (4) Factors that lead to high job satisfaction were low on the job satisfaction scale. Further it was concluded that motivators cause job-dissatisfaction as well as job-satisfaction. The assumption in Herzberg’s theory is methodology bound and job-satisfaction is stronger than job dissatisfaction.

David (1982) made a research on teachers satisfaction with teaching and found that the overall analysis yielded a multivariate of 14.69, significant at the .01 level 36% variance of the teacher’s career satisfaction was explained by the predictor variables, career satisfaction was significantly related to teachers self created skills.

Levelte, Martha, T (1982) studied “job performance and job-satisfaction of beginning teachers” and found that job satisfaction scores and job performance ratings yielded no significant relationship. Students’ evaluation of teacher job performance was significantly related to evaluation. The study produced no significant relationship between composite scores and job satisfaction/job performance.
While studying job satisfaction of administrators in four large public school districts Arnold Robert (1982) found that in general administrators were satisfied with their jobs. The findings indicated that the variables administrative position, age, salary, involvement, turnover and teacher-style had significant relationship with job satisfaction.

Verma and Singh (1982) found that income seniority, nature of appointment and accommodation were positively co-related with job satisfaction of private sector employees than that of public sector.

Results of the study on teacher motivation and job-satisfaction conducted by Diane (1983) revealed that teacher motivation was significantly and positively co-related with satisfaction with work promotion, supervision and co-workers. Motivation was not co-related with five factors of job satisfaction. Teachers were highly satisfied with co-workers and supervisors and satisfied with work and pay and dis-satisfied with opportunities of promotion.

In a ‘Study of satisfaction’ among faculty members Vattalsong (1983) found that faculty with over 10 years teaching experience were more satisfied with their achievement and working conditions. The source of dis-satisfaction was salary. Sources of satisfaction for faculty in rank order of importance were - inter-personal relationship, the work itself, achievement, recognition, responsibility, growth, working conditions, supervision and administrative policies. No difference existed in satisfaction between males and females.

Kanu Issae (1983) of Wisconsin University conducted a study on “job satisfaction and perception of in-service education programme of post secondary
business and educational teachers”. The study revealed that the post secondary teachers were most satisfied with two of the job facets supervision and co-workers and were least satisfied with pay and promotional opportunities. There was no indication that the variables, age, sex, level of education, length of service and prior work experience had any noticeable statistical effect on the job satisfaction of teachers.

Nimely (1983) made ‘an analysis of teachers perceived source of job-satisfaction at the Marevia consolidated school system’ to determine job facets. The findings revealed that the teachers were satisfied with student teacher relations. They were dis-satisfied with salary, pay, time pay process, instructional material, physical facilities, professional growth, large classes work load, demands and other responsibilities.

Gaines (1983) conducted “A study on the relationship between sex, role, description and job satisfaction of female administrators in the file of education” to determine if a relationship exists between perceived sex role identity and job satisfaction of women administrators in education. The result of the study indicated that there is no relationship between perceived sex role identity and job satisfaction for the women administrators in education. It was also observed that the female participants in this study were satisfied with the position of the school administrators regardless of their perceived sex and role identity.

John (1983) conducted “A study of principal leadership style and its relationship to teacher job satisfaction as moderated by selected contingency factors to test the relationship between elementary school principal, leadership behaviour and teacher job satisfaction. The results showed that teachers who perceived principal as
structural leader reported a higher level of job satisfaction than those teachers who saw their principals as contingency or consideration leaders. Intrinsic work satisfaction was enhanced under all three types of leadership. Conversely, extrinsic work satisfaction was not attained under any of the three leadership behaviours.

Susan (1983) studied "Job satisfaction, job motivation and need satisfaction among urban public school educators". He found that overall job-satisfaction among urban public school educators was related to the satisfaction of their needs, security, social esteem, autonomy and self actualization. Work motivation of urban public school educators in Connecticut was associated with their level of need satisfaction.

While studying "Job satisfaction and neurotism" Bakshi and Monika (1984) revealed that work experience and number of dependants are related to job-satisfaction. Educational qualifications are not related with job satisfaction among skilled and unskilled workers. However, significant difference existed between mean neuroticism scores of HJS and JS persons for both skilled and unskilled groups of workers, whereas age had no relationship with job satisfaction.

Anant (1984) conducted "A study of job-satisfaction of rural and urban elementary school teachers in Thailand" to examine the job-satisfaction of two groups. The study revealed that there were no difference in the overall satisfaction of elementary school teachers related to sex, age, number of years in teaching and school size. The overall satisfaction of rural and urban school teachers was not different.

Singh (1984) conducted a "Study of effects of the Headmaster’s leadership on teacher’s job-satisfaction and morale as perceived by the teachers in Nepal". It was concluded from the findings that headmaster’s leadership is an important factor in
providing high job-satisfaction to a teacher and in developing high morale among teachers.

Wu Jin Shaing (1984) made a research on predictors of job satisfaction among school teachers in southern Taiwan. The purpose of this study was to investigate the collective and individual contribution of teacher's age, sex, total teaching experience, school size, class size, teachers' perception of the social status and principal's leadership style to the job satisfaction of elementary teachers in the school.

The findings of the study appear to confirm the two-factor theory prepared by Herzberg. A principal can maintain or enhance the teacher's job satisfaction by displaying consideration towards individual teacher, recognizing their importance in the school, treating teachers with the respect due to professional colleagues and offsetting the effects of the large schools by creating the magic of smallness.

Goyal (1985) revealed the following in his "study of some characteristics of teacher educators". Major findings were as follows: (i) The majority of teachers were satisfied with their job. (ii) There was no significant difference in the job satisfaction of men and women. (iii) The teacher educators in the age group of 50 and above differed significantly in their job-satisfaction with those in the age group of 30-39 years and 40 to 49 years. The other groups did not significantly differed from each other. (v) Job dissatisfaction of different groups of teacher educators (based on their qualification) did not differ significantly from one another. (vi) There was no significant difference in job satisfaction of different groups of teacher educators based on their college and school teaching experience.
Lim (1985) conducted “A study of job satisfaction factors of school administrators and teachers”. The purposes of this study were: (1) To determine factors which contribute to a feeling of job satisfaction and (2) Compare the responses on the basis of school level. The study revealed that generally teachers do not differ from administrators in their overall rating of job satisfaction.

At University level Ibrahim (1986) found that working conditions affected the job satisfaction among the teachers.

While studying the attitude of the teachers towards pupil and their job satisfaction, Anand (1986) established that the attitude of teachers towards students bore a significant and positive co-relation with their job-satisfaction.

While studying the job satisfaction of faculty members of selected southern universities, Mahmood (1986) found that pay and university pollicies and practices were items contributing the most to their dis-satisfaction. No statistical differences were found regarding overall job-satisfaction with respect to the remaining demographic variables.

Results of the study on job satisfaction among faculty members of non-metropolitan teachers conducted by Karoonjakarn (1986) revealed that sources of satisfaction for faculty in rank order of importance swear inter-personal relations, responsibility, achievement, recognition, the job work itself, growth, working conditions, policy administration, salary and supervision.

While investigating the relationship between job satisfaction and personality traits among music teachers James (1987) found that there were no common pattern of personality traits for the music teachers in the study. It was determined that there is no significant relationship between personality traits and job satisfaction.
Bernard and Kulandaiavel (1988) studied “job satisfaction among graduate teachers” and concluded that (i) female teachers were more satisfied than the male teachers, (ii) teachers of aided schools appeared to be more satisfied than the teachers from municipal and government schools. Teachers with less number of dependants were satisfied than the teachers with more number of dependants.

N.C. Dhotia (1989) made “a study of factors affecting job satisfaction of commerce teachers of Rajasthan and its impact on the educational achievement of their pupils”. It was found that most psychosocial factors effectively promote job-satisfaction of workers. Similarly practical commerce teachers having a balanced personality tend to be more satisfied with their jobs. The second aspect of the study was to see the impact of job satisfaction of commerce teachers on the academic achievement of their pupils. Here, job satisfaction was not found to be effectively promoting the quantum of academic achievement in producing better quality pupils as indicated by the division of pupils. Teachers always motivate the students towards showing qualitative academic achievement. However, their influence, as revealed in the study, seemed to be dwindling.

Woodruff (1992) made a study on “Relationship between faculty participation in the decision making process and job satisfaction at urban private Universities in Connecticut. It was found that education degree level was related to satisfaction with pay and opportunities of promotion but was not significantly related to participation status, work, supervision or to colleague relationship. No difference were found to exist between male and female faculty regarding satisfaction with supervisor or co-workers. Test indicate that age was not a determinant of satisfaction. Salary, level, rank teaching experience were positively co-related with satisfaction.
Clifford (1993) made a study on “Job satisfaction of public school teachers in Ohio: a comparison of similarities and differences between male and female teachers”. The study analyses the factors of job satisfaction and dis-satisfaction of public school teachers in Ohio. The findings are that generally Public School Teachers in Ohio are satisfied with their jobs. The three most satisfying factors are moral values, social services and creativity. The least satisfying job factors are compensation, advancement and company policies and practices. Responsibility is the most influential factor in determining a teacher’s job satisfaction.

Swantra Devi (1994) conducted a study on “Professional satisfaction and the temperamental traits of the teacher” to find out whether there was any significant difference between the job satisfaction of the teachers and their temperamental traits. It was also studied whether the temperamental traits of the teachers have any relation with their years of teaching experience and attending in-service education courses. The result proved that there was no significant difference between years of experience of the teachers and in-service education in relation to the components of temperamental traits. It was concluded that highly satisfied teachers are more impulsive and more sociable than the highly dis-satisfied teachers.

Mathur (1994) studied job satisfaction in college and school teachers. Analysis was made on the job satisfaction scores of school and college teachers. It was found that job satisfaction was higher in women working in colleges in comparison to school teachers.

Wise (1994) conducted a study on Perception of American teachers towards their teaching education programme. The primary purpose of this study was to ascertain the current perception of American teachers towards their education
programme. The conclusions are 1). When teachers are actively participating in the teaching process through graduate work, they are more positive in regard to their students, their system and their teachers education programme. 2). Non-whites had more positive perception about their teacher education programme.

III Deviation of present study from previous studies:

It is clear from the review of related literature that extensive researches were conducted in the field of Organizational Climate and Job Satisfaction. A large number of studies were undertaken at elementary and secondary level institutions. But the present investigator did not come across any study which sought to compare the organizational climate and job satisfaction in DIETs. Hence, the present investigation seems to be sufficiently warranted and needed.

A review of the available literature in India also revealed that no study has been undertaken so far to compare the Organizational/Institutional Climate of DIETs in different states of India. A review also revealed scarcity of researches in this area. If such studies are conducted in all the states of the country we may get a global picture of Institutional Climate and Job-satisfaction in Indian Institutions specially in DIETs.

Most of the studies conducted in India are related to job-satisfaction of elementary and secondary schoolteachers. Only one study on job-satisfaction of teacher educators by Goyal (1984) was found. The present study is related to a study of Institutional Climate of DIETs. It further finds out the job satisfaction of teacher
educators of DIETs. Hence, the present investigation is quite relevant as practically no work was done in relation to Job satisfaction of Teacher Educators of DIETs.

In the present chapter an attempt has been made to ascertain the research methods, techniques, tools, sample size and sampling techniques used by earlier research workers for probing the phenomena of organizational climate and job-satisfaction. The chapter that succeeds the present one attempts to describe the research methodology adopted by the present investigator for achieving her objectives of the study, of course, in the context of research methods used by earlier research workers for similar purpose.