CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature is an important part of a research study as it intends to search for studies already done in the area of research and to explore what still remains unknown. A researcher can collect information about the studies that has already been conducted in his/her area from the collection of review of related literature. According to Best and Khan (1986) review of research is “a summary of the writings of recognized authorities and of previous research provide evidence that the researcher is familiar with what is already known and what is still unknown”.

Review of literature helps to avoid duplication and an excellent overview of the work. It also helps for the planning of the study, to yield new ideas, and to compare the results of the studies already done. It gives light to the researcher to get adequate knowledge and assists to get up-to-date information about the trends and developments in his area of research.

The review of research provides the researcher with an excellent overview of the work. It also provides suggestion, ideas and helps to the planning of the study. A survey of important studies related to the present study has been attempted in this chapter.

2.2 STUDIES ON TEACHER EFFECTIVENESS

Scheerens and Bosher (1977) defined “Effectiveness can be described as the extent to which the desired level of output is achieved. Efficiency may then be
defined as the desired level of output against the lowest possible cost.” In teacher effectiveness also the purpose of evaluation of effectiveness aims to know the extent to which the desired level of output is achieved. Teacher evaluation is the process to evaluate a teacher to know how the teacher performs in teaching and how he is competent to do his works. The purpose of teacher evaluation is based on the teacher’s level of teaching, participation in school activities and participation in professional development activities.

According to Reddy (1998) “the overall purpose of teacher evaluation is to determine the value, worth, or merit of teaching. More specific purposes are to protect children, reassure teachers that they are doing good jobs, assure audience’s interest in teacher performance, make personal decisions, inform teacher educators, and shape further practice.”

Medley and Shannon (1994) explain that teacher evaluation has two purposes. One is to know the progress of students enrolled in prescribed teacher education programmes and programmes designed to increase teacher competence.

Under the guidance of National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE) prepared a plan to co-ordinate the teacher education programmes among various states at different levels. The NCTE restricted admission of teacher trainees in training institutions and gave directions to the universities and colleges to develop the training facilities.

Pre-service teacher education is in fact the training period of a teacher. The minimum qualification of a teacher trainee is Bachelor’s Degree or a pass in
higher secondary course for Bachelor of Education and Teacher Training Course (TTC) respectively. Knowledge in various subjects related to child and training by the help of instructional technology and evaluation helps a teacher trainee to develop his capacity for teaching and teaching skills. Proper evaluation by teacher educators, teachers and the authority are also done to categorize them to award their degrees. The teacher trainee will be awarded marks for his performance in various areas but teaching is considered as the most important aspect of the period of training. Das (2004) says “teacher effectiveness refers to the effects of teaching by a teacher on the pupils he teaches. It, therefore, refers to the progress the pupils make in achieving specified educational objectives as a result of the teachers teaching.” Teacher behaviour must be significantly related to pupil achievement (Rao & Rao 2011).

Teacher evaluation is a two-step process. The first step is to obtain information about each teacher who is to be evaluated. The second step is to use that information to form an evaluative judgment about the teacher (Medley and Shannon, 1995). Information about the teacher is available only through the observation of the teacher’s activity in classroom situations. Direct evaluation of a teacher teaching is also complicated because majority of in-service teachers are against the idea of observation of their classes for evaluation purpose. But evaluation is done by authorities.

The overall purpose of teacher evaluation is to determine the value, worth, or merit of teaching (Reddy 1998). Evaluation helps a teacher not only to identify his merits but also to identify the problems with regard to his teaching and to help him to change his style of teaching and take remedial measure to improve his
teaching skills. Teacher evaluation helps the authority to know the competency of a teacher and make necessary steps to conduct proper in-service courses. Teacher evaluation is also done by public on the basis of students’ performance and teachers’ social relationship. Students also evaluate their teachers on the basis of teaching and performance of the teacher in school activities. Research scholars and social workers also conduct studies based on teacher effectiveness to realize the competency of the teacher. The above stated techniques basically help the teacher community to refresh their career and take remedial measures which help to improve teacher behaviour.

Teacher effectiveness is assessed through different modes. Teacher effectiveness is assessed through observation and ratings by authorities and peer teachers. A valid measure of teacher effectiveness is assessed through observation and ratings by authorities and peer teachers. A valid measure of teacher effectiveness is also derived from the students’ achievement test scores. Self-assessment by the teacher is also employed for assessing teacher effectiveness. Student evaluation is also done to assess teacher effectiveness.

Peterson (2000) defined quality teaching as “a specific educational act or solution, that meets the demonstrated educational needs (and demonstrated priorities) of the clients. Quality is best recognized by the participants themselves or their representatives. Quality may be in the payoff, process or teacher potential for education.” The evaluation of teacher competency can be assessed by many ways but it is also complicated. The efficiency of a teacher is related to academic ability of students, teaching material, school organization climate, head of institution and co-workers. Another thing is that basically majority of teachers are
not interested to evaluate their class. In Kerala, the Director of Public Instruction planned direct class observations and grading of teachers but the majority of teaching community strongly opposed it. Another problem of teacher effectiveness evaluation is that data on teacher performance become more varied. The evaluative judgement may be in the form of scores or ratings. The scores obtained in a student’s examination do not predict the effectiveness of the teacher. Finally, the perception of students about the teacher need not be genuine because students’ personal interests also may influence his evaluation scores.

The solution to the problems of teacher evaluation is to collect data from different sources. Peterson (2000) notes that multiple data sources in evaluation require that information be gathered from a number locations, in addition to traditional administrator reports, only the use of one tool, evaluation procedure or one method of evaluation is not enough for teacher evaluation because one source of data does not tell how much a teacher is competent. Thus in the present study the researcher used multiple data sources to collect data to avoid duplication and to ensure the objectivity of the study.

Teacher effectiveness is related to teacher’s personal qualities, planning of the content, knowledge of the teacher, methods of teaching, skills and attitude towards teaching. Studies on teacher effectiveness deals with this personal factors of the teacher and also school related factors.

2.3 REVIEW OF STUDIES

Studies on teacher effectiveness found that four kinds of variables are related to teacher effectiveness (Das 2004). They are presage, process, product and context. Presage variable refers to the characteristics of a person before teacher training and they were intellectual ability of the teacher, knowledge of subject
matter, interest and attitude towards teaching. Process refers to what the teacher does while teaching. Product refers to the outcome of teaching.

Roy (1967) conducted a study on the relationship between the measures of success of teacher as students under training and as teachers in schools. The investigator used the terms ‘teacher effectiveness’, ‘Competence’, and ‘Success’ similar to convey the ideas about teacher’s success. Scholar’s Record Card, Rating scale and questionnaires were used for the collection of data. The major finding is that regarding teacher effectiveness; there is a greater agreement between persons, who have similar background of educational and professional experiences, than between those who differ in these respects.

Arora (1976) made an investigation on the differences between effective and ineffective teachers. The aim was to find out the characteristics differentiating effective and ineffective teachers and to study their job satisfaction, occupational background and job motivation. The major finding of the study was that those effective and ineffective teachers differed on the attitude of teaching, relationship with pupil, discipline and punishment, teaching aids and home work.

Thakur (1976) conducted a study on which a good teacher is. The study was based on the opinion of senior pupils. The major objective of the study was to analyze the qualities of a good teacher as perceived by his pupils and the study was conducted on a sample of 400 students. The traits of the teacher viewed by pupils are good teaching, kind, good advice and guidance to pupils, regular, punctual and equal treatment of all students.

In his study Kaul (1977) investigated personality factors, values and interests among most accepted and least accepted secondary school female
teachers of Mathura district. The aim of the study was to know the differentiation of personality factors between most accepted and low accepted teachers working in secondary schools. The high acceptance and low acceptance scale was administrated on 2000 secondary school girl students. The major finding of the study was that highly accepted teachers differed in theoretical value from moderately and low accepted teachers.

Singh (1978) conducted a study on the relationship between teacher’s personality, teaching success and behavioural changes in students. The objective of the investigation was to know the relationship between teacher’s personality, success in teaching and its impact on student’s behaviour. The study revealed that the highly successful teachers were assertive, venturesome, controlled, emotionally stable and trusting. The highly successful teachers have the capacity to induce learning, develop interests and help to make desirable attitude in their students.

Kushwaha (1979) studied the attitudes and role perception of secondary teachers. The major objective of the study was to assess the attitude of secondary school teachers towards students, school work and to collect data of teachers among their academic qualification and sex. The major findings were teachers’ quality was related to the referrer role and disciplinarian role. Another finding is that the teachers’ attitude was also related to referrer role, adviser role, motivator role and disciplinarian role.

Mann (1980) conducted a study about some correlates of success in teaching of secondary school teachers. The study aimed to compare the concept of administrators, teachers, teacher educators and students’ success and to prepare a
tool to assess the success of secondary school teachers’ teaching. Another objective of the study was to compare the attitude of successful and unsuccessful teachers, towards teaching, teaching profession, pupils and educational process. The major finding of the study was that the determinants of success of teaching were personality characteristics attitude towards teaching, academic achievement and achievement in professional courses.

Mathew (1980) studied the factorial structure of teaching competencies among secondary school teachers. The objectives of the study are the desirable teaching competencies of a Physics teacher and the process and product variables of teaching by conducting factor analysis. The views of the students about their teacher were also used in this study. The study revealed that competency of giving assignments, illustrating with examples, classroom behaviour, black board using are important competencies. The students’ opinion was creating interest and curiosity, questioning, explaining, participation of students while teaching and selection of interesting examples.

Balachandran (1981) studied the teaching effectiveness and student evaluation of teaching, constructed a rating scale to evaluate teaching effectiveness of college teachers by their students and found out the feedback effect of student evaluation. The study identified that the components of teaching effectiveness were subject knowledge and intellectual kindling commitment to teaching, impartial to students, ability to communicate while teaching, proper motivation and attention to student’s study.

Passi and Sharma (1982) studied the teaching competency of secondary school teachers. It aimed to study the relationship between attitude of teachers
towards interest in teaching, self-perception and teaching competency. The study found that giving assignment, clear and loud reading, proper questioning, and presentation of a lesson, classroom management, and reinforcement, helping students while teaching and using black board are important competencies while teaching.

Bhalwankar (1984) conducted a study of reliability and validity of the Process-process Appraising scale of teacher effectiveness. The aim of the study was to know the relationship between attitude, achievement and intelligence of teachers and performance of the teacher. The major findings are intelligence, attitude and degree marks were all positively related to teacher effectiveness and intelligence is also significantly related to teacher effectiveness.

Malik (1984) conducted a comparative study of personality factors and learning environment of successful and unsuccessful teachers. The study was conducted in Rajasthan among secondary school Science teachers. The researcher compared the learning environment of successful and unsuccessful Science teachers as perceived by them and their students. He also compared the personality factors of successful and unsuccessful science teachers. The study revealed that teaching success was positively correlated with dimensions of formality, goal direction, satisfaction, democracy, diversity and cliqueness.

Wangoo (1984) studied teacher personality correlates and scholastic competence as related to teacher effectiveness. The sample for the study was 500 higher secondary school teachers. The study revealed that teacher effectiveness is related to personality, adjustment, and democratic leadership of the teacher, intelligence and emotional control.
In his study Hussain (1985) investigated high school teacher’s role discrepancy in Kashmir in relation to their morale, teacher effectiveness and academic alienation. The major objective was to study the roles of high school teachers perceived by their pupils and the sample is 938 students of class X and 165 high school teachers. The effectiveness of government school teachers was found higher than private high school teachers. And a significant difference was found between government and private school mathematics teachers with regard to academic alienation.

Khanna (1985) conducted a study of personality patterns of successful (effective) high school teachers. The objectives of the study were to know successful (effective) teachers and to know the personality patterns of the successful (effective) teachers. The tools used were R.C. Deva’s Teacher Rating Scale and Student Perception of their Teachers scale by Sorenson. The sample was 500 teachers and one teacher is rated by 30 students. The study found that there is a close relationship between the level of effectiveness of the teacher and the achievement of their students. The successful teachers had traits, which were positively helpful and valuable for the health of the individual whereas the unsuccessful teachers had traits which tended to lead person to a kind of maladjustment.

Kulsum (1985) investigated the influence of school and teacher variables on the job satisfaction and job involvement of secondary school teachers. The study was conducted in Bangalore which found out that female teachers have high job satisfaction than male teachers and job satisfaction is high in Corporation school teachers than government school teachers. The study also revealed that the
important predictors of teacher’s job involvement are job satisfaction, teacher effectiveness, and attitude towards teaching profession, student size and teacher’s performance.

In his study Singh (1985) investigated teaching behaviour of secondary school teachers. The study aimed to know the factorial nature of the teaching behaviour of secondary school teachers and found that eight skills are important in teaching. They are skill of questioning, explanation, use of blackboard, reinforcement, introduction of a lessons and conclusion of a lesson, use of teaching aids and skill of illustrating with examples.

Wali (1985) conducted a factorial study of the teaching correlates of teaching effectiveness. The study aimed to find out the relationship between demographic and social correlates, teacher’s academic qualification, experience, job satisfaction, teaching effectiveness and to extent factors from the correlates and the study found that there is a positive correlation among academic background of the teacher, job satisfaction and teaching effectiveness.

In his study Prakasham (1986) investigated teacher effectiveness as a function of school organizational climate and teacher competency. The aim of the study was to find out the effect of organizational climate on teacher effectiveness and teaching competency on teacher effectiveness. A positive and significant relationship was observed in the teacher effectiveness and teaching competency of teachers in different types of organizational climates.

Kaur (1988) studied the professional competency of social studies and mathematics teachers as related to process and structure variable of educational
environment. The major finding of the study was that in-service training contributed much to the competency of Social Studies and Mathematics teachers.

Atreya (1989) conducted a study to know the teachers’ values and job satisfaction in relation to their effectiveness. The purpose of the study was to know teachers of high, average and low teaching effectiveness and to trace the values and magnitude of job satisfaction and teaching effectiveness. The study found that teaching effectiveness was a normally distributed trait and effective teachers are different from ineffective teachers.

Effective teaching is the result of many activities and teacher’s ability. Kala (1989) conducted a study to compare the relationship of personality, intelligence, adjustment, creativity and values with the attitude towards teaching of model and traditional school teachers.

Sharma (1989) studied the specific teaching skills related to Hindi teaching and to know the effectiveness of these skills in teaching. The study revealed that micro-teaching techniques were effective in Hindi language teaching.

Teacher’s black board skill is also affecting class room teaching. Sharma and Kumar (1990) conducted a study to explore the problem of blackboard using in classroom teaching. The findings of study were, the written matter should neither be too big nor too small and should be legible to the back benches. The study also emphasized that teachers should enjoy writing on the blackboard and the blackboard is more than a writing surface and it is the physical extension of the mind.

Ramachandra (1990) studied the teaching behaviour of high school teachers in relation to certain demographic and teaching variables and their
personality factors. The study found that the teaching behaviour pattern of the male and female have difference. The chi-square value for the difference between the matrices of teachers of various subjects was significant.

Beena (1991) studied the teaching effectiveness of secondary school teachers. The study revealed that teacher effectiveness was affected by teaching aptitude, job motivation: teacher’s personality factors, self concept, intelligence and school organizational climate. Locality of the school, type of school, educational qualification of teachers and their teaching experience determined teachers’ effectiveness.

Deshpande (1991) conducted a study to evaluate the effectiveness of the teaching of Science teachers. The study found that teacher effectiveness as evaluated by the test in terms of student achievement was not related to other types of assessment like student ratings, heads’ ratings or teacher behaviour indices.

Kaur (1991) studied the teaching competency of language teachers in relation to job satisfaction. The study found out that language teachers have a moderate sense of personal accomplishment and success and there was no difference between the teaching competency and job satisfaction of teachers on the basis of their locus of control. The study also revealed that female and urban school language teachers are more satisfied with their job than the rural school teachers.

Lalsangliani (1991) made an attempt to study the socio-economic and academic problems of high school teachers. The study revealed that the salary, working conditions and service benefits to private deficit and ad hoc high schools were different from government high school teachers and the private school
teachers felt insecurity in their job. The study also found that proper training facility is needed to teachers to develop their job.

Meenakshi (1991) studied the job satisfaction of teachers in relation to their ascribed and achieved characteristics. The study revealed that urban and Hindi speaking teachers were more satisfied than other teachers. The male teachers are more satisfied than female teachers and trained post graduate teachers and more experienced government school teachers are more satisfied.

Kukreti (1992) studied the psychological correlates of successful teachers and the impact of self-concept of teachers on their successful teaching and the job motivational factors of successful and unsuccessful teachers. The study found a positive correlation between success of teaching and teaching attitude. The successful teachers had higher mean scores on intelligence as compared to law successful teachers.

Mishra (1992) studied the effect of teaching strategies on various teaching skills and their integration upon the teacher behaviour with respect to the development of the general teaching competence. The study found that the training of teachers exhibited significant gains in general teaching components and changing the behaviour of pupils. The training gave a major advantage in achieving the gain scores of general teaching competence as compared to that of traditional practice teaching.

Basu (1992) analysed the teaching behaviour pattern of Science teachers. The study revealed that lecturing, accepting feelings, asking questions were commonly used by all teachers. Accepting feelings of the students, giving
directions, criticizing or justifying authority, initiation of pupil and silence were also used by teachers.

Saxena (1995) studied the relationship between teacher effectiveness, adjustment, job satisfaction and attitude towards teaching profession. The study found that their job satisfaction, attitude of teachers towards teaching profession and adjustment are related to teacher effectiveness.

Teachers’ responsibility is important in teaching success. Sharma (1998) studied the factors as predictive of high school teacher’s responsibility. The attitude of the teacher, interest in teaching and mental ability were factors contributing to teachers’ responsibility towards the teaching profession and teachers’ responsibility is related to their attitude, interest and mental ability. Ability is also related to attitude towards teaching and interest in teaching profession.

Ghali (2005) conducted a study to know relation between teacher effectiveness and job satisfaction of women teachers. The researcher collected data from 120 women teachers work in high schools of Andhra Pradesh. The study revealed low and positive correlation between teacher effectiveness and job satisfaction. The locality and teaching subject had no significant impact teacher effectiveness and job satisfaction.

Ganapur (2006) investigated the values of Secondary School Teachers in Relation to their Competence, Attitude towards Profession and Personality. The study aims to explore the relationship of values of secondary school teachers with their competence, attitude towards profession and personality. The researcher also try to find out direct and indirect effect of teaching competence dimensions,
attitude dimensions and personality factors on values and its dimensions of secondary school teachers. The study found that male teachers of secondary schools are high on teaching competence when compared to female teachers. Unmarried teachers of secondary schools are better in their classroom management when compared to married teachers.

Prasad (2006) studied the influence of motivation, competence and Aptitude of the Teachers on their English Language Teaching Ability. The major objective of the study in that to find out the relationship between English language teaching ability, motivation, teaching aptitude and teaching competence of teachers. Another finding of the study is to assess the influence of various Sub-components of presentation of teaching competence such as Introduction, Questioning, Probing questioning, Explanation, illustration, Attention, Students participation, Speed of presentation and Blackboard summary on English language teaching. The study found that were is a significant positive relationship between motivation and English Language Teaching ability. There is a highly significant positive relationship between motivation and teaching aptitude. The study also found highly significant positive relationship between teaching aptitude of teachers and teaching competence.


The main objectives of the stud are the following.

1) To study the institutional climate perceived by the teachers working in selected schools under the Ecclesiastical – General Education.
2) To know the level of job satisfaction of the teachers working in the selected secondary schools.

3) To study the teacher competence of teachers working in the selected schools of Ecclesiastical – General Education.

4) To study the relationship between institutional climate, job satisfaction and teacher competence.

The study found that male and female teachers do not differ significantly in their perception on job satisfaction even though the female teachers had an edge over the male teaches. The study also revealed that there is no significant difference between male and female teacher’s teacher competence, even though the male teachers had an edge over female teachers. The marital status, type of family, salary, and locality were also related to teacher competence, school organizational climate and job satisfaction of teachers.

Hiremath (2007) conducted a study to know the cognitive and non-cognitive correlates of secondary school teacher effectiveness. The purpose of the study is to explore the relationship between teacher effectiveness of secondary school teachers with their intelligence, attitude and personality. The researcher also aims to know teacher effectiveness dimensions and intelligence dimensions. The investigator used the sixteen personality factor questionnaire (16 PF) of Cattell (1987), Standard Progressive Matrics by Ravon (1992), Student’s Ratings of Teaching Effectiveness Scale by Deshpande (2001) and Attitude towards Teaching Profession. The study found that the direct effect of intelligence and personality, teacher effectiveness of teachers of secondary schools were found to
be significant. The study also revealed that personality of the teacher, intelligence, teacher effectiveness and teaching experience were found to be significant.

Abgoli (2009) Studied the Leadership Styles of Head Teachers in Relation to School Effectiveness at the Secondary Stage in India and Iran. The objectives of the study are to identify the leadership styles of school head teachers at the secondary stage in Mysore and Shiraz City (Iran). The study also aims to know the difference in leadership styles of secondary school head teachers, the school effectiveness at the secondary stage and find out the relation between head teacher’s leadership styles and school effectiveness. The result of the study suggests that, the head teachers should practice transformational leadership style to promote school effectiveness. Inservice training programmer may be provided to newly recruited/protected head teachers with special forms on developing good leader styles.

Gopalakrishnan (2009) investigated the influence of multiple intelligence and self efficiency of the Secondary Teacher Education Students on their teaching competency the study aims to know the level of multiple intelligence of the Secondary teacher education students and find out the level of teaching competency Secondary teacher education students. While comparing the mean scores of aided and self-financing colleges Secondary teacher education students in their competency in instructional strategy, aided College students are better than un-aided college secondary teacher education students in their competency in instructional strategy. In the case of competency in subject, competency in use of learning material, competency in class management, competency in evaluation and
competency in motivation aided college secondary education students are better than un-aided college secondary teacher education students.

2.4 SUMMARY OF REVIEW ON TEACHER EFFECTIVENESS

Review of Studies on teacher effectiveness shows that all the studies are related to teaching, teacher’s personal qualities, knowledge of subject, teachers’ attitude towards teaching, students, academic qualification and the authority. Arora (1976), Thakkur (1976) Mathew (1980) were studied the teaching competency of teachers with their attitude towards teaching. Kaul (1977), Sing (1978), Kala (1989), Sharma (1998) were consider teachers personal qualities are also variables in their study.

Teacher effectiveness studies show that a variety of tools were used by researchers to correct data from teachers about teacher effectiveness. Teachers self rating scale is the most important tool which used to correct data from teachers. Student rating of teaching effectiveness is also used by investigator to know the reliability of other data on teacher effectiveness. Balachandren (1981), Deshpande (2001) were used students “rating as a tool to evaluate teacher effectiveness. Direct observation, administrator reports and students “achievement scores are also considered as the basis of teacher effectiveness. Commonly all the studies revealed the features of teachers are, planning, teaching, relationship with students and teachers, use of teaching aids and academic qualification of a teacher. Skills of teaching also were investigated by researchers. Sharma (1989), Narendrakumar (1990) were investigated the skills of teaching and its relation to teacher effectiveness. Teachers attitude towards teaching profession, adjustment;
self concept, school organization climate, job satisfaction also were considered as variables with teacher effectiveness in research studies.

Student’s progress in learning is an important result of teacher effectiveness. The ability of the teacher in the classroom to communicate with the students on the basis of teaching shows student’s performance. Wangoo (1984), Hussain (1985) were studied teacher effectiveness with student’s achievement.

Many studies were conducted in relation to teacher effectiveness and teacher’s personality factors. They are teaching aptitude, self concept, intelligence, educational qualification of the teacher, teaching experience and the emotion of the teacher. Kaul (1977), Singh (1978)Kushwaha (1979) Wangoo (1984) Reddy(1990), Beena (1991) were conducted studies related to teacher’s personnel factors. Teaching is also affected by the personnel factors of the teacher.

Researchers also used student’s evaluation to access the effectiveness of teaching rated by teachers. Student’s rating of teaching helps to cross check the ratings of teacher’s self assessments. Balachandra (1981) constructed a rating scale to students to assets their teachers. Kulsum (1985), Kaur (1991) Saxena (1995) were evaluating teachers on the basis of teacher effectiveness, job satisfaction and academic problems of teachers.

The review of teacher effectiveness studies shows that, teacher effectiveness is the result of personal factors and classroom performance of the teacher.

2.5 JOB SATISFACTION AND TEACHER EFFECTIVENESS

Job is the work done by a person in a particular situation. Satisfaction is the result of pleasurable mental process; job satisfaction is the satisfaction of a person
when he performs a job in a pleasurable manner. According to Dictionary of Education (1981) job satisfaction is “the extent to which each person in an organization obtains satisfaction from the process and context of his work”. International Dictionary of Education (1978) defines job satisfaction as “extent to which a person is pleased or satisfied by the content and environment of his/her work or is displeased or frustrated by inadequate working conditions and tedious job content.” These definitions state that a teacher’s job satisfaction is the product of the proper completion of his work. Bullock (1952) defines job satisfaction as “an attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job.”

The jobs are different and the job satisfaction of every person is also different. Every work has its objective, pattern of work and goal. But the job situation, ability of the worker and the peculiarity of the job are different and the satisfaction of the person is also differing according to time. Super (1951) McClelland (1961) Varoom (1964) analysed job satisfaction and formulated job satisfaction theories. Super (1951) analysed the vocational ability and needs of an individual and its relation to socio-economic factors. Later this argument was evaluated by others (Salomone, 1966) and they give stress to the general ability of a person. This theory concentrates on individual differences and explains that abilities and individual differences affect the functioning and finishing of a work. McClelland (1930) gives importance to the special needs of a person and he concludes that the involvement and job fulfillment are influenced by his needs. Vroom (1964) says that the ability of the worker determines his sticking to that
job. If a person is more engaged in a job it shows that the process fulfills his needs.

Theories of job satisfaction point out that job involvement of each person is the result of his interest, ability, need and the features of the work.

Studies on job satisfaction revealed that teacher’s job satisfaction is the product of teacher’s work involvement, personality of the teacher, organizational climate of the institution, student behaviour, student achievement, parents, salary other benefits, leisure time, colleagues, strength of students in the class and job security. Lalsangliani (1991) and Naik (1990) proved that salary, terminal service benefits, attitude of students were influences job satisfaction, Ray (1990), Reddy, Subramanyam (1990) studied job satisfaction and its relation to sex, age, and attitude of teachers towards students. Sekar and Ranganathan (1988), Thriveni (1988) investigated the relationship between job satisfaction and sociological factors.

Job satisfaction is the quality, state or level of satisfaction which is a result of various interests and attitudes of person towards his job (Good, 1973). It is the state of the mind of a man when he performs a job. Satisfaction is an essential factor for the completion of any work. If a person is satisfied with his job he can do his job effectively and sincerely. If the employee is not satisfied he cannot do his work properly.

Teaching is considered as a service and a profession. School is considered as a small system and work of a teacher influences the proper functioning of this system. The works, salary, management, colleagues, promotion, recognition, all are affecting a teacher’s work. If the teacher is satisfied he can perform as an
effective teacher. Maslow (1943), Herzberg and Snyderman (1959), Varoom (1964), Stogdill (1959) and Scott (1966) proposed important theories of need and job.

The job satisfaction of a teacher is an important factor to the proper functioning of a school. The position of the teacher in the school and the society and how the society considers the teacher are important because teaching is a job and also a service. The government of India gives importance to the role and functions of a teacher and that is why it has appointed agencies to study the problem and status of the teaching community. The University Education Commission (1948) gives importance to the upliftment of teaching community and their service conditions. The Secondary Education Commission (1954) and the Education Commission (1966) also stress the status of teachers. The Commission recommended to uplift the standards of the teachers and advised to start in-service-training to the teachers. The National Commission of Teachers (1985) suggested starting medical care, benefits after service period and family welfare programmes for teachers.

2.6 REVIEW OF STUDIES ON JOB SATISFACTION AND TEACHER EFFECTIVENESS

Anjaneyulu (1968) studied the job satisfaction of secondary school teachers and its impact on the education of pupils with special reference to the state of Andhra Pradesh. A sample of 1000 teachers, working in 102 secondary schools, under different managements was selected for the study. On the basis of the study the factors of dissatisfaction were divided into three categories. Frequent transfer, low standard of pupils, interference of politicians were peculiar in certain
managements. Lack of academic freedom and heavy load of work, rigid and orthodox service conditions are other causes of dissatisfaction of teachers.

Harini (1974) conducted a study on job satisfaction of high school teachers. The purpose of the study was to know the job satisfaction of women teachers of Mysore. The study found that more experienced teachers have more job satisfaction than less experienced teachers. The study also found out that the rate of the job satisfaction of married teachers is higher than that of unmarried teachers.

Lavingia (1974) investigated the job satisfaction among school teachers. In this study the researcher gave importance to job efficiency and job satisfaction. The study found that job efficiency has a positive correlation with job satisfaction. The study also revealed that young primary and secondary school teachers are more satisfied in their job than experienced teachers.

Bernad and Kulandavel (1976) studied the job satisfaction among women graduate teachers in Coimbatore. The study found that women teachers are more satisfied in their job than men teachers. The study also revealed that personality of the teacher, lack of job security, heavy works in the school, lack of promotion influenced job satisfaction of teachers.

Muthaiah (1980) studied the attitudinal and personality factors of effective teachers. In this study the researcher focused on the influence of the personality factors and the attitude of teachers to teacher efficiency. The study revealed that effective teachers are more satisfied than ineffective teachers in their job. It means that effective teaching helps the students to score high grades and it also changes the attitude of students towards the teacher.
Ramakrishnaiah, (1980) investigated the job satisfaction, attitude towards teaching and job involvement of college teachers. In this study the investigator tried to assess the attitude of college teachers towards teaching profession and their job involvement and how it was correlated with job satisfaction of teachers. The study found that teacher’s attitude towards teaching and their involvement in teaching are correlated with the job satisfaction of college teachers.

In a study Damiean (1981) investigated the impact of job stress on job satisfaction of high school Principals. The investigator found that job stress negatively affected teachers and their job satisfaction. He also suggested organizing to uplift the professional status of teachers.

Many studies were conducted on job satisfaction of teachers and its impact on teacher effectiveness. Bangoliwal (1982) conducted a study of the personality characteristics associated with teacher effectiveness as seen through Rorschach technique. The study found that academic achievement and job satisfaction help to teacher effectiveness.

Padmapriya (1982) conducted a study of job satisfaction in selected groups of women teachers. In this study the investigator gave importance to the educational qualification, salary, age and length of service and how it was related with job satisfaction of teachers. The study revealed that the salary and other factors did not influence the job satisfaction of teachers.

Malik (1984) conducted a study of personality factors and learning environment of successful and less successful teachers in selected schools of Rajasthan. In this study he considered the effect of the personality factors on the
success of teaching. He found that academic achievement, job satisfaction and personality characteristics of the teacher influence the success in teaching.

Khanna (1985) studied the personality patterns of successful effective high school teachers. In this study the investigator took into consideration the personality of the teacher and its impact on teaching. The academic achievement, job security, salary, respect from students and parents are the influencing personality factors.

Kulsam (1985) conducted a study to estimate the influence of school and teacher variables on job satisfaction and job involvement of secondary school teachers in the city of Bangalore. The study found that female teachers and permanent teachers have more job satisfaction than temporary teachers. The teachers who are working in corporate schools are more satisfied in their job than government and private school teachers. The study also revealed that attitude of teachers towards teaching profession, job satisfaction; number of students in a class affected the job involvement of the teacher.

Sing (1985) studied the correlates of job satisfaction among different professionals. In this study he investigated the personality characteristics and traits and their relation to job satisfaction of professionals. The study found that the family and age are positively correlated with job satisfaction of teachers. The study also revealed that professional experience of the teacher is not related to job satisfaction of the teacher.

Chopra (1986) conducted a study to find out the institutional climate and teacher’s job satisfaction. The purpose of the study was to know how institutional climate affected teacher’s job satisfaction. The study revealed that the employees
working in government institutions have more satisfaction than management institutions.

Landsberg (1986) investigated occupational stress among health care workers. The study focused on the causes of job strain and stress. The investigator analyzed the causes of job stress and related factors.

Harwood (1986) investigated the relationship between job satisfaction and life satisfaction of educators. The investigator considered job or work as the main indicator of job satisfaction. The occupation, age and satisfaction in the job are interrelated.

Srivastava (1986) studied the job satisfaction and professional honesty of primary school teachers. The purpose of the study was to know the job satisfaction and the professional honesty of teachers who are working in primary school and the study revealed that junior teachers are more satisfied in their job than experienced teachers. The study also revealed that teachers having higher job satisfaction also have higher academic achievement. The study predicted that academic achievement is important to teachers to perform good job involvement.

Porwal (1987) and Sing (1988) studied the personality factors and its importance in the job satisfaction of secondary school teachers. In their studies the personal factors of the teacher, salary, authorities’ behaviour, and recognition are considered as the factors related to job satisfaction.

Laxmi (1988) conducted a study to know the secondary school teacher’s job satisfaction and job motivation. The sample was teachers in Cuttack district. The study revealed that rural school teachers and government school teachers are more satisfied than others.
Gakhar and Kaur (1988) investigated the personal and professional correlates of job satisfaction of home science teachers. In this study the researcher investigated the personal factors and professional performance of teachers and how they influence job satisfaction. The study revealed that teaching experience, age, and salary are related to job satisfaction.

Sing (1988) studied teaching efficiency in relation to job satisfaction and socio-economic status of secondary school teachers. In this study he investigated how the socio-economic status and teaching efficiency influence the job satisfaction of teachers who are working in secondary schools and found that teaching efficiency and job satisfaction are correlated.

Gupta (1988) studied intelligence, adjustment and personality needs of effective teachers in Science and Arts. In this study he investigated the factors influencing teaching efficiency. The study revealed that job satisfaction and effectiveness in teaching are interrelated.

Sekar and Ranganathan (1988) studied the job satisfaction of graduate teachers and its level and relationship with sociological factors. The study identified salary, nature of work, personal policies, personal achievement in the profession, relationship with superiors, job security, recognition and appreciation and working condition as factors of job satisfaction.

Singh, Triveni (1988) studied the teaching efficiency in relation to job satisfaction and socio-economic status of secondary school teachers. The study found a positive correlation between teaching efficiency and job satisfaction and teaching efficiency and socio-economic ratios of secondary school teachers. The study also revealed that the female teachers are more efficient than male teachers.
Bruhn (1989) investigated job satisfaction, job stress and professional growth. The study found that job satisfaction is important to control job stress and fulfill career development.

Reddy (1989) studied the job satisfaction of primary teachers. The purpose of the study was to evaluate the job satisfaction of primary school teachers. The study found that female teachers were more satisfied than male teachers. The younger teachers are more satisfied than the middle aged and more qualified teachers were more satisfied than others.

Ushasree (1989) investigated the job satisfaction among socially advantaged college teachers. The study found that age is not a cause for job satisfaction and there is no difference in job satisfaction of junior and senior groups of college teachers.

Naik (1990) conducted a study to assess the job satisfaction of teaching assistants of M.S. University. The purpose of the study was to know the job satisfaction of teaching assistants and to know the relationship between job satisfaction, sex, age, experience and marital status. The study revealed that most of the teaching assistants were satisfied with their job and they did not differ in their level of job satisfaction in terms of sex, age-group, experience and marital status.

Ray (1990) studied the attitude of teachers towards pupils and their job satisfaction. The study aimed at finding out the relationship between attitude of teachers towards students, their job satisfaction and mental health. The study found that the mental health of teachers bore a significant and positive correlation
with their job satisfaction. The teaching experience, job satisfaction and teachers’ attitude towards children were correlated with their age.

Reddy, Subramanyam (1990) investigated the job satisfaction of University teachers in relation to some variables. The purpose was to study the job satisfaction, attitude towards teaching, job involvement, sex, age, marital status, type of family and teaching work load of teachers. The study found that thirty-eight percent of the teachers liked teaching very much. The teachers showed a high level of psychological involvement in their job.

Saxena, Nirmal (1990) studied the correlates of job satisfaction in the teaching profession. The study aimed at identification of the relationship between attitude and job satisfaction of teachers and assessing the socio-economic status and job satisfaction of teachers. The study found a positive correlation between aptitude and job satisfaction and attitude and job satisfaction of teachers. The study also revealed that job satisfaction was negatively correlated to socio-economic status.

Saxena (1990) studied the elements which affect job satisfaction of teachers working in higher secondary schools. The study revealed no significant difference between male and female teachers and between Science and Arts Lectures and the job satisfaction of social, individual, vocational, moral and economic elements.

Sengupta, Parijat (1990) conducted a study to know the professionalization of the training college teachers. The professional commitment of male and female teachers and the relationship between professional commitment and occupational choice were studied. The study found that most of the women teachers mainly
restricted their activities within their departments and a large number of male teachers had higher professional involvement in comparison to female teachers.

Basi (1991) conducted a study of the teaching competency of language teachers in relation to their job satisfaction, locus of control and professional burnout. The study revealed that job satisfaction increases the competency of the teacher. The study also noted that urban school language teachers are more satisfied than rural school teachers.

Lalsangliani (1991) investigated into the socio-economic problems of high school teachers of Champhai sub-division of Mizoram. The objective of the study was to know the socio-economic and academic problems of high school teachers. The salary, terminal service benefits, available to private school teachers and ad hoc high schools were different from those enjoyed by government school teachers. Because of this the private school teachers felt more insecure.

Rao (1992) investigated the job satisfaction of secondary school teachers in Anantapur district. In this study the investigator gave importance to service of teachers, age, marital status and educational qualification of teachers and how these affected job satisfaction. The study revealed that gender and educational qualification are positively related to the job satisfaction of the teacher. The length of service of the teacher and salary are not significant in job satisfaction of teachers.

Rawat (1992) studied the job expectations and realities of job, job satisfaction and values of secondary school teachers. He considered the job satisfaction and value patterns in relation to sex, locality, and type of organization and levels of teaching. The study found that the job expectation and job
satisfaction were higher in female teachers than male teachers. Job expectation, job reality, and job satisfaction showed high positive relationship with humanistic knowledge.

Ray (1992) conducted a comparative study of teacher’s attitude towards pupils and their job satisfaction. He studied the extent and direction of correlation between job satisfaction and attitude towards pupils, teaching experience and mental health. The study revealed that the mental health of teachers had positive correlation with their job satisfaction and attitude towards pupils. Another finding of the study was that teaching experience, mental health, job satisfaction and attitude towards pupils were correlated with their age.

Naseema (1994) conducted a study to know the teaching competence of secondary school teachers in relation to satisfaction of teaching Physical Science. The study found that effective teaching and job satisfaction are related factors.

Gida (1995) studied the relationship between mental hygiene and job satisfaction among college teachers. The investigator gave importance to the overwork anxiety of the teacher and how it affected job satisfaction of teachers. The study revealed that anxiety, heavy works in the college influenced the job satisfaction of college teachers.

Khatoon and Hassan (2000) conducted a study to know the job satisfaction of secondary school teachers in relation to select personal variables. The personal variables were sex, experience, professional training, salary and religion. The study revealed that less experienced teachers are more satisfied than more experienced teachers and female teachers are more satisfied than male teachers.
Kumar and Patnaik (2002) conducted a study of organizational commitment, attitude towards work and job satisfaction of post graduate teachers of Goa. It has been found that teachers’ commitment and sincerity contribute much to the students to good achievement and it provides job satisfaction to the teacher.

Natarajan (2002) conducted a study on school organizational climate and job satisfaction of higher secondary school teachers. The purpose of the study was to know how the school organizational climate and job satisfaction of the teachers are related. The study found that teachers in open climate schools have very high job satisfaction.

Panola (2002) studied ‘job satisfaction of college Teachers in the context of Type of Management’. The study aims to know the Job Satisfaction of college teachers and to know the general level of job satisfaction among non-government college teachers. The study found that there was no significant difference between government college teachers and non-government college teachers in respect of their job satisfaction.

Sargent (2003) studied the job satisfaction of Primary School Teachers in rural China. The study considers the question, what are the factors affecting the job satisfaction of teachers in rural area. The study gives importance to individual teacher background, community factors and school environment and how they affects the Job satisfaction of teachers. The study found that school organisational climate, and salary were influenced the job satisfaction of teachers.

Luckner and Hanks (2003) studied the perceptions of a sample of teachers of students who are deaf or hard or hearing to assess their level of job satisfaction.
The researcher administers a questionnaire to collect data, and found that the respondent appeared satisfied with their jobs. The study also revealed that the relationship with colleges was the most important aspect of their job satisfaction. The least satisfying aspect of the respondents are lack of family involvement and state assessment tests.

Asif and Saeed (2004) compared the level of job satisfaction between male and female secondary school teachers. They gave importance to age, gender, teaching, experience and location of the school. The study revealed that female teachers are more satisfied than male teachers.

Indira (2004) conducted a study on job satisfaction of women teachers in relation to select social personality variables. The study found that the teachers working in urban area are more satisfied than rural areas. The Teachers who are working in private sector schools are more satisfied in their job than government sector schools.

Renjith (2004) conducted a comparative study of job satisfaction between government and aided elementary school teachers of Kerala state. The study revealed that teachers who are working in government schools enjoy more degree of job satisfaction than aided school teachers. The study also found that there is no relationship between job satisfaction and educational qualification of the teachers. Zembylas (2004) investigated the job satisfaction and job motivation among school teachers of Cyprus. The study found that the job satisfaction of teachers working in the schools of Cyprus is highly related to salary, the working time and the holidays related with their job.
Sasikumar (2005) conducted a study on teacher commitment and teacher’s self concept as in relation to job satisfaction. The study found that job satisfaction is related to job involvement and responsibility of the teacher. The type of school and management do not predict the job satisfaction and teacher’s responsibility.

Ushadevi (2005) studied the role of conflict, job satisfaction and select presage variables discriminating between successful and less successful secondary school women teachers of Kerala. The purpose of the study was to estimate the percentage of teachers under the different levels of the predictor variables between successful teachers. The study also aimed to know the relationship between the job satisfaction of secondary school women teachers. The study found that role conflict is one of the important variables that may lead to success in teaching. Job satisfaction and attitude towards teaching are the variables that may lead to success in teaching.

Tasnim (2006) conducted a study in Bangladesh to know the job satisfaction of female teachers in the government primary schools. In this study the job satisfaction is analyzed from organizational perspective. The main aim of the study was to know the teacher’s perception of job satisfaction and to identity the factors which affect the job satisfaction of female teachers. The study found that academic qualification, salary, career, prospects, type of management of the institution, environment of the school were affecting job satisfaction of school teachers.

Chamundeswari (2007) studied stressors, moderators, and burnout correlates of teacher performance among secondary and higher secondary school teachers. In this study the investigator aimed to know the job satisfaction as a
moderating factor to stress and burnout experienced by teachers and thereby influencing teacher performance. The study revealed that job satisfaction is positively related to the performance of the teacher.

Deepthi (2008) studied the job satisfaction in relation to school environment of primary school teachers of Kozhikode district. The aim of the study was to know the relationship between job satisfaction and the school environment. The sample of the study was 400 primary school teachers of Kozhikode district. The study found that school environment has a significant positive impact on job satisfaction of teachers.

Eryaman et al. (2008) conducted a study to know the job satisfaction level of public and privet School teachers. The researchers employed quantitative survey method in this study and found that difference to exist between the level of job satisfaction of public school teachers and teachers working in private education institution. The study also found that the job satisfaction related to creativity of the teacher, salary, school authority and reputation.

Rathod (2009) studied the satisfaction of the teacher educators of colleges of education under Bijapur District. The objectives of the study were to find out the relationship between job satisfaction and gender, marital status, educational qualification, medium of instruction, type of management, locality and teaching experience of teacher educator. The study found that teachers of Women University are higher on job satisfaction, salary, promotional avenue and service condition than Karnatak University. The study also found that female teacher educators are higher on relationship with co-workers dimension of job satisfaction compared to male teacher educators.
Justyna (2010) conducted study to know about emotion–regulation ability, burnout and job satisfaction among British secondary school teachers. The study found that emotional regulation ability was positively associated with job satisfaction and greater personal accomplishment. Another finding of the study is that principal support mediated the relationship between emotion–regulation ability and both job satisfaction and personal accomplishment.

Sooryanarayana and Goteti (2010) conducted a study to know teaching competency and job satisfaction among primary and secondary school teacher’s job information. The purpose of the study was to know the relationship between teaching competency and job satisfaction. The study found that teaching competency and job satisfaction of the teacher are interrelated.

The Department of Educational Administration and Planning of University of Nairobi conducted a study to know the factors influencing secondary school teacher’s job satisfaction in Nakuru North District, Kenya. The purpose of the study was to know the factors influencing job satisfaction of secondary school principals and teachers. This was a descriptive survey. The study found that teachers were satisfied with organization goals achievement. 76% of the teachers were satisfied by recognition from the school administrations and the majority of the teachers were satisfied with work environment.

University of Nairobi published an article on factors influencing job satisfaction among secondary school teachers in Rachuonyu south district. They used survey to collect data and used descriptive statistics to analyze the data. The study established that factors influencing job satisfaction included empowerment, job enrichment, compensation, supervision, interpersonal relational, organizational
policies, workload, communication, advancement and achievement of target. The study gives direction that the school administration should give teachers more valid and challenging tasks.


The main objectives of the study are the following.

1) To study the institutional climate perceived by the teachers working in selected schools under the Ecclesiastical – General Education.

2) To know the level of job satisfaction of the teachers working in the selected secondary schools.

3) To study the teacher competence of teachers working in the selected schools of Ecclesiastical – General Education.

4) To study the relationship between institutional climate, job satisfaction and teacher competence.

The study revealed that there is no significant difference in mean scores of job satisfaction among the teachers with various experiences. The study also found that there is a significant positive correlation between institutional climate and job satisfaction. The better institutional climate leads to the higher job satisfaction of teachers.

2.7 SUMMARY OF REVIEW ON JOB SATISFACTION

Studies on job satisfaction of teachers revealed that, job satisfaction of the result of many other variables. Teacher’s knowledge, ability, student’s behaviour, service benefits, job security, student’s achievements are the factors affecting
teacher’s job satisfaction. Gani (1991) and Naik (1990) were studied the job satisfaction of teachers and provide that salary, terminal service benefits, student’s attitudes are the main determinants of job satisfaction. Job satisfaction and sociological factors are another area of research of many other researchers. Ray, Subramanyan (1990) Sing (1988), Malik (1984) were studied that influence of teacher’s personal factors and its relation to job satisfaction.

The relationship and impact of job satisfaction and institutional climate is another area of educational research. Many researchers conducted studies on the influence of institutional climate and its relation to teacher effectiveness.

Bangoliwal (1982), Malik (1984) were studied the personal characteristics of teachers and its impact on teacher effectiveness. Lavingia (1974) found that job efficiency have a positive correlation with job satisfaction. Muthaiah (1980) found that effective teacher is more satisfied than ineffective teachers in their job.

Job satisfaction of female teachers is also an area of research. Harini (1974), Benarch and Kulanalavel (1976) were studied the job satisfaction of female teachers. In many studies female teachers are more satisfied than male teachers. Kulsun (1985) found that female teachers are more satisfied than male teachers. Rao (1992), Indira (2004), Vashadevi (2005), Tasnim (2006) are also revealed that, gender have also an influence of job satisfaction.

Studies of job satisfaction revealed that, many factors are positively or negatively influence teacher’s job satisfaction. Efficiency of the teacher, school organizational climate, student’s behaviour, student’s achievement, salary, parents, leisure time, colleagues, job security, sex, age, length of service, authority, Promotion qualification of teachers, were influenced job satisfaction of teachers.
2.8 SCHOOL ORGANIZATIONAL CLIMATE

Generally school refers to students, teachers, building and place for teaching and learning. The school is a combination of many other characteristics. According to Sarma (2004) school is the nucleus of learning and epicenter for development of any society or nation.” School is a small social structure and this structure reflects the social difference and diversity of abilities of pupils coming from different socio-cultural communities. At the same time it also promulgates the unity features of nationality, integration, uniqueness and cultural equality.

Every school has its own structure. The curriculum, syllabus, teaching strategies, textbooks, working time work pattern of teachers and examination are equal to all schools but it have also have many other differences. Sarma (2004) says “each school has its own anatomy on which the contours of school can be mapped. It is that typical portrait of schools that could be called as a school climate. The school climate is also called as school organization climate. Halpin (1966) says that “analogously, personality is to the individual what organizational climate is to the organization.” Halpin and Croft (1963) constructed an Organizational Climate Description Questionnaire (OCDQ) which includes the items related to a school. This test consists of 64 items and they give importance to eight factors, four factors to teachers and four factors to principals’ behaviour. The factors of teacher behaviour are disengagement, hindrance, esprit (Morale) and intimacy. The factors assigned to the principals are aloofness (formal and informal character of the principal), production emphasis, thrust and consideration (Halpin, 1966).
Halpin suggested eight climate factors and also introduced six school climates. The identified school climate factors are open, autonomous, controlled, familiar, parental and closed. These factors are closely related to teacher’s work, satisfaction of job, motivation to work, freedom, hardworking, social relationships and friendly.

Later studies conducted by researchers also show the school organizational climate and its importance. Mittal (1989) studied teachers motivation to work and organizational climate of the school. Chakraborti (1990) investigated organizational climate and leadership behaviour of the headmaster. Usha (1989) Jaijothi (1992) also give importance to administrative style and leadership behaviour.

The factors of school organizational climate are related to the job satisfaction and teacher effectiveness. If the teacher is effective, it increases the rate of the job satisfaction of the teacher. Usha (1989) and Mahashabde (1990) studied the relationship between school organizational climate and job satisfaction of teachers. Prakasam (1990) Sarma (1991), Sharma (1982) and Solanki (1992) studied the leadership behaviour of the head of the institution in relation to other factors. The findings of the studies show that school organizational climate has influence on teacher and student behaviour pattern.

2.9 REVIEW OF STUDIES ON SCHOOL ORGANIZATIONAL CLIMATE

Patel (1974) conducted a study to know ‘The Leadership behaviour for improving instruction in high schools of selected districts in Gujarat. The objectives of the study were to survey and evaluate the institutional leadership in the high schools of Surat, Panchmahal and Bulsar districts and to know the
relationship between the leadership, organizational climate and the possible main dimensions and directions of improvement of instruction in the high schools. Questionnaire, rating scales and checklists were used for the collection of data. The study found that organizational climate, supervisory practices and innovation and change were related to the progressive features of the school. Another major finding is that instructional leadership in the schools was highly correlated with organizational climate.

Darji (1975) investigated the leadership behaviour and its correlates in the secondary schools of Panchmahal district. The major objectives of the study were identifying the leadership behaviour pattern of the principals, identifying the organizational climate of the schools, and to explore the relationship among leadership behaviour of principals of secondary schools, school organizational climate, teachers’ morale and innovativeness of the schools. The study found out that the leadership behaviour of the head of the institution is the main indicator of organizational climate, academic motivation, school innovativeness and academic status. Majority of the schools have high innovativeness and the principals who manifested the HH and the HL leadership behaviour patterns. The leadership behaviour is positively related to school organizational climate but not related to pupil motivation towards school and academic status of the schools.

Sing (1978) studied the leadership behaviour of heads of the secondary schools in Haryana and its correlates. The purpose of the study was to know the leadership behaviour and to investigate the leadership behaviour of the headmasters of schools and to explore the relationship of variables such as administrative experience, age, sex, teaching with leadership behaviour. The study
found out that the leadership behaviour of the heads was not related to their age. Another finding was that the total leadership behaviour was not related to academic qualifications, teaching experience and administrative experience.

Darji and Dongre (1982) studied the school renewal with respect to organizational health. The study aimed at exploration of the leadership behaviour pattern of school principals, the organizational climate of the schools and identification of the organizational climate of the school through leadership behaviour patterns of the principals. The investigator used the organizational climate description questionnaire of Halpin and Craft and the organizational health questionnaire developed by the researcher. The study revealed that teachers in city schools were less cohesive than those in district schools.

Sharma (1982) studied the management of education with special importance to decision making and organizational health. In this study the researcher gave importance to technology and technologically and logically developed institutions. The study helped to find out that organizational health influenced academic achievement of the students.

Sharma (1982) studied the leadership behaviour, management and organizational climate of schools. He found a significant difference between the different types of school climate and leadership behaviour and a significant difference was found among open, controlled, familiar and parental type of school climates on the leadership behaviour.

Aggarwal (1988) studied the adjustment problems and their related factors of more effective and less effective teachers. The researcher selected teachers from primary level and followed descriptive survey method. The study revealed that...
social factors were found more important in the adjustment problem of more effective teachers. But in the case of less effective teachers the emotional factors were found more influential.

Gill (1988) investigated the factors influencing the management of the directorate level in order to help the States to frame policies and to recognize for better functioning.

Jehan and Anwar (1988) investigated the problems of secondary school teachers working under different type managements in Andhra Pradesh. The study concluded that the infrastructure facilities were different in different managements and private schools were in a much better condition than Z.P. schools and government schools. Government school teachers have better salary, leave facilities and retirement benefits and job security.

Latha’s (1988) study the “Organizational Climate: A Review” aims to know the literature and factors of the organizational climate index and the trends prevalent in organizational climate. The study revealed that every institution had a unique organizational climate of its own. The quality of leadership and motivation influences the organizational climate of the institution.

Shah (1988) investigated the characteristics of the academic climate in educational institutions in the Garhwal district. The study revealed that the academic achievement of the students is closely related to academic climate and that achievement is a firm determinant of academic climate.

Shaheen (1988) studied the principal effectiveness in relation to professional attainment and attitude towards teaching. The study proved that
principal effectiveness is related to professional attainment, attitude towards teaching, economic values, political value and social value.

Singh (1988) investigated the relationship between organizational climate and self-concept, attitude and some other characteristics. In the closed type of climate, the level of the tenseness of the teachers shows high and teacher’s attitude and organizational climate are closely related. The open climate helps to make more positive attitude than closed climate.

Singh (1988) analysed the teaching behaviour of effective teachers in different types of school climates. The study revealed that sex, culture, and place of living had no effect on teaching effectiveness. The controlled and closed climate schools have high academic achievement and the teaching behaviour of all the teachers could not be the same school climate.

Athreya and Shankar (1989) conducted a study of teacher’s values and job satisfaction in relation to their teaching effectiveness at degree college level. The aim of the study was to find out the values and magnitude of job satisfaction associated with teachers of high average and low teaching effectiveness. The study revealed that teaching effectiveness was significantly related to values and job satisfaction. The effective teachers markedly differed from ineffective teachers on the job satisfaction scale.

Mary (1989) conducted a study to know the job satisfaction of high school women teachers as related to role conflict and dimensions of values. The researcher collected data from 75 teachers working in government school, and 100 women teachers working in corporation high schools of Bangalore city. The researcher found out that women teachers who were moderate in their social
dimension of value expressed significantly more total dissatisfaction than either
the low or high groups of social dimension of value.

Usha (1989) studied the role of administrative style, teacher’s job
satisfaction and student’s institutional perception in determining the nature of
school climate. The investigator aimed at the study of the various administrative
styles prevalent in schools and the job satisfaction of teachers. The study brought
to light the fact that all the variables mentioned in the study were positively and
significantly correlated with each other. The highest degree was seen with
democratic style and laissez-faire style and lowest agreement was seen with the
autocratic style.

Prakash (1989) studied teacher’s motivation to work and its relation with
the organizational climate of the schools. The aim of the study was to explore
teacher’s motivation to work at various settings and levels and its relation to the
organizational climate of the schools. The study resulted in revealing that teachers
working in private schools were more motivated than those working in
government schools. Teachers who perceived less disengagement, less
psychophysical hindrance, more esprit and more humanized thrust dimension of
the school organizational climate, were found to be more work motivated.

Sharma (1989) studied the management techniques in educational
administration with special reference to colleges situated in and around Delhi and
found that the principals possessed good academic record and teaching experience
but they had no administrative experience. Shortage of funds hampered academic
programmes and only one college undertook long-term academic plans.
Vasantha (1989) studied the modern management techniques in school administration. The study revealed that even in the sampled schools the climate was favourable and there was a scope for creating modern management techniques.

Mahashabde (1990) studied the relationship between the effectiveness of the principals, institutional climate, teacher’s morale and job satisfaction and students’ achievement. The relationship between leadership, effectiveness and the morale of the teachers was significant. The leadership effectiveness and institutional climate was not significant. The study did not found any relationship between leadership effectiveness and students achievement.

Manas (1990) studied the organizational climate of secondary schools in West Bengal. The study aimed to know the organisational climate of secondary schools and its correlation with leadership behaviour of the headmasters and job satisfaction of teachers. The researcher administered Sharma’s School Organizational Description Questionnaire. The study found significant and positive correlations between the school organizational climate and the leadership behaviour of the principal, the job satisfaction of the teacher and the school effectiveness.

Rao (1990) studied the educational administration of Visakapatnam Municipal Corporation as viewed by teachers. The study revealed that teachers were satisfied with salary etc. but areas of dissatisfaction among school personnel were evident from their views on the educational administration of the corporation authorities.
Sing (1990) investigated the functioning of the primary schools in the rural areas in Bihar on the basis of economic and social structure. The attitudes of parents and teachers were the main problems in establishing a proper relationship between teachers and parents.

Sr. Christine (1990) studied the functioning of Stella Mari’s College and the study found that the students were indifferent towards issues affecting the country and the world and also found that students have conflicting values.

Srivastava (1990) conducted a study to know the rural manpower assessment and planning. The study revealed that parent’s educational standard is significantly correlated with the educational attainments of the children.

Subudhi (1990) studied the impact of in-service training for college principles and its impact on institutional management. The study proved that training helps the principal’s for the planning of the resources, activities, and financial management in their institutions.

Pradhan (1991) studied the effect of school organizational climate on the creativity, adjustment and academic achievement of secondary school students of Orissa. The study revealed that the organizational climate of the school affected the students’ scores of creativity. It also affects the academic achievement of the students.

Salehi’s (1991) study focused on the educational environment of the higher secondary schools of Azarbaijan as perceived by principals, teachers, students and the local community and their attitude toward school system. The researcher focused on the physical facilities of the school, moral and emotional needs, parents’ involvement and co-curricular and extra-curricular activities in the school.
Sarma (1991) studied the administrative behaviour of principals as perceived by teachers in relation to job satisfaction of teachers and student achievement in junior colleges. The study found that the average level of principal’s administrative behaviour as perceived by teachers was moderately effective. The principal’s administrative style and job satisfaction of teachers are positively related and the job satisfaction among college teachers was moderately high.

Upasani (1991) studied the functioning of secondary schools of Pune district. The study found a significant difference between efficient and inefficient schools. The study also proved that planning and implementation of curricular and co-curricular activities, administrations, relationship with the community were important things to efficiency of schools.

Gomathnayagam (1992) studied the perception of teachers towards the supervisors in the higher secondary schools of Tamil Nadu. The study revealed that no relationship existed between age and experience with the perception of teachers on panel inspection.

Kukerati (1992) studied the psychological correlates of successful teachers. In this study the researcher investigated the job motivational factors of successful and unsuccessful teachers. The study found a positive correlation between the variables, teaching success and teaching aptitude. Knowledge and creative values were remarkably higher among successful teachers.

Jayajothi (1992) studied the organizational climate and leadership behaviour of Central Schools. The researcher aimed to find out the problem of organizational climate, leadership behaviour of the principals and the morale of
the teachers. The study found that female teachers had a better perception of school climate, leadership behaviour differed with school climate and majority of teachers preferred open climate.

Khader (1992) conducted a study to know the differences between private and public schools and their effectiveness on school achievement. The study revealed that the private high quality schools had effective management system and low teacher student ratio. Private and public low quality schools despite a low teacher-student ratio had a weak management system.

Nanda (1992) studied the leadership behaviour of primary school headmasters of Cuttack city. The study found that the features of the headmasters were efficiency, in efficiency and leadership quality. Age and length of service were not related to leadership behaviour.

Pati (1992) investigated the administrative and supervisory problems of headmasters. Lack of qualified teachers and lack of teaching learning materials are the main problems faced by the schools while thriving to attain the goals.

Solanki (1992) revealed that the educational management of a school depended upon the resources and the secondary schools differed among themselves in their organizational climate. The study also revealed that the resource management system and the organizational climate of the school are interrelated.

Singh (1992) studied the organizational climate, job satisfaction and role conflict of secondary school teachers and proved that female teaches have more job satisfaction than male teaches and job satisfaction was positively connected with esprit, intimacy, production emphasis and humanized thrust.
Haseen (1992) found that administrative style is related to job satisfaction, attitude towards teaching, interpersonal and social adequacy.

Yoginder and Surekha (1992) studied the organizational effectiveness and its impact on personal characteristics of managers and revealed that the organizational effectiveness was not equal to all colleges. The difference of mean scores existed in case of both highly qualified and low qualified managers.

Gomathnayagam (1992) studied the perception of the teachers towards the supervisors in the higher secondary schools of Tamil Nadu. The study revealed that no relationship was found between age and experience with the perception of teachers on panel inspection.


The main objectives of the study are the following.

1) To study the institutional climate perceived by the teachers working in selected schools under the Ecclesiastical – General Education.

2) To know the level of job satisfaction of the teachers working in the selected secondary schools.

3) To study the teacher competence of teachers working in the selected schools of Ecclesiastical – General Education.

4) To study the relationship between institutional climate, job satisfaction and teacher competence.

The study found that there is no significant difference in mean scores of institutional climate among the teachers belonging to different age group. The
study also found that there is no significant difference in mean scores of institutional climate among the teacher with various qualifications. The study also revealed that there is no significant difference between male and female teacher’s teacher competence, even though male teachers had an edge over female teachers. The marital status, type of family, salary, and locality were also related to teacher competence, school organizational climate and job satisfaction of teachers.

Kori (2011) studied the Role Efficiency and Role Performance of secondary school head masters in Relation to Their Administrative Behaviour. The purpose of the study was to know the administrative behaviour of Headmasters of secondary school and its dimension, that in Planning, Organization, Communication and Decision Making. The study revealed their male Head Masters of secondary schools are high on administrative behaviour, planning, organization, communication and decision making as comparing to female Head masters. The Head masters secondary schools belonging to aided management are high on dimension of Administrative behaviour – organisation, communication, decision making as compared to Government school Head masters.

2.10 CONCLUSION

Review of studies related to teacher effectiveness, school organisational climate and teacher’s job satisfaction revealed that teacher effectiveness is influenced by other two variables. Majority of the studies related to teacher effectiveness proved that authority of the school, facilities, students, parents behaviour, teaching skills, achievement of students and teacher’s job satisfaction were influencing teacher effectiveness.

The third chapter deals with the methodology of the study.