CHAPTER- III
REVIEW OF RELATED LITERATURE

3.1. Introduction

There is no problem in any field of enquiry that has been completely and finally solved for all time. From little evidence and no conclusion to all the worthwhile findings of all reputable researches, research has brought the sum total of human knowledge up to the particular level of generalization. The point should be determined so that new workers in the field can begin there and stand on the shoulders of his predecessors look ahead and spy out the best pathway for a new advance. So, the evaluation of previous researches is a necessity. Thus the review of literature gives the researcher a great deal of insight into the methods, measurements, subjects and approaches used by other researchers and thus leading to significant improvement of his/her design. For the present study, the researcher has tried to find out the needed studies related to the Interpersonal Relationship, Job Satisfaction and Organizational Climate of Elementary School Teachers in Salem Educational District of Tamil Nadu. The variables under consideration are Interpersonal Relations, Job Satisfaction and Organizational Climate of Elementary School Teachers. During its hunt for the literature after doing extensive survey and studying the literature the researcher found that there are a few studies available, which is parallel to the present study. Therefore, the researcher tried to review and place the present study in the light of studies done abroad and in India under the following sections.

(i) Studies on Interpersonal Relations,
(ii) Studies on Job Satisfaction and
(iii) Studies on Organisational Climate.
3.2. Studies on Interpersonal Relations

    Human relation is the study of interpersonal relationship among people as they work together to achieve organizational goals and attain job satisfaction. The roles as family members, friends, students, teachers and leaders provide many opportunities for personal interaction with one another. In an educational organization it is the quality of interpersonal relations, which exists among its members that has a direct relation to the achievements of the organization and no individual acts in isolation from others. There are very few studies available regarding interpersonal relations in the educational field.

3.2.1. Studies Conducted Abroad on Interpersonal Relations

    Rachel Kenny et al. (2013) conducted a study on Interpersonal relationships and emotional distress in adolescence. The aim of this study was to examine positive and negative qualities in adolescents’ interpersonal relationships and their relative importance in predicting emotional distress. Participants were 260 students from three schools in the Dublin. In this study girls reported more positive qualities in their relationships with mothers and best friends than boys. Younger students reported more positive qualities in their relationships with parents than older students. Stepwise multiple regression analysis revealed high levels of satisfaction in interpersonal relationships was predictive of low levels of emotional distress.

    Heather E. Price (2012) found that Principals’ relationships with their teachers affect principals’ and teachers’ satisfaction, cohesion, and commitment levels. Among principals, these positive work relationships improve job satisfaction.
Richard T. Torto (2011) studied a research on “Effects of Interpersonal Relationship on Code Choice in Communication -A Case of the University Community of Cape Coast, Ghana”. The research target population comprised of students, lecturers and non-academic staff. The study focused on the effect of interpersonal relationship on code choice. It revealed that the interpersonal relationship between interlocutors defined by age, sex, rank, status, religious affiliation, marital status, level of education and ethnicity affected code choice in discourse situations.

Harley, Eliza K. (2011) conducted a study to investigate the impact of interpersonal relationships on post school employment outcomes and community satisfaction for young women with learning disabilities. In the analysis of the impact of interpersonal relationships on post-school employment outcomes and community satisfaction, three specific patterns emerged among the five case studies of young women with learning disabilities. Drawn from the data, these three patterns speak to post-school outcomes represent the interaction between individual characteristics and interpersonal relationships, and reveal the impact of the different type, quantity, and/or quality of interpersonal relationships over time. The three patterns are identified as (a) connected, (b) independent, and (c) isolated.

Akintayo D. I. and Faniran J.O. (2011) conducted a study on ‘Analysis of group dynamics and interpersonal relations among employees: the case of Nigerian Breweries in Oyo State’. The findings of the study are: i) there is a significant relationship that exists between interpersonal relationship and organizational goal achievement; ii) Male respondents were not significantly different from female respondents on Interpersonal relationship.
Eyerusalem Yacob (2011) conducted a research on Interpersonal Relationships among Ethiopia Commercial Bank’s Female Athletics Team. The sample of the study was the Ethiopia commercial Bank sport club female athletics team in Addis Ababa. The main purpose of this study was to study the interpersonal relationships among Ethiopian Commercial Bank sport club female athletics team. The study showed that there is somewhat a positive interpersonal relationship among each athletes of the team, coach and female athletes, coaches and management of the team.

John Paul. F. U. et al. (2010) conducted a research namely “Interpersonal Behavior in an Isolated and Confined Environment.” This is a study that focused on interpersonal needs and investigated whether interpersonal behavior of Antarctic personnel deteriorated after the halfway point of prolonged isolation and confinement. The findings indicate a greater need to associate with other personnel but with less intimacy.

Perry Den Brok et al. (2010) studied the “differential effect of the teacher–student interpersonal relationship on student outcomes for students with different ethnic backgrounds”. This study uses causal modeling to investigate associations between student background characteristics, students’ perceptions of the teacher–student interpersonal relationship, and student outcomes, across and within several population subgroups in Dutch secondary multi-ethnic classes. The teacher–student interpersonal relationship is more important for students with a non-Dutch background than for students with a Dutch background. Results suggested that the teacher-student relationship is more important for second generation than for first-generation immigrant students. Multi-group causal model
analyses can provide a better, more differentiated picture of the associations between student background variables, teacher behaviour, and student outcomes than more traditional types of analyses.

Yuh-Huey Jou (2009) conducted a research namely, “Typology and Psychological effects of Adolescents’ Interpersonal Relationships in Taiwan.” The present research explored Taiwanese adolescent students’ interpersonal relationships and examined whether teachers’ evaluations of these students’ health and academic performances varied with the students’ interpersonal relationship patterns. Data (n = 2310) were based on a panel study conducted by the Taiwan Youth Project in 2001 (eighth grade) and 2002 (ninth grade). Latent class models and hierarchical linear models were used to analyze the data. Adolescent students’ interpersonal relationships were categorized as Multiple Contacts, Parents-Peers, Peers-Close, and Few Contacts. The research results showed that there were no significant effects of the interactions between gender and interpersonal relationship patterns. The results of the classroom-level analyses showed that if teachers who had been teaching longer were more satisfied with their jobs.

Jeffrey J Froh et al. (2007) conducted a study, which examined the “association among interpersonal relationships, irrational beliefs, and life satisfaction”. Twenty-eight psychotherapy clients and 207 college undergraduates completed measures of interpersonal relations irrationality and life satisfaction. Results indicated that interpersonal relations predicted life satisfaction, whereas global irrationality was indirectly related to life satisfaction. Specifically, interpersonal relations mediated the association between global irrationality and life satisfaction.
Hakelind, C. (2007) conducted a research on Perceived Interpersonal Relations in Adolescents. In this study, sex differences were shown. It was found that for boys the perceived parenting styles of the fathers had the strongest associations to interpersonal problems, and for girls the perceived parenting styles of the mothers had the strongest associations to interpersonal problems.

Katja Kosir et al. (2007) conducted a research namely ‘The role of interpersonal relationships with peers and with teachers in students’ academic achievement’. The purpose of this study was to examine the relation between social and academic variables in different school periods and to investigate, whether affective and motivational factors can be regarded as mediating variables in the relation between social and academic variables in school. 1,159 students from three different periods of schooling, covering the age range from late childhood through early to middle adolescence, participated in the study. The results showed that the included mediating variables (well-being in school and academic engagement) do not explain the relation between social relations and academic achievement. In younger students, peer relations are related to students’ academic achievement, which does not hold true for older age groups.

Hughes & Kwok (2007) found that teachers can use positive teacher-student relationships indirectly to promote peer relationships and this also helps enhance students’ engagement. Positive teacher-student relationships improve student-to-student acceptance in both current and future years.

Davis (2006) emphasized that good relationships between students and teachers often lead to increased student performance. They implied that examining
the relationship between the student and teacher would provide a good predictor of
the learners’ motivation to achieve academically.

Beckman, T.J, Mandrekar, J. N. (2005) studied the interpersonal, 
cognitive and efficiency domains of clinical teaching: construct validity of a multi-
dimensional scale. In this study Principal factor analysis revealed interpersonal, 
clinical teaching and efficiency domains. In the interpersonal domain there is a 
trend towards higher scores for lower ranking faculty. Significant findings are: 
i. higher overall scores in the interpersonal domain, ii. Higher scores for assistant 
professors in the interpersonal domain and iii. Higher scores for male than female 
faculty in the interpersonal and clinical teaching domains.

Paolo Guenzi and Ottavia Pelloni (2004) conducted a research namely 
"The impact of interpersonal relationships on customer satisfaction and loyalty to 
the service provider". This study focus is that ongoing customer relationship is the 
most distinctive aspect of relationship marketing. To date we still have a poor 
understanding of the role played by interpersonal-related factors in gaining and 
developing customer loyalty.

Davis (2003) found that supportive and positive teacher-student relationships continue to be important and predict positive behavior outcomes even for middle school students.

Rudolph, K. D. (2002) conducted a research on ‘Gender difference in 
emotional response to interpersonal stress during adolescence. In this study he 
found that boys had low level interpersonal relations than girls.
Hamre & Pianta (2001) studied a research on “Early teacher–child relationships and the trajectory of children’s school outcomes through eighth grade”. This study showed that strong and supportive relationships between teachers and students are fundamental to the healthy development of all students in schools.

McEvoy & Welker (2000) found that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior in schools.

Wentzel and Caldwell (1997) found that there is a significant interaction between the teacher-student relationship and gender. The results showed that adolescent girls reported better relationships with teachers than boys did.

Collins and Russell (1991) stated that girls and boys have very different relationships with their fathers and mothers.

Benenson, J. F. (1990) conducted a study entitled ‘Gender differences in social network’. One of the results was that the adolescent girls tend to rate higher in interpersonal relationship than boys.

Maccoby, E. (1990) found that the adolescent girls had higher interpersonal relations than boys.

Clark & Reis (1988) organized their review of relationship research "around interpersonal processes that affect the course and conduct of interpersonal relationships, rather than, common in the literature, relationship types (e.g. friendship, marriage)" and they emphasized processes associated with interdependence, assessing the closeness of a relationship, or its properties of
interdependence of interest. At least one instrument recently developed to assess interdependence reveals that assuming a relationship is close based on its type (e.g. a family relationship) is an uncertain and unreliable method.

Hawley and Klaukave (1988) investigated associations between social support health practices and life satisfaction among 23 men and 41 women aged 60 to 75 years. Analysis showed that subjects satisfied with interpersonal relationships were more satisfied and engaged in more healthful practices than subjects who were not satisfied.

Fred C. Feitler, William Wiener, and Arthur Blumberg (1970) conducted a study namely, “The relationship between interpersonal relations orientation and preferred classroom physical setting”. In the study, the measurement has been achieved through use of FIRO-B questionnaire. The questionnaire measures needs for inclusion, control, and affection. The purpose of this study was to determine the effect of comfort and discomfort on the amount of learning which takes place. It is intuitively postulated that such a relationship does exist. The interpersonal needs are related to comfort or discomfort within the classroom environment and subsequently with the quality of teaching learning process. The sample consisted of 276 graduates and undergraduates enrolled in courses in the school of education at Syracuse University. The results are those based upon choices and rankings for most frequently desired settings as first and second most comfortable and least comfortable settings. The primary problem investigated was to determine if significant relationship exists between FIRO-B comfort and discomfort with classroom settings. The following first choice relations were found to be significant.1. Wanted Inclusion and most comfortable as
teacher, 2. Expressed Control and least comfortable as student, 3. Wanted Control and most comfortable as teacher. And second choice relations were found to be significant as follows. 1. Wanted Inclusion and least comfortable as teacher, 2. Wanted Inclusion and least comfortable as students, 3. Wanted Control and least comfortable as student, 4. Expressed affection and most comfortable as teacher.

3.2.2. Studies Conducted in India on Interpersonal Relations

Narang , D, Kordia ,K, Meena ,J, and Meena. K (2013) conducted a study namely “Interpersonal relationships of Elderly within the family” which was undertaken in Jaipur city of Rajasthan. The main findings indicate that interpersonal relationships of elderly within the family are satisfactory, because of love and affection between the family members.

Third. S, Mahal. R and Chawla A (2010) conducted a study entitled, ‘Interpersonal relationships of rural adolescent school going girls’ which was carried out in five villages of Ludhiana district namely Hassanpur, Bhanaur, Gahaur, Mohie and Mansuran. The sample consisted of 165 girls studying in XI and XII classes in Government Senior Secondary schools. The study was initiated to study the existing levels of interpersonal relationships and to develop intervention packages regarding interpersonal relationships to bring out optimum change in the knowledge of rural adolescent girls.

Annaraja.P. & Joseph, N.M (2007) conducted a research namely “Interpersonal Relationship and Stress coping ability of Teacher Trainees”. Some selected objectives of the study were 1. To find out the level of interpersonal relationship of teacher trainees with respect to sex, qualification, locality of native
place, religion and optional subject,  2. There is no significant difference between male and female teachers in their interpersonal relationship, 3. There is no significant difference between religion and interpersonal relations. Findings of the study are: 1. There is no significant difference between male and female teachers in their interpersonal relationship and 2. There is no significant difference between religion and interpersonal relations of teacher trainees.

Shamshad Ali And Najma Amin (2002) conducted a study on “A comparative Study of the leadership style, interpersonal relationship and effectiveness of the recruited and promoted Principals of Delhi”. In this study 30 Principals and 310 teachers were taken from each Government Senior Secondary School of Delhi. Interpersonal Relations Description Questionnaire was used to measure in the study. The findings were that the recruited and promoted principals perceived to be using interpersonal skills to a level of greater extent and they were found to be in the higher end in the overall use of interpersonal skills. The recruited principals are more human relational than the promoted Principals.

Rajeevalochana (1981) in her study took 150 schools to measure the administrative behaviour of the principals or headmasters/headmistresses of the secondary schools in Tamil Nadu. The study measures and finds out the relationship among administrative behaviour , organizational climate and teachers morale. It measures and establishes relationship between the administrative behaviour and the traditional or progressive character of schools, measures teachers and finds out its relationship with the traditional or progressive character of the school. The major findings of the study were: 1.There was no significant relationship between the administrative behaviour of the principals and
organizational climate of schools, 2. There was negative relationship between the
dogmatism of the school principal and the teachers’ morale.

3.3. Studies on Job Satisfaction

“Job satisfaction is an elusive, even mythical, concept that has been
increasingly challenged and refined particularly”. The job satisfaction of an
employee is a topic that has received considerable attention by researchers. The
most important information to have regarding an employee in an organization is a
validated measure of his/her level of job satisfaction. Research specifically
pertaining to job satisfaction amongst teachers has recently begun to receive much
attention owing to the decrease in popularity and status of the teaching profession
as a whole as well as to the high teacher turnovers recorded in many countries
over the past few decades.

3.3.1. Studies Conducted Abroad on Job Satisfaction

Taslim Khan , Mishra .G.P (2013) conducted a research , ‘ Promotion as
Job Satisfaction, a study on colleges of Muscat, Sultanate of Oman.’ The study
examines the degree to which Academic staff working in higher educational
institutes experiences a different level of job satisfaction from promotion. This
empirical literature on Job Satisfaction is positively associated with the colleges in
Muscat, Sultanate of Oman. The present research finding indicates that an
academic teaching employee where satisfied with the promotion, there was a
significant difference in the level of satisfaction.

Naushaba Atta, Shamsa Aziz, Sana Sallahuddin, Hamid Hassan (2012)
conducted a study entitled, ‘A Comparative Study of Regular and Contractual
Teachers’ Job Satisfaction’. The findings were: 1) There is a significant difference between job satisfaction of Regular and Contract teachers on fringe benefits aspect of Job Satisfaction. 2) There is no significant difference between job satisfaction of Regular and Contract teachers on Promotion, Supervision and coworker aspect of Job Satisfaction.

Safdar Rehman Ghazi et al. (2011) studied a research on “Job satisfaction of head teachers for the selected twenty dimensions of job in Bannu (Pakistan)”. The purpose of this study was twofold. First, the study was to document facet-specific levels of job satisfaction of the head teachers as measured by the Minnesota Satisfaction Questionnaire. Secondly, the influence of four selected demographic characteristics on twenty facets of job satisfaction was investigated. The findings are: 1. Compensation, Working Conditions, Social Status, and School Policies and Practices were the facets of job which contributed to low satisfaction. 2. The head teachers were satisfied with the facets of their job, i.e. Advancement, Social Service, Creativity, Recognition, Supervision Human Relation, Security, Independence, Colleagues, Supervision Technical, Authority, Responsibility, Achievement, Ability Utilization and Variety.

Voris, Brenda.C (2011) conducted a research on "Teacher efficacy, job satisfaction, and alternative certification in early career special education teachers.” Data indicated the majority of participants were satisfied with their decision to accept their current teaching positions. Length of teaching experience had little effect on respondents’ reported job satisfaction. Most teachers in the sample indicated satisfaction with their teaching position from their initial year through fifth year. No significant loss or gain was reported in teachers’ degree of job
satisfaction across the years targeted in the study. There was no indication of
dissatisfaction as participants gained teaching experience. Teaching assignments
did not have a significant influence on their degree of job satisfaction. However,
traditionally certified teachers within the collaborative setting indicated a slightly
lower degree of job satisfaction than their alternatively certified counterparts.

Irum Saba (2011) conducted a study on “Measuring the Job Satisfaction
Level of the Academic Staff in Bahawalpur Colleges”. The purpose of this study is
to inspect the job satisfaction level of academic staff in Bahawalpur. Important
factors that have an impact on job satisfaction level are work itself, pay, promotion
opportunities, working conditions, job security and co-workers. A sample of 108
teachers was selected by stratified random sampling from the five Government
Colleges of Bahawalpur. Simple percentages indicate that academic staff of the
colleges is more satisfied with the work itself, pay, working conditions, job
security and co-workers and less satisfied with the promotion opportunities.
Working condition is a factor that influences the job satisfaction level of the
teachers. One of the reasons for this satisfaction is that in the government
institutes, there is only one head teacher who does not intervene in the matters of
the individual teachers and gives them autonomy. Another reason for this
satisfaction is that most of the teachers are in this profession for more than 21
years. Now they have become used to the working environment and understand the
things well. Another factor that affects the satisfaction of the academic staff is job
security. Relationship with the co-workers is also a factor of satisfaction for the
teachers. From the analysis of data it is found that 83% teachers are satisfied with
their co-workers because they cooperate with them and also provide them sufficient support whenever they need.

Azhar Mahmood et al. (2011) conducted a research on “Job Satisfaction of Secondary School Teachers: A Comparative Analysis of Gender, Urban and Rural Schools”. In this study Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their works. The findings were drawn after the descriptive and inferential analysis, means, standard deviation and ‘t’ test, was run to test the hypotheses. Generally teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions. Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teachers’ job satisfaction.

Lornah C. Nakera Sirima and Moses Wesang’ula Poipoi (2010) conducted a research on “Perceived factors influencing public secondary school teachers’ job satisfaction in Busia district, Kenya”. The objectives of the study were to establish perceived factors that influenced teachers to join the teaching profession and establish the strategies used by school management to motivate teachers. The findings of the study were that teachers may be more satisfied in schools with good working environment if their terms and conditions are improved. The study recommended that; in-service courses are needed for teachers to get equipped with current knowledge; and that the Government of Kenya should allocate more funds to the Ministry of Education for it to be able to employ more teachers to cater for the deficit and improve the methods of promotion in the teaching service so that many teachers grow faster.
Alhzami, Fatemah (2010) conducted a research on job satisfaction among female head teachers in Saudi Arabian Secondary Schools in the city of Abha using a qualitative methodology. The study found that female secondary school head teachers’ overall attitudes to their job in the five schools were negative. Unfortunately, factors of dissatisfaction outnumbered factors of job satisfaction. Achievement, helping students, and salary were the chief sources of satisfaction, while factors of dissatisfaction were linked to educational administration by the education authorities outside the school, including lack of cooperation and inconsistent decisions (e.g. in the application of regulations), lack of delegated authority, constrained budgets, limited training and development opportunities, poor supervision, and high workload and, to some extent, poor school infrastructure, including a lack of maintenance, poor facilities, and challenges because of school location. The study is important from the point of view of the head teachers, because their performance depends on satisfaction in the role, which in turn affects the whole school and the community.

Malik (2009) studied 120 faculty members regarding their job satisfaction, he suggested that level of job satisfaction among the male was much lesser as compared to female faculty, he further asserted that work itself and advancement were highly correlated with job satisfaction.

Muhammad Madi Abdullah et al. (2009) conducted a study on “Job satisfaction among secondary school teachers”. In this study the researchers found that the differences in the job satisfaction among secondary school teachers in Sabah with respect to gender, service category, job title, tenure and place of origin. The teachers’ job satisfaction were determined by two separate measures namely
overall and facet specific overall job satisfaction. The work dimension factors were clustered into six comprising pay, working conditions, co-workers, promotion, work itself and supervision. This study reveals that secondary school teachers in Tawau and Sabah were generally satisfied with their job; there is a significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts.

Bowen and Cattell (2008) found the relationship between job satisfaction and gender to be significant, with a larger number of females reporting higher levels of job satisfaction than their male colleagues.

Mehmet Gursel Sonmez and Mustafa Yunus Eryaman (2008) conducted a research on “ A comparative analysis of job Satisfaction levels of Public and Private school teachers in Tokat, Sivas, Amasya and Çorum”. This study aims to determine whether differences exist between job satisfaction levels of Public school teachers and of teachers who were transferred to private education institutions from public schools due to retirement or resignation. The findings were: 1. There is a statistically meaningful difference between teachers who work at private educational institutions and teachers who work at public schools. Additionally, job satisfaction level of teachers who work at private educational institutions is higher than teachers who work at Public schools. 2. The second main factor after salary factor, which causes the difference in job satisfaction level is social status. The results indicate that the teachers who got transferred to private
schools from Public schools’ status had an increased job satisfaction level because of the positive change in their social status as they transfer to private schools.

3. The factor that makes public school teachers’ job satisfaction level higher than private school teachers is “job security” as a result of the weakness of job security at private education institutions.

Martin (2007) found no significant differences in the mean scores between the gender categories for job satisfaction in his study on a employee’s perceptions of job satisfaction in a tertiary institution.

Alf Crossman and Penelope Harris (2006) conducted a study on “Job Satisfaction of Secondary School Teachers in U.K”. Low job satisfaction has been cited as a possible cause of the current teaching crisis in the U.K. The results indicate a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest. No significant difference in satisfaction was found when the data were analyzed by age, gender and length of service.

Shamima Tasnim (2006) studied “Job Satisfaction of the primary teachers working in Dhaka city, the capital of Bangladesh”. The findings were: 1. Both male and female teachers are highly dissatisfied with poor salary structure. 2. A big number of male and female teachers are satisfied with this profession because of permanency of the job. 3. Both the male and female teachers having higher degrees than the required qualifications are dissatisfied but the teachers having minimum qualifications are found satisfied. The female can join the position having inferior qualification to the men candidates. Female teachers are getting favour in required
educational qualification. 4. Both male and female teachers remarked that head
teachers’ role is an important factor in the context of job satisfaction. They desire a
participatory, democratic and cooperative head teacher. 5. Urban school teachers
are more satisfied than the rural schools’ teachers. 6. Infrastructure of urban school
is found better than the rural school.

Best, Edith Elizabeth (2006) conducted a research on “Job satisfaction of
teachers in Krishna primary and secondary schools in United States, North
Carolina”. The level of teacher satisfaction and morale is a primary predictor of
overall student academic success in schools. Satisfied teachers may also have a
positive effect on the affective, moral, cultural, and spiritual lives of their students.
There are two main categories of work that affect teachers' job satisfaction. The
first category concerns the intrinsic nature of teaching. Intrinsic factors act as
motivators and can give positive satisfaction. The second category concerns factors
extrinsic to teaching, such as the physical environment. Extrinsic factors can
contribute to more or less dissatisfaction but are not motivating forces for
satisfaction. Results were analyzed with correlations and one-way ANOVA. For all
the ten factors of job satisfaction, there was a statistically significant relationship
with overall job satisfaction for teachers in Krishna primary and secondary
schools. This relationship existed for the intrinsic motivating factors of positive job
satisfaction, namely: (a) responsibility, (b) work-itself, (c) advancement, and
(d) recognition. When teachers, students, and school location had a culture in
harmony with the practice of the Hare Krishna religion, teachers were significantly
more satisfied with many aspects of their work.
Ssanga and Garett (2005) while studying Herzberg’s conception found that both Hygiene and Motivator induce job satisfaction among university academics. They observed that Co-Workers’ behavior, Supervision and work Itself are more related to job satisfaction while working environment and Promotion are more related to Job dissatisfaction.

Josias (2005) conducted research in an electricity utility in the Western Cape and found the relationship between gender and job satisfaction to be insignificant.

John O Okpara et al. (2005) studied a research, ‘Gender differences and job satisfaction: a study of university teachers in the United States.’ The purpose of this study was to examine the effects of gender on the job satisfaction of U.S academics. The findings of this research showed that there are gender differences apparent in the job satisfaction levels of University teachers surveyed for this study. Female faculties were more satisfied with their work and co-workers, whereas, their male colleagues were more satisfied with their pay, promotions, supervision, and overall job satisfaction.

Luthans (2005) found that people are more likely to show dissatisfaction if their working conditions are exceptionally poor.

Weston and Bryan (2004) conducted a research on Job satisfaction and retention of secondary agriculture teachers. This study investigated the level of job satisfaction of Missouri secondary agriculture teachers. It was concluded that all teachers were generally satisfied with their first year of teaching. They were also generally satisfied with their current employment position and had relatively the
same degree of job satisfaction increase over time from their first teaching position to their current position.

Muhammad Saeed Akhtar (2000) conducted “A comparative study of job satisfaction and customer focus of Islamic elementary school teachers in Michigan”. The purpose of this study was to investigate elementary school teachers' perceptions of customer focus as practiced in Islamic schools in Michigan. In addition, the study compared Islamic elementary school teachers' perceptions of customer focus in education and their levels of job satisfaction with teachers in Public and Catholic schools. A total of 107 teachers in nine Islamic schools participated in the study by completing three instruments: Customer Service Orientation Scale, Job Satisfaction Survey, and a short demographic survey. The results of the statistical analyses showed that the teachers in Islamic schools were generally satisfied with all aspects of their jobs, but their satisfaction was somewhat lower than teachers in Catholic schools. While their perceptions of customer focus appeared to be positive, their responses were significantly lower than those of teachers in Public schools.

Robbins (1998) employees prefer work environments that facilitate opportunities to do a good job and where they can perform well, as well as environments that offer personal comfort. He also found that employees who work with supportive colleagues will be more satisfied than those who do not.

Samu, K. P., Amaranathan (1998) conducted a research on Factors Relating to Job Satisfaction of Secondary School Teachers in the District of Balakong. The study showed that teachers in the Balakong area were dissatisfied with their job. They were dissatisfied in eleven of the elements related to job
satisfaction. However they were satisfied with security provided by the job. There was a significant and strong relationship between personal life with working experience, age, sex and salary. Among the elements of intrinsic factors, work itself showed the highest mean. The lowest mean was shown by promotion. In the hygiene factors job security showed the highest mean and co-worker showed the lowest mean.

Clark (1997) who made use of a large-scale British data set to investigate the relationship between gender and job satisfaction. He found that women reported significantly higher levels of job satisfaction than men,

Joseph Wu Keung-Fai (1996) studied “A bilingual version of the Job Descriptive Index”. It was administered to a convenient sample of 415 secondary school teachers to assess their job satisfaction with respect to their work itself, pay, opportunities for promotion, supervision, and colleagues. As a whole, teachers were neither satisfied nor dissatisfied. Government school teachers reported the highest level of satisfaction with Pay and Promotion scales. Teachers teaching mainly junior form students reported the highest level of satisfaction in the Colleagues scale.

Nhundu (1994) found in his research that “Self-appraisals and role-clarity factors emerged as the major predictors of overall job satisfaction among teachers in Zimbabwe”. An important finding was that self-appraisals were a better predictor of overall job satisfaction than the appraisals by the teachers' supervisors. This could indicate that supervisors are not as well informed about the inner feelings, experiences and perceptions of an employee as they assume. Background variables such as gender, school level, and school size did not seem to be stable
predictors of job satisfaction among Zimbabwean teachers. It also appears from this study that intrinsic, rather than extrinsic factors played an important role as precursors to perceived job satisfaction among this population of teachers.

Cranny et al. (1992) studies showed that when employees perceive few opportunities for advancement, they tend to be negative about their job and organization. They also found that the relationship between age and job satisfaction was linear - younger employees were less satisfied with their jobs, but this increased with age.

Perkins (1991) found that teachers are most satisfied with their co-workers and least satisfied with monetary aspects of teaching.

Fay Rodgers-Jenkinson and David W. Chapman (1990) conducted a study on “Job satisfaction of Jamaican elementary school teachers”. This study investigated correlates of job satisfaction among public and private Jamaican elementary school teachers. Results indicated that the quality of school working conditions and respondents' relationships with other teachers were significantly related to satisfaction for both public and private school teachers. School prestige and parental encouragement were also significant predictors for public school teachers; leadership style, organizational structure, and teacher-parent relationships predicted job satisfaction for private school teachers.

Wisniewski (1990) found that there were mainly three related factors that influenced “The job satisfaction experienced by Polish teachers”. These were good pay, good organization of the school, and the atmosphere in the school - an
environment congenial to the teachers' needs, as well as good conditions for experimenting in teaching and education.

Conley, Bacharach and Bauer (1989) examined “The relation between working environment and teacher dissatisfaction working at elementary and secondary schools in New York”. In this study, high levels of role ambiguity and neutralizations were associated with high levels of career dissatisfaction. They both together proved to be significant predictors of dissatisfaction. Positive supervisory behavior emerged as a significant negative predictor of dissatisfaction with both primary and secondary school teachers. When classroom environmental factors were considered, elementary school teachers with manageable class size, less student learning problems, and less student behavior problems reported a lower level of career dissatisfaction.

Carr and Human (1988) conducted a study in a textile plant in the Western Cape and reported no significant relationship between gender and job satisfaction.

Kalleberg and Loscocco (1983) found that younger employees were more satisfied than their elders.

Rhodes (1983) analyzed the results of eight studies that investigated the relationship between age and job satisfaction. He concluded that there is a positive relationship between age and overall job satisfaction.

3.3.2. Studies Conducted in India on Job Satisfaction

Ganai.G.A, and Shamaaz Ali (2013) conducted a research on Job satisfaction of higher secondary school teachers in relation to their seniority and
stream of education. 100 Higher Secondary teachers have been randomly selected from various Higher Secondary Schools of District Srinagar. The Senior Higher Secondary school teachers are more satisfied with regard to their job than Junior Higher Secondary school teachers.

Madhu Gupta and Manju Gehlawat (2013) conducted a study entitled ‘Job Satisfaction and Work Motivation of Secondary School Teachers in Relation to Some Demographic Variables: A Comparative Study.’ The findings of the study are: i. A significant difference was found in the job satisfaction of more experienced and less experienced teachers. On comparison of mean scores, the less experienced teachers were found to possess higher job satisfaction than the more experienced teachers. ii. No significant differences were found in the job satisfaction of male and female teachers.

Khajuri. Rewa and Sharma N.R (2011) conducted a research on “Difference in social Cohesion among Teachers of Senior Secondary Schools”. The present research work has been carried out on a sample of 250 female teachers working in 31 Government Higher Secondary schools of Jammu district with the help of Job Satisfaction questionnaire for teachers by S.K.Sexena. The present research reveals that the teachers had higher level of job satisfaction. It is obvious that the pleasant relationship at the workplace is an indication of job satisfaction.

Arun Kumar Singh (2010) conducted a study of “Academic Record, Adjustment and attitude as correlates of job satisfaction among the central school teachers of Eastern Uttar Pradesh”. The study was conducted on 500 central school teachers of eastern Uttar Pradesh. The main aim of the study was to assess
the job satisfaction of central school teachers and its correlation with academic record; adjustment and attitude towards teaching. The results of the study indicated that 1. Female central school teachers have less satisfaction than Male central school teachers, 2.Teachers working at different designations like SGT, BT Assistant, and PGT do not differ in regard to their job satisfaction.

Neelakandan.R (2010) conducted a research on “Job satisfaction of Teachers in relation to organizational health”. The sample selected for the present study is 420 of all levels from Cuddalore District of Tamil Nadu. Job Satisfaction Scale constructed by Amar Singh and T.R.Sharma was used in this study. The results revealed that teachers differed in their job satisfaction level.

Jasmine Maria Sylvester (2010) conducted a study on “Attitude towards Teaching Profession and job Satisfaction of Teacher Educators”. The study is used to find out if the expressed attitude and job satisfaction were influenced by their characteristics like gender, location of their institution, educational qualification and year of teaching experience. The result reveals that 1. There is no significant difference between male and female teacher educators with regard to job satisfaction in their teaching profession. 2. There is no significant difference between teacher educators belonging to urban and rural areas with regard to job satisfaction in their teaching profession. 3. There is no significant difference between teacher educators having M.Ed, and M.Phil qualifications with regard to job satisfaction in their teaching profession. 4. Number of years of total teaching experience does not have influence on the job satisfaction in teaching profession.

Milan T. Mistry (2010) conducted a research “A Study for Teachers’ Relationship between Job Satisfaction and Mental Health Awareness”. The
present study was conducted to determine the relationship between job satisfaction and mental health awareness of teachers. A sample of 90 teachers (45 male and 45 female) working in the different schools of Ahmedabad was taken. The main findings of the study were; (1) There is no sex difference in job satisfaction of teachers, (2). There is positive relationship between job satisfaction and mental health awareness of teachers.

Muchhal.M.K, and Chand Satish (2010) conducted a study of accountability of primary school teachers in relation to their job satisfaction. Data were collected from 150 primary school teachers belonging to both private and Government primary schools of Baghpat district of Uttar Pradesh. Teachers who are more job satisfied are highly accountable towards their job and who are less job satisfied are less accountable towards their job. In the study it was also found that female teachers are more accountable and more satisfied towards their job than their male counterparts.

Nasir Ali and Zaki Akhtar (2009) studied a research on “Job Status, Gender and Level of Education as Determinants of Job Satisfaction of Senior Secondary School Teachers”. The present study was an attempt to ascertain the job satisfaction of senior secondary school teachers as a function of gender, job status and the level of education. The results of present research revealed that: 1. The degree of job satisfaction among female teachers was found significantly more in comparison to male teachers, 2. Postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers and 3. Teachers holding only postgraduate degree were significantly more satisfied than the teachers holding Ph. D. degree.
Chamundeswari. S, and Vasanthi (2009) conducted a study on “Job Satisfaction and Occupational Commitment among teachers”. The target population for the present study was the teachers in different categories of schools, namely, State Board, Matriculation Board and Central Board Schools. The Manual for the Minnesota Satisfaction Questionnaire (Weiss and others, 1967) was used to find out the Job Satisfaction of teachers. The result reveals that 1. The Matriculation school teachers have better job satisfaction when compared to the State Board school teachers, 2. The Central Board school teachers have better job satisfaction when compared to the State Board school teachers and Matriculation school teachers.

Savery (2009) conducted a research on “Relationship between job satisfaction and Life Satisfaction among B.T. Assistant teachers”. This study aimed at finding the relationship between job satisfaction and Life Satisfaction among B.T Assistant teachers in Trichy and Lalgudi Educational District of Tamil Nadu with regard to gender, type of school, location of school, discipline, marital status, monthly income and experience in teaching. The study was carried out on a sample of B.T Assistant teachers. The major findings of the study are: 1. Majority of B.T Assistant teachers showed a moderate level of job satisfaction and life satisfaction. 2. There was a significant difference between Aided and Government school B.T Assistant teachers in their extent of job satisfaction. 3. There was significant association between job Satisfaction and total number of years of teaching experience of B.T Assistant teachers.

Ravindrakumar, A. Bhandari and Patil, N.H. (2009) studied “Job satisfaction of woman Teachers working in Primary and Upper primary schools of
Gulbarga city”. The questionnaire contains encouragement, incentives, working condition and other factors such as sanction of leave, work convenience, etc. The study found that a few of the women teachers are facing certain problems such as lack of coordination and cooperation in the work place. Majority of these teachers are satisfied with their work, job and salary.

Amaladoss Xavier S.J (2009) conducted a research “A Relationship between Job satisfaction and teaching competency” of 96 Post graduate chemistry teachers working in Kanyakumari revenue district of Tamil Nadu. In order to measure the job satisfaction of the teachers, the investigator used the job satisfaction tool constructed by S.X. Sexanna. One of the findings of the study is that the level of post graduate Chemistry teachers is average in their Job Satisfaction.

Seenivasan.C (2007) conducted a study to know “The job satisfaction of Higher Secondary School Teachers in Tiruchendur, Tamil Nadu”. The job satisfaction of teachers was analyzed on the basis of variables: age, sex, qualification, experience, spouses’ education, spouse’ employment and size of the family. In this study, it was found that the teachers belonging to different age group, sex, gender, educational qualification, experience of the teachers, spouse’ education, the size of the family of the teachers did not differ significantly in their overall job satisfaction.

Mary and Raj (2005) conducted a research namely “Job Satisfaction of Government School Teachers in Pondicherry Region”. The findings are: (1) Job satisfaction of Government school teachers (overall and at all level) in Pondicherry region was not high. Overall job satisfaction level showed that 39 per cent of the Government school teachers had low, (40% had average and 21% high)
level of job-satisfaction. (2) No significant difference was found in job-satisfaction between gender, medium of instruction, locale, educational qualification, salary and religion. (3) There was no significant difference among teachers irrespective of experience, age, subjects and type of school.

Sharma (2005) compared the “Job Satisfaction of three groups of physical education teachers teaching in high schools of Himachal Pradesh”. The majority of the teachers are satisfied with their job according to the job satisfaction components. They are satisfied with their work, work condition, salary, security, promotional policies, institutional plan and policies, relationship with their co-workers, functioning of authorities (head) and their competence.

Kaneez Fatima, (2002) conducted a study “Job Satisfaction among Secondary School Teachers”. The findings of the study are 1. Teachers working at secondary school level have been found satisfied with their jobs to a great extent. 2. No significant difference has been found in the degrees of job satisfaction of : (a). Male and female secondary school teachers, (b). Married and unmarried school teachers. 3. Teachers working in the schools situated in urban areas have been found more satisfied with their jobs than those working in semi-urban areas. 3. No significant difference has been found in the degree of job satisfaction between English, Hindi, and Marathi medium teachers.

Rama (2000) conducted a study “The Relationship between Job Satisfaction and Life Satisfaction among Secondary School” in Rayallessma area of Andhra Pradesh for this study. The finding of the study is that there is a significant relationship between the level of life satisfaction of the teachers and their job satisfaction.
3.4. Studies on Organizational Climate

Researchers in organizational behavior have long been interested in understanding employees’ perceptions of the work environment and how these perceptions influence individuals’ work-related attitudes and behaviours. Early researchers suggested that the social climate or atmosphere created in a workplace had significant consequences. Employees’ perceptions of the work context purportedly influenced the extent to which people were satisfied and performed up to their potential, which in turn, was predicted to influence organizational productivity. Organizational climate comprises of cognate sets of attitudes, values and practices that characterize the members of a particular organization. In recent years theorists have provided a number of schemata by which formal or complex organizations may be categorized. Although such schemes can be applied to schools, the resultant classifications have added little to one’s understanding of this special type of organization; nor have they in any significant way served as catalysts for educational research. Schools are umbilical organizations: they are conceived and born of a central administrative body but their links with such are never completely severed. Therefore, within education systems namely Local, State and National – there are to be found many similarities in the formal structure and processes to fit school progeny.

3.3.1. Studies Conducted Abroad on Organizational Climate

Olorunsola, E. O. and Arogundade, B. B. (2012) conducted a study namely “Organizational Climate and Lecturers’ Job Performance in South West Nigeria Universities”. The study investigated organizational climate and academic staff job performance in the Federal and State Universities in south west Nigerian
universities. The result of the analysis showed that the predominant climate of Federal Universities was opened while that of the State was closed in terms of motivation, communication and resource availability. It was also revealed that lecturers’ job performance was at a moderate level in both Federal and State Universities. There was significant difference in the organizational climate of Federal and State Universities while there was no significant difference in the job performance of lecturers in the federal and state universities.

Angeliki, Lazaridou, Ioannis . G. Tsolakidis (2011) conducted a study on “An exploration of organizational climate in Greek high schools”. This study was important for being the first to assess the organizational climate of State high schools in a Central Greece district. Second, climate has demonstrable influence on organizational effectiveness. The study may provide useful information about the OCDQ-RS as a research tool. The findings are: 1. The quality of the teaching force in the Poseidon school system may be difficult, especially in its Island schools, 2. The principal sets an example by working hard himself / herself which was seen to occur often, 3. Teachers in Poseidon secondary schools were seen as "sometimes" to "often" enjoying good collegial relations and affective states they were seen as respectful of one another's professional competence, mutually supportive, happy with their work, proud of their school, and of good morale. Students, on the other hand, were seen as less fortunate, only sometimes being trusted, or included in school governance, 4. Some teachers in this sample attributed more supportive behaviour to principals than others. Specifically, those teaching in rural schools, those with 5-9 years of teaching experience, those who had been in their current schools for 5-9 years, those aged 30-39 and men, 5. The OCDQ-RS provides a
window on teachers' social relationships with one another (the Intimacy set of items) and the degree to which they and their principals help and support one another (one item in the Teacher Engagement set, and the items relating to principals' behaviours.

Eric C. Eshbach and James E. Henderson (2010) conducted a study on “The Symbiotic Relationship between New Principals and the Climate of the Schools in which they lead”. This study sought to determine the relationship that exists between the leadership style of elementary principals’ first year of leadership and the organizational climate of the school to which they are assigned to lead.

Huseyn Gul (2008) studied a research on “Organizational Climate and Academic Staff’s Perception on Climate Factors”. This study aimed to find out how managers and academicians working in the organization perceived their organization and how they responded to the variations arising from climatic changes in the organization. The findings showed that there was a significant difference in five dimensions between academicians who were in the post of management and those who were not: managers scored more than the rest.

Ghodsy Ahghar (2008) studied “The role of school organizational climate in occupational stress among secondary school teachers in Tehran”. The study results revealed that: (a) 40.02% of secondary school teachers experience occupational stress at a moderate or higher level; (b) the rate of occupational stress among teachers can be predicted. using the scores on the school organizational climate; this predictability is highest for the open climate and gradually decreases through the engaged, and disengaged to the closed climate; (c) among the teachers working in the disengaged and closed climate, the rate of occupational stress
significantly exceeds that recorded among the teachers working in the open climate.

Pan Xiaofu and Qin Qiwen (2008) conducted a study “An Analysis of the Relation between Secondary School Organizational Climate and Teacher Job Satisfaction”. This study investigates and analyzes the relation between the secondary school organizational climate and teacher job satisfaction using a self-designed school organizational climate scale based on studies in China and abroad. The findings showed that except for interpersonal factors, there are significant correlations between the various factors of school climate and the different dimensions of teacher job satisfaction. Regression analysis further finds significant correlations between school climate and such factors of teacher job satisfaction as nature of the job, leadership, salaries, and opportunities for advanced studies, promotion, and physical conditions.

Adeyemi T.O. (2008) conducted a study on “Organizational Climate and Teachers’ Job Performance in Primary Schools in Ondo State, Nigeria: An Analytical Survey”. This study investigated the relationship between organisational climate and teachers’ job performance in primary schools in Ondo State, Nigeria. The findings revealed that most of the schools are run in open climate with respect to type of organization. The level of organizational climate in the schools was however, very low. The level of the teachers’ job performance was equally low. A significant relationship was however found between organizational climate and teachers’ job performance.

Gunbayi (2007) in his study examined “The difference in the levels of the variables related to the school climate factors among the teachers”. As a result of
the analyses, all the teachers reported open climate in relation to the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in relation to the factors of risk and in reward.

Usman Khalil (1998) conducted a study namely “School climate as perceived by secondary school teachers of the Federal Capital and four Provincial Capital of Pakistan.” The findings revealed that: 1. The secondary school teachers of Lahore showed the most positive perception toward the school climate against their counterparts. 2. The unmarried teachers perceived their school climate more favorably than the teachers 3. The novice teachers perceived the school climate more positively than the experienced teachers and 4. The non government /semi-government teachers perceived the school climate more positively than the government teachers.

Bassou, El. Mansour, (1989), studied “The Organizational Climate in Secondary Schools in the State of Indiana”. This study assessed the perceptions of high school principals and teachers relative to school climate in Indiana high schools. The instrument employed in the study was the Organisational Climate Description Questionnaire (OCDQ). These four conclusions were: (1). A difference existed between the perceptions of principals and teachers regarding the school climate in Indiana high schools. (2). Principals and teachers tended to perceive the climate as being different. One group tended to perceive the climate as open, while another group perceived it as closed. In some schools, teachers and principals hold the same perceptions of the school climate as being open or closed. (3) The school climate as perceived by principals and teachers did not indicate significant differences regarding the size of the school. (4) The school climate as
perceived by principals and teachers did not indicate significant difference regarding the population make-up of the school.

Aaron M. Pallas (1987) undertook a study on the “School Climate in American High Schools”. The major findings of the study were as follows; 1. Most of the teachers in the sampled schools believed that the schools in which they work were perceived by them as positive school climate. 2. There was high level of principal leadership co-operation; teacher moral and teacher control revealed in the study. 3. It was found that there was a close association between the school climate and academic achievement of pupils. 4. Characteristics of classroom climate, teachers’ background, school size, students’ conditions, school location, type of management in which the teachers are working, were the some of the factors determining school climate and teacher morale.

Henry A. Seymour (1981) conducted a study on the “Validity of the subscales of the Organizational Climate Description Questionnaire using selected Mississippi Junior Colleges”. The purpose was to determine the validity of the subscales of the Organizational Climate Description Questionnaire. The Findings of the study were: 1. There is significant difference between Halpin and Croft's covariance matrices and the covariance matrices obtained from the junior college sample for the subscales, Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration. 2. There is significant difference between the types of organisational climate.
3.4.2. Studies Conducted in India on Organizational Climate

Priyanka Sharma (2013) conducted a study of organizational climate and stress of police personnel. The present research is an attempt to study the organizational climate of the police organization in the militancy affected state of Jammu & Kashmir. The findings are: 1. There will be significant difference in the perceived organizational climate of police as perceived by the lower and middle level police personnel. 2. The total perceived organizational climate score is higher amongst male police personnel and there is a significant difference between male and female police personnel in the perceived organizational climate.

Babulal (2012) conducted a study on “Organizational Climate of Secondary Schools of Haryana” using Organisational Climate Description Questionnaire’’ (OCDQ) which was refined by Sharma, M. L in 1972. Findings of the studies are: 1. There is no significant difference between the climate of rural and urban secondary schools of Haryana, 2. Urban secondary schools are bit better than the rural secondary schools due to some basic organizational climate of rural schools.

Gitali Choudhury (2011) conducted a research namely “The dynamics of organizational climate: an exploration in Banaras Hindu University, Varanasi (Uttar Pradesh)”. Organizational climate is a measure of the feel of the internal environment of an organization which is perceived by an outsider and/or an employee according to their business with the organization. Organizational climate has a great impact on employees' behavior. If the climate of an organization is open and friendly, employees feel comfortable and if it is very formal, then such a comfort level may not be felt.
Maninder Jit Khanna (2010) conducted a study “Comparative study of Leadership Behavior of Principals in relation to job satisfaction of teachers in Government and non-government schools of U.Ts. The results revealed that the leadership behavior of Principals and job satisfaction of teachers do not differ significantly in Government and non-government schools of U.T., Chandigarh. That is Principals of non-government schools are more effective as compared to their counterparts in Government schools. On the job satisfaction, teachers of non-government schools are found to be more satisfied.

Chamundeswari, S. & Uma, V.J. (2008) conducted a study on “Achievement motivation and classroom climate among students at the Higher Secondary Level”. The findings of the study were: (1). There is a significant difference in achievement motivation and classroom climate among students in different categories of schools at the higher secondary level, (2). The classroom climate perceived by the Central Board school students is much better than State Board school students and Matriculation school students and (3). There is a positive correlation between the achievement motivation and classroom climate among students in different systems of education at the higher secondary level.

Dharma Raja, W.B, and Thiagarajan, P.A. (1998) conducted a study on “School organizational climate and teacher-effectiveness of Boys Higher Secondary Schools in Tuticorin”. The findings of the School Organizational Climate are 1. Of the twelve schools studied, there prevailed a controlled climate in eleven and autonomous climate in one school. 2. Among the eleven schools having controlled climate, in five schools most of the teachers were having average effectiveness in teaching and in the rest of the schools the teacher had either low
effectiveness or high effectiveness. 3. In the schools having autonomous climate, half of the teachers had medium teacher effectiveness and the rest high teacher effectiveness.

Senthil Kumar, (1998) in his study aimed to study “The gender differences of perception towards organizational climate and leadership behavior”. His major findings included: 1. There was no significant difference between male and female teachers in perception towards organizational climate if tough nature and consideration oriented. 2. There was a positive relationship between organizational climate and leadership behaviour of unformulated initiation in the subgroup Panchayat union school headmasters.

Krishnan.S,  Santhana and Stephen. M. (1997) found out the organizational climate of schools in their study. Their major findings were: 1. Teachers working in schools with different qualifications significantly differed in their organizational climate. 2. Teachers working in highly controlled climate school affected the organisational climate more than those working in the low controlled climate. 3. Teachers working in different categories (boys, girls and co-education) of the schools were also significantly differed in their organizational climate.

Puravi.K (1997) found that majority of schools were in open climate and the teachers in open climate enjoyed more job satisfaction than other climates. The study also showed that female teachers had more satisfaction with their job than the male teachers.
Rama Mohan Babu, V. and Venkita Rami Reddy, A. (1996) studied “Organizational climate of residential and non-residential schools”. The related findings were all the six types of climate were found in the Thirupattur Educational district. 1. Twenty three percent of schools had found open climate and familiar climate. Each seven percent of schools were prevailed autonomous and controlled type of climate and each twenty percent of school had found paternal and closed types of climate. 2. All the six types of climate were found in Tirupattur Educational District. 3. It was found that the open type of climate contributed for high level of job satisfaction, and 4. There was no significant relationship between organizational climate and the academic achievement of pupils.

Kanubhai R. Patel (1995) collected sample which was selected by multistage random sampling procedures from 40 secondary schools located in semi-urban areas of Rayalseema in Andhra Pradesh. They used OCDQ developed by Halpin and Croft, tool for collection of data. The findings were: 1. All types of climate existed in both residential and non-residential types of school. 2. There was no association between type of school and type of climate. 3. There was no significant difference in climate found between men teacher of residential and non-residential schools. The experienced teachers of residential schools were significantly greater in thrust than those working in non-residential schools. 4. There were significant differences between men and women teachers’ perception on climate in case of the residential schools but not in the non-residential schools.

Johnson J.D (1993) studied a research on “Relation between School Organizational Climate and Achievement Motivation, Attitude and academic
achievement of the students in the city of Madras”. In his study he found that male and female teachers felt different type of school climate in the city of Madras.

Balasubramanian.N (1989) conducted a research in the following demographic variables: sex of the teachers, locality of schools, professional experience of the teachers, professional qualification of teachers and specialization at basic degree level with respect to class room climate. He found that these variables do not influence the class room climate.

Amaranth (1980) conducted a study, “Comparative study of the organizational climate of Government and privately managed higher secondary schools in Jullundur District”. The major hypotheses of the study which were: 1. There were global differences among the government and privately managed higher secondary schools on each dimension of the organizational climate, 2. The organizational climate of the two types of schools did not differ significantly and 3. The variable of principals’ behaviour were more dominant than those of the teachers behaviour in accounting for variations in the organizational climate. The major findings of the study were higher secondary school as a group did not differ significantly in their organizational climate, but differs from school to school and no two schools had similar organizational climate which was attributed to the differences in the personality traits of the principals and teachers.

Sharma M.L. (1974) aimed to replicating Halpin and Croft’s study on a random sample of schools in Rajasthan. 1. The major findings included were in addition to identifying the eight dimensions of organizational climate given by Halpin. Some new dimensions namely psychological hindrance, alienation, control
and humanized thrust manifested by the leader was composed of thrust and consideration of OCDQ. 2. The study was in consonance with the findings of Halpin and Croft with respect to principal’s behaviour. Significant positive correlations were found between i. Faculty age and disengagement, ii. Faculty size and disengagement, iii. Teacher satisfaction and school climate, iv. Headmaster effectiveness and school climate, v. Leadership behaviour of the principal and school climate and School climate and teacher satisfaction, headmaster effectiveness and school effectiveness.

3.5. Studies on Relation between Interpersonal Relations and Organizational Climate

Both Indian and abroad studies are mentioned in this caption.

Martina Miklavcic Sumanski et al. (2011) conducted a research namely “Revealing interpersonal relationships in working groups”. The result showed that the interpersonal relationships in smaller groups were better, which in turn means that there are greater opportunities to acquire new knowledge in the group.

Upasana Singh and Kailash B. L. Srivastava (2009) conducted a research on Interpersonal trust and organizational citizenship behavior. This study investigates the relationship between certain individual level determinants of interpersonal trust and its impact on organizational citizenship behavior. The results indicate that interaction frequency, consistency, and competence are significant predictors of interpersonal trust. Interpersonal trust is positively associated with organizational citizenship behavior.

Michie and West (2002) suggested that innovative and effective organizations are places where members have a shared belief of an appealing
vision of what the organization is trying to achieve. They view organizations as a high level of interaction, discussion, constructive debate, and influence among the members as they go about their work. In turn this creates high levels of trust, cooperative orientations, and a sense of interpersonal safety characterize interpersonal and inter-group relationships.

Berman et al. (2002) identified common strategies for promoting a climate of friendship. The strategies included providing employees the opportunity to socialize; encouraging them to act friendly toward one another and to seek each other for emotional support; and training supervisors to establish positive relationships with employees.

Jehn, K. A., & Shah, P. P. (1997) got positive interpersonal relationships at work which have an advantageous impact on both organizational and individual variables. Research has demonstrated that friendships at work can improve individual employee attitudes towards organizational support.

Williams & Burden (1997) in their study examined “The classroom environment from an interpersonal perspective on teaching which concerns creating and maintaining a positive, warm classroom atmosphere conducive to learning”. The focus is on the relationship between students and teachers. Teachers have both direct and indirect influence on students. As a result they contribute to the learning environment of these students.

Schneider, Brief and Guzzo (1996) found that four dimensions of organizational climate as nature of interpersonal relationships considered as the
overall perception of organizational operations and practices shared by members of the organization.

Cherniss (1991) found that Positive interpersonal relationships at work have an advantageous impact on both organizational and individual variables. Research has demonstrated that friendships at work can improve individual employee attitudes towards organizational support.

Rousseau (1985) found that managers may be instructed to promote a climate of openness and friendship among their staff and to set positive examples of desired workplace relationships.

3.6. Studies on Relation between Job Satisfaction and Organizational Climate

Both Indian and abroad studies are mentioned in this caption.

Veenu Khurana (2013) conducted a study namely Organizational Climate and Job Satisfaction of Teachers in Schools. The present sample included 30 Rural and 30 Urban Schools of District Panchkula in Chandigarh. The findings were:

1. There is a significant difference in the job satisfaction between male and female teachers. The female teachers are enjoying more job satisfaction. 2. No significant difference was found between rural and urban teachers in their job satisfaction. 3. There exist no significant relationship among the teachers in respect to their location of work and type of school. 4. It is found that the teachers working in open climate are enjoying very high level of job satisfaction.

Anthonia Adenike (2011) conducted a study on Organizational climate as a predictor of employee job satisfaction. The findings of the study are: i. Product
Moment Correlation Coefficient analysis finding shows that there is a significant positive relationship between organizational climate and job satisfaction.

Rodrigues, George (2011) conducted a study namely ‘A study of organizational climate in professional college libraries and information centres in Mangalore city’. The study is used to find the significant difference among the types of professional college libraries with regard to organizational climate and to identify the factors of organizational climate which are responsible for better organizational climate and employee satisfaction. 72 library professionals working in professional college libraries in Mangalore were involved in this study as sample. The results concluded that by providing better physical facilities, strengthening the reward system, job security, and promotion facilities provide for increased level of satisfaction that leads to better organizational climate.

Abdul Latif, et al. (2010) conducted a study which was aimed to examine the relationship between organizational climate and nurses’ job satisfaction within the context of the Government hospitals in Bangladesh. The results showed that nurses perceived a moderate level of organizational climate and job satisfaction. The relationship between organizational climate and job satisfaction was found to be significantly positive.

Kindt, Carol Ann (2008) conducted a study namely, “Relationship between Organizational Climate and Job Satisfaction among Middle School Principals in Central Florida”. The purpose of this study was to determine the degree of job satisfaction among middle school principals in Central Florida and to identify and analyze the relationship between organizational climate and job satisfaction characteristics. Results of this study found that the majority of the
respondents were Caucasian (84%), male (56.9%), between 41 and 50 years of age (41.7%), and held a master degree (64.7%) or doctorate (27.5%). Thirty-six percent (36%) of the respondents reported working as a middle school principal for 4 to 7 years, with 1 to 3 of those years in their current school (44%). Statistical analysis of the relationship between measures of organizational climate and measures of job satisfaction revealed that middle school principals in Central Florida rated their overall mean satisfaction with their position and the district generally high. Data analysis revealed that the statistically significant climate variables leading to job satisfaction were: professional effectiveness, relationship with subordinates, peer, and supervisors, and participation with decision making. Only assignment of a mentor was found to be a statistically significant predictor for Central Florida middle school principals' ratings of importance with position characteristics.

Fisher, J., Milner, K., & Chandraprakash, A. (2007) conducted a study on Organisational climate, job tension and job satisfaction in a South African call centre case study. The main purpose of the study was to investigate the relationship between organizational climate and job satisfaction. The results of this study reported a strong positive relationship between the two variables. The findings of this study postulated a positive relationship between organizational climate scores and job satisfaction scores.

Peek, R.C. (2003) found a positive relationship between organizational climate scores and job satisfaction scores in his study.

Anju Mehrotra (2002) conducted a study on “A Comparative Study of Leadership Styles of Principals In Relation To Job Satisfaction of Teachers and
Organizational Climate in Government and Private Senior Secondary Schools of Delhi”. Findings of the study were: 1. It was found that there was no significant relationship between Job Satisfaction of teachers and Organizational Climate on various dimensions in Government Schools and Private Schools. 2. No significant relationship was noticed between Job Satisfaction of Teachers and Organizational Climate in Government schools as well as Private Schools. 3. Majority of the government schools (28.57) have Autonomous climate followed by 21.42% schools which have Familiar Climate, Controlled and Closed climate was exhibited by equal number of schools (10.71% each). Again 14.21 % schools have Open and Paternal Type climate.

Natarajan (2001) conducted a study on ‘School Organizational Climate and Job Satisfaction of Teachers’, to classify the higher secondary schools of Tirupattur Educational District in Tamil Nadu into different organizational climates. Findings of the study were: 1. The higher secondary schools of Tirupattur Educational District have all the six types of climates viz., open, autonomous, familiar, controlled, paternal and closed. 2. There exists a significant sex difference in the job satisfaction of teachers in favour of female teachers. 3. There is neither significant difference in the job satisfaction of married and unmarried teachers nor of rural and urban teachers. 4. There was no significant relationship between the locations of work the type of management under which they work the length of their experience. 5. The organizational climate and the job satisfaction of teachers were very high. 6. The teachers working in an open climate have a very high level of job satisfaction.
Hayat (1998) conducted a study and focused on ‘‘Organizational climate, job satisfaction and classroom performance of college teachers.’’ He found through his study that age, qualifications, staff size, length of service and stay in college were significantly correlated with job satisfaction of teachers in open and autonomous climates. He found open climate in majority of colleges and college teachers with high scores on job satisfaction performed better in classroom.

Taylor and Tashakkori (1995) found that a positive school climate is associated with increased job satisfaction for school personnel.

Abdul Samad (1986) conducted a Study of ‘‘Organisational Climate of Government High Schools of Chandigarh and its Effect on Job Satisfaction’’. The findings of the study were: 1. Teachers in more open climate schools enjoyed job satisfaction than teachers of less open climate schools. 2. Teachers in more open climate schools enjoyed more job satisfaction with respect to principal than teachers in less open climate schools. 3. Teachers in more open climate schools were more satisfied with respect to colleagues than teachers in less open climate schools. 4. Teachers in more open climate schools were more satisfied with the facilities provided in schools than teachers in less open climate schools. 5. Teachers in more open climate schools were more satisfied with respect to Miscellaneous regarding Personal Characteristics than teachers in less open climate schools. 6. No significant differences were found between teachers working in open climate schools and teachers working in less open climate schools on the sub-scales, manager, society, emoluments and students. 7. There was no significant relationship between the dimension of disengagement and the sub-scales, manager,
society, emoluments and facilities. 8. No significant correlation existed between organizational climate dimensions of hindrance, intimacy and aloofness and all the eight sub-scales of the job satisfaction scale. 9. There was a positive correlation between dimension of esprit and four sub-scales of job satisfaction, viz., principal, colleagues, students and some characteristics. 10. Production emphasis was significantly related with job satisfaction sub-scales principal and emoluments. 11. A significant positive correlation was found between the dimension of thrust and sub-scales of job satisfaction, viz., principal, manager, colleagues, emoluments, facilities, students, miscellaneous regarding personal characteristics. 12. The dimension of consideration was significantly related with six sub-scales of job satisfaction, viz., principal, manager, society, emoluments, facilities and miscellaneous regarding personal characteristics. 13. Male and female teachers did not differ significantly in their perception of some dimension of organizational climate, viz., disengagement, hindrance, intimacy, aloofness, production emphasis, thrust, and consideration. 14. Teachers belonging to lesser age group (20-30 years) perceived disengagement to be higher than those of the over-age group (42 years). 15. Significant difference was found among the four groups of teachers categorized on the basis of experience (0-5 years, 6-11 years, 12-17 years and 18 years and above) on the dimension of esprit. But no difference was found in these groups on the dimensions of hindrance, intimacy, aloofness, production emphasis, thrust and consideration. 16. Female teachers expressed greater openness of climate than their male counterparts. 17. Teachers belonging to the lesser age group (20-30 years) expressed lesser openness of climate than the other two, older, age groups (i.e. 31-41 years and 42 years and above). 18. Teachers with 18 years and above
teaching experience expressed greater openness of climate than those with 0-5 years of teaching experience. 19. Female teachers were more satisfied with their job than their male counterparts. 20. Teachers of 20-30 years of age were less satisfied with subscale Principal of the Job Satisfaction Scale than teachers with 42 years or above the age of 21. Teachers with less years of teaching experience (0-5 years) indicated significantly less satisfaction with Principal than teachers with more years of teaching experience.

Singh (1985) established that 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, psychological hindrance and higher on esprit, intimacy and humanized thrust as compared to the average and low performance schools.

Field, R.H.G., and Abelson, M.A. (1982) conducted a research namely ‘Climate: A reconceptualization and proposed model’. One of the objectives of this study was to determine whether there was a strong positive relationship between organizational climate and job satisfaction. Pearson’s product–moment correlation was used for this analysis. The findings of this research indicated that there was a strong positive correlation between the two variables.

Schneider, B. and Snyder, R.A. (1975) found some relationships between job satisfaction and organizational climate. The results of this study reported a strong positive relationship between the two variables. The findings of this study
postulated a positive relationship between organizational climate scores and job satisfaction scores.

3.7. Studies on Relation between Job Satisfaction and Interpersonal Relations

Both Indian and abroad studies are mentioned in this caption.

Noraani Mustapha and Zaizura Che Zakaria (2013) conducted a study to determine the influence of interpersonal relationship and daily workload on job satisfaction among lecturers in Public Universities in Kelantan. Data was collected from 320 academic staff using self-administered research questionnaires. The data was analyzed using Pearson Product Moment Correlation and the result indicated that there was positive significant relationship between interpersonal relationship and job satisfaction.

Geeta Rani and Tyagi. M. K. (2011) conducted a study entitled “Study of Interpersonal Relationship between Teachers and Principals - A Survey”. This study concluded that healthy interpersonal relationship among teachers and principals is of prime concern for the betterment of the institution. It is a two way communication. Both the parties have to contribute for this. So let’s make Interpersonal Skills’ crucial ingredients as a part of our life. To the fullest extent possible, the task of the principal is to provide the teacher with a level of support and guidance. All teachers have strengths and through better Interpersonal skills, Principals can utilize these strengths for getting better results in academic and other administrative activities.

Ryanecz (2010) conducted a study namely, “The impact of interpersonal relationships on the general job satisfaction.” He found that the impact of
interpersonal relationships at work on general job satisfaction was evaluated. First, a scale was constructed to evaluate satisfaction with interpersonal relationships at work and this scale was applied to 209 hospital workers. An exploratory factorial analysis obtained a satisfactory result of two factors and satisfactory internal consistency between the items. Subsequently, the scale was applied to 321 workers at 7 health centers. An ordinal logistical regression showed that interpersonal relationships at work have a significant impact on the general job satisfaction.

Edwards and Cable (2009) found that the interpersonal relationships have a significant positive influence on job satisfaction.

Sledge, Miles and Coppage (2008) ranked interpersonal relationships with supervisors and peers as factors that can influence job dissatisfaction but would have little success in creating job satisfaction in workers.

Sachau (2007) argues that, while generally Herzberg’s theory has an important effect was an error estimate that workplace relationships are not conducive to experience job satisfaction significantly.

Karen Van Petegem et.al, (2006) conducted a study on “Relationships between teacher characteristics, interpersonal teacher behaviour and teacher wellbeing. This research examined that the relationship between formal teacher characteristics, interpersonal teacher behaviour as perceived by the teacher and teacher wellbeing. Teacher gender has an influence on how he or she perceives his or her submitting-opposing interpersonal behaviour in the classroom. Male teachers with children can be situated closer to the cooperating pole of the interpersonal teacher behaviour typology. Male teachers without job security and
teachers without job security who have children perceive themselves more as leaders with helpful/friendly behaviour in comparison with colleagues who do have job security. Further, years of experience have an impact on teacher wellbeing. Also, the wellbeing of teachers with a high score on the dominance-cooperating quadrant of the scale increases, whereas the wellbeing of teachers with a high score on the submission-opposing quadrant decreases.

Shermont and Krepcio (2006) found Interpersonal relationships with preceptors to be associated with developing a sense of belonging and higher job satisfaction in new graduates.

Melinda et. al (2005) in their findings concluded that teachers who perceived that they were empowered in their work environments had higher levels of interpersonal trust in their principals. Teachers who found their work personally meaningful, and who reported significant autonomy and substantial influence in their work environments had higher levels of interpersonal trust in principals. Paper also recommended that Principals should consider suggested strategies that can strengthen teachers’ perceptions of empowerment, reinforce trustworthy behaviors, and support beliefs in the honesty, integrity, and reliability of supervisors.

McNaughton (2005) found that Interpersonal relationships of new graduates were associated with job satisfaction.

Jaime X. Castillo (2004) described the amount of variance in faculty member’s overall level of job satisfaction. The male faculties were generally satisfied with their jobs as compared to female faculties. The factor “work itself” was the most motivating aspect for faculty. The factors “recognition,”
“supervision,” and “relationships” explained the variability among faculty members’ overall level of job satisfaction.

Barry R. Nathan at el. (1991) conducted a study on “Interpersonal Relations as a Context for the Effects of Appraisal Interviews on Performance and Satisfaction: A Longitudinal Study”. The field study reported here examined the effect of interpersonal relations between supervisors and subordinates on the content and efficacy of performance appraisal reviews. One to two months after the reviews occurred and two to four months after interpersonal relations were measured; subordinates' reactions to their review was measured along with their job satisfaction, and their supervisors' evaluations of their performance. Even after statistically controlling the favorableness of performance evaluations, it was found that subordinate reactions to review were affected by interpersonal relations and by three measures of review content: the evaluation criteria used the opportunity for subordinate participation and the presence of career discussion. The three content variables also had effects on subordinate performance and satisfaction.

Forchuk (1994a) found that Interpersonal relationships of new graduates were associated with job satisfaction.

Holloman, Charles. R (1973) studied ‘Characteristics of Interpersonal Relations in Municipal Government’. The researcher defined interpersonal relations as the interaction between two or more persons who are directly involved with each other in the context of their work environment. According to the researcher, results showed that significant increases were affected by the willingness of managers to seek and maintain more open relationships with their subordinates, their colleagues, and their superiors.
3.8. Studies on Type of Organizational Climate

Both Indian and abroad studies are mentioned in this caption.

Veenu Khurana (2013) found that the higher secondary schools of District Panchkula were found to have all the six types of climate viz. open, autonomous, familiar, controlled, paternal and closed. Open climate was found in more number of Private schools and familiar climate was found in Government schools.

Alavi H R, Jahandari R (2005) conducted a study on the organizational climate of Kerman Shahid Bahoner University. The study was concluded that the organizational climate at the university was closed climate.

Natarajan. R (2001) in his research “The study of Organizational Climate and Teacher Morale” found all the six types of climate viz., open, autonomous, controlled, familiar, paternal and closed climate in Dharmapuri Educational District of Tamil Nadu.

Rama Mohan Babu, V. and Venkita Rami Reddy, A (1996) in their research “Organizational Climate of Schools in Relation to type of school and Sex of teachers”, they found that all the six types of climate were found in the Tirupattur Educational District of Tamil Nadu.

Jayajothi (1992) found that the central schools of Madras region differ in their organizational climate. There exist all the six types of climate viz., open, autonomous, controlled, familiar, and paternal and closed climate.

Srivastava (1985) carried out a research on the perceptions of teachers and Principals about the organizational climate. The conclusions were that teachers
generally perceived the organizational climate of their institutions as closed whereas principals perceived it as open.

Varshneya, P.K (1981) conducted a research namely “A study of Relationship between Organisational Environment and Teacher Effectiveness”. In his study he found that the Paternal Climate was the most frequently perceived followed by controlled, autonomous, open familiar and closed climate.

Patel (1975) in his study using OCDQ on 12 selected schools of Khoduman District reported that no school is found to have paternal climate.

Sharma (1973) took up the study, “An investigation into Organization Climate of Secondary Schools of Rajasthan”. In his study he found that ‘open’, ‘Autonomous’ or ‘Familiar’ climates had a smaller staff as compared to the other climate type school.

Sharma M.L. and Santhanam M.R. (1972) made a study on school organizational climate and teachers classroom behaviours. The main objective was to investigate that how the organizational climate of the school affects the classroom behaviour of the teachers. The sample consisted of three schools which represented the open, controlled and closed climate, each.

3.9. Insight gained from the Review of Related Literature

The purpose of literature review is to make the researcher aware of the gaps in research. Through the review of related literature, the researcher became aware of the fact that many studies have been conducted on job satisfaction and organizational climate in corporate sectors as well as educational institutions in India as well as abroad in various dimensions. Through the review, the researcher
also realized that very few studies had been conducted to explore the interpersonal relations of employee in an organization. The organizational climate of an organization is important to its members and may often positively or negatively affect their job satisfaction.

The researcher totally quoted 159 studies. Among 159 studies, 32 studies deal with Interpersonal Relations, 52 studies deal on Job Satisfaction, 27 studies deal on Organizational Climate, 9 studies deal with the relation between Interpersonal Relations and Organizational Climate, 15 studies deal with the relation between Job Satisfaction and Organizational Climate, 14 studies deal on the relation between Interpersonal Relation and Job Satisfaction, and 10 studies deal with the Type of Organizational climates.

These studies helped the researcher to define the scope of the present study. The review further reveals that no attempt was made by any researcher to find out the relation between 1. Organizational Climate and Interpersonal Relations, 2. Job Satisfaction and Interpersonal Relations, 3. Organizational Climate and Job Satisfaction of Elementary School Teachers in Salem District. In order to fill this gap the researcher has taken up these new dimensions. viz, 1. Interpersonal Relation, 2. Job Satisfaction and 3. Organisational Climate.

3.10. Conclusion

Thus the review of literature gives the researcher a great deal of insight into the methods, measurements, subjects and approaches used by other researchers which lead to significant improvement of the research design of the present study.