CHAPTER - II
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REVIEW OF RELATED LITERATURE

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CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter the problem has been stated, the objectives have been clarified, the hypotheses have been formulated and the delimitation has been stated. The present chapter deals with the related literature in this area. Different researches were studied and significant findings are stated as follows:

To clarify the different findings in the area, the studies have been classified into the following headings, although the different factors and variables can never be completely isolated from one another for analysis. They are grouped to give an indication of their relative contributions on the School Organizational Climate, Job Satisfaction and Educational Attainment.

(1) Organizational Climate
(2) Job Satisfaction
(3) Achievement
(4) Organizational Climate and Achievement
(5) Organizational Climate and Job Satisfaction
(6) Job Satisfaction and Achievement.

(43)
2.1 Studies on Organizational Climate

Franklin (1975) conducted a study and found that (i) the openness of climate in contrast to closedness of the climate did not lead to 'high' or 'low' effectiveness of the teacher education programme. However, the dimension 'esprit' indicated a significant effect on the low side; (ii) the teachers' rapport with the principal and the teacher educators, the teachers' job satisfaction, the teachers' salary, the teacher educators' satisfaction with work load, the community support and pressure, and the curriculum issues had a significant and contributing effect making the teacher education programme less effective in the state of Gujrat; (iii) there was no significant difference in morale of teacher educators with an urban background and those with rural background; (iv) moral of teacher educators was not significantly related to the number of years of teaching experience of the teacher educators; (v) the background data of the teacher educators in colleges of education in Gujrat did not show any marked difference under the six climate categories.

A study conducted by Kirton and McCarthy (1988) found that the identification of similarities in preferred ways of working and associated personality characteristics within occupational groups constitutes a cognitive climate within the overall organizational
climate. The empirical evidence for this hypothesis is reviewed together with studies that examine the effect of inferred forces that act on the individual who finds his-self/her-self in an alien cognitive climate; selective recruitment and turnover, reported pressure and copies behaviour and inter-personal clashes.

Schein (1986) conducted a research and found six major mistakes that should be avoided by managers trying to create an organizational culture that can be used as a management tool for improved productivity, quality of work life and helping to regain competitive edge.

Wellisch et al. (1978) did work on "School management and organization in successful schools : ESAA in-depth study of schools." Three aspects of school management and organization that were differentially related to school success are discussed: administrative leadership in instruction, co-ordination of instrumental programmes throughout the school and policy regarding academic standards. Whereas in another study Neito (1980) found four types of organisational climate. He also reviewed the three models for investigating and measuring this climate. Milstein, Golaszewski and Doquette (1984) conducted a study and found that females were more stressed than males about the belief that their students were not doing as well as they could because they were not trying hard enough; Pre-school and
Kindergarten teachers were less stressed about student effort than subjects as any other grade level, while third and fourth grade teachers were most stressed about this issue. It was postulated that teachers who were exposed to a stressful environment for extended periods of time become more capable of coping or becoming "numbed" to their environment.

Hopkins (1984) too studied on organizational character of teacher education and found that the relative failure of efforts to change teacher education results from a lack of understanding of the dynamic of change and a lack of consideration of the organizational structure of teacher training institutions.

James et al. (1979) investigated that climate affects the environment. Whereas Slancik, Staw and Poody (1980) found that turnover of twenty university departmental heads at a large mid Western University was found to be an interactive function of the paradigm development of the field, the resource interdependence among departmental members and the turbulence of the historical period of an administrator's headship.

Bunker and Wijnberg (1985) in their study found that the analysis of data on organizational climate and its impact on outcome in public social service organizations (PSSOs) posits the role of the first line supervisor as a
possible leverage point for reducing the negative effects of organizational culture on social service workers and their performance.

Krausz (1986) studied on power and leadership in organizations and found a relationship between types of power and leadership styles (LSs) in organizations and the effect that these types of power and LSs have on the culture, climate and results of an organization.

Boocock (1978) conducted a research and analysed the differential factors of roles, role relationships and social environment in the classroom.

Brophy (1986) did the research on teacher influences on student achievement. The investigation indicated that students achieve more where their teachers emphasize academic objectives in establishing expectations and allocating time, use effective management strategies to ensure that academic learning time is maximized, pace students through the curriculum briskly but in small steps that allow high rates of success and adapt of curriculum materials based on their knowledge of students characteristics. Qualitative research also indicated that teachers differ in how they perform such instructional behaviours as giving information, asking questions and providing feedback. Context-specific effects are noted with respect to grade level socio-economic status (SES),
ability and affect and teacher intentions. It was concluded that any attempt to improve student achievement must be based on the development of effective teaching behaviour.

Other findings obtained by Tripathi (1978) were — (i) under rural-urban dichotomy, only on autonomous climate, percentage difference was highly significant; (ii) under government private dichotomy percentage difference on open climate was significant; (iii) on professional attitudes, the mean differences between rural and urban colleges, government and private colleges and girls’ and boys’ colleges were not significant; (iv) there existed a statistically significant relationship between 'thrust' and attitude towards child-centred practices; and (v) 'disengagement' showed significant negative relationship with attitude towards class-room teaching and teachers. While Koth Pillai (1973) analysed that climate was positively related to pupil performance and innovative index and teacher morale was highly significantly correlated with pupils' performance and teacher morale. Besides, schools nearer to the open end of the continuum were found to have higher levels of pupils' performance.

Srivastava (1986) found that civil services possessed a stronger belief than bank employees even then they had democratic set up.
Pandey (1986) found in her research that rural schools were having a tendency towards the closedness of school climate, whereas Gupta and Swaroop (1981) investigated in their study that (i) the school educational climate deferred from open to closed from one type of school to another; (ii) the personality factors of effective teacher differ significantly from one type of school organizational climate to another, (iii) the research found that only five factors B, E, Q₁, F, Q₄ are highly positive related with teaching effectiveness and also 5 factors I, Q₃, O, M, N and Q₂ having high negative correlation; (iv) factors B, H, O, Q₄ came out to be very important factors for teaching effectiveness.

Gupta (1978) investigated and found that (i) out of 100 schools, 15, 15, 14, 20, 26 and 10 schools were perceived by their respective staff as open, autonomous, familiar, controlled, paternal and closed respectively; (ii) Headmasters of different climate type schools were found to differ significantly on eight dimensions of LBDQ, namely, "Demand Reconciliation," "Tolerance of Uncertainty," "Initiation of Structure," "Tolerance of Freedom," "Role Assumption," "Consideration," "Production Emphasis," and "Superior Orientation;" (iii) Tolerance of uncertainty mean score was reported highest for headmasters of "Paternal" type climate schools and lowest for "Closed" climate type schools; (iv) headmasters of "Open" climate
type schools scored highest "Integration" mean score whereas the same was lowest in case of "Closed" climate type schools (v) there were significant positive relationship between school climate and all the different dimensions of LBDQ; (vi) there were no significant relationships between school climate and factors A, C, E, H, N, O, Q, Q_1, Q_3 and Q_4 of 16 PF (vii) the following predictor variables for predicting the school climate were located: (a) consideration (leadership behaviour dimension), (b) Predictive accuracy (c) Expedient Vs Conscientious, (d) Toughminded Vs Tenderminded, (e) Practical Vs Imaginative and (f) Group-dependent Vs Self-sufficient.

Panda (1975) revealed that (i) Headmasters in their administrative behaviour were more self-oriented, authoritarian, traditional, academically apathetic and rejecting on the one hand, and less effective in communication, less co-operative, less outcome oriented and less permissive on the other; (ii) the ideal administrative behaviours were others-oriented, outcome-oriented, permissive, co-operative, constructive and adaptable and the least described traits were authoritarian, academically apathetic, traditional and rejecting; (iii) Headmasters of effective schools were more others-oriented, less authoritarian and less rejecting; (iv) the headmasters of urban schools were more adaptable, outcome-oriented and effective in communication and less rejecting; (v) the
headmasters of Boys' schools were less authoritarian, less communicating, less outcome-oriented and less permissive as compared to the headmasters of Girls' schools; and (vi) the background factors that were related to the Headmasters' administrative behaviour were teachers' indifference to carry out work, groupism among teachers, students' indifference to education, level of literacy in the surrounding community, interference in administration by authorities and poor self perception.

Prakash and Mishra (1986) investigated that personal values such as personal enhancement, conformity and Dharma had a low-to-moderate relationship with personal and organizational outcomes. These results were consistent with the writings of human relations theorists.
2.2 Studies on Job Satisfaction

Lavinga (1974) found in studies (i) primary teachers were more satisfied than secondary teachers; (ii) female teachers were more satisfied than male teachers; (iii) job efficiency was positively correlated with job satisfaction; (iv) young teachers in the age group of twenty to twenty-four years were more satisfied in both the groups of primary and secondary teachers; and (v) unmarried teachers were more satisfied.

In their study Russell and Farrar (1978) found that beliefs about democratic supervision were more strongly related to job satisfaction than beliefs about autocratic supervision. Whereas, Weaver (1980) studied on job satisfaction and found that Blacks were less satisfied with their jobs than whites, and there was a positive association between job satisfaction and education, age, income and occupation.

Voydanoff (1980) conducted a study and found similar patterns of relationships between perceived job characteristics and job satisfaction for males and females, indicating that they required similar job characteristics to be satisfied with their jobs. Richford and Fortune (1984) investigated that internality was positively associated with job satisfaction and non-manipulative behaviour. Subjects expressed a feeling of positive work.
reinforcement in proportion to the degree that they rejected manipulativeness and espoused internally. The positive relationship between manipulativeness and external locus of control were consistent with previous researches.

Mottaz (1984) investigated that education did not lead to greater intrinsic rewards significantly reduced work satisfaction. Thus, for subjects who reported equal levels of intrinsic rewards, work satisfaction tended to be considerably lower among the better educated subjects.

Firesen, Moldway and Rice (1984) conducted a research and found that there were eight factors of satisfaction through factor analysis. Rapport with students, Resource, Adequacy and salary and benefits did not contribute significantly to the overall job satisfaction of the subjects.

Santangelo and Lester (1985) investigated whether the job satisfaction of Public School Teachers is related to subjectively perceived stress and to the belief in an external locus of control and found that job satisfaction was related to belief in external locus of control for males, but not for females and that job-dissatisfaction was related to subjectively perceived stress for females but not for males.
Adler, Skor and Salvemini (1985) studied and the results demonstrated that job characteristics/job satisfaction correlations that are based on cross-sectionally collected, self report data cannot be seen as unequivocal support for the effects of job characteristics on satisfaction.

Sylvia and Hutchison (1985) worked and investigated the need configurations underlying the motivations of public school teachers focusing on teacher perceptions of pay equity relative to other factors such as work autonomy intrinsic work elements and satisfaction of so-called higher-order needs.

McCullugh (1985) investigated that BSWs were significantly more satisfied with their profession choice and their work performance and found the monetary rewards to be more satisfying than did BSW practitioners. Jorde (1986) in his research presented a model which was built on a social-econological perspective of human behaviour and stressed the dynamics, interactive nature of person-environment variables. The model was applied in an analysis of the ways in which the job satisfaction of childhood educator was influenced by environment and personal variables, cognitive appraisal, coping responses, and individual and organizational outcome.
Gaziel (1986) found that factors designated by Hertzberg as satisfiers were dominant sources of job satisfaction. A comparison of the answers to the two questionnaires indicated that the attitudes towards the items were usually consistent.

In Orpen's study (1986) results indicated that only 2 of the 24 correlations between these outcomes and satisfaction with pay level, raises, benefits and structure were significant, those between pay level and motivation and pay level and involvement. In another study McNeely (1986) found that although work satisfaction levels were similar, variables predictive of male and female satisfaction differed. Important factors of women's work satisfaction were opportunities to use their abilities and adequate pay, whereas male satisfaction was affected more by administrative conditions and perceptions of executive management.

Hartman et al. (1986) analysed by their study that the resulting instrument possessed acceptable reliability, a coherent factor structure and significant convergent and discriminating validity when contrasted with a traditional measure of job satisfaction.
Solly and Hohenshil (1986) found in their study that more than 35% of the responding practitioners were either dissatisfied or very dissatisfied with their jobs, while nearly 65 per cent reported general satisfaction. Major sources of satisfaction included social service provision, co-workers and activity. Major sources of dissatisfaction were school system policies and practices, advancement opportunities, working conditions, salary and supervision. Salary and supervision were significant predictors of overall job satisfaction. Job satisfaction increased as (a) salary increased, and (b) the supervisor's level of training reached or exceeded the level of practitioner and the area of training more closely approached that of a school psychologist. Hill (1987) found that job satisfaction was due to ministering to students and to the work itself, while dissatisfaction arose from factors external to the job. In another study, Champoux (1980) concluded from his study that job scope and psychological response were curvilinear relationship. Quinn, Baldi and Martha (1980) investigated that the form and magnitude of the relationship between level of education and job satisfaction showed no progressive change from 1962 to 1977; level of education was associated with satisfaction with only 2 aspects of workers: jobs challenge and financial rewards; and the relatively small payoffs in job satisfaction that accompany increasing education were found to be offset when job demands failed to keep pace with educational attainment.
Ferratt (1981) inferred from his research the marginal support for the hypothesis that overall job satisfaction is linear function of satisfaction with various job facets.

Sarapatra (1982) found that work satisfaction and efficacy of each method by using various dimensions of importance and size of scale interval significantly affected the results of studies on work satisfaction.

Scheidar (1984) conducted a study and its results indicated that administrators should attempt to determine the level of decision involvement of their staff members by assessing teachers' actual and desired levels of involvement in the decision-making process and should adjust decision-making processes to avoid low levels of involvement.

Cox and Brockley (1984) studied and inferred that satisfaction with work would, for teachers, act as a psychological buffer, reducing some of the detrimental effects of work stress in a way analogous in principle to that of social support.

Sanser and York (1978) found differences in satisfactions with promotions and work (male satisfaction greater than female) were diminished when the effects of age, education, tenure in organization, tenure in present
position and 4 cross-product variables were held constant through analysis of covariance. However, a non-significant observed difference in satisfaction with pay (female satisfaction greater than male) was magnified to significance through analysis of covariance.

Kinlock and Groenheim (1978) investigated that no significant relationship was found between amount of information-seeking and satisfaction with jobs of graduate school. In another study, Van-Sell, Brief and Aldog (1978) found that job satisfaction was positively related to such variables as life satisfaction, age and hours worked per week, negatively related to the women's preference for job income and to the number of teen-agers at home and unrelated to race, educational level, occupational prestige, income level and attitude towards women working.

Bartol and Manhard (1979) concluded that although professional training did have a significant effect on job outcome preferences, sex differences persisted with females giving significantly less emphasis to career objectives and significantly more emphasis to work environment and interpersonal job aspects than males. Analysis of trends showed a convergence of female preferences toward those of males on the 2 dimensions in which sex differences were found.
Leon and Sepulveda (1979) found in their study that a distinction was found between 2 interpretations of F. Herzberg (1966) 2-factor theory of job satisfaction, one referring to the employee's global satisfaction/dissatisfaction with this job (job attitudes) and another referring to concrete satisfying and dissatisfying experiences on the job (raw feedings).

Levinson, Fetchkan and Hohen (1988) and Ben Parat (1980) found the same results in their researches. The findings in these researches were that the job involvement were related with central eye interest and job satisfaction.

Dunkle (1977) concluded that if teachers were told that students possessed certain abilities, this information would act as a self-fulfilling prophecy and the students' performance would improve regardless of innate abilities.

MacPhail and Hyler (1985) inferred that individuality of teachers was important for improving the quality of work life. The same results were obtained in another study by Schmitt and Mellon (1980) and Weyer, Haddap and Neuhauser (1980). The later educationists also found reliability of the test satisfactory.

Chase (1985) found that overall subjects were pleased with their circumstances. They gave highest ratings to items classified as overall job satisfaction followed by
student discipline and curriculum and instruction. Lowest ratings went to School Community relations, but even this was above the scale mid-point. Generally subjects were more positive than negative about their teaching situations.

Lowther, Gill and Coppard (1985) conducted a study. The results have that (i) job satisfaction increased with age; (ii) job values remained constant with age; (iii) job rewards increased with age; and (iv) the major determinants of job satisfaction were intrinsic to teaching for younger teachers and extrinsic to teaching for older teachers.

Levanoni and Knoop (1985) investigated that result did not support to path goal theory.

Schaer and Trentham (1986) conducted study on self concept and job satisfaction and concluded that the 2 instruments had a moderate relationship and that the opinionnaire showed some promise as a valid indicator of teachers' self concept. Results supported the research of V. H. Vroom (1964).

Rudd and McKenry, Patrick (1986) found that family variables (such as child care arrangements, husbands' and children's support of mothers' employment and subjects' perception of how much their total work load interfered with both their household and employment responsibilities)
were accounted for more variations in job satisfaction than did background variables (such as education, occupation, employment status and residence). Whereas James and Tetrick (1986) found job satisfaction and job perceptions reciprocally related.

Duarte (1983) found no significant differences in responses between zones. However, subjects in the northern zone were satisfied with their work. Job functions benefited individual client groups (pupils, teachers or parents) but affected in the suburban zone. Subjects in the northern zone were satisfied with their present duties; other sought wider experiences. The main roles of the psychologist were seen as preventing disturbances and following child development. Satisfactory results were the most positive aspect of the job, lack of resources and information was the most negative aspect. Schools were viewed principally as places for socializing the child and developing the individual.

Wiley (1987) in his research from a battery of measures indicated that various aspects of role conflict were significantly related to work outcomes but not always in the expected fashion. Conflict between job and family roles was negatively associated with satisfaction measures, as predicted, but was positively related to job involvement and organizational commitment. Findings suggested that certain job related attitudes may result in increased levels of inter-role conflict.
Elton and Smart (1988) studied that (i) more men than women were dissatisfied with income, fringe benefits and opportunity for promotion, (ii) those at the highest level of congruence tended to be less dissatisfied than those at the lowest level of congruence. In another study, Shirom and Mazeh (1988) investigated the same findings. White and Spector (1987) analysed that job congruence and work locus of control accounted for almost all of the variance in the age-satisfaction relationship. This study supports the job-change hypothesis which proposed that older workers get more of what they want out of work.

A significant interaction between age and job satisfaction was found by Jayaratne and Chess (1987). It was also revealed that younger social workers (aged less than 41 years), in both administrative and case worker positions, were less satisfied with their jobs. In another study Mottaz (1987) examined that age had an indirect positive effect on work satisfaction through its relationship to work rewards and values. Two common explanations of this relationship—cohort and aging—were examined.

Hanson, Martin and Tuch (1987) concluded that economic sector should be considered as a source of variation in job satisfaction in addition to more conventional structures at the job and organizational levels. Moore (1985) inferred that job satisfaction for men and women is linked
to the benefits and rewards associated with the sectors of the labour market in which they are employed, as opposed to the traditional sex-role values they may bring to their jobs. Furthermore, Lunneborg (1985) studied the job satisfactions in different occupational areas among psychology baccalaureates. Three back ground variables: job related to psychology, job in one's career choice area and further education pursued-enhanced satisfaction on 5 or 6 of the job satisfaction were measured. Organizational jobs were associated with the most overall job dissatisfaction. Implications for under-graduate advisers of psychology majors were also discussed.

Barrett et al. (1980) obtained that more capable subjects were less satisfied with their jobs and indicated the intention to leave the service sooner than less capable subjects. It was suggested that ability was an important moderator of the response to a task and that satisfaction was likely to be maximize when individual abilities matched the requirements of the task.

Adler (1980) did a research and indicated that the hypothesized interaction between satisfaction-dissatisfaction and self-esteem was significant. Subjects high in self-esteem were significantly more internal in their attributions for satisfaction than those lower in self-esteem. The 2 groups were not significantly different, however, in their
attributions for dissatisfaction both groups were more
internal in their attributions for satisfying than for
dissatisfying incidents.

Krampen (1978) could not find any relevant relation­ships between these variables. Job satisfaction in this sample also had no relation to sex, age, profession or vocational experience. Primary school teachers were more satisfied than secondary school teachers. In general 90% perceived themselves as satisfied or very satisfied with their jobs. This result is critically discussed in terms of the Hallo Effect and Dissonance Theory.

Singh (1974) conducted a study and found the following results: (i) teachers scored the highest on social and theoretical values, and the lowest on economic and political values; (ii) age of the teacher did not make any difference to his values; only religious and political values differed due to age, (iii) level of education, training, management of school, location and size of the school had no significant bearing on values of teacher; (iv) values of teachers also differed according to the subject they taught; (v) the professional attitude towards child-centred practices and educational process was more favourable than their attitude towards teaching as a profession, class-room teaching, pupils and teachers; (vi) there was no difference in the attitude of teachers
due to difference in age; male and female teachers differed in their attitude; (vii) teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration; (viii) there was no difference in the level of satisfaction of teachers due to difference in age; female and unmarried teachers were more satisfied with all the factors than the male and married teachers; (ix) there was significant positive relationship between scores on theoretical and social values and scores on attitude, contrary to this there was a negative relationship between scores on economic and political values and scores on attitude; (x) relationship between scores on values and scores on job satisfaction was more pronounced; teachers scoring high on theoretical values were significantly satisfied with their profession; similarly teachers scoring high on social values were also highly satisfied; contrary to this, teacher scoring high on economic or political values were not satisfied with their profession; the relationship was negative and significant in the case of economic values and political values; and (xi) there was a positive and significant relationship between scores on attitudes and scores on satisfaction.

The major findings of the study conducted by Thakkar (1977) were: (i) the differences in most of the categories of educational issues and attitudes H.R. and L.R. were not
significant; (ii) there was no statistically significant difference in most of the categories of educational issues and attitudes between S and NS; (iii) there existed a significant negative correlation between age and rapport; and a significant positive correlation between job satisfaction and rapport; and (iv) there was no correlation between experience and rapport, and survival and rapport.

Mishra and Singh (1987) applied moderated regression and sub group analysis for determining the moderating effect. Moderated Regression analysis confirmed the significant moderating effect.

The main conclusion of the study conducted by Porwal (1987) is that the nationalized and the non-nationalized banks did not differ significantly on the scale of job satisfaction. Whereas Porwal (1987 A) compared personality of job satisfied and the job dissatisfied teachers and found that the satisfied and dissatisfied teachers differ significantly on factors A, C, E, H, L and Q4 of 16 PF.
2.3 **Studies on Achievement or Attainment**

Reis, Hann and Barkowski (1984) found in their research that level of aspiration was unrealistic very high for both the groups of subjects and was not related to actual levels. In another study, Banreti-Funs (1978) concluded that 12 factors for boys and 5 factors for girls did not correlate with Academic Achievement.

Borg (1979) found several significant correlations between teacher coverage and pupils achievement ranging upto 0.67. Teacher coverage scores for the two units were surprisingly stable correlating 0.60 for the first teacher group and 0.87 for the other.

Blane, Pilling and Fogelman (1985) in their research based on a series of multivariate analysis found that differences in the academic attainment of children, who changed their schools generally existed prior to the move. Wright and Cowen (1985) found that experimenter's group did significantly than the control group on report card and monthly social studies grades. In another research Schunk and Hanson (1985) investigated that subjects who observed the teacher model scored higher than no-model subjects on these measures. No significant differences due to type of peer modeled behaviour (mastery/copint) were obtained on any measure. However, Hobbs (1985) found in his research that music aptitude and scholastic aptitude
tests measure dissimilar forms of mental processing which has supported the findings of Gordon's study (1968).

Contrary to their predictions, Vandamme and Schwartz (1985) found that subjects from FA homes scored higher on achievement motivation measures than did subjects from intact homes. Girls from FA homes missed more school and scored lower on tests of masculinity than did girls raised in FP homes. No other mediating variables exerted a significant influence on the results.

Felson (1984) reported on the basis of his research that self-appraisals had moderate effects on later grades and that this effect in part reflected greater effort by subjects with positive self-appraisals. Although self-appraisals affected the degree of test anxiety experienced by the subjects, they did not appear to affect grades. There was some evidence that test anxiety interfered with performance on standardized tests.

Sticker (1985) in his study found that there was no difference between the two groups with regard to postponement of entry into school performance level and ability to cope with the demands of schools in the first grade, repetition of a grade, performance level in secondary school and attendance at a special school. The only significant difference was that more full term than pre-term children attended college preparatory schools.
Cheung (1986) investigated that males had a higher score on self-esteem than females and that while the self-esteem of males was susceptible to the influence of academic achievement, the same was not true for their counterparts. Similar findings were established in a study by E. M. Shaalvik in Norway.

The findings in the research of Marx, Howard and Winne showed that measures of both perception were related to achievement, even after controlling for verbal ability.

Warren, Levin and Tyler (1986) conducted a study and found that holding back a young black child from entering school would be of little value and holding back a young white child would be of value for only a short period of time.

Cant and Spackman (1985) found the reading achievement scores of experimental subjects a significant relative to those of controls. Qualitative data supported the value of the counselling sessions in increasing subjects' self-confidence and self-esteem.

Wilkinson and Burke (1984) found that subjects with higher self-concepts attained better examination scores than those with lower self-concept. No differences were revealed among SES groups, and no main effects were found for ethnic identity of SES on self-concept of ability.
Findings highlighted the need to control for academically relevant variables that may be confounded with ethnic identity in test administration.

Waxman and Sultan (1984) analysed two stage least squares regression which indicated that non-class activities have positive effects on students' educational aspirations but negative effects on students' academic achievement.

Baarda et al. (1983) conducted a study and found that academic achievements were decreased when their fathers lost their jobs and remained low till their fathers were unemployed.

It was found in the study of Azene and Blum (1984) that university graduates showed mastery in experimental skills since they had studied this topic as undergraduates. High school graduates performed worse than seventh graders on the average.

Barney, Fredericks and Fredericks (1984) in their study analysed that academic achievement had an important impact on status. The effect of academic achievement on self-esteem, however, appeared to vary depending on patterns of association with other students and on the values that could be inferred as the basic for status placement in different networks. It was concluded that being well-informed about one's location in a status
hierarchy did not necessarily had the same consequences as being frequently reminded of that location.

Marsh (1984) found that lecturer's expressiveness had substantial impact when extrinsic motivation was low and that added incentives had separated effects on motivation to learn and motivation to perform.

It was concluded in the study of Little (1985) that children's explanation did not simply reflect objective reality and that the interaction between objective and subjective reality was complex.

Mwamwenda and Mwamwenda (1987) found that subjects with high self concepts scored significantly better than subjects with low self concepts in their overall performance as well as in mathematics, English, Science and Social Studies. This study was similar to that of Carpenter and Hayden (1987).


Silva and Alencar (1984) concluded from their research that significant relationship between self concept and academic achievement were found and it was also related to socio-economic status.
Garrett (1949) reported that there is a significant relationship between some personality factors with the academic attainment. There had been a growing tendency to explore the personality factors in the scholastic performance. Super (1949) pointed out that there exists a relationship between intelligence and educational achievements. Emmett (1945) concluded that intelligence is the best predictor of academic success. Jordon (1923) Thurstone (1925), Toops (1926), McPhial (1927), Chauncey (1929), Edds and McCall (1933), Hartson and Sprow (1941), Durflinger (1943), Eyesenck (1947) and Harper (1967) have also reported the same results.

Harris (1931), Engle (1934), Thompson (1934), Spinelle and Nemzck (1944) have reported low correlations between intelligence and scholastic achievements.

Oates (1929) held the view that lack of complete agreement between measures of scholastic achievement and intelligence may not be entirely due to errors in measurement, but probably due to the presence of factors other than intelligence.

Carroll (1943) found out that the bond between mental ability and academic achievement appears to be smaller than is usually assumed. The reason for significant correlation between verbal tests of intelligence and scholastic achievement may be the common underlying linguistic factor (Vineyard and Massey, 1957).
Gunderson and Leonard (1960) also pointed out that verbal tests are more closely related to language-centred achievement than are non-verbal tests. Humphreys and Boynton (1952) concluded that while intelligence is of significance in most school situations, it is not the only factor in academic success.

Munroe (1945) emphasises personality factors in the prediction of academic success. Stern, Stein and Bloom (1956) have pointed out the importance of inter-personal relationships and personality dynamics in achievement. Warburton (1961, 1962a, 1962b) has also found that personality factors are related to academic achievement. Garrett (1949) has also found the same results. Fuchs (1975) demonstrated a positive relationship between the level of academic achievement and the degree of mental health. In another study, Fuchs and Meadows (1976) examined the relationships between three levels (high, average and low) of academic achievement and various interests, mental health and attitudinal variables and found that these variables differentiated significantly and systematically between high, average and low-achieving male and female university students.

Prescott (1938) and, Manguss and Woodward (1949) have stressed the importance of emotional factors in scholastic success.
Stagner (1953) found that high emotionality and self-sufficiency tend to lower achievement.

Furneaux (1957), Kelvin, Lucas and Ojha (1965) reported a positive correlation between neuroticism and attainment at university level.

Lynn and Gordon (1961) found neuroticism associated with academic success.

Eysenck (1957) is of the opinion that good educational attainers should score high on neuroticism and low on extroversion.

Rust and Ryan (1953) have reported no difference in the emotional adjustment scores of academic under-achievers and over-achievers.

Stagner (1953) has found that unstable and maladjusted students did less well than their stable contemporaries.

Assume and Levy (1947) found personal adjustment positively related to scholastic achievement. Berger and Sutker (1956) found that students with high intellectual capacity and adequate personality adjustment achieved better in academic performance. Scott (1958) found that attempted adjustment did not necessarily result in success. Success was dependent on the environment. The best mode of adjustment only maximized the chances of success.
Oates (1929) and Herriott (1929) held persistence to be related to scholastic success. Thornton (1940), Preston and Botel (1952), Barch (1957) and Eysench and Holland (1960) also found that persistence was a significant factor affecting achievement. Morgan (1952) found self-confidence to be positively related to achievement. Carter (1961) found that achievers had better morals and self-confidence than non-achievers. Frankel (1960) found over-achievers conforming to school regulations and better adjusted to the academic situation. Christenson (1956), Popham and Moore (1960) observed that over-achievers differed significantly from under-achievers in their adjustment to college. Roberts (1962) also reports similar results.

Owens and Johnson (1949) concluded that personality adjustment and introversion influenced achievement independently of intelligence. Neel and Mathews (1935) and Super (1949) found achievers tending more towards introversion. Evans and Wrenn (1942) found thinking introversion related to high scholastic success. Furneaux (1956) and Broadbent (1958) showed that high attainers among university students were significantly more neurotic and introverted than low attainers.
Rampaul, Singh and Didyk (1984) found significant positive correlations between self concept, academic achievement and teacher expectations. Only one significant positive correlation was discovered for creativity and teacher expectations. Support for the phenomenon of age grade deceleration and academic retardation with increasing age was discovered. No significant difference between high and low achievers' performance was found in the study of Jyoti (1984).

From the study of Chandran, Treagust and Tobin (1987) results indicated that prior knowledge and formal reasoning ability were each statistically significantly related to variation in chemistry achievement after 21 weeks of teaching.

Shukla (1958), Mehrotra (1958), Ghosh (1960), Rao (1970), Bhatnagar (1969) and Gupta (1971) reported that ability and achievement are related to the degree of .38. Dhaliwal and Sharma (1971) correlated the measure of achievement with intelligence test scores and found correlation co-efficients to range from .26 to .46. Mohan and Nehru (1972), Hundal and Agrawal (1972) have also found significant relationship between intelligence and achievement. Rao (1963) studied university students' performance in relation to certain aspects of personality and academic adjustment. He reports that the over-
achievers tend to differ significantly from both, normal achievers and under achievers and that the over achievers have the optimum adjustment to achievement situations.

Furthermore, Sinha (1966) carried out an analysis of some factors associated with success and failure in university education. Some of his findings are (i) there is a clear cut distinction between high and low achievers on anxiety test and general adjustment inventory, (ii) the intellectual level of low-achievers is poor, and (iii) study habits have no relation with high and low achievements. Tripathi (1966) in another investigation reported that low or under achieving students reveal a significantly greater number of problems than high achieving college students, and Rao (1967) found academic achievement to be positively related to adjustment to academic situations.
2.4 Organizational Climate and Achievement

Pascarella (1984) found both the predictions of the model correct. However, there were statistically reliable influences of the college environment on students' educational aspirations 2 years after entrance. Sex differences according to the selectivity of the institution were discussed.

Carpenter (1985) investigated that academic achievement was found to vary with the school system in quite complex ways. It was also found that students in government school were more likely to achieve than those at non-government schools. It was suggested by him that one factor involved in such a result was relatively strong holding power of government schools in the Australian State studies compared to more popular states and the corresponding weaknesses of the independent school sector.

Kerr et al. (1986) conducted an observational follow-up study of successful and unsuccessful high school student to determine whether students' classroom behaviours matched the behaviours they reported in previous interviews assessing adaptive behaviours among successful and unsuccessful students. Close agreement was found between interview data and follow-up observational data for both students. While the unsuccessful students possessed a general awareness of school survival skills, they often
failed to apply this knowledge. Successful students in contrast, applied their skills consistently Implications for school survival skills training for high-risk students were noted.

Bursuck and Asher (1986) conducted a study of relationship between social competence and achievement in elementary school children. It was investigated that the subjects who were low in both achievement and sociometric status, were rated as significantly less competent by their teachers.

Dar and Resh (1986) found in their study that (a) the intellectual component of student body composition outweighed both ethnic and socio-economic components; (b) class-room composition was more effective than school composition; and (c) class-room intellectual level was more effective than its variance. Subsequently, two hypotheses were supported: Class-room intellectual composition positively affected the students' academic achievement and compositional quality and personal ability interacted (that is, low resource students were more sensitive than high resource students to compositional quality).
2.5 Studies on Organizational Climate and Job Satisfaction

Porat (1979) did work on the relationship between job involvement, job satisfaction and organizational factors. Results showed that job involvement and job satisfaction were significantly related, but the relationship was indirect because organizational factors intermediated. The relationship was largely determined by subjects' perception of situational organizational factors.

Batlis (1980) studied the effect of organizational climate on job satisfaction, anxiety and propensity to leave. The dimension of "performance-reward dependence" contributed significantly to the prediction of job satisfaction and propensity to leave, but not to the prediction of job-related anxiety. This was in consistence with theories linking dissatisfaction and turnover with unsatisfactory reward systems.

Sutton and Huberty (1984) worked on "An Evaluation of Teacher Stress and Job Satisfaction." Results indicated that there were no differences between groups in sources of stress or in how subjects coped with stress. However, special education teachers reported slightly more satisfaction with their jobs than did regular education teachers. An inverse relationship was found between job satisfaction and level of stress, suggesting a tendency for teachers
to report higher levels of job satisfaction when stress levels are low. It is concluded that the sources of teacher stress in public schools are related to individual differences, the transitory nature of stressors in the environment, and the coping methods that teachers use.

Wiggins (1984) has studied on personality environmental factors related to job satisfaction of school counsellors. Consistent with the hypothesis job satisfaction was significantly correlated with congruence between subjects VPI scores and J. L. Holland's (1977) coding of the occupation of school counsellor. In addition, the differentiation of interest profiles was positively related to job satisfaction and interest-occupation congruence. Findings support Holland's (1973) theory of person-environmental factors should be included in the recruitment and placement of counsellors.

Ehly and Reimers (1986) found rural subjects indicating greater satisfaction in working directly with children and within special education. Rural subjects were also more satisfied with education agency administration and with supervision, whereas urban subjects were more satisfied with their location of assignment and access to advanced education. Compared to urban subjects, rural subjects also rated their personal control/autonomy higher.
Litt and Turk (1985) did work on sources of stress and dissatisfaction in experienced high school teachers. Results suggested that the role subjects perceived for themselves and the school climate, particularly the relationship with administration, may be extremely important in predicting job stress. Unexpectedly, subjects coping resources were unrelated to job satisfaction or physical stress but were related to intention to leave teaching.

Sharet and Bruning (1986) have data indicating that attitudes about the work group variable were an important moderator of leader behaviour-job satisfaction relationships over and above main effects and other moderators. This group-level variable negatively moderated both the relationship between leader initiating structure and satisfaction with co-workers and the relationship between leader consideration and satisfaction with work.

Vinton (1987) asserted that delegation also provides a way to communicate feedback. Under-use of delegation was attributed to perceptions by employees of being given undesirable tasks, feeling of loss in the manager and low organizational priority for employees' development.

Gould and Howkins (1978) found that job performance was assessed using ratings of subject by his supervision. Results indicated that the relationship between
performance and a particular dimension of job satisfaction may be a function of an individual's career stage within the organization.

Weaver (1970) conducted a study and found that pay, race, occupational prestige, supervisory status and work autonomy were associated with job satisfaction and that sex was not. Regression analysis of a representative sample of US workers, which partialled out the effects of a number of other variables, affirmed that supervisory status made an independent contribution to job satisfaction and that sex was unrelated, but suggested that the zero-order effects of pay, occupational prestige and work autonomy were spurious.

Thompson and Siess (1978) investigated subjective expectation as a source of satisfaction valence associated with job outcomes. Four variables were of major interest: designed outcome, actual outcome, subjective expectation and job satisfaction. The following hypotheses were tested using three measures of satisfaction in a laboratory analog study with 120 undergraduates: (a) A positive linear relationship existed between "actual outcome-desired outcome" discrepancy and job satisfaction, (b) A negative linear relationship exists between subjective expectation and job satisfaction. Results on all dependent measures support the first hypothesis. Support for the second
hypothesis was evident but not consistent across the three satisfaction measures. The problem of equivalence of satisfaction measures was discussed, as was the relationship of the results to existing research and implications for further investigation.

Blase, Dedrick and Strathe (1986) found a moderate association between teacher satisfaction and degree of stress perceived to result from the principal's initiation of structure and consideration behaviours was found. Stress perceived as being caused by consideration behaviours was more related to dissatisfaction and ambivalence than stress perceived to be caused by initiation of structure behaviours.

Sheinfeld and Zalkind (1987) concluded that although subjects differed in the extent to which they preferred a favourable civil-liberties climate at work, these preferences did not moderate the climate relationships to satisfaction or alienation.

Jurik et al. found that (i) higher education increases job satisfaction, (ii) higher education leads to greater dissatisfaction and (iii) work environment negates the importance of worker education background. Educational attainment was found to be negatively associated with correctional officer job satisfaction even when other determinants were held constant.
Verma and Upadhyay (1986) made a study on organizational commitment, job involvement and job satisfaction and investigated the relationship of organizational commitment, job involvement and job satisfaction. Results showed that organizational commitment and job involvement, organizational commitment and job satisfaction and job involvement and job satisfaction were positively correlated.

Rajendran (1987) inferred from his study that organization structure had little effect on job satisfaction within levels of the two different organization types but job satisfaction was higher for lower level management than for assistants and that managers in quasi government organizations exercised more control than their government counterparts.

Pratap and Srivastava (1985) made a comparative study of job satisfaction and organizational climate in private and public textile industries and found that there were significant differences between private and public sector employees in terms of job satisfaction and organizational climate with private firm employees being more satisfied and perceiving the climate better.

In another study of Srivastava and Pratap (1984), a significant relationship was found between organizational climate and job satisfaction. In yet another study of Jarilal and Sharma (1982), a significant superiority of
the students of advantaged school over those of dis-
advantaged school on fluency, flexibility, originality 
and total creativity.

2.6 Studies on Job Satisfaction and 
Academic Achievement

Good and Backerman (1978) made a research and 
significant main effects were found for both teacher 
competence and student aptitude with no significant inter-
action between the two variables. Data suggested that 
relatively effective teachers as a group ability. Similarly 
relatively ineffective teachers as a group did not appear 
to disproportionately depress the achievement for any 
particular level of student aptitude.

Harper, Guidubalidi and Kehle (1978) concluded a 
study wherein regression analysis indicated that intelli-
gence significantly predicted achievement, but no consis-
tent pattern across grade levels were found for the four 
behavioural indices. Reasons for inconsistencies with 
prior research were discussed.

Peterson, Marx and Clark (1978) inferred from their 
study that generally, the greatest proportion of planning 
statements concerned the subject matter, but substantial 
differences occurred. Planning differences were related
to teachers cognitive styles and abilities. Relationships
between teacher planning, teacher behaviour and student
outcomes also appeared.

In a study concluded by Nelson (1984) results
partially supported the invitational learning theory which
postulates that environments that provide structure along
with support and nurturance, invite affective and intellec-
tual growth in students.

Smith (1984) found that teacher's uncertainty signifi-
cantly reduced achievement and lecture-notes significantly
increased achievement. Subjects rated lessons lower on 4
evaluation items when they received lecture notes. It was
suggested that low-inference indicators of teacher effective-
ness should be developed and that training and evaluation
should focus on these indicators.

In a study by Petty, McGee and Cavander (1988) results
showed that higher and more consistent correlations between
overall job satisfaction and performance were indicated
than those previously reported. Relationships between JDI
measures of job satisfaction and performance were not as
high or as consistent as those found between overall job
satisfaction and performance.
Orpen (1978) concluded that the pay reward was low for performers on the basis of their relative rewarded high performers and non-rewarded low performers, most of the correlations between positive. For the rewarded low performers and non-rewarded high performers, most of these correlations were significantly negative. These results were viewed as support for the hypothesis.

Batlis (1978) studied on 'Job Involvement as a predictor of academic performance.' A job involvement measure was altered to reflect academic involvement and was employed as a predictor of academic performance in 107 undergraduates. Although contrary to the findings of prior industrial research, job involvement was found to be correlated neither with age nor with course satisfaction; however it did prove an efficacious predictor of performance as defined by course grade.

Shrivastava (1985) revealed that private and public sector employees differed significantly in the areas of achievement motivation and job satisfaction with private sector employees scoring higher on both measures.

Sinha (1980) concluded that the government students provide more facilities to their pupils than the private schools; but the private schools give all those facilities which are essential for academic work.
Resume of the Reviews

The relevant literature available on school organizational climate, job satisfaction of the teachers and educational attainment show some significant results. But studies were conducted by taking variable organizational climate and school achievement, or job satisfaction and educational achievement. However, a very few studies were conducted in India by taking the variables, namely, school organizational climate, job satisfaction of the school teachers and educational attainment of the students. A number of studies have been conducted on achievement but a very few studies were found to be significant. Bhilai and Durg townships are having an industrial belt. The environment of the schools as well as the society is completely indifferent to that of other towns. The school climate to fulfil the needs of the society, may have some impact on the job satisfaction and educational attainment of the students.

Keeping in view the above short-comings that exist in the relevant literature, it is evident that a great scope exists for some kind of correctional studies.

From this point of view, the present study is likely to be a significant addition to the existing literature on SOCDQ, JS and EA which will prove to be of great relevance and importance in educational field.

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