CHAPTER – III

LITERATURE SCANNING
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3.1 INTRODUCTION

The review of related literature is an existing and exacting task calling for a deep insight and clear perspective of the overall field. It is the basis for any research. Literature reviews are secondary sources, and as such, do not repeat any new or original experimental work. It throws light on any previous work that has been carried out in the related area. Such a review provides a background for the development of the present study and furnishes the reader up to date. It also helps the investigator to have an insight into the problems, methods and limitations and enables her to present meaningful interpretations of the data.

A well-structured literature review is characterised by a logical flow of ideas, current and relevant references with consistent, appropriate referencing style, proper use of terminology; and a comprehensive view of the previous research on the topic.

3.2 ORGANISATION OF THE REVIEW OF RELATED LITERATURE

In order to gain conceptual clarity of the variables involved in the study and to formulate needed hypotheses for the study, an attempt was made to survey a number of publications such as research journals, research theses, dissertations, relevant books, periodicals, magazines, online research sources and encyclopaedias. The research studies reviewed were the investigations carried out in India and abroad. The required review of literature for the present study has been arranged as follows:

1. Studies related to organizational structure.
2. Studies related to organizational climate.
4. Studies related to organizational structure and organizational climate.
5. Studies related to organizational climate and professional commitment.
Under each of the above five categories, the influence of background variables namely, sex, age, name of the institution, teaching experience, location of the school, type of the instruction, and teachers attended in-service training programme have also been noted to the available extent.

3.3 STUDIES RELATED TO ORGANIZATIONAL STRUCTURE

The studies related to organizational structure which were carried out in India and abroad are presented in this sub-section.

Victor Berlin (1974) investigated the relationship between organisational structure and organisational effectiveness in a large urban health department. The findings which are decentralised alone, under appropriate parametric conditions, is not enough to ensure improvements in productivity levels, and the administrative experimentation as a research and problem solving methodology serves to weld the researcher and the administrator into a highly effective team.

Yee Lay Jack Lam (1980) conducted a cross cultural comparison of school organizational structure. Canadian and Hong Kong schools are found to vary in many formal structural aspects, in social structure on the whole, and to some extent in general structural conditions as well. Five environmental factors, namely, the presence and absence of public examination, the sources of financial support, the locus of decision-making power, the change rate in administrative technology and the general education philosophies are held responsible for the cross-cultural differences in structure.

Sandra Bowman Damico et al. (1981) examined the effect of school organizational structure on interracial friendships among middle school students. Multivariate analysis revealed that the organization of a school affects number of other-race friends and that whites with even "some" black friends are more positive in their perceptions of blacks than are those who report having "almost no" black friends.

William Tyler (1985) studied the organizational structure of the schools. The sociology of school organization is today fragmented by a
bewildering variety of theoretical perspectives, phenomenological, to name a few. This model contrasts markedly with other dominant perspectives, notably those in the structuralist tradition (e.g. Bernstein, Foucault) that describe school organization in terms of a close theoretical relationship between pedagogy, ideology, and the apparatus of control and surveillance. The finding of this study explicates these tensions and contradictions in contemporary accounts of school structure and suggests ways in which they may be reconciled.

**Ferguson (1990)** studied the alternative models of organizational structure as they operate in higher and further education in Great Britain. The paper examines the use of the matrix structure in education through an examination of its operation and found that the roles and responsibilities of staff within the matrix structure have more advantage for the school structure.

**Ayalon and Aram (1991)** conducted a study on school organization structure impact on teachers' attitudes toward their work environment. The result shows that school organization did not significantly affect teachers' attitudes toward work, beliefs about professional life, or involvement in their school's decision-making process.

**Abdul Rahman (1996)** investigated the relationship between social classes, school structure and schooling outcomes in Indonesia. The results show that schooling outcomes differ by social class and school structure.

**Abolghasemi and Mahmood (1997)** studied the relationship between administrative structures, subcultures and school vision in high schools. The findings of the study provided strong evidence that teachers' support for the principal's vision is strongly associated with the views of department heads. The results of multiple regression analysis suggested that the congruence of department heads and the principal, in terms of school vision, was the most significant variable in predicting the commitment of teachers to the principal's vision.

**Simsek et al. (1997)** critically evaluated the administrative practices and organisational structure of the Turkish secondary vocational education
system from the perspectives of school administrators, teachers and industry managers. The results indicated that the Turkish vocational education system was a centralized top down functionalist mechanistic bureaucracy that inhibited the innovative incapacity of the school system.

Wim Vanhaverbeke Huub Torremans (1998) studied the organizational structure in process-based organizations. The results showed that implications of planning and control activities and the way how process-based business units fit together to create a performing corporation.

DeCanio (2000) studied how organizational structure affects both the overall behaviour of firms and the situations of individuals and subunits within firms. The finding was that a failure to recognize the importance of organizational structure on the performance of firms would lead to serious bias in estimation of the costs or benefits of a change in external circumstances.

Charles Bidwell (2001) analysed schools as organizations. In this approach, institutional constraints on schools and administrative response to them serve as prime sources of the exceptional stability of the formal organization of school districts and schools. Networks of informal faculty ties serve both to buffer and further stabilize formal structures, while situating important mechanisms through which teachers can adapt their work to inherent uncertainties in teaching and to the particularities of local circumstance.

Copland (2001) studied the starring role for teachers using organizational structure to foster teacher leadership and allow teachers to play a starring role in the leadership of the school. The Edison Schools model is a comprehensive school reform model that propels teachers into the spotlight by creating a professional work environment that emphasizes collegial interaction and on-going professional development while empowering teachers to play a greater role in the administration of the school.

Donovan McFarlane (2001) examined online versus face-to-face organizational structure and pedagogy in terms of education and the teaching
and learning process. After recognizing prevailing practices with regard to organizational structure and pedagogy, they have found the pertinent role of technology and several influencing factors, such as leadership, and curriculum, among other factors in virtual and brick-and-mortar schools, improving the teaching-learning process.

Jan Rivkin and Nicolaj (2001) examined how a firm’s formal organizational structure affects its ability to cope with interdependent decisions. They find that organizational structure affects long-term performance by influencing the number and nature of “sticking points”—configurations of choices the organization will not change. When interactions are pervasive, successful organizations employ coordinating mechanisms that promote broad exploration.

Lynne Hannay et al. (2001) suggest that school leadership teams worked differently based on contextual conditions that fostered change capacity and re-culturing. Consequently, schools functioned as living organisations with evolving and emerging organisational structures that were responsive to school goals.

John Bohte and Kenneth Meier (2001) evaluated the structure and the performance of public organizations. Their analysis of 678 school districts in Texas covering the years 1994 to 1997 reveals that span of control variables have the greatest impact on student performance under moderately difficulty task scenarios.

Elizabeth McMillian (2002) studied the nature and importance of organisation structure and the underpinning design principles are not well understood and yet they play a key role in the organisational performance existing organisational forms and their design principles are examined via a brief history of the development of modern forms of organisation. Comparisons are made between design principles and science paradigm. A speculative model of an organisation structure based on design principles is drawn from the complexity paradigms.
Jones and Stuart (2002) explored the school's culture and organisational structure in order to contextualize the findings and examine the school's capacity for change. The study concludes that the senior teams are perceived to provide purposeful leadership and the School's development structure, i.e. its capacity for improvement, was strong but there were concerns among many staff that decision-making was insufficiently collegiate.

Steaffens et al. (2002) studied the organizational culture and structure of accelerated schools in the Clark County School District in Nevada, focusing on the similarities and differences among these schools. The results revealed that many of the teachers used the words "diverse" and "transient" when describing their schools, community, or students. "Hardworking" and "dedicated" were frequent descriptors of teachers, and the schools were described as happy, safe, fun, active, and busy.

Milliken and John (2003) studied the organisational structure, dynamics and strategy of integrated education in Northern Ireland. They found that there is a lack of awareness of commonality or diversity between the schools. This has resulted in a weak sectoral identity and a lack of co-operation.

Frank Lazzara (2005) evaluated organizational structure and behavioural issues affecting a business college in a University during an accreditation process in the areas of process impact, leadership challenges, and customer service. The paper discussed about the customer service issues pertaining to the college's customers trying to remain competitive among the local colleges and universities and establishing relationships with its customers--the students.

HyoSook Kim (2005) examined the direct and indirect influences of organizational structure and internal communication as antecedents of employee organization relationships in the context of organizational justice as a mediating factor. The findings suggested that organizational structure and the system of internal communication were associated with employee-
organization relationships, playing the role of antecedents of internal relationships.

**OzkanEren and Daniel Millimet (2005)** studied the organizational structure of schools and student achievement. Results indicated that school year length and the number and average duration of classes are salient determinants of student performance. Furthermore, low-achieving students benefit from fewer, shorter classes per day, while high-achieving students benefit from more and longer classes per day.

**Keleher and Taylor (2006)** examined the successes in adopting a Matrix Organisational Structure where Line Supervisors are Lynchpin Careers. The success of implementing a matrix organisational structure relies upon the 'pastoral care’ role the line supervisor engages in with their staff. The role involves responsibility, as the line supervisor of the academic staff, in establishing and maintaining a matrix organisational structure. The success achieved is determined by the degree to which they are able to engage, equip and encourage staff to enact their individual roles and responsibilities.

**Robert Isherwood et al. (2006)** conducted a study on School Management Information System Implementation and its impact on the Loosely Coupled Organizational Structure of an Elementary School. Significant changes occurred in the structural sub-system which included more collaboration between regular education teachers, special education teachers, and the Title I teacher, more awareness of student achievement issues on the part of faculty and staff, and more collaboration between teachers when making decisions about grouping students for instruction.

**Catharine (2007)** examined how organizational structure can be used to facilitate teacher leadership and allow teachers to play a starring role in the leadership of the school. The Edison Schools model is a comprehensive school reform model that propels teachers into the spotlight by creating a professional work environment that emphasizes collegial interaction and on-going professional development while empowering teachers to play a greater role in the administration of the school.
Heather Davis and Michele Lease (2007) perceived organizational structure for teacher liking. Findings indicate multidimensional scaling techniques can be used to map the teacher-liking space, accounting for >90% of the variability in peers ratings of teacher likeability. Additionally, findings indicate perceived status in the teacher-liking space has consequences for students’ achievement and teacher relationship quality.

Haimendorf et al. (2008) argue that educational outcomes are often adversely affected by the size and structure of many urban complex schools. Rather than multiplying the efforts of teachers, too often the organisational model of these schools works against them, militating against the development of effective teacher-student relationships.

Shulruf et al. (2008) studied the individual and school factors affecting students’ achievements at the secondary and tertiary levels of education. It was found, however, that schools' organisational factors do have an effect. At the university level, none of the schools' characteristics was related to students' achievements at the higher end of the achievement scale.

Bjorkedal and Britta Jai (2009) investigated the administrative organizational structures. By assessing combinations of district characteristics and the educational environment, this study sought to find similarities and differences in the districts administratively respond to forces and pressures on the organization.

Crow and Karen Rae (2009) studied the differential effects of organizational structure on learning. Findings revealed one area of academic difference for fifth grade economically disadvantaged students in mathematics and a difference in attendance. Both differences were found in favour of the traditional calendar; however the general conclusion was that the year-round school calendar and the traditional school calendar do not have dramatically different outcomes.

Meryle Weinstein et al. (2009) examined the organizational structures that allow a sustained focus on student learning while the leadership is
undergoing a transition. The results showed that there is considerable principal turnover during the first ten years of a school’s existence.

**Neal and Deborah Maryland (2009)** conducted a study on organizational structures and systems in high-performing, high-poverty urban schools. Effective classroom practices were examined from the perspective of their support from school structures and systems, using Vygotsky’s socio-cultural theory of learning as the framework. The construct of race was addressed through the lens of critical race theory, an emerging theoretical framework in education pertinent to the exploration of the impact of race and racism in education as manifested through school structures and systems.

**Parker and Audra (2009)** studied elementary organizational structures and young adolescents’ self-concept and classroom environment perceptions across the transition to middle school. Findings suggest that participants’ perceptions of self-concept and classroom climate did not differ prior to or after the transition to middle school, based on the elementary organizational structure they experienced.

**Robin Jacobowitz et al. (2009)** examined the organizational structures that allow a sustained focus on student academic achievement while the leadership is undergoing a transition. All of the principals agreed that there were few formal support structures available to help. Coupled with the not knowing what their job entailed, the lack of support only presented more challenges in managing the transition. What little formal support did exist usually came in the form of one-shot district wide principal meetings and conferences, rather than sustained and targeted professional development.

The article of **Diane Bailey and Stephen Barley (2010)** examined how environments shape teaching and learning activities, which in turn shape structure. This paper indicates how research on individual learning in organizations can speak to larger concerns in organizational theory. By adopting a synthetic and pragmatic approach to individual learning as a social activity, the result highlights the role of teachers in workplace learning and
casts doubts on the existence of a universal model of how individuals learn at work.

Frank Romano and Menomonee Falls (2010) examined the organizational structure and poor performers that hurt the schools. The teacher falls into apathy because of unmotivated peers allowed to continue despite poor performance. Administrators’ hands are tied by not being able to fire the 10% of poor performers working for them. Then the administrators have to respond to unenlightened mandates by marginally qualified elected officials. The top administrators then head for the door, leaving the underperformers in their wake.

Fred Lunenburg (2010) studied the demise of bureaucracy and emergent models of organizational structure. In this article, the author discusses the dysfunctions of the bureaucratic model, including those dealing with division of labour and specialization, uniform rules and procedures, hierarchy of authority, impersonality in interpersonal relations, and lifelong career and loyalty to the organization.

James et al. (2010) studied Rehearsal Organizational Structures used by successful high school choral directors. Methodology textbooks disagree as to the most effective type of organizational structure to be used in choral rehearsal. The author of this study sought to determine the type of rehearsal organizational structure used by successful Ohio high school choral directors. Relationships between rehearsal structure and either teaching style or student attitude were investigated. Results indicated that one rehearsal organizational structure was used predominantly.

Chang et al. (2011) analysed schools for innovation in the light of their organizational structures, working practices, and school leadership strategies. The analysis of hierarchical regression revealed that there is a partial moderator effect for the support for innovation and organizational learning in the relationship between transformational leadership and organizational innovation. The results indicated that a better innovative effect occurs when school principals used the strategies of transformational leadership.
Eileen Mieras Kohlenberg (2011) examined the faculty research productivity and organizational structure in schools of nursing. The overall relationship between faculty research productivity and organizational structure in schools of nursing was not significant at the 0.002 level of confidence. Although statistically significant relationships were not identified, scholarly research productivity and its subscale prepublication and research activities tended to vary positively with procedural specifications in a highly bureaucratic organizational structure.

Friedman (2011) studied about school subject leader since the department entails frequent and significant interactions among teachers, and organizational structures of schools. The significant position the subject leader holds within the departments in high school environments may change professional views of educational stakeholders towards acknowledging and empowering the subject leaders.

McFarlane (2011) examined online versus face-to-face organizational structure and pedagogy in terms of education and the teaching and learning process. The benefits and drawbacks of both virtual and brick-and-mortar schools are assessed in terms of perceived effectiveness and relation to perceived organizational structural and pedagogical differences before the author presents an informed response to the major thesis of this paper based on pertinent literature and the foregone discussion.

Roazzi et al. (2011) investigated the structural organization of the semantic concept of emotion in children based on an emic perspective. It was found that the type of school and, especially, age played a relevant role in predicting the structural organization of emotions, i.e. an ordered modular structure.

Frost (2012) argued that teacher leadership is conceived as a key dimension of the role of teachers regardless of special roles and responsibilities in the organisational structures of their schools. Evidence to support this argument is drawn from the International Teacher Leadership
project, which has partners in 15 countries as diverse as Kosovo and New Zealand.

Kaniuka (2012) analysed the concept of distributed leadership and its concomitant organizational structures. This article documents the nature of how the implementation of a research-validated reform influenced what teachers thought about their own teaching, student achievement, and expectations. A case study approach documented the experiences of elementary school teachers in a high poverty, historically low-performing elementary school as they implemented a researched-validated instructional reform targeting the most at-risk students in the school. The teachers experienced significant professional growth that encompassed self-doubt, resistance, acceptance, and finally advocacy.

3.4 STUDIES RELATED TO ORGANIZATIONAL CLIMATE

Brook Over et al. (1979) focused on analyzing the relationship between student outcomes and school composition, structure, and climate and found 86% of the variance accounted for by these variables. They concluded that the differences in school achievement explained by school composition variables

Moos (1979) identified school climate as the social atmosphere of a setting or “learning environment” in which students have different experiences, depending upon the protocols set up by the teacher and principals. Healthy and sound school climates correlate strongly with increased teacher productivity.

Anderson (1982) examined 200 references and discussed conclusions of the research along with methodological problems. First investigations that examined input variables such as building characteristics and size showed low or in consistent correlation to student outcomes. Administration structure and acuity grouping had minimal effects. Participatory decision making by teachers and students had positive outcomes, and some studies found that positive teacher students relationships had positive effects on students behavior and student achievement. Group culture and norms of high
expectations and academic emphasis have been found to have positive effects on students’ outcome.

Sharma and Sudha (1982) studied the leadership behavior of headmasters vis-a-vis the school climate. A significant difference was found between the different types of school climate and leadership behavior. 5 types of school climate found were open, autonomous, familiar, controlled and parental. The closed climate did not find a place in any school. A significant difference was found among open, controlled, familiar and parental type of school climate on the leadership behavior. A better achievement was found in the case of familiar climate schools.

Kimball (1985) studied whether principal leadership and school climate explained schools that varied on CAT reading and math achievement. A regression analysis revealed that higher achieving schools have significantly higher teacher ratings on school climate and principal leadership than do lower achieving schools. In addition, the correlations for Kimball's entire sample were positive, indicating that the higher achieving schools tended to be the ones where Principals had high (mean) survey ratings, and where teachers were relatively cohesive or like-minded regarding their Principal and school climate.

Stockard and Mayberry (1986) found common ground in the research on school climate, reporting that, “a number of variables consistently emerge as influential, all of which appear to involve, in a very general sense, the norms and common values that promote learning within a school and the nature of relationships among school members”. These variables included valuing academic excellence, strong administrative leadership and an orderly atmosphere including “good communication” and “an atmosphere of trust, caring and cooperation”.

Howard et al. (1987) identified several factors for healthy school climate including, the degree of request, trust, opportunity for input, cohesiveness, caring, high morale and school renewal.
Matluck (1987) identified a common core group of variables relevant to student achievement. They include climate, leadership, expectations, frequent monitoring of instruction, parent and community involvement, and instruction. In the effective schools research, school climate is frequently mentioned as one of the variables important for student achievement. In this sense, climate refers to the area of discipline, order and safety.

Uren and William Hodges (1987) studied the guidelines for the establishment of an open organizational climate at technical colleges in the Republic of South Africa. The results obtained using a questionnaire show that the average atmosphere portrayed by five technical colleges where the climate was measured is a relatively open one, but that there is room for improvement. Finally, trained educational managers are recommended and guidelines formulated, which the educational manager can adopt to establish an open organizational climate.

Chandola and Lata (1988) made an attempt to do the review literature on organizational climate in educational institution and the problem of effectiveness of the organizational relation to intellectual climate, achievement, quality of educational and impulse control. They found each institution had a unique organizational climate of its own and the quality of organizational climate varied directly in proportion to the quality of leadership and motivation it had. The OCI factors were intellectual climate, achievement students, personal dignity, organizational effectiveness, orderliness and impulse control.

Mehra Vandana (1988) studied the effectiveness of an integrated system of instruction for concept and principle learning in different school climate at secondary level. It was found the high intelligent group attained more scores in the authorities than in the democratic school climate at both knowledge and comprehension level of objects while the low intelligent group performed equally well in both climate at both levels of objectives.

Prakasham (1988) conducted a study on teacher effectiveness as a function of school organizational climate and teaching competency. Major
findings are that the open school organizational climate positively affected both the teaching competency as well as to effectiveness. Females scored in variably higher with insignificant difference in all types of schools categorized in terms of territory, management type and organizational climate. Teaching competency, territorial variation as well as school organization climate yielded highly significant main effects whereas sex and management types did not.

Shah (1988) conducted a study on the characteristic of the academic climate in educational institution. The study revealed that the teachers displayed a more significant relationship with interpersonal trust. Since the academic achievement of the student was closely related to academic climate, it gave rise to the proposition that academic achievement is a firm determinant of academic climate.

Singh (1988) studied the organizational climate and its relationship with teacher’s self-concept attitude and some other characteristics of the colleges of Gorakhpur University. The Open climate generated a higher degree of conformity in the teachers while the closed climate caused a low degree of conformity. In the closed type of climate the level of the anxiety of the teachers was high. Organizational climate was significantly related to teacher’s attitude. The open climate was found to lead to a more positive attitude and the closed climate to a less positive attitude in the college teachers. The college climate was not found to be different between urban and rural colleges, UG and PG colleges, private and Government colleges and professional and non-professional colleges.

Singh and Virendra (1988) analyzed the teaching behavior of effective teachers in different types of school climate. The school had different types of school climate. The differences between the mean of academic achievement of boys in different organizational climates were significant. The lowest academic achievement was obtained in the open climate while in the controlled and closed climate the academic achievement was the highest. The academic achievement of girls and urban students was better. The teaching behavior of all the teachers could not be the same in all the identified climates.
Mittal and Jai Prakash (1989) explore the study on teachers’ motivation to work and its relationship with organizational climate of schools in Delhi. Major Findings are that teachers who perceived less disengagement, less alienation, less psychological hindrance, more esprit and more humanized thrust dimension of the school organizational climate were found to be more work motivated.

Dhulia and Usha (1989) studied the role of administrative style, teachers’ job satisfaction and students’ instructional perception in determining the nature of school climate. The finding showed that the school climate was identified to be positively and significantly correlated with different types of administrative styles.

Chakraborti and Manas (1990) conducted a study on the organizational climate of second school in west Bengal its correlation with other relevant variables. Findings indicate that paternal climate was the most frequently perceived climate in the present sample following by controlled, familiar, open, autonomous and closed climates respectively. Significant and positive correlation was found between school organizational climate and the leadership behavior of principal, the job satisfaction of the teacher and school effectiveness.

Mahashabde (1990) studied the relationship between effectiveness of Principals of polytechnics in Maharashtra state and institutional climate, teacher morale and job satisfaction and students’ academic achievement. The relationship between leadership effectiveness and teacher’s morale was significant. The leadership effectiveness and the job satisfaction of teachers were not significant.

Pradhan (1991) evaluated the effect of school organizational climate on the creativity, adjustment and academic achievement of secondary school students of Orissa. The study revealed the following: the school organizational climate was found to significantly affect the students’ scores of creativity. The school organizational climate significantly affected the academic achievement of students.
Jaya Jothi (1992) studied the organizational climate and leadership behavior of principals in relation to teacher morale in central schools. The central schools of the Madras region differed in their climate. 18.75 had open climate, 12.5 had controlled climate, 6.25 had familiar climate and 37.5 had closed climate. Experience and age did not discriminate the perception of school climate, teacher moral and leadership behavior. The open climate related best of the perception of leadership behavior of principals by the teachers and the autonomous climate had least relationship. Female teachers had a better perception about the leadership and teacher morale.

Shube and Gejegeje (1992) evaluated the organizational climate as a managerial variable in secondary schools. The empirical research results reveal that principals are unsupportive of their teachers. Teachers, on the other hand, are friendly with their students but are not committed to their success.

Singh and Urmila (1992) studied the some organizational correlates of job satisfaction and role conflict among secondary school teachers. Male teachers were higher on the alienation dimension while female teachers were higher on e-spirit and intimacy dimensions of organizational climate. Rural teachers were higher on the esprit and intimacy dimension while urban teachers were higher on the disengagement and control dimensions. Job satisfaction was positively related with e-spirit, intimacy, production emphasis and humanized thrust but negatively related with disengagement and psycho-physical hindrance of organizational climate.

Solanki and Kartilal (1992) studied the relationship between the educational management and the organizational climate of the secondary schools of Saurashtra region. The secondary schools differed among themselves in their organizational climate. The organizational climate of secondary schools appeared to be independent of organizational management place of school and sex of the student population. There was a relationship between the resource management system and the organizational climate of the schools. Highly resourceful schools were
included towards the open range climate where as the low resourceful and very-low-resourceful schools were included towards the closed range climate.

Stremmel (1992) conducted a study to examine the relationship between measures of organizational climate and job satisfaction. The results suggested that organizational climate, when operationalized as aggregate center climate, and job satisfaction may be dynamically related, yet provide distinct sources of information about the work environment.

Sergiovanni and Starrath (1993) maintain that a healthy school climate is important for change to occur. They further argue that where a healthy climate exists, levels of openness and trust would be higher.

Casteed (1995) examined the relationship between dimensions of school climate and student achievement as measured by mandated value added assessment at the third grade level. It was found that there was a significant difference in principal and teacher perceptions of school climate as measured by the overall score.

Malone (1995) supported the role of school climate in achievement with their research on 20 schools that showed a significant difference in student achievement between schools with a good school climate and those with a poor school climate.

Smuts and Elizabeth Magdalena (1996) conducted an investigation into the management of organizational climate within a multi-cultural educational staff. Results indicated that a closed organizational climate prevailed at the majority of educational institutions in South Africa with multicultural staff.

The Meta analytical study of Wang et al. (1997) supports the idea that climate is measurable and it is a real factor in the lives of learners.

Hayat (1998) conducted a study on organizational climate, job satisfaction and classroom performance of college teachers. He found 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 in colleges.

**Bickel (1999)** concluded from his study that an overall school climate that believed to be a positive outcome for schools and to have positive relationship to students achievement.

**Stevens and Sanchez (1999)** maintain that the perceptions of students, parents, and the community are key components for creating an atmosphere where teachers can teach, students can learn, parents can take an active role in the education of their children, and excellence can be achieved” climate does not exist in a vacuum within the school. It is important to consider key factors such as cultural norms and community attitudes when attempting to improve climate within a school. Communication plays a vital role in shaping school climate.

**Bulach et al. (2000)** investigated supervisory behaviors that affect school climate and found that teachers should be trusted and involved in the decision making process. Their research indicated strongly that principals need to listen to their teachers.

**Francisca (2000)** conducted a study on organizational climate in special schools. The climate of the school very much depends on the leadership behavior of the principal and the teacher’s perception of the school climate. This present research reveals the existence of moderate climate in a majority of the special schools.

**Klinger (2000)** found a strong correlation between individual socio-economic status and student achievement in schools with strong parental involvement. Low student achievement correlated with negative family attitudes and beliefs.

**Cawelti and Protheroe (2001)** studied the climate of a school that has a major impact on the organizational behavior within the school. The school climate had a positive influence on the health of the learning environment. In these climates, students perceived teachers as being nice and helpful inside
and outside of the classroom, or listening to students’ academic and personal concerns, and creating a good classroom atmosphere.

**Hall and Hord (2001)** stated that a frequent problem for teachers who are expected to implement new practices is that they are not clear about what they are being asked to do. The relationships that are developed between the principal and the teachers during this process, help strengthen the overall climate within the organization.

**Haynes (2001)** studied from the Yale Child Study Center and School Development Program theorize that a school is an ecological system in which behavior, attitude, and achievement levels of students reflect the school’s climate.

**Natrajan (2001)** found that the higher secondary schools differed in their organizational climate to the extent that one could find six types of organizational climate and there a significant relationship between the school organizational climate and the job satisfaction of teachers.

**Smith et al. (2001)** examined the relationship between student achievement and a school climate which has an emphasis on academics. The survey focused on institutional vulnerability, collegial leadership, professional teacher behavior and achievement. They found a collective measure of school climate and academic emphasis that influenced the student achievement across the schools.

**Anju Mehrotra and Ilyas Hessian (2002)** focused majority of the government and private schools have autonomous climate. However, Controlled and Closed Climate were exhibited by equal number of government schools (10.71 percent each).

**Goleman (2002)** suggested that 20-30% of the performance outcome of an organization is due to its climate, and that the role of the leader directly impacts how the employees perceive the organization and their role in it.
Griffith (2002) examined the impact of organizational climate on academic achievement of learners. The study revealed the greater level of contribution made by organizational climate to the academic achievement of learners.

McKinsey (2002) found that teachers’ professional commitment and organizational commitment were both associated with school climate. Specifically, teacher commitment was greater in schools characterized by high levels of administrative support and teacher collegiality. Schools with positive climate conditions were likely to have teachers who were committed to the profession and to the goals and values of their school.

Mehrotra (2002) found that majority of the government and private schools had autonomous climate. While controlled and closed climate were exhibited by equal number of government schools, on the other hand, in private schools merely 8.92 showed closed climate. As a whole, school’s climate profile did not show any significant difference in two types of schools.

The study of Pearce (2002) focused on school climate as perceived by teachers. The study revealed the greater impact of leadership on organizational climate.

Gordon (2003) observes that principals make a difference because they have everything to do with determining the climate of the school. When parents say that a school is friendly, warm, and child-centered, it is because the principal has set the tone from the top. It is important for the principal to demonstrate a set of attributes that combine both instructional leader and manager.

Kumaran (2003) evaluated the organizational climate and academic performance. Findings: 1) Overall organizational climate of the schools was at higher level 2) Younger schools (up to 25 years of age ) had better position than the aged ( above 50 years) schools in overall organizational climate , principal’s behavior, teacher’s behavior; and in two dimensions namely, supportive behavior of the Principals and engaged behavior of the teachers. 3) Younger schools were better in academic performance than the other two
categories of schools. 4) Unaided and aided private schools in all the aspects of organizational climate and academic performance. 5) Mixed schools had better Organizational Climate aspects than the Unisex schools had better Organizational Climate aspects than the Unisex Schools.

Abbas Madandar Arani and Parvin Abbasi (2004) studied the influence of gender and type of school on organizational climate in Iran and India. Results indicate that a significant difference existed between two countries in four dimensions of school organization climate independent of gender and type of schools.

Edward Lawler et al. (2004) designed to test the view that organization structure and process are related to organizational climate which in turn is related to organization performance and employee job satisfaction. Results showed that several organizational process variables (but no structural variables) were significantly related to the climate of the organization as perceived by scientists. Perceived climate in turn was shown to be significantly related to measures of organizational performance and to job satisfaction.

Freddie Elton Williamson (2004) conducted a comparative analysis of teacher perceptions of the principals’ charismatic leadership managerial behavior and school climate in traditional and character elementary schools in North Carolina. Traditional and charter elementary school Principals have considerable influence on the organizational climate of their schools.

Lemoine (2004) indicated through her research that a school’s climate would determine its effectiveness on academic achievement. She noted that the importance of school climate as it relates to school effectiveness should not be underestimated because it has a direct impact on the attitude that students and teachers have about school.

Singh (2004) evaluated the sociological factors of leadership behavior on school organization climate. There was no significant relationship behavior of secondary school principals and each dimension of school organizational climate. The age, sex, teaching and administrative experience of the
principals of secondary schools played very important role in the relationship between school organizational climates.

The study of Walberg (2004) aimed on students who attend schools in which the climate offers open, caring relationships between the school members and students tend to academically outperform those attending less supportive schools. Students in such environments form relationships and become true members of the school community, allowing open communication to develop so that learning can occur in an atmosphere of trust and respect.

Adams and Michael Widmann (2005) studied the leadership and school climate. The overall results of the electronic survey show a general satisfaction with work relations, leadership, and school climate. The Colombian hired staff shows a preference for leadership that facilitates commitment and dedication, professional development opportunities, respect and support, and timely recognition of the work people do.

Freiberg (2005) identified seven school organizational factors important to school effectiveness: productive climate, achievement, educational leadership, monitoring, co-operation, parental involvement, and staff development.

Kelley et al. (2005) conducted a survey in 31 elementary schools and the responses suggest that teacher' views of their principals' effectiveness as leaders are related to school climate. Leadership behavior has an impact on how reforms are implemented and received in schools, which in turn affects student achievement. When teachers feel that they cannot openly share information with the principal, the climate suggests a lack of trust, which can impact the involvement and dedication of teachers.

Mishra (2005) found the schools of Allahabad district were much nearer to the closed end of the continuum than the open end. 28.2% schools manifested paternal climate. Familiar and controlled climate schools shared similar proportions of 17.3%, while only one school (6.5%) had autonomous climate. Schools in rural areas were found more open than their counterparts.
in urban areas. Twenty per cent rural schools had open climate but there was no school with open climate in urban areas. Healthy and open climate of the school enhanced the job satisfaction of teachers. Closed climate spoiled the job satisfaction of teachers.

**Fu-Cheng and Cheien (2006)** conducted a study to explore the relationship between the behaviour of leaders and organizational climate. The study found that organizational climate was moderate at vocational training institutions.

**Gholamreza Shams (2006)** conducted a study on the organisational climate in the schools. The investigator states that though all the people concerned are truly concerned over the state of affairs prevailing in the schools, nothing very substantial seems to be done to bring about discernible improvement on the organisational climate of the schools.

**Jajanthi and Reena Agarwal (2006)** studied about the creativity of the teachers for building positive socio-emotional classroom climate. It has been statistically found that the teachers possessing high verbal creativity are more successful in creating positive socio-emotional classroom climate in comparison to the teachers possessing low verbal creativity.

**Srivanstav (2006)** conducted a study aimed to discover the motives of organizational climate in terms of character, and role-related stress. The study revealed the importance of organizational climate in removing stress.

**Ilhan Gunbayi (2007)** examined the difference in the levels of the variables related to the school climate factors among the teachers. 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 reward.

**Jenifer Lynn Pmpa (2007)** found the greater influence of organizational climate on academic achievement of learners.
Hamid and Ramazan (2007) found similarities between the organizational climate of the university system for members of the organization and conduct of the regulatory terms of separation, barrier, and of belonging and intimacy, as well as also for the behaviour of management in terms of isolationism, production and payment for, and observance.

Adeyemi (2008) investigated the relationship between organizational climate and teachers’ job performance in primary schools in Ondo State, Nigeria. The findings revealed that most of the schools run an open climate 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 teacher job performance.

Al-Hakimi (2008) aimed at identifying the organizational climate prevailing in schools of basic education and its relationship to job satisfaction for teachers in the city of Taez. The study found that the overall level of the regulatory climate prevailing primary school in Taez is located at a low level, and the field affiliation won first place in the behaviour of teachers.

Guy and Stephanie (2008) examined the relationship between organizational justice and school climate. A significant positive relationship was found between organizational justice and school climate.

Mumthas and Abdul Jaleel (2008) found out the ability of leadership behaviour variables in predicting organisational climate of primary schools. The study revealed the effectiveness of leadership in predicting organizational climate.

Al-Natur (2009) conducted a study to study the effect of organizational climate on the performance of private hospitals in Jordan. The study found that all the elements of organizational climate except the incentives and rewards have an impact on performance.

Cohen et al. (2009) examined the relationship between school-climate-related research findings on the one hand and educational policy, school
improvement practice, and teacher education on the other. A review of the literature reveals that a growing body of empirical research indicates that positive school climate is associated with and/or predictive of academic achievement, school success, effective violence prevention, students' healthy development, and teacher retention.

**Deidre McVey (2009)** studied the Parsonian influence and the effect of school climate and bureaucracy on the perceived effectiveness in schools. The study revealed the influence of school climate and bureaucracy on school effectiveness.

**Luke Lansberry (2009)** studied the relationship between school climate and adequate yearly progress. The researcher concluded that no significant difference was found for the overall climate in each of the 16 sub-categories in the schools.

**Rosmin Thomas and Padmanaban (2009)** conducted a survey with the objective of finding out the organisational climate of higher secondary school teachers in Kerala with respect to their gender, type of school locality and mode of appointment. The study revealed that paternal type of organisational climate was in prominence with one third of the total schools coming in this category. It was also concluded that the organisational climate of higher secondary school teachers in Kerala was not influenced by their respective gender and locality but it was influenced by the mode of appointment of teachers and type of school.

**Sukkyung You et al. (2010)** evaluated the school climate data collected from teachers and administrators working in public elementary, middle, and high schools throughout California Confirmatory factor analyses indicated that school climate could be measured as a multidimensional construct. Results from a series of multiple group analyses indicated that the higher order measurement model exhibits measurement invariance of factor loadings across teachers and administrators. Additional analyses revealed that administrators hold more positive perceptions of school climate than teachers.
Syed Ahmad Raza (2010) identified the relationship between organizational climate and performance of teachers in public and private colleges of Punjab. Majority of the public and private college principals opined that open climate was very highly positive correlated to teacher performance but paternal and closed climates were negatively correlated to teacher performance. As compared to public college principals, private college principal liked closed climate in their institutions. Majority of the public and private college teachers disliked closed climate. Teachers of both systems liked the thrust behaviour of their heads and disliked aloofness behaviour of their heads.

Anthonia Adenike (2011) aimed to explore organizational climate as a predictor of employee job satisfaction of academic staff from a private Nigerian University. The results of the finding showed a significant positive relationship between these two variables.

Bashir Arabiyat (2011) aimed at investigating the prevailing organizational climate at Al-Balqa Applied University \ faculty of princess Alia University from the viewpoint of the faculty members. The study showed that the overall mean for the organizational climate prevailing in Al-Balqa Applied University / Faculty of Princess Alia University from the Viewpoint of the Faculty Members has reached (3.32) and standard deviation (1.00), with a degree of importance of moderate. Results also showed that the field of personal relationships came in the first rank; while the field of affiliation ranked last.

Dorathi and Meena (2011) studied the organizational climate and service orientation in select schools. Organizational climate and service orientation are relatively better in private schools as compared to government schools. Further, there exists a positive and statistically significant correlation between the two variables.

Faizuniah Pangil et al. (2011) investigated the relationship between organizational climate and job satisfaction among government agency
officers. The result of regression analysis shows that these four dimensions of organizational climate are significant predictors of job satisfaction.

**Glisson and Green (2011)** examined the association of organizational climate, casework services and youth outcomes in child welfare systems. Maltreated youth served by child welfare systems with more engaged organizational climates have significantly better outcomes. Moreover, the quantity and quality of casework services neither mediate nor interact with the effects of organizational climate on youth outcomes.

**Lazaridou and Tsolakidis (2011)** surveyed the teachers’ perceptions of organizational climate in the public secondary schools of a region in central Greece. The respondents noted relatively light use of rigid and domineering supervision by their principals and few frustrations occasioned by multiple obligations and bureaucratization of the school system. Some differences in perceptions of climate were related to differences in certain demographics.

**Makewa et al. (2011)** studied the type of school climates prevailing in all the provincial secondary schools and the school climate differences between the high and low performing provincial secondary schools in Nandi-Central District, Kenya. High performing schools recorded a more favourable ecology, milieu, and school culture than the low performing schools. School climate was found to have a significant influence on academic performance of students in provincial secondary schools in Nandi–central district.

**Mohan and Ashok (2011)** evaluated the organizational climate and attitude of teachers. The result indicates a positive relationship between the two variables.

**Pradeep Kumar Mishra and Sreyashree Acharya (2011)** enquired the efficacy of senior-secondary school teachers with respect to their locale and organisational climate. The result of the study showed that difference was marked between open and closed climate schools in teacher efficacy. The result of two-way ANOVA revealed that teacher efficacy is affected by the organisational climate of the school. The interaction effect of locale and
organisational climate on teacher efficacy was found statistically significant at 0.05 level.

**Suresh Kumar (2011)** explored the influence of socio – personal variables on the building of organizational climate perception. The present study findings indicate that the majority of organizational climate dimensions were found to be significantly differed and the employee’s expectations were found to have been fulfilled in all formats. After a detailed discussion, it was found that most of the employees have perceived organizational climate as moderate. The mean difference on organizational climate perceptions also shows significant results.

**Lavian (2012)** examined the impact of organizational climate on burn out among homeroom and special education teachers working in Israeli state (non-religious) schools. School organizational climate was found to have a significant impact on burnout. The more unsupportive the school organizational climate is perceived, the greater the feeling of stress and burnout among teachers appears to be. Conversely, the more supportive the school organizational climate is perceived to be, the more likely the teacher is not to experience burnout.

**Naseri et al. (2012)** investigated the relationship between managers' philosophical mindedness and organizational climate in Bojnurd schools. Results of data analysis with mentioned statistics methods in accordance to basic premise revealed meaningful relationship between philosophical mindedness of managers and organizational climate of investigated schools.

The finding of **Price (2012)** showed that the Principals' relationships with their teachers affect Principals' and teachers' satisfaction, cohesion, and commitment levels. The relationships of Principals, as the school leader, strongly and directly affect teachers' attitudes, which define the school climate.

**Puzić (2012)** examined pupils', teachers' and principals' perceptions of school climate related to conflicts among pupils. The insufficient professional development of teachers in conflict resolution, restricted organisational
characteristics of schools, pupils' health problems and problems in the family environment have been identified as factors which negatively affect school climate and the incidence of conflicts.

Springer et al. (2012) found a positive relationship between organizational climate and workplace and job satisfaction.

Vashdi et al. (2012) examined the multiple organizational climates and their relationship with politics and performance in public organizations. The findings, both micro- and macro-level based, indicate that multiple climates in the school environment are positively related to teachers' satisfaction and organizational citizenship behaviour. Furthermore, perceptions of politics and such micro-level performance indicators are also related to school level achievements.

Vos et al. (2012) studied the organisational climate in primary schools in the North West Province in order to formulate management strategies to increase the organizational climate. The investigation indicated that the behaviour of the Principals and that of the educators contributed only to an average degree to the establishment of a more effective organizational climate in the primary schools.

Zeenat Zahoor (2012) conducted a study of Organizational Climate and Adjustment among Private and Government School Teachers. The study revealed a significant difference between the two groups of respondents on organizational climate and adjustment.

3.5 STUDIES RELATED TO PROFESSIONAL COMMITMENT OF TEACHERS

Kevin Marjoribanks (1977) studied "bureaucratic orientations, autonomy and the professional attitudes of teachers". The regression surfaces differed between female and male teachers. The bureaucratic orientations and the professional attitudes of teachers need not be in conflict if schools increase the autonomy allowed teachers.
Kang (1982) concluded that personal factors such as educational settings, teaching level, age, employment of spouse, academic level, administrator attitudes and practices and support of administrators are highly correlated with professional commitment of teachers.

Farrel and Rusbult (1983) found that job satisfaction and job commitment are related to each other. They also found that investment size exerted a greater impact on job commitment with passage of time.

Ferris and Aranaya (1983) examined the professional commitment by using OCDQ by replacing organization with term ‘profession’. They found that professional’s moral involvement may be more important determinant of turnover than calculative involvement and that organizational commitment and professional commitment were strongly related.

Dworkin (1985) found a significant relationship between teacher’s commitment and students’ achievement.

Pandey (1986) studied organizational commitment, professional commitment and job involvement in relation to organizational climate. Results indicated weak predictive nature of organizational and job climate variables on professional commitment but personality variables were found to be strong predictors. Pandey’s study also found professional commitment having a weak relation with organizational commitment and moderate relation with job involvement.

Ciriello (1987) undertook a study to understand the relationship between organizational commitment, professional commitment and job commitment. Results revealed that professionally committed teachers were less organizationally committed. Professionally committed teachers were much influenced by personal significance of instructional goals and they ranked first in importance to the goal of personal growth.

Parasuraman and Nichman (1987) studied organizational and professional commitment of musicians of a symphony orchestra and results
indicated that both types of commitments are product of different antecedent factors.

Morrow and Wirth (1989) studied professional commitment by using factor analysis as a technique and found that professional commitment was a uni-dimensional concept.

Cheng (1990) investigated the relationship between job attitudes and organizational commitment. Results showed the following: 1) Organizational commitment and job attitudes are multiple attributes, with their own sensitiveness to organizational environment; 2) the impact of aspects of organizational environment on organizational commitment and job attitudes can vary in terms of number of variables affected; 3) the length of teaching experience relates to organizational commitment and job attitudes.

Tucker (1990) conducted a study on a sample of all full-time Humanities and Social Sciences faculty at eight community colleges in the Virginia Community College System (VCCS) to investigate the relationship between aging and job satisfaction. This study found that changes in student learning and behavior are more likely to occur when teachers agree and share the school’s goals with other school members, are satisfied with the teaching profession, and are willing to take responsibility for students.

Bisaraia (1991) studied the mobility patterns and professional commitment of higher secondary teachers in Delhi. The findings suggested that the general scheme of transfers after a certain length of stay at one school was not conducive to commitment. In fact, frequent transfers and a majority of the mobility patterns were negatively correlated to professional commitment. Upward mobility was conducive to professional commitment but downward and horizontal mobility were negatively correlated with professional commitment.

Tapodhan (1991) found that sex, area (rural /urban) and caste had a main effect on professional attitudes.
Kushman (1992) studied two types of teacher commitment—organizational commitment and commitment to student learning—and their relationships with student achievement. The findings showed that organizational commitment was positively related to student achievement but there was only a weak relationship between commitment to student learning and student achievement gains.

The studies of Reyes (1992) showed that organizational support, collaboration climate, school orderly environment, encouragement of innovation, shared decision making, and frequently of supervision directly affect teacher commitment. The most powerful predictors of teacher organizational commitment were the teachers’ motivation to learn and sense of efficacy. Females tend to have higher school commitment than males, whereas years of experience correlate negatively with organizational commitment.

Firestone and Pennell (1993) studied the teachers’ autonomy in making classroom decisions, their participation in school-wide decision making, and their opportunities to learn were among the organizational conditions that showed a strong association with teacher commitment to the organization. A positive relationship was also found between organizational commitment and job involvement.

Leithwood (1993) found that the dimensions of leadership practices that contribute most to teachers’ commitment to change were those that helped to give direction, purpose, and meaning to teachers’ work.

The study of Mohan Raju and Srivastava (1994) revealed that perceived characteristics of profession, work related personality and desire to improve one's own skills were contributing in that order. The constituent variables that discriminated more and less committed teachers were perceived status, expectations of significant persons, and interest in profession, intrinsic motivation, social support, positive group attitudes, perceived advancement and desire to improve skills for professional purpose.
Kadyschuk (1997) investigated teacher’s commitment in the educational workplace. The variables that affected teachers’ commitment were years of teaching experience, job task characteristics, and leadership style respectively.

Richard et al. (1997) conducted a study on teacher professionalization and teacher commitment. The results of this analysis suggest that a school having a mentor program to assist beginning teachers is less important for teacher commitment than is the quality of assistance provided to new teachers.

The study of Joffres (1998) revealed that the teachers experienced multiple commitments. They suggested that their main commitments were to the children growth and learning, and then to their colleagues and administrators. The Teacher commitment was influenced by the teachers’ experience of positive and negative events, and the degree to which they felt successful in their work communities.

Reams and Spencer (1998) concluded that all the three dimensions of the school work culture were equally important in explaining differences in teacher commitment and efficacy. However, these dimensions were more obviously related to the level of organizational commitment than to personal efficacy.

Valerie LaMastro Rowan (1998) evaluated the nature of professional and organizational commitment in a sample of both elementary and secondary teachers. The results concerning self-reported interest in professional activities were somewhat curious in that they indicate a dominant effect of affective commitment over perceived organizational support on a variety of dimensions.

Kacmar et al. (1999) studied the structural properties of two measures of organizational commitment. Results indicated that the scales differed with respect to the components of commitment each measured and the strength of the relationships each had with the antecedents and consequences.
**Huber (1999)** found the relationship between students' commitment and achievement, and to investigate co-ordination strategies within schools, and their relationships to both teachers and student commitment. Results revealed that school co-ordination strategies could lead to a difference, although effects were rather small.

The findings of **Oberholster and Taylor (1999)** showed that there was a significant relationship between marital status and organizational commitment in favor of unmarried, age favoring those who were aged 50 or more; teaching experience was in favor of those who served either for 2 or for 25 years or more.

**Celep (2000)** attempted to investigate Turkish teachers’ level of commitment to their schools, the task involved while teaching, work groups, and the occupation. Study findings indicated that teachers exerted significant effort within their schools. There was a steady relationship between teachers’ organizational commitment and having pride in being part of the school and working group. Moreover, teachers were shown to be committed to their daily work and to their teaching occupation.

**James et al. (2000)** conducted a study on support, commitment, and employee outcomes in a team environment. Job performance was related to team commitment; intention to quit was related to organizational commitment; and organizational citizenship behavior was related to both team and organizational commitment. Commitment mediated the relationships between support and the outcome variables.

**Kudva (2000)** investigated into the relationship between professional aspects of teachers and their burn out. The major findings were professional commitment had a significant negative relationship with development of negative attitude towards students and a lack of personal achievement. There was no significant relationship either linear or nonlinear, between increased feelings of emotional exhaustion and fatigue and professional commitment.

**Punia (2000)** studied commitment among university teachers on two dimensions- organizational commitment and job commitment. The result
showed that university teachers were more committed towards their job as compared to their organization.

The study of Hausman and Goldring (2001) showed that magnet teachers rated their commitment higher than their peers in non-magnet schools. The teachers had lower commitment in non-magnet schools serving higher proportions of poor students. These results showed that teachers’ level of professional commitment can be influenced by the nature or type of school they work for.

Meador (2001) examined the differences between levels of job satisfaction, perceived organizational support, and organizational commitment among teachers selected from small rural school districts in Texas. The study indicated differences among teacher groups that implied teachers in low turnover rate districts more satisfied, felt more support, and were more committed than teachers in high turnover rate districts.

Sharma and Anita (2001) studied commitment among teachers of C.C.S University campus. The study found that age, sex, faculty had no bearing on commitment, whereas the level of education i.e. primary, secondary and higher had contributed to the development of commitment. Teachers engaged in higher education were found to be more committed in comparison to the teachers engaged in secondary education. Similarly higher academic career, achievement and higher commitment went together.

Shishupal (2001) studied student-teachers of B.Ed. classes with an intension to gauge their commitment to teaching profession. The study found that the teacher-trainees exhibited a fair degree of commitment to teaching profession. This study also found sex, age, father’s occupation; community background and income groups were not predictors of commitment. Finally this study also revealed that caste categories have some influence in determining the level of commitment.

Adam (2002) found School-based management positively affected teachers’ commitment to the teaching profession and to students’ academic
achievements and negatively affects their commitment to the school and to students’ social well-being.

Chellammal (2002) studied the organizational commitment, technology adaptability and job involvement of teachers of high and low achieving higher secondary schools. The organizational commitment of the teachers was the predominant variable in contributing to the academic achievement.

Martinez and Maynard (2002) conducted a study to evaluate factors contributing to program success or failure throughout 16 English colleges. Findings demonstrated that respondents emphasized the importance of good teaching, committed and knowledgeable teachers, as well as effective and appropriate process for recruitment, orientation, assessment, tutoring, and student support.

Meyer et al. (2002) studied on affective, continuance and normative commitment to the organization. At the individual level of analysis, commitment predicts important employee behaviors such as staff turnover, absenteeism, organizational citizenship, extra role behaviors and performance.

Femke Geijsel et al. (2003) studied transformational leadership effects on teachers’ commitment. The findings showed that transformational leadership dimensions affect both teachers’ commitment and extra effort.

Leanne Crosswell and Bob Elliott (2003) conducted a study on committed teachers and passionate teachers. The level of teachers’ commitment is considered to be as a key factor in the success of current educational reform agenda as it heavily influences teachers’ willingness to engage in cooperative, reflective and critical practice.

Mathew and Thomas (2003) studied the organizational commitment of degree college teachers in relation to work values, self-actualization and leader behavior of principals. The sample was drawn by employing a two stage stratified random sampling technique. There was significant and positive relationship between organizational commitment (all components)
and work values organizational commitment (affective and normative) and self-actualization organizational commitment (all components) and leader behavior of principles. Teachers having high work values were more committed to the organization. Male teachers were more committed than female teachers (affective). Older teachers had more normative commitment. More experienced teachers’ had more normative commitment. There was a significant difference in the organizational commitment of private aided and government college teachers, private unaided and government college teachers, private aided and private unaided college teaches.

Neil Knobloch and Susie Whittington (2003) studied the differences in teacher efficacy related to career commitment of novice agriculture teachers. Although the two groups had the same teacher efficacy at the beginning of the school year, teachers with higher career commitment were more efficacious after the first 10 weeks of the school year than the teachers with lower career commitment.

Bogler and Somech (2004) examined the distinctive relationship of teachers’ professional and organizational commitment with participation in decision making and with organizational citizenship behavior. It was found that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas, participation in the technical domain was positively related with only teacher professional commitment.

Kumar and Patnaik (2004) studied the organizational commitment, attitude towards work and job-satisfaction of post – graduate teachers. The mean score differences indicate that there exist some differences between male and female below 40 and above 40 years age group teachers and teachers having below 12 and above 12 years of teaching experience. It reflects that male teachers below 40 years age group with below 12 years teaching experience are more committed towards their organization than that of their counterparts. The organizational commitment is moderately related to attitude towards work.
Maheshwari (2004) studied the professional commitment of secondary school teachers. The results showed that secondary school teachers have exhibited a tendency of moderate level of professional commitment. The professional commitment is differently distributed among school teachers. The variation of professional commitment among school teachers is related to their social and academic characteristics Sex has been found to be a predictor of professional commitment. Female teachers exhibited higher commitment than their male co-professionals.

Ronit Bogler and Anit Somech (2004) conducted a study on the Influence of teacher empowerment on teachers’ organizational commitment, professional commitment and organizational citizenship behavior in schools. Pearson correlation and multiple regression analysis indicated that teachers’ perceptions of their level of empowerment were significantly related to their feelings of commitment to the organization and to the profession, and to their organizational citizenship behavior in schools.

Gwen Moran (2005) studied the job satisfaction, commitment and teaching status among alternatively certified career and technical education teachers. There were no significant differences in professional commitment, organizational commitment, or teaching status based upon school’s social status.

Insim Park (2005) conducted a study on teacher commitment and its effects on student achievement in American high schools. The greater portions of teacher commitment and student achievement variances were within schools. The individual and organizational variables had differential impact on each teacher commitment dimension. The teacher commitment effects on student achievement were differentially found depending on teacher commitment dimensions at the individual level.

The findings of Klaas van Veen et al. (2005) demonstrated a significantly positive correlation between principals’ self-ratings of instructional leadership and students’ achievement. The correlation was strongest for academic satisfaction, recognition, accomplishment and commitment.
Helen Patricia Goodell (2006) conducted a study on teacher commitment to profession. Results were consistent with the assumption derived from the literature that participation in professional activities is one manifestation of professional commitment, and with Becker’s concept that an increased quantity of reasons for acting results in increased commitment. Teachers rated high in professional commitment gave more reasons for participating in professional activities than did teachers rated low.

John Ross and Peter Gray (2006) studied the transformational leadership and teacher commitment to organizational values. Transformational leadership had an impact on the collective teacher efficacy of the school; teacher efficacy alone predicted teacher commitment to community partnerships; and transformational leadership had direct and indirect effects on teacher commitment to school mission and commitment to professional learning community.

Smita Gupta and Manisha Agarwal (2006) found the organization’s performance appraisal system and process facets member perception of the effectiveness of the performance appraisal system and organizational commitment. Results showed that the process acts multiple inputs session feedback and session planning were positive predictors of affective organizational commitment while continuance organizational commitment was positively predicted by both the system facet system commitment.

The study of Choudhury (2007) indicated no significant relationship between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction.

Usha and Sasikumar (2007) studied teachers’ commitment and teachers’ self-concept as predictors of job satisfaction. The study revealed that teacher commitment was the best predictor of job satisfaction among school teachers.
Diana Meierhans et al. (2008) conducted a study on influence of fair and supportive leadership behavior on commitment and organizational citizenship behavior. The results of structural equation modeling provide support for the hypotheses and indicate that fostering fair and supportive leadership can be worthwhile for organizations.

Faranak Joolideh and Yeshodhara (2008) studied the organizational commitment in high schools in India and Iran. Results revealed that female teachers had better Organizational Commitment than male teachers. The results also revealed that only in normative commitment, significant difference was observed between government and private high school teachers.

Samuel Osalami (2008) investigated the impact of job satisfaction and organizational commitment on organizational citizenship behavior. Results of the study indicated significant relationships among the three variables.

Alan Henkin and Stephanie Holliman (2009) conducted a study to explore the relationship between teachers’ organizational commitment and interpersonal conflict, participation activities beyond the classroom, and innovation in schools. Increments in experience in the profession were negatively associated with organizational commitment. Higher levels of interpersonal conflict are linked to lower levels of organizational commitment. Participation in activities beyond the classroom is marginally related to commitment, whereas support for innovation has a strong positive effect on teachers’ commitment.

Bush and Holly Riddle (2009) conducted a case study of seventh grade teachers’ and students’ attitudes toward content area reading. The results showed the relationship between meaningful professional development and teachers’ commitment to change instructional practices.

Elissa Giffords (2009) examined organizational commitment and professional commitment among a sample of social workers. The findings indicate that work environment and organizational factors contribute to social workers’ organizational and professional commitment.
Ferudun Sezgin (2009) found that psychological hardiness was positively and significantly related to both identification and internalization components of teacher commitment, whereas it was negatively and significantly correlated to the commitment predicated on compliance. Teacher compliance commitment was negatively associated with both identification and internalization. Although gender and years of experience are significant predictors of identification and internalization, the variables of subject specialization and age did not significantly predict all three subscales of teacher commitment.

Honingh and Oort (2009) conducted a study on teachers’ organizational behavior in public and private funded schools in the Dutch Vocational Education and Training (VET) sector. The analyses showed that teachers in publicly funded schools report a less curriculum-oriented attitude, a lower sense of identification, and perceive a less supportive school climate than teachers in privately funded schools.

Mehmet Karakus and Battal Aslan (2009) examined “Teachers’ commitment. The results showed that teachers’ commitment focuses, based on their types and levels of commitment and the focuses vary according to their personal characteristics such as gender, marital status and tenure. Although female teachers are more affectively and normatively committed to the teaching profession than their male counterparts, they have low levels of normative commitment to the work group and low levels of continuance commitment (based on lack of investments) to the school in which they work.

Nordin Abd Razak et al. (2009) studied the influence of leadership and working conditions on teacher commitment as well as with the development and maintenance of high levels of commitment among teachers. The study indicates the positive influence on leadership and working conditions on the commitment of teachers.

Shashi Shukla (2009) studied teaching competency, professional commitment and job satisfaction. Results have shown that with increasing age commitment of teachers decrease towards the profession. The result showed
very high positive correlation between commitment to profession and job satisfaction level of primary school teachers. This means teachers who are satisfied with their job are also equally committed to their profession. Professional commitment and teaching competency are not related to each other which means teacher are committed need not be competent and vice versa. Teachers with different level of job satisfaction did not show any difference in level of their commitment towards the profession.

Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed.

Stan Maria Magdalena (2009) conducted a study on professional commitment in teachers. Along their professional experience, teachers affectively involve themselves in their activity, establishing affective relationships with peers and students. No significant differences have been noticed between the three analysed groups regarding the normative commitment, neither the continuity one.

Geeta Kingdon and Muzammil (2010) conducted a study on school governance environment in Uttar Pradesh, India. Findings showed that students taught by teachers who have political connections or who are unionized have significantly lower achievement levels.

Sylvester (2010) focused teacher compliance commitment was negatively related to both identification and internalization. Professional leadership was the only school health dimension that was significant in predicting identification commitment. Two other dimensions of school health, academic emphasis and resource support, were not significant predictors of the commitment factors.

Vincent Dannetta (2010) studied the factors influencing teacher’s commitment to student learning. The result was a comprehensive list of 22
factors that influence a teacher’s commitment to student learning that can be categorized into personal and organizational factors.

Vishal Sood and Arti Anand (2010) conducted a study on professional commitment among B.Ed. teacher educators of Himachal Pradesh, India. Results showed that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession.

The study of Fokkens Bruinsma (2011) reveals that the beginning teachers score lower on continuing commitment, which refers to the awareness of the costs of leaving the profession. Further, teachers with different levels of motivation differ in their affective commitment, which refers to positive emotions towards the profession and their normative commitment, which refers to feeling an obligation to stay in the profession.

Hulpia (2011) studied the relation between teachers' organizational commitment and contextual variables of teachers' perceptions of the quality and the source of the supportive and supervisory leadership function, participative decision making, and cooperation within the leadership team. It was found that teachers’ organizational commitment was mainly related to quality of the supportive leadership, cooperation within the leadership team, and participative decision making.

Jourdan et al. (2011) identified the professional issues that teachers perceived as important in their commitment to a health promotion programme launched in their schools. The main factors that teachers identified as shaping their commitment were they need to be cognizant of the internal tensions that programme implementation can engender among the whole staff, some of whom may be committed to health promotion in their school, while others, may not value it in the same way.
Rekabdarkolaei (2011) examined the structure of organizational commitment in relation to the teacher's organizational behaviour in Iranian primary schools. Results show the teachers' positive perceptions about organizational behaviour and organizational commitment. There was a meaningful relationship between the teachers' organizational behaviour and organizational commitment.

Sharif et al. (2011) found that the school teachers in rural secondary schools show high levels of empowerment and organizational commitment. The research also indicates that there was no significant difference between teaching tenure in current schools and organizational commitment.

Ahmad et al. (2012) examined the factors within accounting education which influence accounting students' professional commitment. Results obtained via Structural Equation Modeling showed good support for the hypothesized relationships.

Lee et al. (2012) investigated the relationships between a professional learning community faculty trust in colleagues, teachers' collective efficacy, and their commitment to students. The findings from exploratory factor analysis indicated that three clear components could be extracted from the scale of Professional Learning Communities Assessment (PLCA) in a Chinese setting. Multilevel analysis was conducted to investigate how school-level variables, including the three factors of professional learning community, faculty trust in colleagues, and collective teacher efficacy, affect teachers' commitment to students. The findings from the Hong Kong teacher sample indicated that two professional learning community factors including collective learning and application and supportive conditions - structures, and the factors faculty trust in colleagues and collective teacher efficacy could significantly and positively account for the school-level variances of teachers' commitment to students.

Ravinder Kaur et al. (2012) conducted a study on professional commitment on teachers in relation to their life satisfaction. The analysis of
results proved that there was a significant relationship between life satisfaction and professional commitment of teachers.

Sock Lee Ching and Daisy Mui Hung Kee (2012) examined the preferred work values and career commitment of Generation Y teachers in Malaysia, as well as the moderating effect of cultural orientation on the work values-career commitment relationship of Generation Y teachers. Findings suggested that Generation Y teachers in Malaysia preferred security and environmental work values, which was different from the findings carried out in Western countries, and work values explain 17% of the variance of career commitment. In addition, intrinsic work values are correlated to career commitment at $r = .36$. Cultural orientation was also found to have significant impact on the work values-career commitment relationship of Generation Y teachers, although it accounts for only 1% of the increase in the variance explained.

3.6 STUDIES RELATED TO ORGANIZATIONAL STRUCTURE AND ORGANIZATIONAL CLIMATE

Grigsby (1991) studied the organizational structure and climate, and the interrelationship between these factors, in two schools of nursing. Results indicated that the sample organizations exhibited characteristics of both the bureaucratic and professional models of organizational structure, although one school was more closely aligned to the professional model. Organizational climates differed in the two schools, and the school that structurally resembled the professional model had a more facilitative climate.

Lein and Lavern (2001) attempted to explore the scope for the improvement of the school climate at Brentwood School. Ultimately, improvement of productivity and satisfaction for students, teachers, other staff members, the administration, and the parents were sought.

Jill Scott-Cawiezell et al. (2004) conducted a study on organizational climate of staff working conditions and safety. The factors that affected health care worker outcomes were identified. Overall, the full model explained 24 to
65 per cent of the variance in employee satisfaction, but was not as effective at predicting intention to leave.

Harvey Marshall Fouts (2004) studied structure and the organizational climate of North Carolina cooperative extension. The findings indicated that measures of the NC Cooperative Extension organizational climate may be associated with a consultative management system. Content analysis of employees’ anecdotal comments was used to categorize issues of concern and recommendations. These issues included visionary administrative leadership, reward and recognition, valuing diversity in the workplace, communication, in-service training, and organizational structure.

Chung-Jen Chena and Jing-Wen Huanga (2007) examined the effects of organizational climate and structure on knowledge management from the social interaction perspective. The findings suggest that innovative and cooperative climate was positively related to social interaction; that when the organizational structure was less formalized, more decentralized and integrated, social interaction was more favourable; and that social interaction was positively related to knowledge management.

Faizuniah Pangil et al. (2011) investigated the relationship between organizational climate and job satisfaction among government agency officers. The result of regression analysis showed that these four dimensions of organizational climate were significant predictors of job satisfaction.

3.7 STUDIES RELATED TO ORGANIZATIONAL CLIMATE AND PROFESSIONAL COMMITMENT

Carolyn Riehl and John Sipple (1996) examined the relationship among teachers’ task environments, more general characteristics of school organizational climates, and teachers’ professional and organizational commitments. Results suggest that while teachers’ professional commitment and organizational commitment were unrelated to teachers’ class schedules, commitment was associated with school climate.
Spencer (1998) studied the effect of institutional culture on faculty commitment, motivation, and satisfaction. Results showed the following: 1) the most prominent faculty characteristics affecting perceptions of satisfaction, motivation, and commitment was gender. 2) Females consistently viewed organizational commitment more positively than males, and so became more motivated and satisfied. 3) Culture and climate interacted to affect personal satisfaction, commitment, and motivation.

Turan (1998) conducted a study on 900 high school educators to investigate the relationship between each dimension of organizational climate and the organizational commitment in Turkish public high schools. The results of this study indicated that there was a significant positive relationship between overall organizational climate of the school and the teachers’ organizational commitment. A positive significant relationship was also found between supportive leader behaviour and the teachers’ organizational commitment, whereas a negative relationship was found between frustrated teacher behaviour and the teachers’ organizational commitment.

John and Taylor (1999) conducted a study to explore the relationships among principals’ leadership style, school environment and the organizational commitment of teachers in Seven-day Adventist (SDA) secondary schools in the Philippines. The researchers found that there were mutual relationships among the following three dependent variables: 1) principal’s leadership style, 2) school climate, and 3) the organizational commitment. A high consideration by leadership led to high committed teachers. Climate openness (supportive principal behaviour, teacher engagement, intimacy, and low levels of teacher frustration) also led to high committed teacher. Moreover, there was a significant relationship between considerate leadership behaviour and climate openness. Furthermore, two-thirds of the respondents had less than ten years of teaching experience and married teachers were found to be more committed than others.

Harriet Rivalani Khoza (2004) conducted a study on a comparison of teacher stress, commitment and school climate in schools with different success rates. The results indicated similarities in terms of the levels and
sources of stress among the teachers from the two school types, as no significant differences between the schools were found. However, the teachers in schools with excellent matric pass rates have higher levels of commitment. Significant correlations were also found to exist between teachers' professional commitment and organisational climate.

The study of Yong Jiang (2005) demonstrated that organizational climate and teachers’ involvement in curriculum reform are the direct factors to affect teachers’ job satisfaction, which is the important intermediate variable to influence on teachers’ professional commitment, autonomy and burnout. It is also concluded that organizational climate improves teachers’ professional commitment.

Taravian (2006) investigated the relationship between organizational climate of high schools and teachers' organizational commitment. The research findings revealed that there was a positive and strong relationship between the organizational climate of school and teachers' organizational commitment.

Abdul Salam Jameel and Mohammad Abdul Raheem (2009) studied the level of commitment and its relation to students’ achievement as perceived by English Language teachers in Public Schools in Tulkarm District. The major results were: English language teachers’ commitment achieved a high degree, with a mean of (3.63) and percentage of (72.6). Democratic climate was the most important factor in increasing teachers’ commitment to their job.

Larry Don Smith (2009) examined the relationship between school climate and teacher commitment. Results indicated that teacher commitment was related to school climate. The study showed that the most significant predictor of teacher commitment was teacher professionalism.

Douglas and Stephen Michael (2010) examined the relationship between school climate and teacher commitment in elementary schools in Alabama. The findings indicated a relationship between school climate and teacher commitment.
Collie (2011) investigated whether school climate and social-emotional learning impact teacher commitment. Binary logistic regression analyses showed that positive school climates significantly predicted three forms of teacher commitment: greater general professional commitment, future professional commitment, and organizational commitment.

Najeemah Mohd Yusof (2011) examined the school climate and teachers’ commitment in Penang, Malaysia. The study found that the level of school climate openness and overall teachers’ commitment was high. As for correlation between school climate dimensions, it was determined that they were positively correlated with the teachers’ commitment.

3.8 EPITOME OF LITERATURE SCANNING

The literature scanning reveals that schools are social institutions. Every educational organization has a structure and climate that distinguishes it from other schools and influences behaviour and feelings of teachers and students for that school. For schools, organizational climate provides necessary link between organizational structure and professional commitment of teachers.

The review of related literature in the three organizational variables and academic achievement of learners reveals the sustained attention shown by researchers in India and abroad. This shows the relevance on the importance of variables selected. Karpagakumaravel (1984), Paul Devanesan (2000) and Chellammal(2002) employed percentile norms for the identification of Higher Secondary Schools. The above researchers identified private schools as high achieving schools and government schools as low achieving schools.

Regarding organizational structure, studies conducted by Simsek et al. (1997) and Frank Romano and Menomonee (2010) indicate the existence of centralized decision making and formalization of rules and regulations.

Regarding organizational climate, Sharma and Sudha (1982) found controlled and closed climate in Agra Higher Secondary Schools. Singh and Vierendra (1998) found that the controlled and closed climate the academic
achievement was the highest. The study of Chakraborti and Manas (1990) indicated the prevalence of controlled climate in West Bengal schools. Jaya Jothi (1992) found out the prevalence of controlled climate in the central schools of the Madras region. Anju Mehrotra and Ilyas Hessian (2002) found out the prevalence of controlled climate in government schools located in Delhi.


3.9 INSIGHT DRAWN FROM REVIEW OF RELATED LITERATURE

The following insights are drawn after making an extensive analysis of previous findings.

1. The review reveals the continued interest shown by researchers in India and abroad on the variables selected.
2. The review of related studies point out the need for conducting research in the area chosen since the variables selected have tremendous effect on organizational effectiveness.
3. In Indian soil research efforts on organizational analysis relating to organizational structure is lacking. The present study may fulfil the gap.
4. All the studies related to the present variables rely on survey as an appropriate method for studying organizational variables. Therefore, in the present study survey method was selected. Almost all survey
studies employed questionnaire as a major tool. In the present study also questionnaires are considered for collection of data.

3.10 RATIONALE OF THE STUDY

1. After scanning of studies abstracted in surveys of research in education and other literature, the investigator has drawn the conclusion that less attention has been paid to the organizational variables and their influence on the academic achievement of learners at the higher secondary stage.

2. In India no research effort has been made to find out the influence of the three organizational variables on the academic achievement of learners. Hence the present investigation is unique and significant.

3.11 CONCLUSION

In this chapter the previous studies related to the three organizational variables are reviewed to identify the research gap of the study. The review highlights the need for undertaking research in the selected area of the study. Having reviewed the earlier findings in the variables selected, attempts are made to design the present investigation. This is comprehensively dealt with in the next chapter.