Introduction
Chapter I

1.1 INTRODUCTION

School is a place where formal situations are created to facilitate teaching learning process among young minds so as to draw out best of them. School is an integrating part of the entire social fabric of the society. It is the most important agent of socialization which brings about the development of child’s natural, intellectual, emotional and physical potentialities. Schools, apart, from imparting basic knowledge and skills also inculcate attitudes, aptitudes, thoughts and habits. Schools are the only institutions that can meet the ever changing needs of the society in response to national policy. School is a complex organization consisting of two specific characteristics.

i) Formal structure

ii) Informal structure

The formal structure of organization is constituted by the fabric of roles. These roles are prescribed to the individuals who are working in the formal structure. Beneath the cloak of formal relationships in every organization, there exists more complex system of social relationships consisting of many informal organizations (Ownes, 1970 p.48).

School organization like any other organization has certain roles, structures and expectations, which may be called normothetic dimension of the organization. An individual working in organization helps to achieve organization’s objectives and at the same time satisfies his own needs. The organization, on the other hand, operates according to a set of principles and established roles in order to accomplish its objectives and the individuals in organization are controlled adequately. This condition is possible if there exists a favourable climate in a school.
Halpin (1966) has observed "Any one who visits more than a few schools notes quickly how schools differ from each other in their 'feel'. In one school, the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other. This pleasure is transmitted to the students, who thus are given at least a fighting chance to discover that school can be a happy experience. In a second school, the brooding discontentment of teachers is palpable, the principal tries to hide his incompetence and his lack of sense of direction behind a cloak of authority and yet he wears this cloak poorly because the attitude he displays to others vacillates randomly between the obsequious and the officious. And the psychological sickness of such a faculty spills over the students, who in their own frustration, feedback to the teachers mood of despair. A third school is marked by neither joy nor despair but by hollow rituals. Here one gets the feeling of watching on elaborate charade in which teachers, principal and students alike are acting out their respective parts. The acting is smooth even fluent, but it appears to have little meaning for the participants. In a strange way, the show just does not seem to be 'for real'. And so, too, as one moves to other schools, one finds that each appears to have a personality of its own" (Halpin, 1966 p-131).

Generally, human beings, in every sphere of life, are known by their warmth, sincerity, hostility, friendship or other domineering qualities we perceive in them. Some educational institutions extend warmth and hospitality to visitors. Other institutions convey feelings of suspicion, distrust, aloofness, coldness or indifference. It is just by the virtue of these observations of features, one can conceptualize the personality of an institution or the prevailing atmosphere in it. But it is difficult to describe the nature and origin of such feelings. These influences are so subtle and all pervasive that it is difficult to exclusively identify
them. These are considered as parts of school environment. Sharma (1982) has dealt with this socio-psychological phenomenon in the following words "At the same time, theorists concerned with the explanation of this complex phenomenon which is associated with complex personality of organization, do not agree among themselves in using terms for defining this feeling, this personality, regardless of the terminology they employ" (p.2).

Argyris (1957) has called it the "living system" of organization, which are the domain of organizational climate.

According to Halpin (1966), "What personality is to the individual, organizational climate is to the organization". (P-131).

Argyris (1958) defined "Organizational climate as the homeostatic state of an organization composed of elements representing many different levels of analysis" (p-516).

It is very much clear that the concept of organizational climate has been discussed differently by different authors. There is little consensus what so ever among various authorities who have dealt with this problem.

Guba (1960) has conceptualized climate as, "The state of organization which results from interactions that take place between the organizational members as they fulfil their role while satisfying their individual needs". (P- 121).

According to Lonsdale (1964), "Organizational climate might be defined as the global assessment of the interaction between the task achievement dimension and the needs-satisfaction dimension within the organization or in other words, of the extent of the task-needs integration". (P-165). In general usage, the term has a psycho-social flavour which reflects more concern with the need satisfaction dimension than with the task achievement dimension but the meaning, that gives relatively equal attention to both, is preferred.
According to Brown (1965), Organizational climate refers to the cathetic patterns giving identity to sub groups and interpersonal relations in a living organization. (P-66).

Tagiuri and Litwan (1966) have defined, "Organizational climate is a relatively enduring quality of the internal environments of an organization that a) is experienced by its members b) influences their behaviour and c) Can be described in terms of the values of a particular set of characteristics or attributes of the organization".

Sargent (1967) has stated "Organizational climate is a concept which embraces the milieu of personalities of principal and teachers interacting within the sociological and psychological framework of an institution such as public high school".

According to Korman (1978) "The climate of an organization may be the extent to which it is seen by either those who are inside or outside the organization, as ego- supportive, hierarchical, ambiguous, conflict prone and routinized to cite just a few of the descriptive terms often used".

Davis (1980) has observed, "Organizational climate represents the entire social system of a work group. It is clearly a system concept".

Organizational climate may be defined in terms of interaction that takes place between organizational members (i.e. superiors and sub-ordinates) as they fulfil the prescribed roles while satisfying their individual needs.

Organizational climate deals with the perception of members of an organization on the interrelationships within the organization, especially, between superiors and sub-ordinates in reference to 'need-satisfaction' and 'goal achievement' and is reflected as a personality of the organization.
The organizational climate of an institution means the interpersonal relationships within the group and between the group and its leader i.e. (Staff personnel and Head of the institution respectively. It is the social milieu, the human behaviour or social atmosphere that pervades all activities in the institution. The constituents (i.e. the principal and personnel of an institution are comparable to the working parts of a machine which in turn corresponds to its organization.

Climate is the result of interpersonal and intra personal relationships among groups and leaders. It is the functional or operational harmony of the entire mechanism of the organizational climate concerned and climate is the reflection of the total personality of an institution which grows out of its long tradition, discipline, behaviour, achievement and failure and so on. There are mainly two factors influencing the organizational climate

(i) Interpersonal relationship within the organization.
(ii) external agency administering it.

Organizational climate may be defined as a resultant condition of social and psychological interaction between teachers and principal and within the group of teachers of a school.

1.2 Dimensions of Organizational Climate

Numerous studies on organization made it clear that research studies of organizations, first, began with considerations of behaviour in industrial and other business organizations and, later on, were extended to study the school as an organization. ‘Climate’ has been one of the concepts studied in research on organizational behaviour. Researches in the area of organizational climate have helped a great deal in bringing about the various aspects of organizational climate of any institution or organization. Halpin and Croft (1964)
identified 8 dimensions to measure the organizational climate of an institution and devised 8-subtests by factoring 64 likert type items. Technically speaking, the subtests are called 'Factors' and total set of 8 factors is called 'Factor Structure' because factor analysis procedure is used to visualize these subtests.

Broadly, Halpin and Croft divided the 8 dimensions (subtests) into 2 groups. The first 4 of the 8 sub-tests relate to the behaviour of the teacher and remaining four sub-tests relate to the behaviour of the principal. This has been shown in table 1.1

**TABLE 1.1**

DIMENSIONS OF ORGANIZATIONAL CLIMATE

<table>
<thead>
<tr>
<th>Characteristics of</th>
<th>Teacher's Behaviour</th>
<th>Sr.No.</th>
<th>Principal's Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Desengagement</td>
<td>5.</td>
<td>Aloofness</td>
</tr>
<tr>
<td>2.</td>
<td>Hindrance</td>
<td>6.</td>
<td>Production Emphasis</td>
</tr>
<tr>
<td>3.</td>
<td>Esprit</td>
<td>7.</td>
<td>Thrust</td>
</tr>
<tr>
<td>4.</td>
<td>Intimacy</td>
<td>8.</td>
<td>Consideration</td>
</tr>
</tbody>
</table>

The above mentioned eight dimensions of the organizational climate are the internal factor structures or aspects of the climates. The particular names which are given to these dimensions are different from those which are commonly used in day-to-day language. To Quote Halpin (1966), "In particular, the languages of common sense, in itself, will not suffice as a way of telling us what variables should be used when we seek to map the domain of organizational climate. Common sense alone can not tell us how many or how few categories we should for any given purpose draw directly from the language of every day life". This cannot be particular to climate studies, even studies on human personality have used terms which are not directly drawn from the
Halpin (1966) being aware of this fact, stated that "For each of the concepts, that we introduce, is defined literally by the complete set of operations that we have used to measure it". Halpin and Croft's 64 items are also used by Sharma (1973) in his study of organizational climate of secondary schools of Rajasthan. But being confronted with differences in educational setting, functional conditions, relationship and constraints, Sharma had to modify some of these items. Sharma made a study of 1915 respondents of 95 schools and factor analysed the above items accordingly. The conclusions he offered, is that in the Indian Context, there are some variations in the sub-test level factors of the climate.

Sharma (1973) found that for the four factors viz. Disengagement, Esprit, Intimacy and production emphasis the factor structure was identical with that of Halpin and Croft's. But for the four factors viz. Hindrance, Alienation, Thrust and Consideration, the pattern of the factor structure in the present study was not similar to the original study done by Halpin and Croft. Sharma's further enquiry led to a new nomenclature for the remaining 4 original factors of the Organizational Climate Description Questionnaire (OCDQ) viz. 'Alienation' for Halpin and Croft's 'Aloofness', Psycho-physical Hindrance for Hindrance, Controls for Consideration and Human Thrust for Thrust. Sharma's exercise at factor analysis at item levels marks an advance for Indian educational conditions, over Halpin and Croft's conceptualization.

The conceptualization of climate at the subtest level was advanced further in 1975. The Department of Educational Administration M.S. University Baroda used three sets of items for identifying factors at the item level. The sets of data consisted of responses from...
i) Secondary School Teachers of Thailand on climate items.

ii) Secondary School Teachers of Gujrat State on climate items which were modified to suit Gujrat conditions.

iii) M.S. University Baroda University teacher's responses on climate items, suited to campus educational conditions.

We find that in all the 3 sets of items, individual items are grouped together around 12 factors. Each of them has a coefficient of correlation of 5 or above with individual items. The twelve factor solution has three sets, each containing four factors. This is certainly an advancement in climate concept at item constellation level. The 12 factors along with their group structure are presented below in table 1.2.

TABLE : 1.2

<table>
<thead>
<tr>
<th>TWELVE FACTORS ALONG WITH GROUP STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S. No.</strong></td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

M.L. Sharma (1978) has done conceptualization at the sub-test level. His famous test known as School Organizational Climate Description Questionnaire (SOCDOQ) was prepared in 1978. In his test, he made use of some dimensions which he used in his previous research work in 1973. Sharma has further
divided those 8 dimensions into two groups. They are group - behaviour characteristics and leader-behaviour characteristics as shown in Table 1.3.

**TABLE:1.3**

**DIMENSIONS OF ORGANIZATIONAL CLIMATE**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group Behaviour</th>
<th>S.No.</th>
<th>Leader Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Disengagement</td>
<td>5.</td>
<td>Psycho-physical Hindrance</td>
</tr>
<tr>
<td>2.</td>
<td>Alienation</td>
<td>6.</td>
<td>Controls</td>
</tr>
<tr>
<td>3.</td>
<td>Esprit</td>
<td>7.</td>
<td>Production Emphasis</td>
</tr>
<tr>
<td>4.</td>
<td>Intimacy</td>
<td>8.</td>
<td>Humanized Thrust</td>
</tr>
</tbody>
</table>

1.2.1. **GROUP CHARACTERISTICS**

1.2.1.1. **DISENGAGEMENT**

It refers to the teacher’s tendency not to be in gear with respect to the task at hand. There is no feeling of any sense of identification with the goals, purposes, methods regarding the policy of the institution. The teachers do not feel that they are part of the institution and they grow a sense of disinterestedness, detachment towards the school. They are least bothered about the academic or any other activities of the school. They do not care about the success or failure of the school and are not ready for shouldering any responsibility. They do not show any interest in taking credit for achievement or blame for failure of their institution.

1.2.1.2. **ALIENATION**

It refers to the behaviour patterns within the group faculty, including the leader (the principal) which are characterized as highly formal and impersonal. This dimension describes the degree to which the principal goes by book and wants to be guided by prescribed rules rather than dealing with teachers in an informal face to face situation. The principal keeps himself emotionally at a distance from the teachers.
1.2.1.3. ESPRIT

It refers to teacher's morale. The teachers have the feeling that their social needs are being satisfied and also have the feeling that they enjoy a sense of accomplishment in their job.

1.2.1.4. INTIMACY

It refers to the teacher's well adjusted and happy life among themselves. This dimension describes social need satisfaction which is not associated with the task that teachers are called upon to perform in school and not linked with task accomplishment.

1.2.2. LEADER BEHAVIOUR

1.2.2.1. PSYCHO-PHYSICAL HINDRANCE

It refers to the teacher's feelings that principal loads them with too much clerical sort of work and routine duties, which hinders rather than facilitates their main business of teaching. Teachers consider these extra duties as unnecessary. There is a lack of communication between the leader and the staff. Teachers perceive the principal as a dictator in his behaviour with them.

1.2.2.2. CONTROLS

This describes the degree to which the principal's behaviour can be characterized as bureaucratic and impersonal in nature. His behaviour is task-oriented but at the same time he tries to raise the degree of effectiveness and efficiency by helping the group work towards common goal and by providing them adequate guidance and services.

1.2.2.3. PRODUCTION EMPHASIS

Halpin and Croft have made use of this term for measuring and evaluating the organizational climate. Any principal who manifests such a behaviour is viewed as task oriented. This dimension refers to the principal's behaviour characterized by close supervision of the staff in order to achieve
maximum production. He is highly directive and not sensitive to feedback from the staff. His emphasis is on work, duties and outcomes rather than anything else. He wants to see that his school is one of the best and that he is regarded as efficient. He leaves little time for the staff to rest. His behaviour is authoritarian and directive. "He is highly directive and plays the role of a 'straw boss'". (Halpin 1966 P.151).

1.2.2.4. HUMANIZED THRUST

This refers to the principal's behaviour characterized by serious and appropriate effort to run the school smoothly. Humanistic thrust is achieved not by close supervision but by the principal's attempts to motivate the teachers through examples he sets, personally. The principal's behaviour though task oriented is at the sametime characterized by an inclination to treat the teachers humanly. He tries to do something extra for them in human terms. The principal never asks the teachers to give him any more than they willingly give of themselves. His character though being task oriented is viewed favourably by the teachers.

Since the publication of Halpin and Croft's original report in 1963, many researchers have made use of the OCDQ and its eight subtests. According to Halpin (1967), the OCDQ is used in not less than 1100 schools in the United States and Canada. In addition to this, the tool has been used in Korea, Pakistan and Australia in the researches in organizational climate.

In India also, more than a dozen climate studies have used the OCDQ of Halpin and Croft. Sharma (1968, 1971,1973) Bayati (1970), Sharma, Buch and Rai (1971), Kumar (1972), Patel (1973), Pillai (1974), Shelat (1975), Pandya (1975), Darji (1975), Franklin (1975), Chokshi (1976), Gupta (1977), Khera (1979), Gaba (1980), Samad (1986), Santosh (1991) made use of this tool to study the organizational climate of different types of schools.
The Organizational Climate Description Questionnaire (OCDQ) of Halpin and Croft has been recognised at international level. From these studies, it is obvious that Halpin and Croft's study is an authentic source of organizational climate and has been successfully used in many countries. Therefore, the investigator, in the present study, also followed the same 8 subtests, identified by Halpin and Croft

1.3 GENERAL FACTORS

As the main focus of the present study is to identify and classify the organizational climate of schools, the investigator felt the need of pursuing the discussion on conceptual framework of climate and to notice whether the tapping of enough common behaviour is permitted which can be described as the conceptual operation behaviour in terms of a few more general factors (i.e. fewer than the number of subtests). The factorial solution technique is used to arrive at general factors by many researchers.

In studies by Halpin (1963), Sharma (1973), Jai gopal and Nagrajan (1974), Samrong (1976) and Gandhi (1977) factor analysis were done at subtest level. All of them obtained general factors which threw significant light on constellation relating to organizational climate as a common basis. A brief review of the results of the above mentioned researcher's work in factorial rotational solution on the subtest level is given below.

1.4 HALPIN'S TWO FACTOR ROTATIONAL SOLUTION

Halpin in his study first attempted two factor Varimax solution for 8 OCDQ subtests on the total sample of 1151 respondents. In this 2 factor Varimax rotational solution, he found 2 factors. In one of them, the dimensions of 'intimacy' and 'consideration' were loaded highly and in the other the dimensions of 'Disengagement' and 'Aloofness' were loaded highly. The former, he named Factor I as 'Social Needs' and the later, Factor II as 'Social
Control', 'Intimacy' and 'Consideration' described the 'Social needs oriented
behaviour where as Disengagement and Aloofness both depicted behaviour
which was task oriented and related to social control. According to Halpin
(1966 P-159) "most of the social behaviour which occurs in an organization can
be classified either as oriented to social needs or as associated with social
control".

Halpin in his two factor Varimax rotational solution, for the 8 OCDQ
subtests found that all the 8 subtests at least to some degree either saturated
with social control or social need behaviour or both of them. Though the two
factor solution is helpful in understanding the factor structure of climate and
makes good sense in terms of organizational Theory. Yet Halpin's findings
showed that the two factor solution accounted for only 50 percent of the
common variance. This low percentage of common variance, made Halpin to
work on 3 Factor Varimax rotational solution based on his previous sample of
1151 respondents. Two factor rotational solution has depicted below in the
Table 1.4.

**TABLE 1.4**

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Factor</th>
<th>Name of Factor</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Factor-I</td>
<td>Social Needs</td>
<td>a) Intimacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b) Consideration</td>
</tr>
<tr>
<td>2.</td>
<td>Factor-II</td>
<td>Social Control</td>
<td>a) Disengagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b) Aloofness</td>
</tr>
</tbody>
</table>

**1.5 HALPIN'S THREE FACTOR VARIMAX ROTATIONAL SOLUTION**

Halpin believed that the three factor solution provided the best
description of factors tapped by OCDQ as compared to the two factor solution.
In his three-factor Varimax rotational solution, he found 3 factors, on first of
Donald (1959) described the academic climate on several dimensions. One such dimension is the method of behaviour control, typically, used in the classroom. A democratic classroom may be described as one in which there is a large degree of premissiveness in the teacher-pupil relationship. Pupils are allowed selection of work projects and they participate in decisions about learning activities. They are not closely supervised but are allowed to work independently. An autocratic classroom may be described as one which is dominated by the teacher. The teacher decides about the content and imposes the goal of learning activities. The pupils do not participate in either the selection of learning activities or the goal of these activities.

Academic climate is an atmosphere in which learner makes knowledge his own. Teachers are concerned with the academic climate because it is basic to teaching-learning situation and to the general development of pupil. Broadly, it is a product of the teacher’s leadership. The academic climate is one in which the acquisition of learning is accepted as a worthwhile goal by the students. Such situation requires that the subtleties of individual development be natured in the social situation of the classroom.

1.7.1 Dimension of Academic Climate

1.7.1.1 Acquisition

The academic climate for learning is one of acquisition. Acquisition is the storing, the saving and preparation for next day. Acquisition is, usually, social because learning occurs with and from others but the needs and interests of the individual do not succumb to those of the group.

1.7.1.2 Competition and Co-operation:

In academic climate both competitive and co-operative tendencies can be developed for the benefit of the individual and the general welfare. This has to be done to provide a proper climate of acquisition.
1.7.1.3 Leadership and self development

Academic climate is a competitive, co-operative dilemma that taxes the teachers leadership. Teachers cannot learn for the pupil or even make learning easy for him. Teachers can lead and lend support. They can provide situations that may encourage the potentialities of individuals development.

1.7.1.4 Integrity of the Individual

The teacher should promote the climate of competitive-co-operative acquisition by not imposing his ways on students whom he does not fully understand rather he should comprehend the feelings and perception of others. He should rely on the slow process of self development rather on self-imposition.

1.7.1.5 Support

In academic climate, the teacher should support individuality in the student. He should arrange situation to aid their pupil in self-development.

1.7.1.6 Emotional Tone

An emotional tone of mild approach and mild approval with a slight tension to action is most conducive to encouraging the subtleties of individual development, strong feelings of like, and all degrees of dislike, have the effect of overdirecting attention and masking the more subtle developments. Mild rather strong feelings provide for breadth in awareness and depth in potentialities of individual development.

1.7.1.7 Control

Control is the direction of others. Permissive control provides more gradual self-development than directive control. But the objective of each is eventual self control. Self discipline within the limits of any situation is the highest possible level of individual development.
1.8 **Democracy**

According to Abraham Lincoln (1860), "Democracy is the Government of the people, by the people and for the people. In short, Democracy is the power of the people."

According to Sellay (1879), Democracy is a government in which everyone has to share. Every adult in democracy has a share in governing the country. We generally consider democracy as a misnomer for political democracy. It is made to govern all our actions and thoughts. Political democracy cannot succeed if the spirit of democracy does not run through the veins and arteries of the human life. Unless we allow democracy to govern our ideas, actions and behaviour at every step. All our talks of democracy would be empty dreams and political democracy would collapse sooner or later.

Democracy, in its most accepted sense, means a form of Govt in which the supreme power is vested in the people collectively and is administered by them or by officers appointed by them (Dictionary, 1964).

Schumpeter (1965) remarked, "Democracy is that institutional arrangement for arriving at political decisions which realises the common goals by making the people itself decide through the election of individuals who are to carry out its will." (p. 250).

Ashok Mehta (1966) defines democracy, ".... the rule of law, the independence and supremacy of the judiciary, civil liberties, and fundamental freedoms, periodical elections and representative Govt."

Democracy envisages expression of thoughts, civil liberties like freedom of religion and right to equality. It advocates true representation of people through representative Government. Democracy believes in equality of both sexes and is deadly against discrimination on the basis of caste, colour and creed. Democracy provides equal opportunities for all people irrespective of
their religion. It advocates right to vote (franchise) to all adults to elect true representatives to run the country.

1.8.1 Democracy in Educational Setting

Kothari Commission (1964) observed, "Training in democracy postulates a balanced education in which social virtues, intellectual development and practical skills all receive due consideration and the pattern of such education must be envisaged on all India basis."

Gore and et al. (1967) observed that ideas about democracy must find expression and support in text books and other reading material that is given to children at the primary and secondary stages of education. At later stages, these ideas may be examined more critically.

Prof. Humayun Kabir (1970) remarked, "Democracy means equal opportunity for all, but such equality has no reality without equal facilities for education. Access to elementary and perhaps even to secondary education is the birth right of every citizen in a democracy. Without such education, men and women cannot function effectively and creatively as citizens of a democratic republic."

Prof. H. Kabir enunciated that the aims and objectives of a true democratic education should be to develop habits, attitudes and qualities of character. This means that educational system should make its contribution to the development of habits, attitudes and qualities of character which will enable its citizens to bear worthily the responsibilities of democratic citizenships.

Teaching about democracy is not necessary only rather essential also. This can be done by giving pupils a chance to live and practise democracy. Hughes (1951) remarked, "It is often said that democracy is a way of life. That is an understatement. It is the way of life and every other way is the way of death."
1.8.2 **Essentials of Democratic Citizens**

Unlike autocracy, Individual occupies a pivotal position in democracy. Educational democracy should try to develop the personality of child in such a way that he may have all his talents and faculties fully developed. This can be possible only if the schools provide such an atmosphere which is congenial for the development of personality of the individual.

The democratic individual is a creative individual. He invents, experiments, designs, replaces and does things directly. He is inclined to the conviction that can improve the curiosity prying into, trial and error behaviour and joy in products of their own activity are democratic values for all ages.

Unlike the totalitarian order, democratic order promises individual growth in groups. The problem of democratic citizenship is not to comply to the demands of leaders but to determine for themselves where and how they can benefit the group as a whole. In democracy, there is no place for pressures, fear, intimidation and exploitation. The citizens act with pleasure, with dignity and safeguard their interest with equality.

Democratic citizen has great regard for national constitution and national symbols. He feels honoured to be governed by the law. He is not only conscious about his rights rather about his duties also. He has faith in voting system and casts vote in the interest of the country. Group goals are more dear than individual goals to him. He views individuality in unity.

1.8.3 **Democratic Process**

The process of pursuing the democratic ideals of right to equality and right against discrimination as enshrined in the Indian constitution directly or by implications are termed as democratic processes.

Willing (1951) observed that democratic process is the best way of satisfying human wants and needs. Its distinction here is that it allows for
complete range of human desires and accords to individual's large rights in defining these desires and in specifying diverse modes for their satisfaction. Democratic process is the way of ordering human affairs so that all members of a group shall be benefitted personally by the community life. The individual comes first but the individual is seen largely a social product. The individual emerges from social contacts, social communications, social interactions. Democratic process includes the following elements:

- Decentralization of decision making.
- Collective decisions or shared decision making.
- Student/teacher participation.

1.8.4 Decentralization of decision-making

According to Dictionary of Education (Carter V, Good, 1959). Decentralization is a process whereby some higher central source of responsibility and authority assigns certain functions and duties to subordinate staff or positions (p. 167).

R.P. Taneja (1989) defined decentralization as delegation of functional responsibility and some decision making by a central authority to sub units of the school system.

In the school system, the majority of decisions are taken by heads of the respective schools. The Head assumes exalted position in the school set up. In autocratic management style, he runs the administration according to his values and understanding but in democratic set up, the powers are delegated to subordinate staff. There are various committees. These are as follows:

1. Advisory Committee
2. Admission Committee
3. Time Table Committee
4. Discipline Committee
5. Result Compilation Committee
6. Co-curricular activities Committee
7. Hospitality Committee
8. Sports Committee
9. Fund Maintaining Committee
10. Building Maintenance Committee
11. Purchase Committee
12. Student Welfare Committee

These committees comprise various teachers. The teachers, who are members of these committees, are selected from various faculties and on the basis of experience and area of interest. The committees are broad based and many teachers are placed upon these committees. The senior most teacher is convenor of the committee. Every committee decides about the issues assigned to it e.g. Admission Committee decides about admission. Each committee is accountable to principal. These committees work not only independently but also interdependently.

1.9 CONCEPT OF JOB SATISFACTION

According to dictionary of Education by Taneja (1989), Job satisfaction refers to the extent to which a person is pleased or satisfied by content and environment of his work or is displeased or frustrated by inadequate working conditions and tedious job content.

A job satisfaction is the result of the individual’s perception of what is expected and what is received from different facets of the work situation. The closer the expectation is to what is actually received, the greater the job satisfaction. Bullock (1952) interpreted job satisfaction as “an attitude which results from balancing and summation of many specific likes and dislikes experienced in connection with his job”.

Researches have shown that when a man is satisfied with his work, he alone is not benefitted but the employer too gets benefits. Besides, satisfaction
brings many other tangible and intangible results. The studies in this area have revealed that a person satisfied with his job is likely to profit by having a morale in his general living. The community profits on the score of individual and the well being of the society in general. The person satisfied with job is an asset to the organization and the dissatisfied person is a liability. That is why the understanding of the dynamics of job satisfaction requires a serious consideration of all concerned. The term 'Job Satisfaction' refers to an employee's general attitude towards his job. To the extent, that a person's job fulfils his dominant needs and is consistent with his expectations and values, the job will be satisfying. A number of characteristics of the job may be relevant to a person's need fulfillment and can therefore influence his job satisfaction. These characteristics include pay and benefits, supervision, working conditions, the nature of work itself, co-worker and organizational policies.

Among the jobs known, teaching profession is widely spread and one of the most common in our society as it has absorbed a major chunk of our educated persons. The existence of teaching profession and school largely depends on their capacity to educate the youth. The quality of education imparted justifies its capacity. The school's capacity is influenced by so many factors such as teacher's salaries, education policies and paternal expectations etc.

Job satisfaction among teaching community is one of those problems which an administrator faces when he engages in a plan to achieve higher school effectiveness. Job satisfaction improves the performance as well as effectiveness of an individual, irrespective of the nature of work. It is believed that competent people in any profession enjoy job satisfaction. There exists positive correlation between job satisfaction and professional efficiency. According to Blair (1962), "The friendly, enthusiastic, secure and well adjusted
teacher can contribute to the well-being of his pupils. On the other hand, the irritable, depressed, hostile and neurotic teacher can create tensions which are disturbing the pupils and which may permanently alter their outlooks on life.

Teacher's needs are the same as those of other people. They want security, recognition, novel experience and independence etc. and become tense when these needs remain unfulfilled. A number of investigations have shown that the teacher's satisfaction is an important factor, as an effective teaching requires a feeling of satisfaction and positive identification with the school. Teaching job needs all the consideration and the attention on account of the fact that the future of our society depends on the output of the work done by the teacher.

Locke's (1970b) study showed a significant relationship between job satisfaction and performance. Similarly, Kesselman, et al.(1974), Wanous (1974), and Seybolt (1975) found that job satisfaction is positively and significantly related with job performance. It shows that in order to have a better performance by workers they have to be satisfied in their occupation through need gratification. Sinha (1974) in his study of job satisfaction and job behaviour concluded that, "It can be asserted that on a long term basis degree of satisfaction is likely to affect productivity of people and more particularly their absenteeism, labour turnover and adjustment to work" (P.89). Lavingia (1974) in his study on job satisfaction of teachers found that efficient performance of a job is positively associated.

The task of creating a new democratic society is borne by our teachers who discharge this pious responsibility. The problem of democracy is, so to utilize the talents of our differentially endowed and trained citizens as to maximise their satisfaction and their social productivity (Kelley, 1940 P-19).
and feel themselves reconciled to their professional obligation. The efficiency of
the teaching profession and its contribution to national development, in general,
and educational improvement, in particular, will depend largely on its social
status and morale.

Kothari commission observes, "The work of the teacher itself should be
sufficiently inspiring and amply challenging so that a teacher is stimulated to put
in his best. The teacher should feel like enjoying and not disliking his job.
When a teacher cherishes these feelings, he arrives at a state of mind which
enjoys full job satisfaction in his teaching. Intensive and continuous efforts are
necessary to raise the economic, social and professional status of teachers and
to bring back talented young persons into the profession." (1964-66, P-17).

Job satisfaction, sometimes, refers to an overall feeling of satisfaction or
satisfaction with the situation as a whole. At other times, job satisfaction refers
to an individual's feelings towards specific dimensions of the work environment.
These dimensions of the work environment refer to such things as pay benefit,
promotional opportunities, work conditions, supervision, the work itself, co-
workers and organizational structure. Job satisfaction is the result of the
individual's perception of what is expected and what is perceived from different
facets of the work situation.

Teacher's responsibility is the greatest as compared to any other
profession. This profession is widely spread not only in developed countries but
in developing countries, too. The teacher is not only the provider of facts, the
working encyclopaedia and the universal provider of useful and fruitful
information to the young but is their guide, philosophe and the closest friend,
the skilled builder of their character, trainer and developer. It is the teacher who
turns base metal into gold. It is again the teacher's teaching skill, his personal
influence, his character and his life force that moulds children to be truly humane, contributing their best to humanity.

Thus, the teacher has the key role in the teaching learning situation. The emotional condition of the teacher is one of the important criteria in determining the realization of the goals of education which means if there is constant emotional strain, the teacher will not be able to pay full attention to the teaching-learning situation and thus will not be able to realise the goals of education. The success of the school largely depends upon the teachers and how well the teachers perform their duties depends upon the satisfaction they get in the school. The sense of satisfaction will create in a teacher a keen interest in the teaching-learning situation, thus, enabling him to realise the goals of education very efficiently. The studies revealed that job satisfaction not only improves the performance but also the effectiveness of the individual. Raman (1969) in his study showed that there existed significant correlation between job satisfaction and efficiency.

It is generally agreed that the key figure in any educational organization is the teacher. No other aspect of education is so vital for its progress as teacher. They are required to take up constructive leadership in reorienting education to meet national needs. It is obvious that teachers are motivated extrinsically to discharge their duties in order to receive their pay cheques at the end of the month. But the question arises, should they not also experience an intrinsic motivation, an inner feeling of satisfaction, values that are directly satisfying?. Administration should understand that the some psychological aspect of motivation that applies to children in their learning also applies to teachers in their work of class instruction, out of class instructional duties and in many other activities. Intention to learn, frequent tests, knowledge of results, failure versus success, social facility and many others are aspects of motivation.
which should be considered in moving teachers to do their best. Much progress can be achieved when the staff is motivated intrinsically. An intrinsically motivated staff is more effective, in terms of attainment.

Teachers deal with the minds of children, youth and adults. No monetary equation can assess the loss that accrues in the teaching-learning process when a teacher does less than he is capable of doing. The social and emotional environment of many schools is such that teacher's social and emotional needs are not satisfied. Probably the most important task of schools should be that of creating and continuing favourable socio-psychological environment, which will capitalise on the potentials of staff and provide the satisfaction they want.

In the present study, the investigator attempts to find out how teacher job satisfaction is affected with the implementation of democratic processes in relation to institutional climate and to what extent it affects the pupil achievement.

Job satisfaction denotes the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction is stemming from his total job situation. Job satisfaction and job dissatisfaction are not the opposites of each other, but two sides of the same coin rather job satisfaction is made up of two unipolar traits. The term school teacher connotes the teachers working in senior secondary schools of Hoshiarpur district. The primary and high school teachers are not included in the study.

1.9.1 **Determinants of job satisfaction**

Upto this time, a number of studies have been undertaken in the field of industry to study the problem of job satisfaction and dissatisfaction pertaining to industrial jobs. These studies have a number of complex factors which determine the job satisfaction and job dissatisfaction.
1.9.2 Motivator Hygiene Theory

As a result of research undertaken to determine what affects employee's motivation in organization, Herzberg developed the Motivator Hygiene Theory. Its basic assumption is that employees will be motivated to produce at high levels if they perceive the results will satisfy their needs. Herzberg concluded that people's needs can be classified into categories which are essentially independent of each other and affect behaviour in different ways (Herzberg, 1959). He observed that certain critical incidents occur daily causing members of an organization to feel pleasure or satisfaction on the job. Basically, these feelings of pleasure or satisfaction are aroused when people experience recognition for special accomplishments. When they achieve what they consider worthwhile are proud of their responsibility, receive advancement, promotions and pay increases or when they enjoy their work because of intrinsic pleasure they derive from that work.

There are six factors that contribute greatly to motivation and job satisfaction but if they are not present in the organization, this does not prove to be highly dissatisfying. The six motivational factors of satisfiers are (i) Achievement (ii) Recognition (iii) Advancement (iv) The work itself (v) The possibility of personal growth (vi) Responsibility.

On the other hand, certain 'critical incidents' lead to feelings of unhappiness and dissatisfaction with work itself and the results that the work provides. When people talk about the dissatisfying dimensions of jobs, they tend to mention environmental factors as the cause of their displeasure. Such factors mostly pertain to company policy and administration, poor working conditions, poor relationship with co-workers, lack of acceptable technical qualifications in supervision and poor pay.
These environmental factors constitute the maintenance or hygiene factors of Herzberg's Theory. Since they are vitally necessary for maintaining a reasonable level of satisfaction. Herzberg noted that many of these factors were perceived by managers to be the key motivators of employees but that they are, in fact, more potent as dissatisfiers when they are absent. Herzberg suggests that there are ten maintenance or Hygiene factors as follows:

- a) Company policy and Administration.
- b) Technical Supervision.
- c) Interpersonal relations with supervisor.
- d) Interpersonal relations with peers.
- e) Interpersonal relations with subordinates.
- f) Salary
- g) Job security.
- h) Personal life.
- i) Working conditions.
- j) Status.

The motivational and hygiene factors suggested by Herzberg were listed below in Table 1.6.

**TABLE 1.6**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Hygiene Factor</th>
<th>S.No.</th>
<th>Motivation Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Environment</td>
<td>1.</td>
<td>Job Itself</td>
</tr>
<tr>
<td>2.</td>
<td>Policies &amp; Administration</td>
<td>2.</td>
<td>Achievement</td>
</tr>
<tr>
<td>3.</td>
<td>Supervision</td>
<td>3.</td>
<td>Recognition for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accomplishment</td>
</tr>
<tr>
<td>5.</td>
<td>Inter Personal Relations</td>
<td>5.</td>
<td>Increased Responsibility</td>
</tr>
</tbody>
</table>

Table lists factors that are considered dissatisfiers in the job environment and satisfiers around the job itself. As the table shows, the dissatisfiers or
Hygiene factors are significantly different from satisfiers or motivators. For example, Herzberg found that an employee’s dissatisfaction at being paid too little or less than a co-worker was three times as intense in bitterness as the positive feelings resulting from being paid better than co-workers.

1.9.3 SATISFACTION AND DISSATISFACTION

The motivator hygiene theory suggests that job satisfaction (motivation) and simply the absence of dissatisfaction. This is an important distinction. Job satisfaction and dissatisfaction appear to be caused by two entirely different sets of factors. Those influencing job satisfaction and motivation are derived intrinsically from job itself and appear to have little effect upon dissatisfaction, those influencing dissatisfaction are peripheral to job and seem to have very little effect upon satisfaction and motivation (Herzberg, 1968. The relationship between job satisfaction and dissatisfaction and level of performance was depicted in the Table 1.7.

TABLE 1.7

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Low</th>
<th>Acceptable</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction/Dissatisfaction</td>
<td>Dissatisfaction</td>
<td>Neutral</td>
<td>Satisfaction</td>
</tr>
</tbody>
</table>

The importance of the distinction between job satisfaction and dissatisfaction becomes clearer when the two are related to the levels of performance. The table indicates that there is a neutral or Zero point in performance levels where employees are neither dissatisfied nor satisfied with their jobs. At this point, employees simply perform at the minimal acceptable level necessary to maintain their jobs and employment.
Job satisfaction and dissatisfaction are influenced by different factors and exert different effects upon employees. One set of factors i.e. Hygiene factors tend to affect dissatisfaction and performance below acceptable levels. While the second set of factors - ‘motivation factors’ - tend to affect job satisfaction, motivation and performance above acceptable levels.

1.9.4 MOTIVATION VERSUS HYGIENE

Herzberg argues that dissatisfying factors are basically hygienic in nature. No reasons- by way of analogy - that a poor sewerage system in a community will cause people to become unhealthy. But a good sewerage system will not necessarily make them healthy. It will only enable them to be healthy if all the other things necessary for a healthy community exist such as good food, clean air, decent housing and low noise levels.

The same principle holds good in Herzberg's view concerning people at work in the organization. e.g. a supervisor failing to recognise the dissatisfier factors (Salary, working conditions, company policy and so on) implements them unfairly, can indeed cause people to be very unhappy at work and consequently very unproductive. However, that supervisor could not motivate them to do better, merely by being fair in his implementations. Using the Herzberg analogy (a poor sewerage system could make you ill but a good sewerage system will not necessarily make you healthy). We can characterize the dissatisfier factors in the above example as equally hygienic in nature, i.e. if worker's desires are not fulfilled they become psychologically ill. Of course, if they are fulfilled, it does not ensure that workers will be psychologically healthy. It merely ensures that they will not be psychologically ill.

The two factor motivator hygiene hypothesis suggests that the factors involved in producing job satisfaction and job dissatisfaction were separate and distinct and need to be considered separately.
1.9.5 COMPARISON OF HERZBERG'S AND MASLOW'S MODELS

Maslow refers to needs or motivators while Herzberg deals with goals and incentives that are necessary for satisfying these needs. Money and benefit tend to satisfy needs at the physiological and security levels. Interpersonal relations and supervision are examples of hygiene factors that tend to satisfy social needs, while increased responsibility challenging work, growth and development are motivators that tend to satisfy needs at the esteem and self actualization levels.

The two factor motivator-hygiene hypothesis suggests that the factors involved in producing job satisfaction were separate and distinct and need to be considered separately. Despite the facts that factors responsible for job satisfaction and dissatisfaction are numerous, and more or less complex, attempts have been made to seek the determinants in general for the factors leading to job satisfaction or dissatisfaction. Job satisfaction is determined, in general, by a set of personal and job factors. Personal factors include worker's age, education, length of service, intelligence and other personality or temperamental design factors.

Hoppock (cited by Ganguli) who has made pioneering studies on job satisfaction mentioned the following six factors as major determinants of job satisfaction.

i) The manner in which the individual reacts to unpleasant situation.
ii) The facility with which he adjusts himself to other persons.
iii) His relative status in the social and economic group with which he identifies himself.
iv) The nature of work in relation to the man's abilities, interests, and training.
v) Security
vi) Loyalty
Richard Wynn (1960) states that the following factors contribute to satisfaction in a career.

a) Intrinsic value of work  
b) Security of life  
c) Right to participate  
d) Recognition and approval  
e) Human treatment  
f) Self expression

Kind and humane treatment received from public is also an important factor in deciding job satisfaction.

The Herzberg Theory (cited by Varoom) brings job satisfaction and dissatisfaction under the two main heads

a) Job Content Factor  
b) Job Context Factor

In job content factor it indicates the factor of opportunity for advancement in the job. Under the head of job context factors security, wages, supervision, social aspects of job and working conditions have been included. Job content can produce satisfaction but not dissatisfaction. While job context can produce dissatisfaction but not satisfaction. Herzberg (cited by Varoom) puts this under the following two heads.

1.9.6 **Intrinsic Factors**

In this the factors directly related to the actual performance of the job have been included (namely company policy, working conditions, interpersonal relationship, security etc.)

1.9.7 **Extrinsic Factors**

Those factors which are related to the environment in which the job is being performed, namely, company policy, working conditions, interpersonal relationships and security etc.
With the help of the foregoing discussion, the researcher is in a position to conclude that satisfaction is subjective, a psychological phenomenon and hard to measure and often easy to ignore. We, ordinarily, think of satisfaction as is expressed by enthusiasm and high morale. In every kind of work, the achievement results show a high correlation with job satisfaction. When the job environment seems to enhance some one's psychological advantage his satisfaction and morale go up, when it seems to deny the part of the role he cherishes, he is dissatisfied and his morale is also very low. In every type of organization, the administrator has much to contribute towards the job satisfaction of the work force. In the ultimate analysis the satisfaction depends upon the relation between expectations and reality. If the organizational climate is favourable and promising and provides the kind of regards he expects, his satisfaction will be high and morale will go up. Teaching is a profession based mainly on human psychological conditions. Dissatisfaction may eat up the very vitals of human life and awake on individual merely whining and grumbling but not helping to do any thing constructive. Such a continuous mental set up of workers keeps the whole organization tense, resulting in certain physical and psychological maladies thereby making the individual inactive, dissatisfied and disinterested. It does not only make an individual unhappy but also leads to the wastage of human material resources of society. The presence of a friendly climate is needed for working life of a teacher.

Today our national atmosphere is surcharged with discontentment. The teaching profession is no exception. The future of the country lies in the hands of the teachers Dissatisfied teachers will build up only dissatisfied citizens. Hence the satisfaction of the teacher is a crucial issue in the entire scheme of educational reconstruction. Apart from the monetary considerations, there are
many other factors which are significant for job satisfaction. Human relationship is one of the important domains which needs a thorough consideration.

1.10 PUPIL ACADEMIC ACHIEVEMENT

Academic achievement as such, generally, refers to the scores obtained in the annual examination. Achievement means the extent to which learning is profiting from instruction in a given area of learning. Achievement means the extent to which teaching and study has resulted in mastering. It is the outcome of general and specific learning.

Trout (1949) contended that academic achievement of a pupil is the knowledge attained and skills developed by him in the subjects in which he is imparted training in schools and subsequent success in life. The academic achievement is assessed by the school authorities with the help of achievement test which may be either standard or made scholastic.

According to Mellinger and Heggard (1959), achievement is an expression of one way the individual learns to utilise his energies, given certain innate potentials and a particular pattern of a socialising pressures.

Good (1959) has placed emphasis on knowledge attained or skills developed in the academic subjects known as academic achievement, and usually designed by test scores. It is different from the proficiency in the area of different arts or physical skills.

According to Weber's dictionary, pupil achievement is the performance of pupil in a standardized series of educational tests.

Traw (1963) explains that academic achievement is attained ability or degree of competence usually measured with standardized tests and explained in percentage or grade units based on norms derived from a wide sampling of performance.
According to Good V.C. (1965), the meaning of term achievement is accomplishment or proficiency of performance in a given skill or body of knowledge.

According to Crow and Crow (1969), achievement means the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill or knowledge has been acquired by a person from the training imparted to him.

In the dictionary of Behavioural Science, B.B. Wolman (1973), achievement is defined as the degree of level of success in some specified area or in general. It is the level of proficiency attained in scholastic or academic work.

In view of G.R.W. Marschner recorded in Encyclopaedia of Psychology (1975), achievement is a general term for the successful attainment of some goal requiring a certain effort. It is the degree of success attained in a task e.g. solving a test. It is also viewed as a result of certain intellectual or physical activity defined according to individual and organizational prerequisites i.e. proficiency.

The level of success of the sample of the study could be measured by administering a standardized test of general examination results. A standardized test for senior secondary students for use in Punjab was not available and due to limited resources it was not possible to develop one. The examination result have been used to assess the level of performance.

1.11 REVIEW OF RELATED LITERATURE

Unlike other animals, that start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour (Best, 1978, P-36).
The present investigation deals with the impact of democratic process on teacher job satisfaction and Pupil achievement in relation to organizational climate of Senior Secondary Schools. In this chapter, an attempt has been made to take stock of studies, which have relevance to the present problem. The review has been intended to provide a background to the study that follows. The literature having a direct or indirect bearing on the present study has been dealt with under the following heads:

1.11.1 Organizational climate
1.11.2 Socio-emotional Climate
1.11.3 Academic Climate
1.11.4 Democratic process
1.11.5 Job satisfaction of Teacher
1.11.6 Pupil achievement.

1.11.1 ORGANIZATIONAL CLIMATE

Gonzalez Marcano (1980) conducted a study to compare perception of elementary school principals and teachers of school climate in the Caracas-Venezuela metropolitan area and to determine the relationship between school climate and sex of teachers and principals. The study revealed that the age of principals bears no relationship to the organizational climate of the schools. Principals viewed the climate of their schools as being more open than the teachers.

Nath (1980) came to the conclusion that principals of both Govt. and privately managed higher secondary schools did not differ in their behaviour as leaders. Teachers of both Govt. and privately managed schools did not differ in their behaviour as a group except with the variables of disengagement, esprit, aloofness and thrust, where the difference were significant at the 0.05 level.
Gracia (1980) conducted a study on IOWA Public elementary schools where he found (a) there existed a high positive correlation between the perception of the effectiveness of the evaluation process and the openness of the organizational climate. Statistically significant correlation were found to exist between six of the eight climate sub-tests and the effectiveness of evaluation measure and (b) none of the demographic variables was found to be significantly related to either organizational climate or the perception of the evaluation process.

Hilliard (1981) conducted a study to examine the relationship between origin, length of tenure and the authoritarianism of elementary school principals with the organizational climate and adaptability of their schools. The findings of the study showed that schools with more open organizational climates are more adaptable than schools with less open organizational climate and short tenure elementary school principals have more adaptable schools than long tenure elementary school principals.

Ahmad (1981) investigated in his study whether variations in school climate affect student learning. The purpose was to examine the relationship among leadership style of Principals, school climate and student achievement. The study revealed that principals were either both relation and task-oriented or neither relation nor task-oriented. Leadership style with high relations-orientations were associated with more open schools.

Hoff (1981) conducted a study to determine if differences in climate factors included in the work environment scale differed significantly, when differing perceptions of job tension, job satisfaction, job involvement and decision making were present for administration in Nebraske Class III schools. The findings showed that administration with high job satisfaction perceptions have higher perception of idiographic and nomothetic presses within their
respective organizations than do administration with low job satisfaction. Administration with high job satisfaction take advantage of opportunities presented within the organization to grow personally and professionally.

Row (1981) designed a study to investigate Halpin and Croft's conceptualization of climate in schools and to identify the basic factors underlying the organizational climate of elementary schools. The study revealed 5 subtests, namely, principal support, teacher disengagement, teacher esprit, hinderance and principal task emphasis. Reliabilities of the sub-tests, principal's task emphasis and hinderance appeared to be marginally acceptable. Four types of organizational climate were considered to be appropriate. It was open, dedicated, separated and closed.

Leonard (1981) conducted a study to explore the relationship among organizational climate, self reported and teacher perceived styles of leadership of principal's. The study revealed that differences between self reported and teacher perceived leadership styles existed. It was found that little agreement existed between principals self- reported leadership style and organizational climate.

Verdicchio (1982) investigated to identify variables to assess the organizational climate of a school and to identify variables that account for the perception of legitimate external demands that confront a school's management system. Legitimate means acknowledged by influential members. The study concluded with a grid model which describes the organizational climate-external demand relationship.

Stone (1982) investigated, if, any relationship existed between principal's perception of importance of various administrative disciplinary functions and school’s organizational climate. Findings of the study were (a) the principals of the open climate schools perceived the planning function as more important.
than did the principals of closed climate schools. The administrative disciplinary function, organizing, was perceived as more important by the principals of closed climate schools.

Yorks (1982) found that more elementary teachers reported closed building climates than special education teachers. Greater number of open-building climates were reported by teachers who were older, employed for a greater number of years and within a building of smaller school enrolment.

Schwartz (1983) conducted a study to examine the relationship between teacher-principal interaction and student perception of the educational environment. The study revealed significant relationship between teacher-principal interaction and the students perception of educational environment.

Gunter-Elliott (1983) conducted a study to compare the organizational climate of schools administered by black principals and white principals. It was concluded that the variables of sex, age of teacher, race of teacher and number of years at the present school had no significant effect on the climate. Schools administered by both black and white scored high on goal achievement.

Isome (1983) investigated the degree to which school climate related to (a) the high school principal's instrumental, supportive and participative leadership behaviour (b) The condition of teacher involvement in making managerial and technical decisions. The study revealed that instrumental and supportive leadership behaviour contributes significantly to the variance in respect and trust. Supportive leadership behaviour and teacher decision involvement brings out desirable results.

Sackville and Laurie (1983) designed a study to compare the different types of organizational climate that existed in fifty two randomly selected public schools in Washington to ascertain whether statistically significant differences exist that can be attributed to the sex of the individual principal. The results of
study were that there was no significant difference in the organizational climate of schools administered by male and female principals.

Herndon (1984) conducted a study to report changes in organizational climate of established elementary schools during one academic year as perceived by teachers and principals. The study revealed that principal's and teacher's perception of organizational climate appeared to be established and stable throughout the school year. While teacher's perceptions of organizational climate appeared to vary widely from school to school.

Keenan (1984) designed a study to determine the relationship between the organizational climate and management style as perceived by Principals and teachers in schools in selected school districts. The study revealed that there was no significant correlation between principal's perception of organizational climate as compared to the teacher's perception of organizational climate. There was a significant correlation between the organizational climate and management style as perceived by teachers.

Olaniyi (1985) conducted a study to examine the relationship between self perceived role of the principal and the perception of school climate held by (a) teachers (b) students in selected secondary schools in Nigeria. It also examined the relationship between the climates of the schools as perceived by (a) Teachers (b) Students and academic achievement of students. The findings revealed the relationship between the self perceived role of the principal and the perceptions of school climate held by teachers and students. Relationships were found between school climate as perceived by teachers and students.

Vrable (1985) identified possible relationships between certain personal characteristics of selected elementary school principals and the organizational climate of their respective schools. The study revealed that there was a
statistically significant difference between the principal's perception of organizational climate and the perceptions held by the faculty of some schools.

Bader (1985) investigated the organizational climate of Babraini elementary schools as perceived by principals and teachers and the relationship among school climate and principals and principal's and teacher's gender. The analysis of data indicated that principals perceived their school organizational climate to be more open than their teachers did. It was found that boys schools with male principals and teachers had most open climates. Boys schools with female principals had least open climates.

Barahimi (1986) conducted a study to determine the relationship between the organizational climate and job satisfaction among teachers in middle schools in Iran. The OCDQ (Halpin and Craft) and MSQ were used to collect data. The findings revealed that more open the school climate was, greater were teacher's general, extrinsic and intrinsic levels of job satisfaction. Very open organizational climates tended to be associated with the highest level of teachers general job satisfaction.

Porter (1986) conducted a study to examine the relationship between the power strategies used by principals and organizational climate of their schools. The OCDQ was used to measure the school climate. The perception of Principal power tactics survey was used to measure teacher's perception of principal's uses of power. The study revealed that principals use of rationality was related to teachers behaviour, disengagement and esprit. Principals use of exchange was related to the intimacy felt among teachers.

Dudney (1986) conducted a study to investigate the impact of influence on the educational climate of school as perceived by teachers. The researcher concluded that principal operates within a complex social system which affects the educational climate.
Bassou (1987) designed a study to assess the perceptions of high school principals and teachers in relation to school climate of Indiana high schools. The conclusions drawn were that there was a difference between the perceptions of principals and teachers regarding organizational climate in Indiana high schools.

Raisani (1988) investigated the relationship of organizational climate, teacher's and school's selected demographic characteristics to teacher job satisfaction as perceived by Michigan Public Secondary School teachers. The study revealed significant relationship between organizational climate dimensions and certain job factors. Positive relationships were found engaged between organizational climate dimensions and supervision, colleagues, working conditions, work itself and recognition. Pay and advancement were unrelated to any organizational climate dimension.

Wright (1988) conducted a study on teacher's perceptions of organizational climate and Principal's selected leadership behaviour. The major findings of the study were that (i) there were significant differences between organizational climate of sample schools (ii) female principals received higher school climate scores than male principals.

Soosai (1988) conducted a study to examine the impact of Principals power behaviour on the climate of schools in India. The study revealed a significant inverse correlation between coercion and influence. The strong positive correlation between authority and influence revealed that administrators authority power behaviours were accepted by their subordinates.

Nelan (1989) carried a study, "The relationship between a principal's behaviour and the organizational climate in selected recognised exemplary schools". The purpose of the study was to investigate the relationship between a principal's behaviour and organizational climate in selected exemplary schools.
The researcher found a close relationship between a principal's behaviour and organizational climate.

Kabes (1989) took over a study to identify and explore the relationship among school climate, teacher satisfaction and professional growth and developmental attitudes as perceived by high school teachers. The study suggested that growth was related to climate and satisfaction and there was a significant positive correlation between climate and satisfaction.

Abu Saad, Ismael (1989) examined the relationship between organizational climate dimension and job satisfaction of teachers. The findings were that there was a relationship between organizational climate and job satisfaction. The more supportive the principal and the higher the level of teacher's job satisfaction.

Infante (1990) examined the relationship between team decision making, school climate and job satisfaction of teachers. The findings revealed a significant relationship between decision making, school climate and job satisfaction.

Cheal, Jennifer Putnam (1990) carried over a study 'organizational climate in middle level schools'. The purpose of the study was to study climate of organization and its relationship to both the quality of production and job satisfaction. The study revealed that two dimensions describe the behaviour of principal as leader and other five pertain to the behaviour of teachers as group.

Griffen (1991) compared the relative job satisfaction of teachers assigned to shared decision making schools and traditional closed climate schools. The study showed that job satisfaction score of teachers assigned to shared decision making schools is higher than those of traditional and closed climate schools.

Crates, Kathleen, C. (1992) took over a study to ascertain whether there were significant differences in teacher's perception of organizational climates of
middle/junior high schools administered by male principals as compared to female administered schools. The findings showed that there were differences in teachers perceptions of organizational climate of middle/junior high schools which relate to the gender in respect of principals and teachers.

May, (1993) carried over a study of organizational behaviour and job satisfaction to study some characteristics and conditions of an organization and its relationship to job satisfaction. Researches on organizational behaviour and job satisfaction reflected that most employees want a work environment that promotes productivity, growth, knowledge, positive employee relations and job-security and management has a responsibility to provide a positive working environment for all employees.

Stiles (1993) undertook a study to determine the relationship between organizational climate and teacher's job satisfaction in Gwinnett County Georgia Public Schools. The data were collected from teachers, randomly selected from the elementary schools, in the district. The study revealed that there was a significant relationship between organizational climate and job satisfaction.

Theunissen (1994) undertook a study "The relation between organizational climate, staff development and job satisfaction of teachers. An educational management perspective". The study projected that organizational climate is one of the integral factors that determine the quality of teaching in a school. A positive organizational climate eases the burden of a principal as it motivates the teachers to perform their educational task effectively

### 1.11.2 SOCIO-EMOTIONAL CLIMATE

Sullivan, Elizabeth Anne (1989) examined the perception of teachers and their classes to determine if feedback to teachers had any effect on the adult classroom social environment. The study revealed that feedback to
Bowman Peter J. (1989) carried a study to investigate, if age integration had an effect on classroom social environment or academic achievement. The study revealed that academic achievement was highest in adult classroom and lowest in preadult classroom.

Lowe, Denis Stephenson (1989) investigated the social climate of integrated elementary public schools and to explore relationship between the classroom and play ground settings. No statistically significant relationship was found between classroom and play ground settings.

Neal, Ira Louis (1992) took up a study to analyse the perceptions of college campus environment by under graduate students. The study revealed that students differed significantly regarding social change. Female students perceived the climate positively than male students.

Olivieri, Kathleen Collins (1993) investigated to explore dimensions of socio-emotional climate. The study revealed that communication and interaction within and between sites was important.

Bartholomay, Ann Cooper (1993) conducted a study to determine students classroom social environment needs by identifying characteristic of actual and ideal classroom environments. The study revealed that student's preference for an ideal classroom environment indicated a desire for increased attention to involvement.

Klick, Audrey Wood (1994) conducted a study to investigate the perception of social climate within mixed age, undergraduate classrooms at a large community college in upstate New York. The study revealed that young-adult student's perceptions of social climate are influenced by the presence of increased number of adults.
Voliter, Robert Craig (1994) examined the impact of socio-environmental characteristics and interpersonal and intrapersonal characteristics of adolescents on reported drug usage and academic outcome. The study revealed significant relationships between socio-environmental characteristics and drug use and academic outcome.

Hoffman, Bruce S (1995) investigated the impact of special placement on the socio-emotional factors and academic achievement. The study revealed that special placement significantly affected the student emotionally as well as academically.

Hetzel, Robert John (1995) carried over a study to examine if differences exist in the social climate and living environment between two groups of residence hall students. The findings revealed that there exists a significant difference between students of residence hall in relation to social climate and living environment.

1.11.3. Academic Climate

Smith, Trudy Henslay (1982) conducted a study to determine the relationship between educational environment and academic achievement of students. The study revealed that there is a positive relationship between school educational environment and student achievement.

Lindemann, James Fredrick (1983) analysed the relationship between academic environment and student academic achievement. He found that there exists a significant relationship between academic environment and student academic achievement.

Padilla, Pamela Ann Fox (1984) conducted a study to compare four middle and junior high schools on the variables of academic climate and social structure. The study revealed that schools differed on variables.
Badiali, Bernard Joel (1985) conducted a study to examine the influence of homogeneous ability grouping, subject area and academic climate. The study revealed that there was a modest relationship between academic climate and responsibility teachers take for learner’s academic success.

Kim, Yong Chu (1988) conducted a study to examine specific characteristics of academic environment of graduate education. The major objective of the study was to find differences between student and faculty perceptions of their graduate school’s academic achievement. Quick Tamara Maralene (1988) took over a study of a group of college undergraduate leadership students in a specific ecological and developmental academic setting. The study revealed a positive relationship between leadership students and academic environment.

Williford, A Michael (1989) revealed that student involvement and academic climate has direct relationship.

Barberio (1990) carried over a study to investigate if there is a relationship between high school teacher’s perception of academic climate and organizational effectiveness and student alienation. The study revealed that academic climate has significant relationship with organizational effectiveness and student alienation.

Leonetti (1990) conducted a study to find a relationship between ego development and academic environment. The study revealed that there existed no significant difference between the ego levels of the students. However, these students felt that their school placed a higher emphasis on interpersonal relationships.

1.11.4 DEMOCRATIC PROCESS

The 1980’s witnessed major reforms in education creating a profession ready to accept the challenge of redesigning schools for future. It necessitated
a change in the bureaucracy. While principals had the power to shape the climate, attitude and goals of a school, how they chose to use their power and how teachers were brought into the decision making process could affect quality of teaching (Schwartz, 1990).

Egen (1980) undertook a study to examine teacher's perceptions of decision-making roles as expressed by their choices of who makes and who should make classroom and school organization decisions. The major findings were that teachers were more satisfied and agreed more among themselves in classroom decisions than in school organization decisions and teachers perceive too many authorities making decisions for them.

Warner (1980) carried a study to determine the actual and desired extent of faculty participation in decision making and relationship between teacher's level of decision involvement and job satisfaction. The conclusions drawn were the level of overall job satisfaction was related to decision conditions of teachers. Teacher's perceived level of influence in the decision making process was significantly related to their job satisfaction.

Moeller (1980) took a study designed (a) to determine teacher's actual and desired frequency and extent of participation. (b) to compare teachers actual and desired participation to teachers decision making priorities. The study showed elementary teachers assigned greater importance to certain decision situations and their participation in school decision making varies depending upon the situation.

Burke (1981) designed a study to assess the involvement of teachers with school officials in the employment of the building principal and its relationship to teacher satisfaction. The study revealed that there were more teachers satisfied with their participation than there were teachers who perceived school officials as operating.
Pimentel (1982) carried a study to assess teacher's satisfaction with participation in decision-making as affected by the principals' leadership style. The study showed that elementary principal's leadership style has little bearing upon the decisional satisfaction of teachers.

Clark (1983) investigated if a relationship existed between similar value orientations between the principal and teachers and the degree of teacher's involvement in decision making process. The major findings of the study were (i) Principal with doctorate degrees were found to be more emergent than those with six year certificates or masters degree (ii) Male teachers were found to feel more involved in the decision making process than female teachers. (iii) The closer in age the principals and teachers, the more the teachers felt involved in making decision.

Richardson (1983) examined participation in decision making to determine if this variable is related to job satisfaction within the context of the position of secondary school department head. Two instruments were used in the investigation. These instruments were the Minnesota Satisfaction Questionnaire (Short form) and Decision-making questionnaire constructed by the researcher. The study revealed a low positive correlation was found between participation in supervisory and administrative decisions and intrinsic and extrinsic job satisfaction.

Mammon (1983) conducted a study to determine the actual and desired involvement of Kaduna state primary school teachers/headmasters in five selected areas of educational decision-making. The study revealed that more collective decision-making in the Kaduna state primary schools system will not only heighten teacher's / headmaster's morale, but also produce greater job satisfaction and organizational productivity.
McGrewin (1984) undertook a study to examine the relationship between decisional participation, teacher-morale and organizational commitment. The findings showed that teacher's decisional condition has significant relationship to their level of morale and organizational commitment. These relationships were not influenced by any personal characteristics such as sex, age or years of teaching experience.

Cloud (1984) carried a study to determine if there is a relationship between teacher's perceptions of two variables, the degree in which they are included in decision-making and their satisfaction with the way the principal deals with problems which affect teachers. The study showed that there was a slight relationship between teacher participation in decision-making and teacher's satisfaction.

Erdeljac (1984) undertook a study to identify the character of decision making in Pennsylvania school districts as perceived by superintendents and teacher-union presidents. The characteristics of decision making included the extent of teacher participation in decisions and degree of involvement by persons with adequate information in decisions. The study showed that superintendents perceived a greater degree of teacher participation in decisions and a greater extent of participation by persons with adequate information.

Moody (1984) conducted a study in Forty Arkansas school districts, with students enrolment of 500-7500, judged open to participatory decision making, to determine the perceptions and attitudes of school board members, superintendents, principals and teachers regarding participatory decision making. It was found that there was general agreement among the four groups as to the actual participation of each group.

Waterman (1985) designed a study to determine the relationship between teacher participation and five organizational factors in various school
settings. Answer to following questions were sought. What is the relationship of level of participation with
(i) Organizational Structure
(ii) Organizational Turbulance
(iii) Level of routinization
(iv) Size of School
(v) Skill level of staff.

The results of the study indicated that organizational structure has the greatest impact upon teacher-participation in decision-making process. Teachers stated that the existence of turbulence decreases teacher participation. No conclusions were reached in the areas of routinization.

Sailsbery (1985) carried a study to analyse to what extent decision sharing mechanism exist in teacher contracts in public school corporation in Indiana. The findings from the study indicated that more than 90 percent responses admitted that a decision-sharing committee existed and board had the power to veto. There was also strong evidence that the existence of this committee improved relations between teachers and principals.

Fowler (1985) conducted a study to examine the relationship between teacher's perceived participation in educational decision-making and teacher's morale in selected elementary schools in Alabama, Florida and Tennessee. The conclusions of the study were that there was no relationship between teacher's perceived participation in educational decision making and teachers morale. Decision making structure of elementary schools differ from that of secondary schools.

Witherspoon (1987) conducted a study to examine the relationship between principal's and teacher's attitudes and perceptions regarding building
based shared decision making in a school district. The study revealed Principal and teacher attitude regarding the process and their perception of areas for teacher involvement did not differ significantly.

Jensen (1987) carried over a study to investigate differences in decision-making pattern between more effective and less effective site councils. The findings showed that more effective school site councils indicated greater decision-making involvement and evaluation of school improvement programme (S.I.P.).

Hajnik (1988) designed a study to investigate the connections between the conceptual world of participative decision making among principals and teachers and the real world of principal - teacher interaction. The study revealed that principal's spend more than one fifth of their total work time in contact with teachers. Half of this time is spent in discussing school wide issues. More lengthy period was required for interaction. Most of the interaction topics initiated by principals were in connection with their role as evaluator, student disciplinarian and symbolic leader of the school.

Connelly (1989) conducted a study to determine (i) the perceptions of middle school principals about their role in the shared decision making (SDM) process, (ii) teacher participation and the role of the leadership council. The findings showed that principals believed that SDM can be implemented effectively through their own leadership ability. Principals should be consulted by the central office.

Rauch, Lynne Ellyn (1990) undertook a study to measure the perceived level of decision making participation and its effects on the level of job satisfaction of teachers. The study showed that job satisfaction is influenced by decision making conditions of teachers.
White (1990) designed a study to answer 3 questions (a) What does decentralization allow teachers to do?
(b) What are the structural limits to decentralization process?
(c) How does changes affect teacher's work life?

The study showed that teacher consider input in curriculum decisions to be most important and other benefits are (i) Improved teacher morale, (ii) Better informed teachers, (iii) Improved communication within and across schools, (iv) Improved student motivation, (v) Increased incentive which serve to attract and retain quality teachers.

Bennett (1990) analysed the relationship between teacher involvement in decision-making, teacher satisfaction and student achievement. The findings of the study showed that (a) Teachers wanted to be involved in decision-making (b) Teachers currently influenced decision-making most in the areas of student behaviour, school planning and curriculum. There was relationship between job satisfaction and decision-making.

Meshanko (1990) carried a study entitled, "Teacher- Decision-Making - An Analysis of Teachers, Principals and School Board Member's Perspectives". The purpose of this study was to investigate the shared decision making process in the public schools of Pennsylvania. The study concluded that elementary and secondary teachers desire more participation in shared decision-making.

Turnage (1991) conducted a study "Decision Making and Teacher Morale in Selected Elementary Schools in North Texas". The purpose of the study was to determine whether elementary teacher's morale is related to teacher's freedom to make decisions and give input to their work and work environment. The study revealed that there was a correlation between teacher freedom to make decisions and teacher's morale.
Johnson (1991) conducted a study to compare the leadership decision-making patterns of principals and organizational structures of effective middle schools with those of ineffective schools. Effective schools are those in which students are achieving above state average and beyond expectations on criterion-referenced tests. Analysis of data showed high performing schools appeared to be less formal, more collaboratively operated, less centrally controlled and for more adaptive in meeting the academic needs of their students.

Carbaugh (1992) designed a study to know the perceptions of secondary school principals regarding teacher participation in decision making areas. The study showed that teachers participated in two areas i.e. selection of text books and curriculum planning and non-participative areas were budget planning, hiring of staff and scheduling.

Stove (1992) investigated the involvement of teachers in participative decision-making process and its relationship with job satisfaction. The study revealed that there exists a significant positive relationship between teacher's decision conditions and their level of job satisfaction.

Abdullah (1993) carried a study on school based management to study impact of shared decision making. The study revealed positive outcome of shared decision making.

Dondero (1993) investigated a overall level of decisional participation, specific types of decisions and job satisfaction level of teacher in school based management. It was found that school based management team participants have higher level of job satisfaction.

Rusch (1993) examined the praxis of democracy in school setting. The aim of the study was to ascertain the impact of shared decision making and participatory practices in school setting. The study suggested that social
construction of democratic values does result in increased inclusion for members of a school community and increased participatory practices in schools lead to increased political activity among staff.

Claybar (1994) conducted a study which focused on the specific impact of school based management (SBM) on decision making. The qualitative study was presented in 5 case studies of schools implementing school based management. The analysis of data suggested that the change process involved in the institutionalization of SBM is incremental and developmental.

Iden (1994) carried a study which aimed to examine the political effects of SITE-based decision making in Texas public school districts. The findings revealed that site based decision making will result in more citizen participation and will reduce the dissatisfaction of citizens with public education.

Hatcher (1994) took a study to determine the current involvement of principals and teachers in shared decision making as well as its desired level. Eight domains of the Teacher Decision-making Instrument: Planning, Policy, Curriculum, Pupil Personnel, Staff Personnel, Staff Development, School Community Relations and Budget Management were used to assess participation in shared decision making. The findings showed significant differences between actual and desired levels of participation.

Garner (1994) conducted a study to determine the degree to which teachers were involved and participated in school based decision making in Corpus Christi Independent School District (CCISD) middle schools using Teacher Involvement and Participation Scale. Findings of study revealed that teachers were involved and participated in school-based decision making at higher level in certain areas. Teachers participated more in technical than the managerial domain.
Dias (1994) took up a study to know the extent of shared decision making as perceived by principals and their faculty members and also to know whether there was significant relationship among teachers and principals. The findings showed that there was extensive involvement of teachers on dimensions of goals, standards, curriculum and staff development.

Dixon (1994) carried a study to determine if differences existed in the perception of elementary school principals regarding the amount of involvement of parents and teachers had in school decision-making. The study showed that principals teachers and parents would like to see more governance at the local school setting.

Nichols (1994) conducted a study to investigate principal's perspectives of sharing leadership and decision making responsibilities with teachers. The major areas of study were (a) Principal's willingness to share power (b) Principal's leadership in shared leadership (c) Teacher's participation in shared leadership. The findings showed that relationships between principal and teachers became interdependent and collaborative and teacher's perspectives broadened regarding school issues.

Skaruppa (1994) conducted a study. "School Based Management," one school experience to study a decentralised form of decision making called school based management (SBM) or shared decision making (SDM). The study revealed that response of principals and teachers were positive for shared decision making.

Maguire (1994) carried a study "School Based Management-Conditions for Implementation", to determine under what conditions a school based management (SBM/ Shared decision making SDM) organization might be considered a viable alternative to the traditional school structure. The primary focus of this study sought to discover the extent to which school principals and
teachers can and should participate in making educational decisions. The study revealed that both principals and teachers have a strong desire to actively participate in budget personnel and curriculum decisions.

Mayo (1995) carried a study to investigate the impact of shared decision making on teacher’s perception of themselves as effective educators and the nature and frequency of teacher participation in decision making. The findings revealed that teachers tend to be more effective when participating in shared decision making and teacher tend to desire more involvement in shared decision making.

Halmes and Betty (1995) conducted a study to determine and compare the perceptions of multiple stake holders in urban schools about the impact of site based management (SBM) on parent involvement. The major conclusions of the study were that the institution of SBM/SDM increases parent involvement in decision making process of school.

Bastian (1995) took over a study to provide empirical examples of empowering principals that inform educational practice. Principals in democratic schools exhibit behaviour like (i) empower others to focus on school wide issue (ii) model democratic decision making for students. (iii) Focus on the purpose of Public schools in a democratic society. Results indicated the types of empowering principals behaviour include modeling inclusion and collaboration serving the community. Obstacles to empowering behaviour were time, isolation, fear of risk taking and communication.

Epps (1995) Carried a study to determine if congruency existed between the perceptions of Principals and teachers regarding site based decision making. The tool used to survey teachers and principals was teacher involvement and participation scale (TIPS-2). The eight dimensions measured by this survey included goals/ vision/ mission/ standards/ curriculum/instruction,
budgeting, personnel operations, facilitating, procedures and staff development. Analysis of data showed site based decision making was commonly used in the areas of curriculum, goals, staff development and standards and teachers were less involved in areas of budget, facilitating procedures and personnel.

1.11.5 Job Satisfaction of Teacher

From the available literature, it is known that motivational studies throw light on, how the employee's needs can be satisfied by the organization. Other studies on the effect of the work environment and interpersonal relationships among members of an enterprise highlight the attitudes of the employees towards organization. Job satisfaction refers to the extent to which a person is pleased or satisfied by contents and environment of his work or is displeased or frustrated by inadequate working conditions and tedious job content.

Habashi (1980) took a study of teacher's job satisfaction in relation to principal's managerial bahaviour as perceived by teachers in Iran. A random sample of 168 elementary, guidance and secondary school teachers was selected. The study showed that the teacher's satisfaction with the dimensions of work, pay, supervision and their job satisfaction is less than that of the normative American population and their satisfaction with promotion is as great as that of the normative American male population.

Guiagulwong (1981) carried a study to determine if a relationship does exist between the leadership styles of the principals, the maturity level and job satisfaction of the elementary teachers. The results showed that Principal's leadership behaviour did not contribute to and was not influenced by the maturity level of school teacher.

Carter (1982) conducted a study to investigate the interrelationships among teacher's perceptions of site level administrator's leadership style, school climate and teacher's expressed levels of satisfaction or dissatisfaction
with the terms of the negotiated work contract. His findings were:
(a) Leadership style that was perceived as allowing for input from teachers had
positive effects on school climate (b) There was also a relationship between
teachers perceiving the climate as humane and teacher's expressing
satisfaction with work conditions on the contract (c) The feeling of satisfaction
with work conditions was related to the teacher's overall perception of school
climate.

Shapiro (1982) examined whether or not teachers who perceived the
climate similarly had different perceptions concerning factors of motivation to
work. He concluded that the secondary school teacher's motivation to work was
not affected by their perception of the organizational climates of the schools in
which they were employed.

Barnard (1983) conducted a study to examine relationship between
principal's behaviour and teacher's job satisfaction in East Tennessee Public
Schools. The study revealed that there was a significant relationship existing
between principal's behaviour and teacher job satisfaction on consideration and
initiation.

Rochelle (1983) designed a study to explore the possibility that a
correlation may exist between job satisfaction of teachers and the degree of
participation in decision making that principal promotes. The basic hypothesis of
the study was 'Teachers in schools where the principal's decision-making
behaviour promotes more participation will tend to be more satisfied than
teachers in schools where the principal's decision making behaviour promotes
less participation. The findings of the study partially support the claim that
principals who promote less participation in decision making have teachers with
lower job satisfaction.
Ronnenkamp (1984) undertook a study to determine the relationship of organizational climate and job satisfaction when applied to the responses of teachers and administrators in selected schools in the Davis County School District (Utah). The conclusions were (i) There was a direct relationship when applied to the combined responses, (ii) Job satisfaction was more directly related to the climate characteristics of teachers than to climate characteristics of the principal.

Miller (1984) conducted a study to examine the relationship between teacher job satisfaction and actual and desired participation in the decision-making process. The study revealed that a significant relationship did exist between teacher's job satisfaction and actual and desired participation in decision making. It was also found that relationship between teacher job satisfaction on both the actual and desired scales differed significantly for grade structure of the school.

Holder (1984) designed a study to determine the extent to which the perceived leadership behaviour of the principals influenced the job satisfaction of the teaching staff in the public elementary schools in Columbus district. The results showed that principals were regarded as having a low level of aloofness, an average level of production emphasis and a high level of thrust and consideration. Teaching staff had a high level of job satisfaction.

Lofland (1985) carried a study to investigate the relationship between the established organizational climate and job satisfaction levels of teachers in the District of Columbia Public Schools. The study revealed that the type of organizational climate was significant and there was significant relationship between job satisfaction and organizational climate.

Singh, Amar (1985) conducted a study with the intent (a) to construct and standardize a job satisfaction scale, (b) to find out the incidence of job
satisfaction amongst professionals (c) to compare the incidence of job satisfaction amongst teachers, engineers, advocates and doctors. The findings were (a) The job intrinsic variable correlated positively and significantly with job satisfaction of professionals (c) Age was found to be positively correlated with job satisfaction.

Sardana (1985) carried a study to determine the relationship of organizational climate to job satisfaction and loyalty of teachers and principals in selected rural and urban high schools in Punjab. The tools used were OCDQ Halpin and Croft (1963), MSQ (Minnesota Satisfaction Questionnaire) for the job satisfaction. The study revealed that there was a statistically significant correlation between organizational climate and job satisfaction. Teachers and principals in rural schools seemed more satisfied with their job than those in urban schools.

Klawitter (1985) conducted a study to explore the relationship between the principal's leadership style as perceived by teachers and teacher's job satisfaction. The study revealed significant relationship between principals leadership style and teacher's job satisfaction.

Kulsum, U. (1985) undertook a study to investigate a relationship among school climate, teacher job satisfaction, leadership behaviour of principal and job involvement of teachers. The findings of the study revealed that (i) Teachers working in familiar climate type schools had a higher level of job satisfaction followed by open and then autonomous, (ii) Female teachers as compared to male teachers and permanent teachers as compared to temporary teachers had higher levels of job satisfaction, (iii) Teachers working in Govt. schools had higher level of job satisfaction than teachers working in private schools.

Sarkar (1985) designed a study to investigate the relationship among role perception and job satisfaction of teachers and headmasters in relation to
organizational climate of secondary schools in Dacca city. The study revealed that there existed significant relationship between the overall role perception and job satisfaction of teachers working under open, autonomous, controlled, familiar, paternal and closed climates.

Ghonaim (1986) conducted a study to examine the relationship between organizational climate, job satisfaction, school size and to discover differences and similarities in perceptions of organizational climate and job satisfaction by male administrators and teachers in city public schools in Saudi Arabia. The results indicated that educational level and experience of administration and teachers did not affect the perception of organizational climate. Educational district size was positively related to job satisfaction and organizational climate for administration.

McCarthy (1986) took over a study to examine the relationship among teacher's trust towards the principal, teacher job-satisfaction, teacher perception of principal effectiveness. The study revealed that trust, job satisfaction and perceived principal effectiveness have significant relationship.

Samad (1986) conducted a study to investigate the relationship between organizational climate and job satisfaction of teachers of High schools in Chandigarh. The study revealed that there was a significant positive correlation between the openness of school climate and job satisfaction of teachers. Teachers in more open climate schools were more satisfied with regard to job satisfaction than teachers in less open climate schools.

Ara Nasreen (1986) carried a study to investigate principal's leadership behaviour in relation to teacher's self concept, job satisfaction and some other institutional characteristics at secondary school level. The objectives were (i) To study how teacher's self concept was related to the leadership behaviour of the principal (ii) To study the relationship between principal's leadership behaviour
and teacher's job satisfaction. The findings of the study were (i) High desirable leadership behaviour of the principal generated a high degree of conformity and normalcy in the teachers while low desirable leadership behaviour of principal caused a low degree of conformity and normalcy in them, (ii) The principal's leadership behaviour was positively related to teacher's job satisfaction.

Stimson (1987) investigated the extent to which the use of personal and positional power produced job satisfaction among 132 elementary school teachers. It was found that the use of Principal's personal power was positively correlated with teacher job satisfaction while the principal's use of positional power was negatively correlated.

Safar (1987) conducted a study to find the level of satisfaction as perceived by secondary school principals with their jobs in terms of selected needs fulfilment in the state of Kuwait. The study revealed that highest level of satisfaction was associated with prestige, colleagues relationships and recognition.

Jang (1987) carried a study to determine the interrelationships among the public elementary school principal's leadership behaviour, communication behaviour and teacher job satisfaction. The study revealed that principal being supportive, considerate and receptive to teacher's ideas the job satisfaction of teacher will be higher.

Semapakdi (1988) designed a study to examine the nature of job satisfaction of Thai elementary school teachers by describing the facets of job satisfaction. The study revealed that there was no significant difference attributable to sex or level of education. Promotion and supervision were significantly related to age.

Elder (1989) carried a study to determine which school site factors, student related factors and personal characteristics are related to job
satisfaction and dissatisfaction of urban classroom teachers. The study revealed greater satisfaction than dissatisfaction was indicated in sub-areas: supervision, colleagues, responsibility, the work itself and parents. Greater dissatisfaction than satisfaction was reported in sub-areas: working conditions, pay, advancement and recognition.

Collmer (1989) took up "A correlational study of Principal's Leadership Styles and Job Satisfaction," to determine the relationship between school principal's leadership styles and teacher's job satisfaction. Research indicated that effective schools had strong leaders and teachers who were caring and dedicated. Teacher job satisfaction was greater when principals were warm, caring and sensitive to their needs and ideas.

Kumari, Santosh (1991) carried a study to investigate the relationship between organizational climate and job satisfaction of teachers of schools administered by male and female principals. The findings revealed that teachers working under the male principal were more satisfied than teachers working under female principals. No significant differences were found on dimensions: Disengagement, esprit and thrust among schools of both the groups.

Ruben (1992) studied factors affecting teacher's job satisfaction. The study revealed that intrinsic satisfier of job satisfaction was student's success. The extrinsic satisfier were, working conditions, principal's support and co-worker's support. Extrinsic dissatisfier were poor working conditions and unpleasant student relationship. Intrinsic dissatisfier were lack of recognition and lack of student's success.

Courtney (1993) designed a study to show a relationship between productivity, decisional quality, job satisfaction and shared decision making. The results of study showed that teachers wanted to be involved in decision-making and it brings them job satisfaction.
Burkhardt (1993) conducted a study, "The effect of principal's gender and motivational style on teacher job satisfaction and school effectiveness," to explore the relationship between male and female principal and their effects on teacher's job satisfaction and school effectiveness. The study revealed that a combination of gender and motivational style promoted greater school effectiveness and teacher job satisfaction. Female principals generated lower teacher job satisfaction with pay than did male principals. Task oriented principals generated higher school effectiveness and higher job satisfaction than relationship oriented principals.

Rice (1993) conducted a study "Teacher involvement in decision-making. Relationship to Job satisfaction". It was aimed to determine the actual and desired extent of teacher decision involvement and relationship between decision conditions, zones of acceptance and job satisfaction. The study revealed that teacher reported a general condition of decision deprivation and level of job satisfaction was significantly related to the decision conditions of teachers.

Whitemore (1994) carried a study to know the factors which cause job satisfaction and dissatisfaction and to find that these factors vary from centrally managed schools to site based managed schools. The findings indicated a significant difference in the percentage of responses causing job satisfaction between site based managed schools and centrally managed schools.

Steinhauer (1995) studied the effects of decisional participation, instructional relevance and school based management on teacher job satisfaction in seven western Pennsylvania school districts. The findings revealed that relationship between decisional participation and job satisfaction was significant.
Al-Asmer (1995) carried a study to identify the level of job satisfaction among Saudi female secondary public school teachers. It also examined the relationship between teacher's job satisfaction and their perceptions of their principal's leadership behaviour. The study found that the level of job satisfaction among Saudi female secondary public school teachers was lower than the national norm on the JDI (Job description Index) for job satisfaction of secondary school teachers in the United States. Teacher's level of job satisfaction with work was significantly related to the level of academic preparation and subject matter taught.

1.11.6. Pupil Academic Achievement

The pupil performance is the achievement of a student in a standardized series of educational tests. Many research studies had been conducted on pupil performance.

Franklin and Alice (1982) carried a study to determine if there were significant differences related to open and closed climate for student's test performances in reading and mathematics and teacher job satisfaction. It was concluded that climate was not the most influential factor in determining student's performance in reading and mathematics. There was a significant relationship between organizational climate and job satisfaction of teachers.

Das, M. (1983) designed a study to investigate the relationship between principal's administrative effectiveness, school climate and student achievement. The study revealed that secondary school principals were moderately effective in their performance of administrative tasks and there was no significant relationship between principal's administrative behaviour and climate of their schools and no significant relationship between school climate and student achievement.
Baraiya (1984) conducted a study to investigate the relationship between leadership behaviour of principals, organizational climate, management behaviour and student performance. The study revealed that management providing good or poor co-operation did not influence school climate in case of schools in rural and urban areas. Student performance was significantly related to school climate.

Panday, S. (1986) carried a study to find out relationship between the leadership behaviour of principals and organizational climate of schools, teacher's morale and pupil performance. The study revealed that a significant and positive relationship was found between leadership behaviour of principal and organizational climate. Teacher's morale was positively and significantly related to principal's behaviour. Pupil performance was significantly related to school climate.

Bedford (1987) had taken up a study to determine if there were correlations between student achievement and school climate in Georgia middle schools. The study revealed that there existed a significant correlation between school climate and student achievement.

Brantley (1988) conducted a study to analyse the relationship between school climate and student achievement in reading and mathematics in selected public secondary schools in rural South Carolina. The study revealed that climate as perceived by students and teachers was substantially associated with achievement.

Cooley (1989) designed a study to determine the extent of relationship between school climate and student achievement. The results indicated that there was not a significant relationship between school climate and student achievement.
Johnson (1990) carried a study to examine the relationship of organizational climate of middle schools and discipline infraction and student academic achievement. The study revealed that there was a significant relationship between organizational climate, discipline infraction and student academic achievement.

Fields (1991) conducted a study which had two purposes. The primary purpose was to determine the relationship between teacher participation in decision-making and student outcome. The secondary purpose was to determine the relationship between the actual and desired participation in decision-making by teachers. The study concluded that there was a relationship between higher level of teacher decisional participation and positive student outcome. It was also concluded that teachers desire much greater participation in both technical and managerial aspects of decision-making than they were actually experiencing.

Secumski (1993) examined the relationship between teacher's perceived job satisfaction, principal's leadership styles and student's achievement. The study showed that the staff expressed more job satisfaction where principal provided effective leadership. Student achievement was positively related to principal's leadership styles.

1.12 Relationship between Organizational Climate and Job Satisfaction

schools. Nath (1980) revealed that teachers working in government schools are more satisfied than those who are working in privately managed schools. Marcano (1980), Gunter (1983) and Sackville (1983) showed that organizational climate is not related to gender of administrators.

1.13 **Relationship between Organizational climate and Democratic Process**


1.14 **Relationship between Job Satisfaction and Democratic Process**


1.15 **Relationship between Organizational climate and Pupil achievement.**

Franklin (1982), Das (1983), Cooley (1989) have studied the relationship between organizational climate and pupil performance and revealed that there exists no relationship between organizational climate and pupil achievement.

that there exists positive relationship between climate and pupil performance. Though so many research studies have been conducted on organizational climate, job-satisfaction and pupil achievement in foreign and in Indian context. But little work on shared decision-making/participatory decision-making or democratic process in relation to organizational climate and job satisfaction have been done in Indian context. So the researcher intends to study the impact of democratic processes on job satisfaction and pupil achievement in relation to institutional climate.

1.16 STATEMENT OF PROBLEM

IMPACT OF DEMOCRATIC PROCESS ON TEACHER JOB-SATISFACTION AND PUPIL ACHIEVEMENT IN RELATION TO INSTITUTIONAL CLIMATE OF SENIOR SECONDARY SCHOOLS

1.17 DELIMITATIONS

The problem has been delimited with respect to the nature of treatment and type of schools. The study has been confined to the effect of democratic practices on job satisfaction of teachers and Pupil academic achievement in relation to institutional climate of senior secondary schools of Hoshiarpur District.

The democratic practice will mean:-

1. Decentralisation of decision-making mechanism.
2. Student's and Teacher's participation in the functioning of the schools.

The effect of democratic practices in relation to the institutional climate which comprises.

1. Academic climate.
2. Socio-emotional climate
3. Organizational climate.
These will be studied on job-satisfaction of teachers and the academic performance of students.

1.18 OBJECTIVES
The study will be designed to attain the following objectives:-

1. To study the democratic process in the functioning of Government and privately managed schools.

2. To study the correspondence of democratic process in the functioning of schools with government and privately management styles.

3. To study the correspondence of democratic process with gender of school population.

4. To study the impact of democratic process in relation to academic climate on job satisfaction among teachers.

5. To study the impact of democratic process in relation to academic climate on pupil achievement.

6. To study the impact of democratic process in relation to socio-emotional climate on job satisfaction among teachers.

7. To study the impact of democratic process in relation to socio-emotional climate on pupil achievement.

8. To study the impact of democratic process in relation to organizational climate on job satisfaction among teachers.

9. To study the impact of democratic process in relation to organizational climate on pupil achievement.

1.19 HYPOTHESIS
The present investigation was designed to test the following hypotheses.

1. There is no correspondence between the democratic process and the management style of schools.
2. There is no correspondence between the democratic process and gender of school population.

3. There is no significant difference in democratic and undemocratic schools on job satisfaction.

4. There is no significant difference in democratic and undemocratic schools with different academic climate in respect of job satisfaction.

5. There is no significant difference in democratic and undemocratic schools in respect of their pupils achievement.

6. There is no significant difference in democratic and undemocratically managed schools with academically sensitive and and insensitive climate in respect of pupil achievement.

7. There is no significant difference in democratic and undemocratic schools with varying socio-emotional climates in respect of job satisfaction.

8. There is no significant difference in democratic and undemocratic schools with different socio-emotional climates in respect of their pupils achievement.

9. There is no significant difference in democratic and undemocratic schools with varying organizational climates in respect of job satisfaction.

10. There is no significant difference in democratic and undemocratic schools with varying organisational climates in respect of their pupils achievement.

***