CHAPTER I

INTRODUCTION

1.0 Introduction
1.1 The Importance of Teacher in Education
1.2 Role Expectations
1.3 Job Satisfaction of Teachers
1.4 School as an Organisation
1.5 Need for the Study
1.6 Statement of the Problem
1.7 Objectives
1.8 Terms Defined
CHAPTER - I

INTRODUCTION

1.0. Introduction

It is very difficult to give one single definition to the term 'Education'. Different philosophers, educationists, thinkers, statesmen, politicians, merchants, artisans and priests gave different definitions to education. The reason is that education is an abstract entity and its concept is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the conditions then prevailing. The concept of education is still in a process of evolution and that process will never come to an end it must continuously grow and change.

Plato, the Greek philosopher, held that the purpose of education was 'not as it were to fill an empty vessel but to turn the eye of the soul toward light. Our vision should be turned towards light. This is the essential aspect of education. He also elaborates that Education is the capacity to feel pleasure and pain at the right moment. "It develops in the pupil all the beauty and all the perfection which he is capable of." Some other famous Western educational thinkers interpret 'education' as follows. According to Pestalozzie', "Education is natural, harmonious and progressive development of man's innate powers".
In the words of Redden

"Education is the deliberate and systematic influence exerted by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social, and spiritual powers of the human being, according to individual and social needs and directed towards the union of the educand with his Creator as the final end."

Education is very much a part of growing, and growing means opening, receiving, assimilating, integrating, listening, and sacrificing.

According to Rig Veda, "Education is something which makes man self-reliant". "Education is the realization of self" according to Shankaracharya. According to Swami Vivekananda, "Education is the manifestation of divine perfection already existing in man". He further explained that the aim of all education should be man making, character forming, expounding intellect by which one can stand on one's own feet. From the Vedantic point of view, the essence of man is spirituality. We need an education that quickens, that vivifies, that kindles spirituality inherent in every mind. According to Gandhiji, "By education, I mean an all-round drawing out of the best in child and man — body, mind and spirit".

An Indian Education Commission (1966) highlight that education, according to Indian tradition is not merely a means to earn a living; or it
is only a nursery of thought or school for citizenship. It is an initiation into the life of spirit, a training of human souls in pursuit of truth and the practice of virtue. It is a second birth, 'dvitiyam janma'.

As in the words of Joseph Addison (1998), "Education should chasten the vice, guide virtues, should give at once grace, and government to genius. Above all Education should impact values of 'humanity' into us".

According to Mathew (1998) "Education is not a passive acceptance of new ideas or knowledge. It is a positive and participatory approach to these ideas and knowledge with right attitudes and value systems. It is a vital process of shaping human beings into authentic human beings and developing a more just, enlightened and human society".

To live well, it is essential to know life first of all. Knowledge of life comes through intellectual training which results in power to understand the word. Man becomes resourceful through knowledge. Socrates said that 'one who had true knowledge could not be other than virtuous'. It is knowledge which ensures success in any profession, vocation, or calling.

One essential and binding feature of human relationship is to be a man of culture. If education produces such a man it has done its job nicely. A man of culture is an invaluable asset to society. Education
develops social efficiency in people which implies social awareness, economic productivity, cultural and moral refinement.

Education makes people fit for life. Fitting of the individual for a life with other fellows means that a man should be a good thinker, a good worker, and a good companion. It is very well said 'sow a thought, reap an action, sow an action reap a habit, sow a habit, reap a destiny'. Such men will create a new heaven and a new earth. Education tells the person how to play the game of life wisely and well on three grounds – the play ground of the senses, the play ground of the skills, and the play ground of the soul. One's education should teach one to avoid exploitation of the weak and the uneducated in the society.

1.1 The Importance of Teacher in Education

Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of his receptivity and initiative. The well equipped teacher is the pivot in the system of education. This is especially the case in a period of basic change and reorientation.

Every teacher and educationist of experience know that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers.
Herny Adams states that, “A teacher affects eternity, he can never tell where his influence stops. The teachers play an important role in shaping and moulding the habits, tastes, manners and above all the character of students”.

At the back of every great man, not unoften, a good teacher is there who kindled enthusiasm, fostered confidence and guided him to the way of progress. Alexander the Great said I owe my birth to my father but life to my teacher’. The poet Kabirdas, ‘out of Guru and Govinda, preferred to bow to the Guru since it was he who had shown him the way to the God Govinda’. The teacher is always concerned with the children who are potential leaders of tomorrow. Tomorrow’s nation will depend upon the type of citizens trained and educated today in the temples of learning. Humanyun Kabir asserted that teachers are literally the arbiters of a nation’s destiny.

Teachers have a great responsibility at a time when our society is undergoing tremendous transformation. They are required to take up constructive leadership in reorienting education to meet national needs. Radhakrishnan (1948) has aptly remarked:

The teachers place in society is of vital importance. He acts as the pivot for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning.
But only those teachers who are well trained can play a vital role in education as well as in the society.

The Secondary Education Commission (1954) has rightly stated:

We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training, and help place that he occupies in the school as well as in the community.

Indian Education Commission (1966) observed that, the success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening younger generations. It is no exaggeration to say that any system of education can ever rise above the level of the quality of its teachers.

1.2 Role Expectations

A role is the pattern of actions expected of a person in activities involving others. Role reflects a person's position in the social system with its accompanying rights and obligations, power and responsibility. In order to be able to interact with each other, people need some way anticipate others' behavior. Role performs this function in the same system.

Teaching is the system of action involving an agent, an end in view and a situation. The persons involving education system expects different roles by teachers. That is the teachers job involves many roles besides
the teaching. The teacher will have to serve as a parent as a friend, as a philosopher, as a guide, as a facilitator, as a manager, as a psychotherapist, as an entertainer, as a record keeper and so on.

**Role Expectation of Teachers in New Millennium**

We are living in an era of exploding InfoTech and we have entered the new millennium with sophisticated tools for learning. The distance education mode has come to stay as a powerful tool for lifelong learning. Despite this no one can underestimate the importance of the teacher in the education system. This only means that education can not become a wholly "teacher-excluded" process.

What is the role of the teacher in classroom management? When is a teacher said to be effective in the lives of the students? How much of learning by the student is attributable to a teacher, if at all?

Teaching should aim at a balanced growth of the individual and should impart both knowledge and wisdom. After all, 'mental slums' are more dangerous to mankind than 'material slums'.

It should be remembered that at any cost teaching profession should not be reduced to a trade.

Teachers should play a positive role in bringing out the best in children. 'Education what remains with a person even after he has forgotten what he has learnt'?
One way a teacher can achieve professional improvement is by cultivating appropriate attitudes towards work, students and life. According to Carl Rogers, the father of humanistic psychology, a teacher's attitude should be one of unconditional and conditional positive regard from students. This must be the reason why Ralph Waldo Emerson said 'The secret of education lies in respecting the pupil'.

This means a response to actions which deserves appreciation, such as a pupil's punctuality in class and his promptness in submitting homework.

For example, the teacher who enters the class and smiles at the students and greets them reveals his unconditional positive regard for them. The pupils realize that the teacher shows concern for them and so affirm that they are acceptable. This is unconditional positive self regard by the students.

The quintessence of the Hawthorne Effect is that when people in authority show, by words and actions, concern for their subordinates, they reciprocate by working hard, resulting in better production and more profit. This is applicable in education also. When a teacher shows his concern for students, the students respond by being more attentive, hard-working and systematic.
If students are treated as responsible persons, they will become responsible. Therefore, teachers need to have a clear vision about their students.

The success of schooling depends on the teacher-pupil relationship. If the relationship is strained, the teaching-learning process suffers.

These are some of the causes for strained relationships. Harsh attitude towards students, peevish nature, failure to estimate the capabilities of students, undemocratic behavior, and lack of communication. Many a time teachers punish the students to cover up their mistakes. By this, students are pained and may retaliate. In the view of researcher, the teachers should 'forgive' them. Forgiveness is the best medicine to club strained relationships. By doing this, the teacher can see a change in student behavior.

The most important determinant of the classroom atmosphere is the teacher's method of classroom management, especially his or her techniques for keeping the class actively attentive and involved in productive activities.

To begin with, teachers must like students and respect them as individuals. They need to be over-dramatic or even particularly affectionate. It is important, however, to get close to students during
private interactions. A teacher who is standoffish will be perceived as cold and students may not like such teachers.

Teacher in the new millennium should act as a 'friend', 'philosopher', 'guide', 'learning facilitator', and 'diagnostician'.

Teachers 'form' 'inform' and 'reform' the students. The presiding deity of the classroom is the teacher. Teachers should develop democratic values among schoolgoers. Vox Populi, Vox Dei (Voice of people is the voice of God) should be made known to students.

Students are compared to "unmoulded stones" and they should be properly sculpted by the teachers (sculptors).

An effective teacher is compared to an alchemist and a catalyst and therefore teacher should help students to develop their full personality so that they can contribute positively to the total growth of the nation.

Student expectations are critical forces in the learning process. Prof. Braun tells us that low student expectations help to perpetuate low expectations in teachers.

When students expect good things to happen, they try to bring those results about. If students expect negative things to happen, they act in a way which will fulfill such expectations.

The behaviour of a teacher can influence student expectations (effort-outcome) and control student behavior. Therefore, teacher
expectations must be constructive and make the student move in the expected direction.

It is a fact that students show large individual differences in learning abilities and interests. Some students are capable of putting in more than others and teachers will only frustrate both themselves and their students if they set unrealistically high standards. Therefore, expectations should be appropriate, not 'too high or too low'.

Further, teachers should keep their expectations always open. If expectations are allowed to become too strong or settled, they can begin to distort 'perception and behavior', resulting the teachers' deviation from good teaching practice.

Expectations once formed, tend to be self-perpetuating. This is true for students as well as teachers, because expectations guide both perceptions and behavior.

When we expect to find something, we are much more likely to see it than when we are not looking for it. For example, most people do not notice counterfeit money or irregularities in clothing patterns.

However, persons trained to look for such deviations will notice them quickly. In the same way, unusual abilities and aptitudes usually are not noticed except by those who are on the lookout for them. This is the main reason why teachers often fail to notice good behavior in students who create disciplinary problems.
The following are some of the basic attitudes and expectations that every teacher should possess to do justice to the students and do their jobs constructively, positively, meaningfully competently and successfully.

While teaching brings many rewards and satisfaction, it is a demanding, exhausting and sometimes frustrating job. If teachers want to promote meaningful learning (apart from preparing lessons well) they should enjoy teaching.

Teachers' warmth and affection has shown positive relationship in children's attitude and school performance.

Teachers should implement good techniques of discipline to enable children develop proper personality and ensure their social acceptability.

I suggest that the value orientation should be the central focus of education and that teachers should be given the necessary training in the effective methods of development of values.

It is a happy augury that the problem of value education of the young is assuming increasing prominence in discussions on education. Parents, teachers and society at large seem to be concerned about values and the value education of children. The present situation demands a system which, apart from strengthening national unity, would strengthen social solidarity.
Concerted efforts and continuous dependence on good books and institutions will give students sterling and inspiring qualities of concentration, infinite love, justice, honesty, purity, selflessness, wisdom, faithfulness, respect for others, obedience, sincerity and a host of other virtues which are sine to build the equipment of life.

### 1.3 Job Satisfaction of Teachers

**Introduction**

Satisfaction is an essential factor in any profession. Unless a man is satisfied with job, it is very difficult for him to carry on his duties honestly and efficiently.

Job satisfaction is a must on the part of every profession, especially among the teaching profession. Generally “Teachers are builders of nation. The teachers who teach at pre primary, secondary level are satisfied in their job, if they do their work well A dissatisfied secondary school teachers become a nucleus of problems in the whole system of education, unless the secondary school teachers are helped to derive satisfaction in their jobs, the work they do will not be effective both from the point of view of their own personal growth and professional contribution in terms of future preparation of teachers. Understanding the job satisfaction is undoubtedly a vital phenomenon for secondary school as it is for any other organization. Therefore it becomes very much necessary to study the level of job satisfaction among secondary school
teachers in relation to their personality factors and other personal
demographic variables.

Some people love their work, others dislike it. People take a job for
their livelihood. Some stay in the same job and organization for a
lifetime. Others are always on the move. Modern men have to work in
organization so they are not only affected by the content but the context
of environment in which they work. They may like some facts of their
work and its environment in which they work. They may have dislike for
some aspects of work or they may be indifferent to others. All these
attitudes regarding the job come under the purview of job satisfaction.

Job satisfaction is satisfaction regarding work related dimensions.
According to Bullock (1952) "Job satisfaction as an attitude which
results from a balancing and summation of many specific likes and
dislikes experiences in connection with the job. This attitude maintains
itself in evaluation of the job and of the employing organization. Job
satisfaction is rather an evaluation of one's job and employing company
as contribution suitably to the attainment of one's personal objectives."

Fundamentally an organization comes into existence exclusively
through the efforts of people and people working in an organization are
attracted to it because they anticipate that the organization will offer the
rewards that will satisfy their needs. Expectations from work and its
environment vary from person to person, depending upon the values and
needs, people perceive. As such, a person experiences different degrees of pleasures or displeasures on different job or with different aspects of the same job. Besides, there are individual differences in the vocational needs of people and in jobs with respect to 'reinforces' available for the satisfaction of needs.

Notwithstanding the controversy, a fact that stands out prominently in this century is the earnest desire of all serious thinkers to make-work more agreeable, meaningful and interesting. Sociologists, Psychologists, Managers and Administrators today are pre-occupied with designing strategies for providing job satisfaction to all. Job satisfaction has been a favorite research both India and Abroad.

"Ideas, whether those of art and science, or those embodied in practical appliances are the most 'real' of the gifts that each generation receives from its predecessors. The world's material wealth would quickly be replaced if it destroyed but the ideas by which it was made were retained. If, however, the ideas were lost, but not the material wealth of them would dwindle and the world would go back to poverty. And most of our knowledge of mere facts could be quickly recovered if it was lost, but the constructive ideas of through remained, while if the ideals perished, the world would enter again the dark ages.

Job satisfaction is, therefore receiving increasing attention to understanding behavior in organization. Studies and empirical research
abounds both in India and abroad on job satisfaction. Research literature on the psychology of work gives a lot of insight into some basic questions, such as, what motivates people to work? What are the effects of work? What makes work satisfying?

Understanding the job satisfaction is undoubtedly a vital phenomenon for secondary schools as it is for any other organization. Hence, a concerted effort is required to study job satisfaction in secondary schools, so as to apply this knowledge for scientific management and advance beyond the nineteenth century attitudes upon which our traditional job design principles are based.

**Concept of Job Satisfaction**

The concept of job satisfaction is a many faceted one. Some researchers consider it as a generalized affective orientation to all aspects of the work situation. Such a view expresses the resultant of a whole host or orientations to specific aspects of the job. Job satisfaction is the sum total of the individual attitudes towards job. (Vroom, 1964:99).

Job satisfaction is a widely studied concept. It has been variously used as synonym of industrial morale and attitudes. Such an approach has been subjected to sever criticism from many researchers (Blum, 1956; Siegel, 1962; Harrell, 1964' Blum and Naylor, 1968)

Vroom maintains that attitudes and job satisfaction can be used interchangeable as both of the concept indicate "affective orientations on
the part of individuals towards work roles which they are presently occupying, positive attitudes to the job are equivalent to job satisfaction and negative attitudes towards the job are equivalent to job dissatisfaction" (Vroom, 1964:99).

Need satisfaction is not to be confused with job satisfaction though both are closely interrelated. Need satisfaction refers to the process of fulfillment of the individuals; while job satisfaction is a generalized attitude resulting from many specific attitudes in three areas: namely; specific job factors, individual adjustment and group relationship. Though need satisfaction is a basic condition for job satisfaction, the two are not be equated. Job satisfaction is much wider and complex process and is not entirely the function of the satisfaction of various needs of the individual. As Morse (1953) states, “Job satisfaction is the function of the strength of need and amount of environmental return”.

Meaning and Definitions of Job Satisfaction

Meaning

It is very difficult to define job satisfaction though it is very easy to feel satisfied at a job of otherwise. However, an acceptable definition of job satisfaction runs like this:

“Job satisfaction is the whole matrix of job factors that makes a person like his work situation and be willing to head for it without distaste at the beginning of his work day.”
This means that job satisfaction includes two things:

1. Liking and enjoying the job.

2. Going to one's work without anger, feelings of frustration going, to one's job with head erect and with all smiles.

**Definitions**

According to Smith, Kendall and Hulin (1969), "Job satisfaction is a feeling towards distainable aspects of job situations." These feelings are a function of characteristics of the job, judged in relation to a personal standard on frame of reference. Potentially important components of the frame of reference for the evaluation of job features include personal characteristics: namely; skills, expectations, values and aspirations which may be indexed by factors like background and experience of the worker and which may contribute substantially to an adaptation level; and situation variable which may represent social norms well as fealty constraints in terms of alternatives available in a given situation.

According to Singhal (1973), "Job satisfaction as the “zest” and employee displays in his harmonious relationships on the jobs as a result of his adjustment on three dimensions: namely; personal, social and work”.

According to Blum and Naylor (1968), "Job satisfaction as a general attitude which is the result of many specific attitudes in the three
areas: namely; specific job factors, individual characteristics and group relationships outside the job”.

According to Sinha (1971), “Job satisfaction is the effect and attitude produced by individual’s perception of fulfillment of his needs in relation to his work and the situation surrounding it.”

According to Hoppock (1935), “Job satisfaction constitutes a combination of many psychological, physical and environmental circumstances”.

According to Gruneberg (1976), “Job satisfaction is the favorableness or unfavourableness and employee views his work”.

According to Locke (1976), “Job satisfaction is pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”.

According to Tiffin and Mc Cormick(1971), “The satisfaction which people experience in their job is the result of the various aspects of their situations found to be relevant to the job related desire or motive on the part of the person”.

According to Chatterjee(1970), “Job satisfaction is characterized as the degree of satisfaction obtained by the individual employee from performing the tasks which constitute the content of his job”.
Factors Influencing Job Satisfaction

Perhaps the best discussion on factors relating to job satisfaction has been provided by Thomas Willard Harrell in his book Industrial Psychology (1959). According to Harrell, it is not one factor alone which influences job satisfaction. Job satisfaction is caused by many interrelated factors and it is very difficult to isolate these factors. Sometimes one and sometimes all these factors work and importance of the various factors appears of change from one situation to another. As such, we can only list some important factors.

Harrell believes that job satisfaction is dependent upon three major categories of factors; personal factors, factors inherent in the job and factors controlled by the management. Let us examine these factors.

A. **Personal Factors**

i) **Sex**

One's sex influences one's job satisfaction. It has been found that on the basis of large number of studies conducted in the field that women are more satisfied with their jobs than are men. May be that women's ambition and financial needs are less.

The research evidence about possible differences in job satisfaction between men and women employees is inconsistent and contradictory. Even when differences in work values and job satisfaction have been shown, there is disagreement about the causes. A large scale
questionnaire study of more than 6,000 employees in non-Western European centuries found no clear pattern of differences between males and females in job satisfaction (de Vaus and McAllister, 1991).

Other studies have shown that the sources of job satisfaction differ from women who choose a career in the business world and women who are forced to enter the work force to support their families.

It may not be gender, as such, that relates to job satisfaction as much as the group of factors that vary with sex. For example, women are typically paid less than men for the same work and their opportunities for promotion are fewer. Most women employees believe that they have to work harder and be more outstanding on the job than men employees before they receive comparable rewards. Obviously, these factors influence job satisfaction.

ii) **Number of Dependents**

Job satisfaction is inversely proportional to the number of dependents one has. The more the dependents the lesser the job satisfaction it is a well known fact.

iii) **Age**

It has been found out that age has little relationship to job satisfaction for all employees but it is important in some job situations. In fact, in some groups job satisfaction is higher with increasing age; in other groups job satisfaction is lower and in others there is no difference.
iv) **Job Experience**

During the initial stage of employment, new workers tend to be satisfied with their jobs. This period involves the stimulation and challenge of developing skills and abilities and the work may seem attractive just because it is new. This early satisfaction wanes unless employees receive evidence of progress and growth. After a few years on the job, discouragement is common, often being brought on by the feeling that advancement in the company is too slow.

A study of 124 salespersons from seven companies showed that they became more dissatisfied with their jobs over time. More experienced workers did not believe that job performance led to rewards. Their sense of challenge and job involvement had diminished, and they showed lower organizational commitment (Stout, Slocum, and Cron, 1987).

Job satisfaction appears to increase after a number of years of experience and to improve steadily thereafter. The relationship between job satisfaction and length of work experience parallels the relationship with age. They may be the same phenomenon under different labels.

v) **Time on the Job**

The more time you spend on the job, the more is the satisfaction. The highest morale is reached after 20th year, according to Hull and Kolstad.
vi) **Intelligence**

Level of one's intelligence has a great deal to do with job satisfaction. There is not always positive relationship between I. Q. and job satisfaction. As English investigation showed that the most intelligent girls employed in chocolate factory were most easily bored. In another investigation and intelligence, according to Sharp and Kornhauser (1932). We thus cannot exactly conclude about this factor.

vii) **Education**

Again there is a great deal of evidence on the relationship between one's education and one's job satisfaction. One study of white collar workers conducted by Morse indicated that those who had not completed high school were more satisfied. Other studies have shown no relationship. However, right placement of workers in the light of their professional education matters. If working on proper grade is certainly satisfied as compared to one who is B.A., B.Ed., but works in a lower grade as a teacher.

viii) **Personality**

Last personal factor is the factor of personality exclusive of intelligence. Personality is a major cause of job dissatisfaction one criterion of personality is the existence of neurotic behavior. Neurotic employees are more dissatisfied. In yet another study it was found that persons who were rated high in inter personality pattern of happiness. It
is likely, according to Harell, that personality maladjustment is the source of some job dissatisfaction, but it is not clear how strong the relationship is.

B. Factors Inherent in the Job

i) Type of work

Type of work is the most important factor inherent in the job. Varied work brings about more job satisfaction as compared to routine work. Hoppock found that satisfaction varies almost from 0 to 100 percent of depending upon the job. It has been, however, found out the professionally trained people are more satisfied with their jobs than unskilled workers.

ii) Skill Required

M. Fairchand (1930) conducted a study of relation of skill and job satisfaction and concluded. “Where the skill exists to a considerable degree, it tends to become the first source of satisfaction to the workman. Satisfaction in condition of works or in wages becomes predominant only where satisfaction in skill has materially decreased”.

iii) Occupational Status

Occupational status is related to job satisfaction, but it is not identical with job satisfaction. We must be clear about that; a person who occupies a high rated job is not necessarily satisfied with his/her job. One important thing should be noted. This status depends not only
on the way the employee regards the status of his job, but also on the way it is regarded by others whose opinion he values. Occupational status varies from country. In Russia medical profession occupies 4th position (1927) and present is rated as first. Occupations are rated for their prestige value. It has been generally found that employees are more dissatisfied in jobs that have less social status and prestige value. It has been generally found out that employees are more dissatisfied in jobs that have less social status and prestige, and these values are constant but change only under compelling circumstances e.g. the status during a war.

iv) Size of Plant

It has been found that in small factories morale and job satisfaction of workers is higher than that in large companies. Employees feel more secure. Employees are optimistic about advancement in small companies and are in a position to make suggestions.

C. Factors Controlled by Management Authority (Government)

i) Security

Just introspect and you will realize that security of service is a big factor which contributes towards job satisfaction. Employees want steady work. Fear of insecurity haunts many. This is more so in a period of depression caused by calamities like war, flood etc. Security for old age, security for family etc., and this security is an important factor.
On the other hand it may be mentioned that security is of less importance to an exceptionally qualified person for there is always a job waiting for him.

ii) Pay

Pay is an important factor in job satisfaction but it is not a "cure-all" which makes all people happy in a company or a firm. Security, opportunities for advancement rate much higher than pay but still better emoluments have a great deal of relationship with job satisfaction.

iii) Fringe Benefits

Another factor which influences job satisfaction is fringe benefits namely bonus, free medical aid and provident fund etc. This factor is not of much importance as it is not of immediate concern to the employee but it still matters for fringe benefits are substitutes for security.

iv) Opportunities for Advancement

Studies have shown that opportunity for advancement ranks above average in importance among workers. This factor is very important for skilled workers they are always on the look out for higher avenues of work. Same is true of younger workers for they are yet to settle in life and they want to settle in a coveted job. Despite the fact that one is not fit for promotion, one aspires to be promoted.
v) **Working Conditions**

Another factor equally important is the working conditions in a concern or a plant. Working conditions include many things like hours of work, place of work, weather and proper lighting and ventilation. It also includes the machine handled by one. It also includes the responsibility and supervision and attitude of supervisors towards the workers.

vi) **Co-workers**

Life is miserable if co-workers at your place of work are hostile and inimical to you. This factor thus is of immediate importance. You enjoy working a cordial atmosphere.

1.4 **School as an Organization**

School as an organization or a social system is constructed to attain certain specific goals and is defined by its own boundaries. It operates as a open social system in that the input of energies and the conversion of output into further enteric input consist of transactions between the organization and its environment. They may be considered as consisting of the patterned activities of a number of teachers and students. When we analyze schools, it is found that they have the following characteristics which enable us to set them apart and to study them as social organizations (Waller, 1932).

1. They have a definite population.
2. They have a clearly defined structure based on specific social interactions.

3. They represent the nexus of a compact network of social relationships. They are pervaded by a we feeling.

4. They have a culture that is definitely of their own.

Thus the educational institution was first analyzed systematically in 1932 by Waller in a pioneer work, 'The sociology of Teaching'. The assumption made by this and other authors is that environments are important determinants of learning behavior though the significance of other variables cannot be discounted.

The most widely recognized and useful framework for studying and understanding educational institutions is the social system analysis developed by Getzels and Guba (1957).

**School as a Social System**

In Getzels and Guba (1957) social system has two dimensions which are interesting but are independent dimensions, the first consisting of the institutions nomothetic dimensions defined in terms of its roles and role expectations and other consisting of personality and need disposition, the idiographic dimension. Both these dimensions interact and interactions give rise to the informal group, its climate and norms as shown in fig. 1.1.
Nomothetic Dimension

Institution → Role → Expectation

Social System ← Informal → Climate → Norms → Observed

Individual ← Personality → Need Disposition

Organization behavior

Idiographic Dimensions

Figure-1

Getzels and Guba Model of School as a Social System.

As such the school represents a social system in which teachers and principals interact as organizational members. In this sense, schools direct their efforts towards the attainment of goals and in the words of Parsons (1956) they contribute to a major function of more comprehensive system of society. In this system the behavior of each part is viewed in relation to the behavior of other parts, for a change in the action of the one affects the action of the others. In this sense, the organizational outcome may be regarded as a result of the interaction among its members, because the personal function in a school staff can be conceived of as a major subsystem of the total social system.
One major breakthrough of the 1960s in educational research has been an attempt on finding better ways of characterizing institutional differences, schools are now viewed as a network of interpersonal relationships, an interaction system, having its own particular kind of climate affecting teaching, learning activity substantially. Schools and educational organizations differ among themselves in many ways. A teacher or an experienced principal can quickly sense or 'feel' the individuality of an institution. Sometimes this individuality is called atmosphere of the institution, other popular labels the 'tone' of the institution, the institution's 'climate' or the schools personality.

For a long time the term climate has been rather generally and imprecisely used to describe the 'feeling' or 'atmosphere' of organizations. The term organizational 'climate' has been given somewhat more precise meaning in recent years through the contribution of a number of researchers. Argyris (1957) is generally given the credit of making first attempt to describe systematically the factors which comprise organizational climate in a study of organizational relationships in a bank. This is the human side of the organizations.

**Importance of Organizational Climate**

The social climate of the organization is the product of all the relationships that affect it. This climate results from the conscious and unconscious effort of all who are involved. Industry has been more
concerned that education with creating the kind of social climate that would be conducive to good morale and organizational efficiency. Much of the available research has been done in industrial setting or in small experimental groups. All of this seems to point out to the fact that everyone needs more than just a job to do it work or play or task for a voluntary group or school work. The importance of personal and interpersonal relationships as one of the aspects of the climate affecting the job performance has been demonstrated in a classical study by Breinor (1927). A number of researches have brought out the importance of the climate as one of the factor affecting students learning. And many studies have found that the classroom climate is definitely linked with students' academic achievement in positive direction.

A number of researches have been conducted to find out the relationship between organizational climate and other variables, factors and conditions such as leadership, institutional ideologies, and student and teacher characteristics. Farinola (1971) found significant relationship between organizational climate and belief systems of the leaders for teachers. In the study of Guy (1970) it was found that the climate of an organization is very much a function of leadership styles and qualities.

Baylay (1957) Pace (1966) Stern(1970) have conducted studies which clearly demonstrate that the organizational climate is the important determinant of human behavior.
How school affects creativity development in student has been studied in a number of studies. They have shown that anti-creativity climates are predominant in most organizations. Gibb (1968) Ellison (1968) Jox (1963), Taylor (1972) all have pointed out to anti creativity characteristics of organizational climate.

The organizational climate of the schools may influence the attitudes, values and other personality aspects of the students. This hypothesis had been tested in Roys (1975) study and Bernstein (1975) study, meaningful differences in school climate, personality needs and value orientations were not found (Bhatnagar, 1988).

1.5 Need for the Study.

Swami Vivekananda said that "no system of education can rise higher than teachers" The teacher is another vital component of school organization. He stands at the most important point in the educational process.

The quality of teacher is very important for bringing about functional improvement in school education.

Emphasizing the importance of teacher

Bhagavan Das said that "education is the need and root, civilization is the flower and fruit. If the cultivator is discerning and sows good seed, the community will gather wholesome grain and flourish. If
not, if he sows unwholesome weed, then poisonous barriers and disease and death will be the harvest out cultivator is the educator”.

Teacher has to be Friend, Philosopher and Guide of student. Teacher has to inspire the students to achieve the best and serve the nation.

In our schools teacher is working to achieve the national goals education through the media of different curriculum and co-curricular activities. Hence, according to changes in society one of the important role of the teacher is to prepare students to encounter future challenges.

School is required to serve the community. It is established by the community for providing education to the children of the community. So that they can become efficient member of the community. So it is responsibility of teacher to establish link between school and community.

Besides the above specific roles teacher has to play some general roles because teacher is one of key person of key person in the field of education. A teacher is expected to exhibit a multidimensional personality, like a classroom-teacher, a colleague, a member of the community and citizen. As an evaluator and so on.

Every one expects a teacher to have a sound value system. A teacher has to stand as a model for his pupils. But the teacher has to work in different “Organizational climate of schools. (That means the teacher has to work with the personality of school) If we move from
school to school each has its own personality. As personality describes individuals. So climate defines the essence of an institution.

As above the organizational climate is set if measurable properties of the whole environment of teachers and administrators based on collective perceptions. This organizational climate of different schools may effect on teachers Role.

Achievement of desired objectives and successful performance of Roles of teacher leads to job satisfaction of teachers.

Job satisfaction is one of the most crucial but controversial issues in industrial psychology and behavioral management in organization. If ultimately decided the extent of employee motivation through the development of organizational climate or environment.

As discussed above the teacher has to play difficult role according to expectations of different faculties and he has to fulfill their roles in different organizational climate. So it will effect on job satisfaction of teachers. All these together will influence on academic achievement of students.

Hence, the investigator made an effort to find the relationship between these three variables and what extent they influence in academic achievement of students research in this direction have great significance for promoting teaching efficiency, better teaching learning situation. Since in neither India nor much work has been done in this area, it is necessary to probe this area in research.
1.6 Statement of the Problem

"Role Expectations and Job Satisfaction of Teacher in Relation to Organizational Climate of Secondary Schools."

1.7 Objectives

1. To find out the relationship between IQ and academic achievement of the students studying under male and female teachers.

2. To find out the relationship between role expectations of male and female teachers.

3. To find out the relationship between job satisfaction and sex of teachers.

4. To find out the relationship between organizational climate of the schools and sex of teachers.

5. To find out the relationship between IQ and academic achievement of the students studying under different locations of school.

6. To find out the relationship between the role expectations of rural and urban school teachers.

7. To find out the relationship between the job satisfaction of teachers and location of schools.
8. To find out the relationship between the organization climate of rural and urban schools.

9. To find out the relationship between the IQ and academic achievement of the students studying under different managements.

10. To find out the relationship between role expectations of teachers between the types of management.

11. To find out the relationship between job satisfaction of teachers of different managements.

12. To find out the relationship between organization climate of different management of the schools.

13. To find out the relationship between IQ and Academic achievement of students studying under the teachers with different managements.

14. To find out the relationship between roles expectations of teachers with less than 10 years and more than 10 years experience.

15. To find out the relationship between job satisfaction and experience of teachers.

16. To study the relationship between organizational climate of schools and experience of teachers.
17. To find out the relationship between IQ and academic achievement of students studying under different economic status of teachers.

18. To find out the relationship between role expectations of economic status of teachers.

19. To find out the relationship between organization climate of school and economic status of teachers.

20. To find out the relationship between organization climate of school and economic status of teachers.

21. To find out the interaction effect of location and type of management with respect to academic scores of students.

22. To determine the interaction effect of location and type of management with respect to role expectation of teachers and its dimensions by different locations.

23. To determine the interaction effect of location and type of management with respect to job satisfaction of teachers and its dimensions by different faculties.

24. To determine the interaction effect of location and type of management with respect to organization climate of school and its dimensions by different faculties. To determine the interaction effect of management and experience of teachers.
with respect of academic achievement scores of high school students.

25. To determine the interaction effect of management and experience of teachers with respect to role expectations of teachers and its dimensions scores by different faculties.

26. To determine the interaction effect of management and experience of teachers with respect to role expectations of teachers and its dimensions scores by different faculties.

27. To determine the interaction effect of management and experience of teachers with respect to job satisfaction and its dimensions scores by different faculties.

28. To determine the interaction effect of management and experience of teachers with respect to organizational climate and its dimensions scores by different faculties.

29. To determine the interaction effect of location and experience of teachers with respect to academic achievement of high school students.

30. To determine the interaction effect of location and experience of teachers with respect to role expectation of teachers and its dimension scores by different faculties.
31. To determine the interaction effect of location and experience of teachers with respect to job satisfaction and its dimension scores by different faculties.

32. To determine the interaction effect of location and experience of teachers with respect to organizational climate of schools and its dimensions scores by different faculties.

33. To investigate the relationship between Academic achievement of students and organization climate scores of different management.

34. To investigate the relationship between role expectation scores and organizational climate scores of different managements.

35. To determine the joint effect of role expectation of different faculties and job satisfaction on academic achievement of students.

36. To determine the joint effect of organizational climate and job satisfaction and academic achievement of students.

37. To determine the joint effect of role expectations and organizational climate on job satisfaction of teachers.

38. To determine joint effect of organizational climate on job satisfaction.
39. To determine the joint effect of role expectation of teachers on job satisfaction.

40. To determine the joint effect of role expectation of teachers on organizational climate.

41. To know the direct and indirect effect of role expectation and job satisfaction of teachers on academic achievement of students.

42. To know the direct and indirect effect of organizational climate and job satisfaction of teachers on academic achievement of students.

43. To know the direct and indirect effect of role expectation and job satisfaction of teachers on organizational climate of school by different faculties.

44. To know the direct and indirect effect of role expectations and organizational climate scores on job satisfaction of teachers.

1.8 Terms Defined

Role Expectation

A role is the pattern of actions expected of a person in activities involving others. Role reflects a person's position in the social system with its accompanying rights and obligations, power and responsibility. In order to be able to interact with each other, people need some way to anticipate others' behavior. Role performs this function in the same system.
Job Satisfaction

Job satisfaction constitutes a combination of many psychological, physical environmental circumstances.

Organizational Climate

Organizational climate is a set of measurable properties of the whole environment of teachers and administrators based on collective perceptions. This organizational climate of different schools may effect on teachers roles.

Thus, this chapter attempted to provide broad controls of the proposed study. The chapter to follow is devoted to take stock of related literature. It is hoped that it would enable the investigator to go a–head in a sound manner.