CHAPTER-I

THE PROBLEM

1.1 Introduction

Recent studies carried out in a number of countries have drawn attention to the degree of job satisfaction among teachers and have shown that teachers' work "intensification" (Hargreaves, 1994) mirrors societal trends toward overwork (Naylor, 2001). Imposed and centralized system accountability, lack of professional autonomy, relentlessly imposed changes, constant media criticism, reduced resources, and moderate pay all relate to low teacher satisfaction in many developed countries around the world (for example Dinham and Scott, 1998b, 2000a; Scott et al., 2001; van den Berg, 2002; Vancenberghe and Huberman, 1999).

The effects of these trends include declining job satisfaction, reduced ability to meet students' needs, significant incidences of psychological disorders leading to increased absenteeism, and high levels of claims for stress-related disability (Farber, 1991; Troman and Woods, 2000). Most importantly, though, teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries (Huberman, 1993; Woods et al., 1997). Thus,
research into teacher satisfaction is becoming more and more important given not only that a growing number of teachers leave the profession but also that dissatisfaction is associated with decreased productivity (Tshannen-Moran et al., 1998).

In terms of definitions, there is no generally agreed upon definition of teacher job satisfaction or of what constitutes teacher satisfaction although there might be some international trends such as, the notion that teachers are most satisfied by matters intrinsic to the role of teaching: student achievement, helping students, positive relationships with students and others, self growth and so on (Dinham and Scott, 2002; Vandenberg, 2002). In general, though, it is argued that context seems to be the most powerful predictor of overall satisfaction (Dinham and Scott, 1999, 2000a, 2000b). As Cherniss points out: “People can make their lives better or worse but what they think, how they feel and what they do are strongly shaped by the social contexts in which they live”.

Satisfaction is an essential factor in any profession. It is an established fact that job satisfaction usually leads to qualitative and quantitative improvement in performance. Satisfaction in job induces motivation and interest in work. When work becomes interesting, the worker gets pleasure from work. More especially, the personal
pleasure that the worker gets from a job of his choice gives him
tremendous psychological satisfaction.

Job Satisfaction is a must on the part of every profession,
especially among the teaching profession. As generally known that,
"Teachers are branded as builders of nation, whereas teacher
educators, who educate these teachers have much more important
role to play". The teachers to be trained by teacher educators is very
much important.

A dissatisfied secondary school teacher becomes 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 schools as it is for
any other organisation. 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.
Job Satisfaction

Job has a central role in people's life. Apart from the fact that it occupies a lot of their time, it also provides the financial basis of their life. Thus, the context of employees' job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnover rate and intention to quit and finally employees' well being, Baron (1986), Mayhrahi (1999).

This premise holds for a variety of employees, including qualified educational staff. Indeed, educators' well-being has serious implications on the quality of education they provide, French (2006). Maslach and Leiter (1999), Stremmel. Benson and Powell (1993). Satisfied teachers are expected to hold their job longer to be able to engage in more responsive, positive and consistent interaction with students and to influence positively students' performance, Maslach and Leiter (1999). Thus, it is easy to understand why performance and job satisfaction among teachers continue to be an enduring research issue.

According to Lease (1998) job satisfaction can be viewed as the degree of an employees' effective orientation towards the work role.
occupied in the organization. De Noble (2003) on his part defines job satisfaction as the extent to which a staff member has favourable or positive feeling about work or the work environment.

The relevance of job satisfaction and performance are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skill, centre competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and centre competencies occur when feels effective in one's behaviour. In other words, professional knowledge, skills and centre competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance, Filak and Sheldon (2003). The above factors are closely similar to efficacy and of course, it is well known that many teachers lose or fail to develop self efficacy within education setting Dweck (1999). In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reasons for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for needs satisfaction. Job satisfaction in this
context is the ability of the teaching job to meet teachers' need and improve the job/teaching performance.

There is some doubt whether job satisfaction consists of a single dimension or a number of separate ones. Some workers may be satisfied with some aspects of their work and dissatisfied with others. There does, however, appear to be a positive correlation between satisfaction levels in different areas of work. This suggests a single overall factor of job satisfaction. However, it seems there is no one, general, comprehensive theory which explains job satisfaction.

Today it is still considered by a number of critics to be, a complex concept and difficult to measure objectively. A wide range of variables relating to individual, social, cultural organizational and environmental factors affect the level of job satisfaction. Specifically:

- Individual Factors include personality, education, intelligence and abilities, age, marital status. Orientation to work.

- Social Factors include relationships with co-workers, group working and norms, opportunities for interaction, informal organization.

- Cultural Factors include underlying attitudes, beliefs and values.
- Organizational Factors include nature and size, formal structure, personnel policies and procedures, employee relations, nature of the work, technology and work organization, supervision and styles of leadership, management systems, working conditions.

- Environmental Factors include economic, social, technical and governmental influences.

These different factors, all affect the job satisfaction of certain individuals in a given set of circumstances, but not necessarily in others. Various studies of job satisfaction have some validity and have served the businesses in times of need and performance appraisal.

A strategic way of achieving job satisfaction is to establish a corporate culture that encourages communication and is directed towards quality work. It is particularly important for employees to see excellence rewarded, to not fear making mistakes, to work in an atmosphere of helpfulness, and to see a relationship between hard work and rewards. As the tool for such strategic changes, organizational culture can be altered by reshaping functions, such as the communications systems and by building teams and creating leaders. Managing change is the challenge for today's businesses and
its success or failure will judge the viability of any firm in the years to come.

**Research on Teacher Satisfaction**

Over the last two decades, many studies have attempted to identify sources of teacher satisfaction and dissatisfaction by elementary and secondary school teachers (Farber, 1991; Friedman and Farber, 1992; Kyriacou, 1987; Kyriacou and Sutcliffe, 1979; Mykletun, 1984). According to the majority of these studies, teacher satisfaction is clearly related to levels of intrinsic empowerment, i.e. motivation. The main factor found to contribute to the job satisfaction of teachers is working with children. Additional factors include developing warm, personal relationships with pupils, the intellectual challenge of teaching and autonomy and independence. In contrast, teachers viewed job dissatisfaction as principally contributed by work overload, poor pay and perceptions of how teachers are viewed by society. In general, though, studies have found variations in the job satisfaction levels of teachers, depending on certain individual and school characteristics (Spear *et al.*, 2000).

It can be argued that teacher satisfaction refers to a teacher's affective relation to the teaching role and is a function of the
perceived relationship between what one wants from teaching and what one perceives it as offering to a teacher (Lawler, 1973). In general, Morse (1953) views the strength of an individual’s “desires, or the level of aspiration in a particular area” to be an important factor in job satisfaction. Those with the strongest desires or highest aspirations are least happy with their job if the environment does not facilitate satisfaction of their needs. Along these lines, Maeroff (1988) described teachers’ “sense of empowerment” as a major way “to make teachers more professional and to improve their performance”. The power Maeroff referred to is “the power to exercise one’s craft with confidence and to help shape the way that the job is to be done”.

Researchers such as Hargreaves (1994, 1997), Little (1996) and Nias (1989, 1993, 1996) mention a number of factors that subvert a teacher’s sense of empowerment and motivation and are related to feelings of loss, disillusionment, and negative perceptions of self-worth: the monotony of daily routines, a lack of motivation and discipline from the students’ part, and a lack of support and appreciation from colleagues and administration. It is interesting to observe that these factors are associated with some of the reasons that drive teachers to leave the profession.
Specifically, Norton and Kelly (1997) and Shann (1998) identified the following factors that contribute to increased teacher dissatisfaction and to teachers leaving the profession:

- problems/frustrations with the variety of administrative routines and accompanying paperwork;
- concerns about the evaluation of students' performance and school grading practices;
- problems relating to students' behavior and handling of students' discipline;
- problems related to teacher load and expectations for assuming extra-curricular assignments;
- concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels;
- low pay;
- few possibilities for career promotion or growth; and
- the declining respect for the profession.

A large-scale study conducted by the US Department of Education (1993) showed that 40 percent of American teachers were strongly dissatisfied with their workload, the resources available to them, the support received from school administrators, and the
procedures used to evaluate their work. The report identified "more administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy" as the working conditions that were associated with higher teacher satisfaction. Favorable workplace conditions were positively related to teachers' job satisfaction regardless of whether teachers were employed by a public or private school, an elementary or secondary school, and regardless of the teachers' background characteristics or school demographics. The study also found that teachers in any school setting who receive a great deal of parental support were more satisfied than teachers who did not. In addition, a weak relationship was found in the same study between teacher satisfaction and salary and benefits.

Furthermore, in a cross-cultural study of teacher enthusiasm and discouragement that included teachers from the US and six other developed nations, "teachers clearly identified students as the primary and central factor that has an impact on both their professional enthusiasm and discouragement. Teachers almost universally treasure student responsiveness and enthusiasm as a vital factor in their own enthusiasm, and conversely list low motivation in students as a discourager" (Stenlund, 1995). Because
of their relative isolation from other adults, teachers have little opportunity to share their successes with colleagues and administrators (Lumsden, 1998). This results in greater reliance on student responsiveness for the teachers' professional satisfaction (Goodwin, 1987 in Lumsden, 1998).

As it seems from the discussion so far, several factors have been examined in an attempt to find the ones that promote teacher motivation and how these factors are related to teacher satisfaction. Such factors are those of having opportunities to try new ideas, participation in decision-making and reform efforts, social relations, self-esteem, use of valued skills, freedom and independence, challenge, expression of creativity, and opportunity for learning (Barnabe and Burns, 1994; Bishay, 1996; Borg and Riding, 1991; Dinham and Scott, 2000b; Evans, 1998, 2001; Odell and Ferraro, 1992; Zigarelli, 1996). In addition, though, as it has been recently emphasized by some researchers, it is becoming increasingly obvious that the factors that influence teacher satisfaction are no longer confined to the microcosm of the school, as argued by Sergiovanni (1967) and others in later decades.

Researchers of the International Teacher 2000 Project – an international study on teacher satisfaction, motivation and health –
argue for the existence of a "third domain" (Dinham and Scott, 2000a, b) that has a major influence in determining how teachers feel about their work. Specifically, it is emphasized that whereas older models of teacher satisfaction posited two domains for discussing satisfaction and dissatisfaction – the actual work of teaching and the conditions under which work must be performed – their new theory proposes a three-domain model. The "third domain", encompasses factors at the system level, as well as wider social forces, such as teacher status, imposed educational change, and the portrayal of teachers in the media (Dinham and Scott, 1998b, 2000a, b). According to Dinham and Scott (2000a, b) a key outcome of their project has been the development of a "three domain" model of teacher career satisfaction which highlights "the growing yet variable influence and importance of societal based factors and forces which are acting to influence teacher and school executive career satisfaction, dissatisfaction and stress".

Nevertheless, as predicted from previous research (Herzberg et al., 1959; Sergiovanni, 1967), the International Teacher 2000 project has shown very clearly that teachers are motivated more by intrinsic than by extrinsic motivation [3]. This series of studies found that teachers obtain their greatest satisfaction through a sense of
achievement in reaching and affecting students, experiencing recognition, and feeling responsible, as well as a sense of personal power and motivation. Results have been remarkably consistent in the four Anglophone countries (Australia, England, New Zealand and the USA) in which this project has been implemented. Teachers were found to be motivated by a desire to work with and for people, and to "make a difference" (Dinham and Scott, 2000a, b, 2002; Scott et al., 2001), by assisting children and young people to reach their potential, experience success, and grow into responsible adults.

On the other hand, an overemphasis on standards, a lack of participation in decision-making, a failure to provide essential instructional resources, a lack of administrative support, and a lack of trust in the professional expertise of teachers seem to increase the degree of teacher dissatisfaction (van den Berg, 2002; Kelchtermans, 1999). Dinham, Scott and their colleagues reported that teachers rated their overall satisfaction as low, and many found themselves more dissatisfied later in their careers than when they began teaching; however, levels of dissatisfaction were not uniform across all aspects of the work. Further, it was found that the more turbulent, difficult and demanding the "third domain", the more it "eroded" teachers' satisfaction with both their conditions of work and
what they saw as their “core business” (Dinham and Scott, 1999, 2000a).

Given, however, that most of these international studies on teacher satisfaction have been conducted in developed countries, one realizes the need, in the available literature, for similar research in developing countries as well. The evidence available from educational systems in developed countries identifies a complex picture in which job satisfaction is closely related to the other key factors of the complexities of work and life in general within a particular social context. Though it is believed that teacher satisfaction is produced, manifested, and coped with differently in different societies. What little research had been done in developing countries was based on a set of theoretical assumptions that had been developed from findings in developed countries (Garrett, 1999). The role played by satisfaction in the normal working life of teachers in developing countries (such as Cyprus) is a little-understood area, thus the necessity for such research is evident.

**Attempt to Define Job Satisfaction**

Job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional
characteristics of the individual (Sharma and Ghosh: 2006). It is defined as the positive emotional response to the job situation resulting from attaining what the employee wants from the job. This implies that job satisfaction can be captured by either a one dimensional concept of Global Job satisfaction or a Multi Dimensional faceted construct of job satisfaction capturing different aspects of a job satisfaction that can very independently. In this study, job satisfaction is defined as member's attitude towards their present working conditions. Job satisfaction is a pleasurable emotional state of the appraisal of one's job; an effective reaction and an attitude towards one's job. No doubt job satisfaction is an attitude but one should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours (Weiss, 2002). Hence, Job satisfaction is an attitude towards job taking into account feelings, beliefs and behaviours. According to Dictionary.com, job satisfaction is an act of satisfying; fulfillment; gratification. It is the state of being satisfied or contended. It is the cause or means of being satisfied. According to Dictionary of Education, job satisfaction is the quality, state and level of satisfaction as a result of various interests and attitudes of a person towards his job. It is the desire or undesire with which employees view their work. It expresses the extent of
match between the employer's expectations of the job and rewards that the job provides.

The term 'Job Satisfaction', however, lacks adequate definition (Hertzberg et al. 1957) as well as a satisfactory theory about its meaning. The difference in a broad spectrum of views seems to be caused firstly by the various nature of jobs that individuals perform; secondly the attempts to conceptualize job satisfaction in a variety of ways by different disciplines like Psychology, Sociology, Education and Management etc., and finally, the variety of methods employed by various researchers to study job satisfaction. It is widely accepted as psychological aspect of effective functioning in any profession. The credit of this thought goes to Hoppock (1935) who commented that there were many opinions about job satisfaction but there were few studies undertaken in this field. For him, Job Satisfaction was a combination of psychological, physiological and environmental circumstances that cause a person truthfully to say, "I am satisfied with my job". Thus Job Satisfaction is a favorableness with which employees view their work.

According to Bullock (1952), Gitmer (1966) and Schultz (1973), Job Satisfaction is an attitude which results from a balance and summation of many specific likes and dislikes experienced in
connection with job. Katzell (1964) remarks that the term job satisfaction has been used in a variety of ways interchangeably with job morale, vocational satisfaction and job attitude by various authors. Siegel (1962) points out those factors which psychologically satisfy the worker and which usually lie in the job but also quite often lie outside the job. He called such factors as intrinsic and extrinsic to the job. Blum (1965) and Blum and Naylor (1968) consider job satisfaction as a generalized attitude of the individual resulting from many attitudes in three areas, namely, specific job factors, individual characteristics and group relationship outside the job. Smith, et al. (1969) however suggest that Job Satisfaction is the employee's judgment of how well the job on the whole satisfying ones various needs. He also indirectly refers to a fit between what the job demands from the job-doer in terms of the needs - material and nonmaterial.

Tiffin and Mc. Cormich's (1969) recognized that job satisfaction is a function of need satisfaction derived from, or experienced in the job. According to Kochan (1978), Job Satisfaction is the whole matrix of job factors that make a person like the work situation and is willing to head for it without distaste at the beginning of the work day. This means that Job satisfaction includes two aspects: Living
and enjoying the job and going to one's job with head erect and smiles. Derek (1981) defined Job Satisfaction as the extent to which each person in each organization obtains satisfaction from the processes and content of his work. According to Specters (1985) "Job Satisfaction is liking of one's job and finding fulfillment in what you do. It combines an individuals feeling and emotion about their and how their job effect their personal lines." Brown (1996) notes that some employers have found that satisfying or delighting employees is a prerequisite to satisfy or delight customers, thus protecting the "bottom line".

Brief (1998) wrote, "If a person's work is interesting, pay is fair, promotional opportunities are good, supervisor is supportive and co-workers are friendly, then a situational approach leads one to predict that the person is satisfied with the job". In simple words if the pleasures associated with one’s job outweigh the pains, there is some level of satisfaction. The Harvard Professional Group (1998) sees Job Satisfaction as the keying radiant that leads to recognition, income promotion and the achievement of goals that leads to a general feeling of fulfillment. According to latest research done on Job Satisfaction in April 2007, a new meaning to Job Satisfaction was given. “Find meaning in your work, even if your job is un-challenging,
or menial, finding meaning will make it much more bearable, if indeed that is how you feel" (that your work is unbearable). There are three levels of meaning that we as workers can obtain from our work.

- No meaning. Work makes no sense to you.
- Work has meaning because it supports you and your family.
- Work has meaning in itself because you are contributing something great or you are making the world a better place.

The important thing here is that to some of us, work has no meaning, or the difference is that some people understand the meaning of their work, and sadly some do not. Once you have found your own meaning for work, you are on the right track towards happiness.

**Ten Ways to Maintain Your Meaning**

- Believe – Believe in what you are doing.
- Be honest – Trust in yourself and in others.
- Do not be afraid – Fear can and will hold you back. So, overcome your fears.
- Be Objective – Look at the big picture.
- Respect Differences – Be non judgmental.
- Learn from your mistakes.
• Support your co-workers.
• Be enthusiastic – Enthusiasm is contagious.
• Be Result Oriented – performance = potential minus interference.
• Work as part of a team.

1.2 Definitions of Job Satisfaction

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

Schaffar (1953), defines “Job satisfaction is a function of the difference between the amount of some outcome provided by a work role and the strength of a related desire or motive on the part of the person”.

Blum and Naylor (1968) define “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 relationship outside the job.”

Smith, Kendall and Hulin (1969) define: “Job satisfaction is a feeling towards descriminable aspects of job situations”. These feelings are a function of characteristics of the job, judged in relation
to a personal standard or 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 as well as fealty constraints in terms of alternatives available in a given situation.

Chatterjee (1970) defines that “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”.

Smith (1971) defines job satisfaction as “An attitude which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. It is the worker’s judgement of how well his job on the whole is satisfying his various needs” In short this concept is individualistic and hence subjective.

According to Tiffin and McCormick (1971), “the satisfaction which people experience in their job is the result of various aspects of their situations found to be relevant to the job related value systems”.
Sushila Singhal (1973) defines Job satisfaction as the “zest” an employees displays in his harmonious relationships on the jobs as a result of his adjustment on three dimensions: namely; personal, social and work”.

Gruneberg (1979) defines: “Job satisfaction is the favourableness or unfavourableness an employee views his work”.

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

Different people look for different kinds of values in their jobs. Some people greater values on security while some others on income and so on. Individuals vary too much in their set of values depending upon economic, social and the like. But atleast some consistencies in values are found in the individuals within specific groups. Job satisfaction results from the attainment of values, which are compatible with one’s needs.

Among the most important values or conditions conducive to job satisfaction are :

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1. Mentally challenging work which the individual can cope successfully;

2. Personal interest in the work itself;

3. Work which is most physically tiring;

4. Rewards for performance which are just and in comparison with the individuals personal aspirations;

5. Working conditions which are compatible with individuals physical needs and which facilitate the accomplishment of his work goals;

6. High self-esteem on the part of the employee; and

7. Conditions in the work place which help the employee to attain the job values, such as interest in work, pay and promotion etc. and minimize role-conflict and role-ambiguity.

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours. This definition suggests that one forms attitudes towards jobs by taking into account the feelings, beliefs, and behaviors.
1.3 Role of Teacher in Education

The role of a teacher in the educational process is always challenging and dynamic. The teacher’s work is not only transmission of knowledge but it is something more. The great task is inspiring and guiding students towards cherished goals. The teacher in a naturalistic set up is only a setter of the stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place.

Teacher is a corner stone of an arch of education. The success of educational process depends much more upon the character and ability of its teachers. Vital role, which the teacher plays, is the yardstick that measures the aspirations and achievements of any nation. In and through the work of teacher does the worth and potentialities of country get evaluated. The progress, stagnation, or deterioration of a society is directly or indirectly traceable to the strength of its teachers.

1.4 Teaching Profession

Teaching is a profession like medicine, law and engineering. People do not consider the teacher as a professional man, because teachers are low paid and majority of teachers come from poorer section of society. Some teachers take up teaching because there is
no alternative for them or it serves as stepping stone for better jobs. Teachers should therefore to impress upon society, their importance and their dignity.

The following characteristics of profession may be worthwhile to mention here.

1. A profession involves essential intelligence.
2. A Profession commands a body of specialized knowledge.
3. A profession requires extended professional preparation.
4. A profession demands continuous in-service growth.
5. A profession affords life career and permanent membership.
6. A profession sets up its own standards.
7. A profession exalts service above personal gain.
8. A profession has strong closely-knit professional organizations.

Every person following a profession should follow a code of ethics. For example, a medical practitioner has a code of professional behaviour, similarly teacher should have a code of ethics. It is necessary that there should be some code of conduct that lays down the behaviour and attitude of teachers towards:

1. Pupils under their charge:
2. Community in which they are living;
3. The management and administration:
4. The members of teaching fraternity and
5. The teachers' organization.
The quality and quantity of performance performed by any individual in any task is mainly determined by the fact that whether the individual is satisfied or dissatisfied by the particular task.

1.5 Job Satisfaction

Job satisfaction is the ultimate function of so many individual attitudes taken together. It is very complex, complicated and personal experience. A number of material and non-material factors contribute to job satisfaction and influence this very personal experience. Some of these variables play important roles while other play secondary roles in giving satisfaction in job. But it is quite difficult to determine the relative importance of the factors influencing job satisfaction as the importance varies with time and individuals.

The term job satisfaction refers to an individual's general attitude towards the job. A person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with the job holds negative attitudes about the job.

Job satisfaction refers to the way one feels about events, people and things. It describes the feelings and the emotional aspects of experience, as distinguished from intellectual and rational aspects, though the two aspects can never be completely separated. "Job satisfaction is the result of various (specific) attitudes the person
holds towards his job, towards related factors, and towards life in general". (Mohanty, 1997).

Satisfaction is not permanent, satisfaction once achieved, ordinarily remains satisfaction for a comparatively short time and only under certain conditions.

Satisfaction may be seen to be contingent upon the individual’s idiosyncratic internal structure, the specific set of job tasks in the work place; the managerial processes that direct the activities; the organisational policies regarding rewards and so on, including all combinations of the above.

In an organisational surround, two employees report identical levels of satisfaction, yet experience their jobs in radically different ways. One employee may be influenced predominantly by the salary and advancement aspects of the job, while the other may be most influenced by the action and the variation features of the job.

1.6 Sources of Job Satisfaction

Several job elements contribute to job-satisfaction. The most important amongst them are wage structure, nature of work, promotion chances, quality of supervision, work group and working conditions (Figure No.1.1)
**Wages:** Wages play a significant role in influencing job-satisfaction. This is because of two reasons. First, money is an important instrument in fulfilling one's needs; and two, employees often see pay as a reflection of management’s concern for them.

Employees want a pay system, which is simple, fair, and in line with their expectations. When pay is seen as fair, based on job demands, individual skill level, and community pay standards, satisfaction is likely to result. What needs the emphasis is that it is not the absolute amount paid that matters, rather it is one's perception of fairness.

![Diagram of Sources of Job-Satisfaction]

**Figure No. 1.1 Sources of Job-Satisfaction**

**Nature of work:** Most employees crave intellectual challenges on jobs. They tend to prefer being given opportunities to use their skills and abilities and being offered a variety of tasks, freedom, and feedback on how well they are doing. These characteristics make job
mentally challenging. Jobs that have too little challenge create boredom. But, too much challenge creates frustration and a feeling of failure. Under conditions of moderate challenge, employees experience pleasure and satisfaction.

**Promotion:** Promotional opportunities affect job-satisfaction considerably. The desire for promotion is generally strong among employees as it involves change in job content, pays, responsibility, independence, status and the like. An average employee in a typical government organization can hope to get two or three promotions in his entire service, though chances of promotion are better in the private sector. It is no surprise that the employee takes promotion as the ultimate achievement in his career and when it is realized, he feels extremely satisfied.

**Supervision:** There is a positive relationship between the quality of supervision and job-satisfaction. Supervisors who establish a supportive personal relationship with subordinates and take a personal interest in them contribute to their employee satisfaction.

On realizing the role of supervision in creating satisfaction, a number of supervisory roles have been suggested for the purpose. They are as follows:
Supervisory Actions for Maintaining Satisfaction:

1) Maintain open lines of communication.
2) Create a good physical environment.
3) Remedy sub-standard conditions.
4) Transfer discontented employees.
5) Change the perception of dissatisfied employees.
6) Display concern for employees.
7) Give ample recognition.
8) Allow for participative management.
9) Practice good management.
10) Conduct morale-building programmes.

Work Group: The work group does serve as a source of satisfaction to individual employees. It does so, primarily by providing group members, with opportunities for interaction, with each other. It is well-known that, for many employees work fills the need for social interaction.

The work group is an even stronger source of satisfaction when members have similar attitudes and values. Having people around with similar attitudes causes less friction on a day-to-day basis. Co-workers with similar attitudes and values can also provide some confirmation of a person's self-concept: “We are ok and you are ok”.
**Working conditions:** Working conditions that are compatible with an employee's physical comfort and that facilitate doing a good job contribute to job-satisfaction. Temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of the workplace, and adequate tools and equipment are the features which affect job-satisfaction.

The assumption that working conditions and satisfaction are interrelated contradicts the two-factor theory of motivation. According to this theory, working conditions are a part of maintenance factors which, when provided, help remove dissatisfaction. And the opposite of dissatisfaction is no-dissatisfaction but not satisfaction.

Thus, while working conditions constitute a source of job-satisfaction, they are a relatively minor source. Generally, unless working conditions are either extremely good or bad, they are taken for granted by most employees. Only when employees themselves change jobs or when working conditions change dramatically over time (for example: moving into new facilities) do working conditions assume more relevance. In other words, all employees are not satisfied nor dissatisfied by favourable or unfavourable work environment.
1.7 Teachers and Job Satisfaction

The role of teachers is crucial for the transfer of knowledge in schools. At the same time, teacher's remuneration is the biggest cost factor in educational finance. In most countries, developing and industrialized, teachers' salaries account for between half and three fourth of current education expenditure.

It is expected that teacher's job satisfaction will be enhanced by a well equipped school environment, adequate training and contract conditions ensuring, in particular, long term job prospects, security and a decent salary. Moreover, teacher's job satisfaction will probably benefit from a positive exchange with colleagues, the director, students and parents.

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs.

Job satisfaction is a primary requisite for any successful teaching learning process. It is a complex phenomenon involving various personal, institutional and social aspects. If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals.
Job satisfaction related to teacher is that he should be content with his role as a worker, in a society, it is necessary to recognize that teachers are human beings who basically seek growth and fulfillment of their needs, values and aspirations. The teachers link with the society is based on the two basic components of the work life: the nature of work and the conditions under which the work is done. In other words the content and the context of work life give rise to attitudinal relations which significantly affect work behaviour. The work related attitudes by common consent are work involvement, intrinsic motivation and work adjustment and they are directly related to the work a teacher does and may be designated job attitudes, commitment, identification and organizational involvement are attitudes more related to organizational conditions which comprise the organizational climate.

Employee satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, frequently the two terms are used synonymously in the educational literature and when the two concepts are analyzed there appears to be considerable conceptual overlap ‘satisfaction’ when applied to the work context of teaching, seems to refer to the extent to which a person can meet individual personal and professional
needs as an employee. Morale on the other hand appears to have group dimension. Here teacher strikes, teachers burnout and stress and assaults on school employees suggested that many teachers are not satisfied. There are some important differences in job satisfaction at various levels of teaching with elementary teachers expressing more satisfaction with their job than secondary school teachers.

There are many causes to explain, why teachers are not satisfied in their job:

a) The following factors may be listed in order of frequent identification.

1. Public Attitude towards the schools.
2. Treatment of education by the media
4. Salary and status of teachers in the community and students behaviour in negative effect upon their job satisfaction.

b) Other factors of teachers job dissatisfaction are in order of importance.

1. Lack of Planning time.
2. Tedious paper and clerical work.
3. An out of touch and autocratic administration.
4. Disruptive and non-motivated students.

5. Non-teaching activities such as faculty meeting and time-wasting workshops.

6. Un-cooperative parents.

7. Lack of autonomy to prescribe curriculum.

8. Feeling of failure and

9. Low occupational prestige.

c) Schakmuth who studied school teachers in two communities and identified a positive relationship between the professional self-image of the elementary school teachers and the level of satisfaction with work.

d) Another possible cause of employee dissatisfaction and low morale stems from the different frames of reference of administrators and teachers. This disparity is frequently conceptualized as a conflict between the bureaucratic orientation of the administration and the professional orientation of the staff.

**Research on Teacher Satisfaction**

Over the last two decades, many studies have attempted to identify sources of teacher satisfaction and dissatisfaction by elementary and secondary school teachers (Farber, 1991; Friedman and Farber, 1992; Kyriacou and Sutcliffe, 1979; Mukletun, 1984).
According to the majority of these studies, teacher satisfaction is clearly related to levels of intrinsic empowerment, that is, motivation. The main factor found to contribute to the job satisfaction of teachers is working with children. Additional factors include developing warm, personal relationships with pupils, the intellectual challenge of teaching and autonomy and independence. In contrast, teachers viewed job dissatisfaction as principally contributed by work overload, poor pay and perceptions of how teachers viewed job dissatisfaction as principally contributed by work overload, poor pay and perceptions in the job satisfaction levels of teachers are viewed job dissatisfaction as principally contributed by work overload, poor pay and perceptions of how teachers are viewed by society in general, though, studies have found variations in the job satisfaction levels of teachers, depending on certain individual and school characteristics (Spear et al., 2000)

It can be argued that teacher satisfaction refers to a teacher's affective relation to the teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Lawler, 1973). In general, Morse (1953) views the strength of an individual's "desires, or the level of aspiration in a particular area" to be an important
factor in job satisfaction. Those with the strongest desires or highest aspirations are least happy with their job if the environment does not facilitate satisfaction of their needs. Along these lines, Maeroff (1988) described teachers' "sense of empowerment" as a major way "to make teachers more professional and to improve their performance". The power Maeroff (1988) referred to is "the power to exercise one's craft with confidence and to help shape the way that job is to be done".

Researchers such as Hargraves (1994,1997). Little (1996) and Nias (1989, 1996, 1996) mention a number of factors that subvert a teacher's sense of empowerment and motivation and are related to feelings of loss, disillusionment, and negative perceptions of self-worth; the monotony of daily routines, a lack of motivation and discipline from the students part, and a lack monotony of daily routines, a lack of motivation and discipline from the students' part, and a lack of support and appreciation from colleagues and administration. It is interesting to observe that these factors are associated with some of the reasons that drive teachers to leave the profession. (Zemblyas and Papanastasiou 2004).

Specifically, Norton and Kelly (1997) and Shann (1998) identified the following factors that contribute to increased teacher dissatisfaction and to teachers leaving the profession:
• Problems/frustrations with the variety of administrative routines and accompanying paperwork;
• Concerns about the evaluation of students’ performance and school grading practices;
• Problems relating to teacher load and expectations for assuming extra-curricular assignments;
• Concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels;
• Low pay;
• Few possibilities for career promotion or growth; and
The declining respect for the profession.

1.8 Job Satisfaction and Job Performance

Mayo (1945) and his colleagues proposed that there was a relationship between one aspects of job satisfaction-employee satisfaction with social relationship at work-and work productivity. Moreover, the job design theories of motivation—Herzberg's two-factor theory and the job characteristics model—are as much theories of job satisfaction as they are of motivation. Both theories emphasize that satisfaction with the job is a key to determining motivation. While this idea that the “happy worker is the productive worker” might
seem to make sense, research studying the links between job satisfaction and performance has shown inconsistent results.

A model suggested by Porter and Lawler (1968) clarifies how this process might operate. According to them, job satisfaction and performance are not directly linked. Instead effective job performance leads to job-related rewards, such as pay increases, promotions, or a sense of accomplishment. If the process for offering these rewards is perceived as fair, receiving these rewards leads to job satisfaction and also to higher and higher levels of performance. This creates a situation in which job satisfaction and job performance are actually independent of one another, but are linked because both are affected by job-related rewards.

Figure No. 1.2: The Porter-Lawler Model (1968) of the Job Performance Job satisfaction Relationship.
1.9 Work Environment and Job Satisfaction

It has been recognized that the work environment satisfies many of the needs possessed by the employee as an individual. The extents to which various segment of the job environment contribute towards satisfaction of the employee. (Ramakrishnaiah, 1998)

Natarajan (2002) found that there is a significant relationship between organizational climate and job satisfaction of teachers.

Ramatulasamma (2003) conducted a study on the teacher educators to find the correlates of Job satisfaction and found that teacher educators are deriving job satisfaction from the students, facilities and personal involvement, but expressed their dissatisfaction towards the role of management. The study also found that the association between job satisfaction and organizational climate is strong and significant.

1.10 Role Efficacy

Much research on Head Masters of an educational institution has been focused on instructional and leadership effectiveness (Bulgren, et.al. 2000). Researchers have been concerned with how various teaching practices and teacher behavior can affect student performance (Doyle, 1986; Gage and Needels, 1989; Rosenshine and
Stevens, 1986; Shuell, 1996). Furthermore, Head Masters leadership and administrative effectiveness and accountability have become a salient issue to increase academic achievement. However, factors that might influence administrative practices and their behavior have received less attention in the literature. Gathering information on antecedent factors that improve administrative qualities might provide useful information for increasing effectiveness of an educational institution.

One such factor that might have an impact on how Head Masters perform in the educational institution is role efficacy. Defined as the extent to which a Head Masters believes in the capacity to affect performance, Role efficacy has been related to individual differences in Head Masters feedback toward and expectations from an educational institution (Gibson and Dembo, 1984) and to Head Masters control orientations (Woolfolk and Hoy, 1990). Moreover, role efficacy has been positively associated with academic achievement in students and also in good educational institution (Anderson, et al., 1988; Ashton and Webb, 1986).

According to Bandura (1993), links between efficacy and achievement might be explained by the type of learning environment Head Masters create for the institution. For instance, role efficacy
could play a role in the goals Head Masters set for themselves and their institution. How motivated Head Masters are to create a positive learning environment? How much effort they extend in bringing good educational institution? And how they react when faced with difficult situations? Each of these factors could lead to positive or negative instructional practices, which could then impact an institution. Given the potential importance of Head Masters sense of efficacy for instructional effectiveness and administrative behaviour, it is important that members of the educational community understand possible factors that might enhance or hinder these beliefs.

Researchers studying role efficacy have examined the relations between Head Masters sense of role efficacy and other variables (Guskey, 1982, 1987; Raudenbush, et.al., 1992; Smylie, 1988), and a smaller number of studies (Hoy and Woolfolk, 1993; Lee, et.al. 1991; Warren and Payne, 1997) have looked at relationships between role efficacy and the organizational context of schools. These latter studies have focused on context variables such as organization of classes, Head Masters behavior, and opportunities for innovation, teacher collaboration, staff development, teacher influence, and faculty morale. Whereas some of these investigations have identified consistent relationships between role efficacy beliefs and certain
antecedent factors, researchers have yet to understand fully the connection between school context and efficacy beliefs. For example, many of the studies examining this relationship have yielded inconsistent results (Hoy and Woolfolk, 1993; Newmann, et.al. 1989; Warren and Payne, 1997).

Earl (2003) examined the educational preparation, career path, and professional development of the principals; the leadership self-efficacy of the principals in relation to the major components of effective middle-level schools; the processes by which principals develop leadership self-efficacy specifically related to components of effective middle-level schools; and the process by which middle-school principal leadership self-efficacy engenders implementation of middle-level design components in the network's schools.

Moreover, researchers have investigated the relations of contextual factors to role efficacy beliefs. Few (if any) have examined possible mechanisms that might mediate or explain these relationships.

1.10.1 Concept of Role Efficacy

The performance of a person working in an organization depends on one's own potential effectiveness, technical competence,
managerial experience, etc. as well as on the design of the role that is performed in an organization. It is the interaction of the two (the person and the role) that ensures a person's effectiveness. Unless a person has the requisite knowledge, technical competence and skills required for the role, one cannot be effective. Equally important is how the role, which one occupies in the organization, is designed. If the role does not allow the person to use ones competence, and if one constantly feels frustrated in the role, the effectiveness is likely to be low.

The integration of a person and a role comes about when the latter is able to fulfill the needs of the individual and when the individual in turn is able to contribute to the evolution of the role. More one moves from role taking to role making, greater is the likelihood of the role being effective. Role taking is responding to the expectations of others, while role making is taking the initiative to creatively design the role so that the expectations of both others and the role occupant are integrated. The effectiveness, of a person's role in an organization will depend upon own potential effectiveness, the potential effectiveness of the role, and the organizational climate. The potential effectiveness can be termed as efficacy.
Role efficacy is the potential effectiveness of a person and interpersonal situations, an individual occupying a particular role in an organization. Role efficacy can be seen as the psychological factor underlying role effectiveness.

### 1.10.2 Aspects of Role Efficacy

Role efficacy has several aspects. The more aspects there are the higher is the efficacy. These aspects can be classified into three groups of dimensions. One dimension is role making (as opposed to role taking). The former is an active attitude towards defining and making ones role as one likes, whereas the latter is a passive attitude that mainly responds to other’s expectations.

**Dimension 1: Role making**

1: **Self-Role Integration**: Every person has strength, experience, technical training, special skills, and some unique contribution to make. When the role provides with greater opportunity for using such special strength, the role efficacy is likely to be higher. This is called self-role integration. The self, or the person and the role get integrated through the possibility of a person’s use of ones special strength in the role. In a certain organization, a person was...
promoted to a responsible position. This was seen as a coveted reward and it makes the person concerned very happy.

2. **Proactivity:** A person who occupies a role responds to various expectations that people in the organization have from that role. While this certainly gives satisfaction, it also satisfies others in the organization. However, if it is also expected to take the initiative in starting some activity, the efficacy will be higher. Reactive behaviour (responding to the expectations of others) helps a person to be effective to some extent, but Proactivity (taking the initiative rather than only responding to others’ expectations) contributes much more to efficacy. If a person likes to take the initiative but has no opportunity to do so in the present role in an organization, the efficacy will be low.

3. **Creativity:** It is not only initiative that is important for efficacy. An opportunity to be creative and try new and unconventional ways of solving problems is equally important. In a state government department, people performing clerical roles met, as a part of reorganization experiment, to discuss how each individual could experiment with the system of cutting delays in processing papers. The results were amazing. Not only did the satisfaction of people in that department went up, but also delays were considerably reduced.
and some innovative systems emerged. Certainly, these were further discussed and modified, but the opportunity it gave people to be creative and try out innovative ideas increased their role efficacy and their performance improved markedly. If a person perceives that to perform only routine tasks, it becomes detrimental for high role efficacy and feels that the role does not allow any time or opportunity to be creative, efficacy is bound to be low.

4. Confrontation: In general, if people in an organization avoid problems or shift those on to others, their role efficacy will be low. The tendency to confront problems and find relevant solutions contributes to efficacy. When people facing interpersonal problems sit down, talk about them and search out solutions, their efficacy is likely to be higher compared to situations where they either deny having such problems or refer them to their higher officers.

Dimension -2: Role Centering

5. Centrality: If a person feels that the role occupied is central to the organization, the role efficacy is likely to be high. If people feel that their roles are peripheral that is not very important their potential effectiveness will be low. This is true for all persons and not only for those at the lowest level.
6. **Influence:** A relative concept is that of influence or power. The more influence a person is able to exercise in the role, the higher its efficacy is likely to be. One factor that makes roles in the public sector or in civil services more efficacious is the opportunity to influence a large section of society. A gatekeeper in a hospital was trained to screen visitors outside visiting hours. Gatekeeper used ones own discretion in admitting them and referred a case to nurses or doctors only for clarification and guidance. Interviews with such employees in this hospital showed that they were very proud of their roles. One obvious factor underlying the higher motivation of the workers was the discretion given to the roles.

7. **Personal Growth:** Another factor that contributes to role efficacy is the perception that the role provides the individual with an opportunity to grow and develop. There are several instances of people leaving one role and becoming very effective in another happens primarily because they have greater opportunity to grow in the second role. A head of a training institute accepted a new position, taking a big financial cut in the salary, because it was felt that there was nothing more to learn in the previous position while the new one afforded good opportunities to grow further. Examples of executives switching over to faculty roles at management institutes indicate the importance of self-development in role efficacy. In many
institutes of higher learning, the roles of the research/teaching staff pose problems of low efficacy. The main reason is the lack of opportunity for them to grow systematically in their roles. Institutes that are able to plan the growth of such people in their roles will increase the efficacy of the roles, and in turn, obtain greater contribution from them.

**Dimension-3: Role Linking**

8. **Inter-role linkage:** Linking one's role with others' in the organization increases efficacy. If there is a joint effort to understand problems, find solutions, etc, efficacy of the various roles involved is likely to be high of course, the presumption is that people know how to work effectively. Similarly, if a person is a member of a task group that is set up for a specific purpose, his efficacy (other a person works without any linkage with other roles) reduces role efficacy.

9. **Helping Relationship:** If persons performing a particular role feel that one can get help from some source in the organization whenever the need arises, is likely to have higher role efficacy. On the other hand, if there is a feeling that no help is forthcoming when asked for, or that the respondents are hostile, role efficacy will be low. A helping relationship is of two kinds – feeling free to
ask for help and expecting that help would be available when it is needed, as well as willingness to give help and respond to the needs of others.

10. **Superordination**: A role may have linkages with systems, groups and entities beyond the organization. When a person performing a particular role feels that what is likely to be of value to larger group, the efficacy is likely to be high. The roles that give opportunities to role occupants to work for superordinates goals have the highest efficacy. Superordinate goals are those that serve large groups, and those, which cannot be achieved without some collaborative effort. Roles in which people feel that what they are doing is helpful to the organization in which they work, have higher efficacy.

Research shows that persons with high role efficacy seem to experience less role stress, anxiety and work-related tension. They rely on their own strengths to cope with problems, use more purposeful behaviour, are active and interactive with people and the environment, persist in solving problems (mostly by themselves), show growth orientation, attitudinal commitment and positive approach behaviour. Such persons feel satisfied with life and with their jobs and roles in the organization. This is a profile (measured by influence, amenities at the work place, nature of job, and supervisory
behaviour). Steps-multiple regression yielded supervisory behaviour as an important dimension in role efficacy. Role efficacy has also been found to be related to age, the type of role, and the location of the work place and length of employment.

Regarding organizational aspects, a participative climate, in which the employees get higher job satisfaction, contributes to role efficacy. It seems that a climate promoting concern for excellence, use of expertise, and concern for the large issues also contributes to role efficacy. On the other hand, a climate characterized by control and affiliation seems to lower employees' role efficacy. An innovation-fostering climate was found to be a strong predictor of role efficacy.

1.11 Teachers Involvement in School Administration

The fact that teachers are taking a more active part in the determination of fiscal policies and practices in local school systems. The school administration should be a cooperative undertaking in which authority is shared among those who have a responsibility for the facilitation of the instructional process. The determination of policies and the planning of programs are entrusted almost exclusively to those in the higher executive positions with teachers doing the work they are directed to carry out. They are not considered capable of dealing intelligently with administrative
problems, either by virtue of their training or their experience. The product of this administrative arrangement has been the stratification of personnel at various levels of authority, As natural result of such a hierarchy, teaching and administration have been considered as separate aspects of the educational program.

The Meaning of Democracy in School Administration

The term democracy is associated with a political system in which everyone, by virtue of citizenship, age, and residence, is permitted to vote and to hold office regardless of intellectual, social, and moral qualification.

In applying democracy to the administration of a school, it will be helpful for the beginning teacher to think of administration as an activity or series of activities through which the aims of the school and the means for their achievement are developed and placed into operation. This involves working closely with people, building various forms of organizational relationships, distributing responsibility, coordinating services, and appraising the effectiveness of the entire program. When administration is viewed as a process or working with people and coordinating their efforts into a smooth, functioning whole, it is obvious that responsibility can no longer be centered in a
In reality, the function of administration is the function of the school itself in a democratic society. The problem of administering a school democratically becomes one of providing opportunities for the full participation of teachers, as well as pupils, parents, and other school employees, in the formulation of educational policies, the planning of sound programs, the execution of plans, and the evaluation of results. It is this latter area of common consent that characterizes democracy in school administration.

**Purpose and Values**

To prepare children to live successfully in democracy imposes upon teachers the task of developing individuals who possess the skill demanded by this type of social living. This cannot be done by being sentimental about democratic ideals or by merely talking about democratic values. As important as these considerations may be, the development of democratic behaviors in children depends fundamentally upon the relationship of the child to the teacher and the nature of the daily living experiences that are provided by the school. And, because the teacher is the most important single factor
in this developmental process, it is imperative that he should understand the meaning of democracy, believe in its values, and exemplify in conduct the true spirit of the democratic person.

Those who have given thought to the problem of democracy in school administration recognize that teachers must learn how to be democratic and that the effectiveness of their learning depends upon the extent to which opportunities are provided for their participation in the development of school programs. They see, for example, that when teachers become a part of the administrative process they learn techniques of group thinking, come to look upon the operation of the school as a whole, understand better the methods used in seeking the solution to difficult problems, and develop definite patterns of democratic behaviors.

Teacher participation (1) results in the continuous improvement of instructional policies and programs, (2) increases the extent to which agreement is sought and decisions reached on pertinent problems, (3) leads to a redefinition of the purposes of education in terms of the behaviors thought best in a democratic society, (4) calls for the modification of classroom procedures, (5) makes possible the distinctive contribution of each individual, (6) presents opportunities for teachers to gain recognition from the group.
with whom they work and from those in administrative leadership, (7) gives teachers a chance to be more fully identified with an important field of human activity, and (9) improves morale.

**Principles of Democracy in Administration**

The beginning teacher should realize that certain specific principles or guides to action must be observed before the purposes and values of their participation in policy and program development can be attained. Known as principles of democracy in administration, these guides to action reflect the educational philosophy of the school and make possible a consistent course or direction in administrative affairs. For the beginning teacher, they can likewise be used as criteria for judging the extent to which a given school is engaging in democratic practices.

1. The development of policies and the planning of educational programs should be undertaken jointly by teachers and administrators with authority shared equally among those who participate in the process. The observance of this principle means that important educational decisions cannot be made by those at the top and carried out by another group at the bottom. Democracy in administration requires that there shall be a diffusion of authority
within the framework of the school. Participation without responsibility for the decisions reached is neither democratic, nor is it sound, administrative procedure. When the principle of shared authority is accepted in practice, it eliminates the conventional arrangement of the superior-inferior in the organization and administration of the school. It brings about a more decentralized type of organizational structure wherein personnel are related one to the other on a basis of the functions they perform, not on a basis of the positions they hold.

2. Planning should grow out of the recognized needs and interests of those who are affected by the plan, and be based upon a carefully organized series of facts. In keeping with this principle, all opinions should be reviewed thoroughly in the light of known fact, and decisions reached on the basis of scientific data. When sufficient data are not available, such decisions as are made should be regarded as temporary and subject to revision when the necessary facts are found. It may be necessary to initiate experimental procedures in order to obtain these facts, or to encourage individuals to undertake research essential to their discovery.

3. Responsibility for the execution of policy and program should be centered in either the administrative leader of the school or certain
committees to which definite aspects of administration have been assigned. Centralization of authority is necessary for the efficient implementation of policy and program and the coordination of activities engaged in by faculty personnel. Where a centralized type of structural organization is retained, the administrative leader has a responsibility for defining and setting the limits of individual and group responsibilities. Leader uses the authority, in this respect, to delegate as much responsibility as individuals and groups are competent to undertake. At the same time leader encourages democratic relationship among all personnel and opens opportunities for them to engage in leadership activities.

4. Teachers must have the right to disagree with existing policies and programs and to make recommendations for their modification and improvement. Legal channels must be established through which teachers may express their opinion regarding existing policies and programs and present facts relative to their efficiency in operation. This privilege, however, should carry with it the responsibility for upholding decisions that are reached even though there is some dissatisfaction with them. Such dissatisfaction should be used as an incentive for conducting further investigation leading, if necessary, to desirable changes in policies and programs. The
same sense of freedom to express disagreement openly with existing practices should be experienced by teachers in committee meetings, rest rooms, and places of common meeting within the school.

5. Teachers must have the right to form their own professional organizations without criticism or obstruction on the part of the administration and the board of education. A distinction must be drawn between the rights of the teacher as an employee of the school system and as a member of an outside professional group. As a member of an outside, special interest group, the teacher should be permitted to engage in, without criticism by school officials, any series of activities designed to protect and advance the welfare of the profession. Any attempt by school officials to obstruct or prevent teachers from engaging in such activities or joining organizations interested in their personal and professional welfare should be regarded as being antagonistic to the concept of democratic functioning.

6. Administrative procedures must be flexible and readily adjustable to new needs and conditions. There is a tendency in administration for various procedures to become fixed and static. Administrators are frequently unwilling to keep pace with new developments or to effect changes essential to their own growth and the growth of faculty
members. They resist attempts at the reorganization of administrative machinery mainly because of their attitudes toward change. It stands to reason that administrative procedures must be self-modifying in order to meet successfully changes taking place in the purposes, policies, and program of the school. Administration must be an integral part of the total educational process; it cannot be separated from that which is being administered.

7. The products of group planning must be subjected to a continuous process of evaluation. The process of evaluation must be carried on by those who are responsible for the formulation and development of policies and programs. Using as scientific and approach as possible to the problem of gathering data, efforts should be made to determine the extend to which various policies and programs have achieved their goals. Conclusions from such findings then become the basis for making desirable changes.

8. Standards of efficiency in professional services and the use of material resources should be developed and maintained at all times. Efficiency in a democratic institutions implies a wholesome development and judicious spending of human and material resources. Standards of efficiency should be arrived at through a process of group discussion and described in terms of contributions
made to the purposes of the school. Considerable care and attention should be given to the place and importance of physical and psychological working conditions as well as to the adequacy of supplies and equipment with which to work.

It is quite probable that a majority of beginning teachers will start their professional careers in schools operating under a centralized type of administrative control. They will not be able to do very much about the adoption of democratic principles at first, but they can work consistently for an understanding of these principles and their eventual acceptance.

1.11.1 Concept of Teacher Involvement

Over the years, teachers have been extensively involved in the development of provincial achievement tests. The teachers have participated in item development, field-testing of items in their classrooms, and test review. Teachers also participate in the marking of the achievement tests. When the curriculum of a course is revised, teachers participate in the work of redesigning the achievement test in accordance with the new curriculum, and in setting appropriate standards for expected student performance. Teacher involvement in
these activities helps ensure the validity and fairness of the assessment and appropriateness of the standards.

While teachers have assisted in the testing programmes, the programmes also have provided valuable professional development for teachers. The criteria that are provided for making, together with samples of students' work demonstrating various levels of proficiency, help teachers to clarify their understanding of the provincial standards, and thereby help the teachers in planning and implementing effective instructional programs. Feedback from teachers indicates that working with colleagues from across the province during the marking of achievement tests is also a mean for teachers to share perspectives and gain valuable information about teaching and classroom assessment. Teachers also may access the professional development sessions related to assessment that are offered through the regional professional development consortia.

1.12 Meaning of Involvement

Involvement at work means co-operation and commitment, in people finding significance and achievement in their task, in regarding it not merely as a way of earning a livelihood, but as an outlet for both energy and skill, where judgement as well as dexterity are needed and where decisions have to be made.
Involvement in the broadest sense of the word could also mean democratization of ownership, of government, of terms of employment and management.

Definition of involvement was given by the Duke (1970) of Edinburgh in his opening address to the Industrial society's two-day Conference on Involvement at Work in November 1970:

It would seem that involvement is really three separate situations. It is first a concern for the nature and quality of the work to be performed; second, the contact of the group immediately active at the place of work; and, third, it is the need to influence the total situation-to know that views are heard and respected. In fact to participate in the whole enterprise.

1.12.1 Concept of Job Involvement

Closely related to motivation and job satisfaction is teacher involvement-the intensity of a person's psychological identification with the job. Usually, higher the identification or involvement with a job, the greater is the job satisfaction. Teacher involvement depends on personal characteristics and on the nature of the job tasks.
The potential for application of skill, the social significance of the job and even success are not enough to ensure job satisfaction. Job satisfaction involves the exercise of a particular skill, which the individual sees as having some significance to himself, so that he can identify with it. The extent to which the individual identifies with the job is known as teacher involvement.

Personal characteristics important in teacher involvement are age, growth needs, and belief in the traditional work ethic. Older workers are usually more involved with their jobs, perhaps because they have more responsibility and challenge and more likely to believe in the value of hard work. Younger workers, typically in entry-level positions, hold less stimulating and challenging jobs.

Social factors on the job can influence teacher involvement. Employees who work in group report stronger teacher involvement than employees who work alone. Participation in decision making is related to teacher involvement, as is the extent to which employees support organizational goals. Feelings of success and achievement on the job enhance one's level of job involvement.

When an employee is involved with the job, the total job satisfaction is thought as being central to the life or self concept. An
involved worker expects that the work provides opportunity for self-expression. On the contrary, and alienated employee does not consider work intrinsically rewarding and meaningful. The teacher involvement attitude refers to the internalisation of values about the goodness of work or the influence or work in the worth of the person. It represents an employee's ago, involvement or commitment to the job. A person's commitment to job is a by-product of employees background, personal experiences and is carried from job to job. It is therefore conceived as a more stable individual characteristic and more a function of the person than of the job (Lawler and Hall, 1970).

1.13 Concept of Organizational Climate

Organizational climate is comparatively a modern expression. Earlier, any attempt to conceptualize the nature, characteristics and interpersonal relations of an organization is being labeled as 'morale', a unidimensional approach. As schools are social organizations, school climate depends not only on the head teacher and teachers as individuals, but also relationships between the head teacher and teachers; and their collective relationships with students, parents and community members. Katz and Kahn (1978) point out that, 'the climate of an organization reflects historical problems it has encountered, the types of people it attracts, its work and physical

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layout, and the ways in which communications are made and authority exercised'. Hence, the undimensional approach to conceptualize school climate is inadequate, as it encounters with multiple dimensions. During mid-fifties the term organizational climate was made applicable to schools. Later, Halpin and Croft (1963) conceptualized organizational climate in schools.

1.13.1 School Climate

School is the nucleus of learning and epicenter for development of any society or nation. Though it is true at macro-level, but at micro-level when one looks at a school as an independent unit, there exists variety and variance among different schools. It is common observation that no two schools are alike, just as no two individuals are similar. If one proceeds with the premise that schools do differ, then the question comes to one's repertoire that how they differ. It is widely known fact that individuals do differ in their characteristics features. Similarly, schools do differ in their structural and organizational characteristics. Any one, who steps into some schools, smells and feels the differences among them. One can easily notice the differences among schools, in terms of their infrastructural facilities, but this is not one and the only one dimension which really makes the distinction. There are many other characteristics that
could directly or indirectly contribute to inter-school differences. As a matter of fact, differences among schools mostly rooted in their functioning and performance.

School functioning and performance depend on the administrative and managerial skills of Head teacher; attitudes and feelings of teachers; classroom process; materials and resource management; competence and commitment of personnel; and so on. However, the main components that contribute to functioning of any school are the Head teacher, teachers and students. Performance of Head teacher and teachers in a school would have a bearing on students' teachers and students. Performance of Head teacher and teachers in school would have a bearing on students' performance and behaviour. Taking into account such a three component paradigm, two diametrically opposite categories of schools might emerge.

Firstly, in some schools Head teacher and teachers derive pleasure in working together and they are confident in what they are doing. This pleasure and confidence is transmitted to students and in turn school can be a happy experience for them. Secondly, in some schools and head teacher attempts to camouflage his inabilities and incompetencies; and exclusiveness and discontentment of teachers in
apparent. This reflects among students and for them school is an unhappy experience.

1.13.2 The Concept of School Climate

These exemplars envisage that each school will have its own distinct anatomy on which the contours of school can be mapped. It is this typical portrait of schools that could be called as 'school climate'. This may also be labeled as organizational climate of schools, as basically school is an organization and the distinctive features of schools, so far discussed are pertaining to organizational structure and behaviour of schools. Halpin (1966), while explaining the organizational climate, opines, 'analogously, personality is to the individual what organizational climate is to the organization'.

1.13.3 Meaning and Definitions of School Climate

School environment is a powerful force and plays a pivotal role in the allround development of the child. School is a social institution where a number of teachers having different personality traits, values and dispositions have to work together for the harmonious development of the children's abilities, attitudes, and the personality as a whole. Needless to mention, interaction goes on among the
teachers and between the principal and the teachers, which weaves an intricate and delicate web of the school climate.

Thus, school can be viewed as networks of interpersonal relationships, with an interaction system resulting in a particular kind of climate, affecting teaching-learning activity substantially. The social climate of the organization is the product of all the relationships that affect it. This climate results from the conscious and unconscious efforts of all who are involved therein.

School climate can be defined as 'the result of various environments prevailing in a school. It consists of all those human and physical factors which are made available in a properly organized manner for attaining the desired end results.'

The term school climate has been variously understood in many ways such as 'the feel', 'the atmosphere', 'the environment', 'the condition prevailing' and 'the tone of the institution'. The concept of school climate has been defined in many ways. According to Halpin and Croft (1962) in schools where 'the feeling' was good, (a) teachers were secure, confident and satisfied (b) teachers did not feel threatened or confused and they exhibit a genuine concern for students, (c) the principal was similarly confident, wise and showed
fairness (d) the principal was approachable as well as open minded, (e) the principal was a good leader able to bring out the best in others, and tapped their strengths to enhance the operation of the schools and (f) the students were unique, feeling good about themselves as well as their work and school.

Recently, the social scientists have started to study the work environment, that is, the nature of work place to describe the work effectiveness and work efficiency. The study of work place is concerned with how do the people feel while they are engaged in work, or during the off period in the work place. The study of this kind has been referred to or labeled as organizational character, milieu, atmosphere, organizational ideology, ecology, field, situation, informal organization, and more recently climate and culture (Hoy, 1991).

The concept of organizational climate has originated in the late 1950s to study the work environments. Although researchers interested in educational organizations (Halpin and Croft, 1963) made the initial efforts to define and measure dimensions of organizational climate, the usefulness of the concept soon was recognized by scholars of business organizations (Tagiuri, 1966).
Organizational climate as "those characteristics that distinguish and influence the behaviour of people in the organizations". In fact, the climate of an organization is conceived roughly as the "personality" of the organization; that is, climate is to organization as personality is to individual. The notion of climate has become a component of the school effectiveness and reform movement in education.

As has already been stated in the very beginning of this chapter, each and every individual observes that a unique climate, atmosphere, or personality is felt whenever they spend even a small amount of time with the personnel of a particular organization. Furthermore, they perceive this phenomenon in schools, in hospitals, in factories, in business establishments and in every type of structure. However, they feel it extremely difficult to identify the sources of this feeling or to describe it in words.

The feeling is defined and described in various terms by theorists concerned with explanations of phenomenon associated with complex organization. However, regardless of the terminology they employ, these authorities tend to explain this particular phenomenon in terms of the interaction among various role participants in the organization. In other words, they believe that the
distinct climate, atmosphere, or personality perceived by persons in a
particular building is a result of the manner in which actors at each
hierarchical level of the organization hierarchical levels. This feeling
which results from the interaction of role participants at various
hierarchical levels of an organization housed in a particular building
is often referred to now, as the 'organizational climate.'

"Educational environment" is used as synonymous to
'organizational climate'. The term 'educational environment' refers to
the conditions, forces, and external stimuli that foster the
development of individual characteristics.

Argyris and Cornell used this terminology in 1958 when he
referred to the organizational climate of a social as a delicate blending
of interpretation (or perceptions as social psychologists would call it)
by persons in the organization of their jobs or roles in relationship to
others and their interpretations of the roles of others in the
organization.

The concept of Argyris (1958) which treats organization as
personality is the concept of organizational climate which embraces
the milieu of personalities, principal and teachers, interacting within
the sociological and psychological framework of an institution such
as the secondary school. Climate may be pictured as a personality sketch of a school, as personality describes an individual, so climate defines the essence of an institution. Morale is but a part of one's personality and it is only one fact of organizational climate. As stated by Sharma (1975) 'morale' can be defined ultimately in terms of specific human needs and individual perceptions of the environmental sources for the satisfaction of their needs.

Personality is relatively stable over a period of time but it can change. So it is with organizational climate. Personality is complex and organizational climate being composed of the interaction of diverse individual personalities is, indeed, a broad multi-faceted idea.

Argyris (1958) used the term organizational climate in a discussion of research concerned with the behaviour of role participants in bank. He explained that a person who conducts research on human behaviour in organization is faced with the problem of ordering and conceptualizing a confusion of simultaneously existing, multi-level, mutually interacting variables. These variables were described as (1) formal organizational variables such as policies, practices, and job descriptions inducing the members of the organization to behave as it desires in order that it may achieve its objectives, adapt to its external environment and
maintain itself internally; (2) personality variables such as needs, abilities, values, self-concept, and defenses inducing participants to behave in such a way that they may express their personalities; and (3) informal variables that have arisen out of the participants continuing struggle to adapt to the formal organization so that the latter achieve its objectives while simultaneously the individuals obtain at least a minimal amount of self-expression. Argyris (1958) went on to explain that the three variables are not discrete, but are mixed beyond classification and form a pattern in which each plays a functional role of feedback to maintain itself and the pattern. He referred to this fourth level as a living complexity and defined it as "the climate of the organization".

Cornell and Argyris (1958) explained organizational climate in terms of interaction among persons in the organization, and they isolated and discussed briefly the variables which they believed have an effect on this interaction. This phenomenon of interaction can be thought of as occurring in a system of interdependent forces, each of which can be analyzed and set in the perspective of other forces. This notion of system makes it possible to examine such a complex organizational phenomenon. The school represents a social system within which teachers and principals interact as organizational members.
It is quite obvious that concept of 'organizational climate' has been differently discussed by various authors. Gibb (1967) says, when the new observer comes into a group for the first time, he is able to sense a feeling about the group which we might call an atmosphere or a climate. Further, he discusses this climate in terms of supportive climate and a defensive climate. He says that the key determiner of the supportive climate is the attitude of willingness to share in a problem that the group holds in common. This willingness may occur at fairly deep levels of the personality. Learning to learn from others is one of the necessary skills for implementing such a climate. The behaviours that produce what has been called a supportive climate are shared problem solving attitude, feelings of acceptance and sympathy towards other group members. The behaviours that produce what has been called a 'defensive climate' are advice giving, censoring, defense, persuasion, controlling, punishing, etc. towards other group members.

The bureaucratic organization producing three patterns of accommodation, the 'upward mobiles', the 'indifferents' and the 'ambivalents.' The innovating role of the ambivalents and inability to meet bureaucratic demands, the ambivalent type plays a critical social role, namely, that of providing the insight, motivation, and the
dialectic that inspire change. The upward-mobile honours the status
inspire change. The upward-mobile honours the status quo and the
indifferent accepts it, but the ambivalent is always sensitive to need
for change.

Halpin and Croft (1963) crisply stated that personality is to the
individual what organizational climate is to the organization.

Sharma (1975) after analyzing the definitions given by different
authors says, organizational climate may ultimately be defined in
terms of interaction that takes place between organizational members
as they fulfil their prescribed roles while satisfying their individual
needs. Furthermore he specifies that it is the resulting condition
within the school, of social interaction among the teachers and
between the teachers and the principal.

In 1950s and 1960s a new line of enquiry captured the
attention of the researchers in the field of natural and social sciences.
This line of enquiry introduced the concept of environment and
organizational climate into the field of educational research. The
organizational climate is considered just an aspect of the total
environment of the organization. Hence, the studies have quite often
focused on the organizational climate. In fact scientists have used
different methods and dimensions for characterizing organizational environments. Organizational climate defines the environment of an organization. This is a form of psychological environment, which is different from physical environment. A substantial amount of work has been carried out in Colleges and Universities by Pace (1961), Halpin and Croft (1963), and Likert (1967) Walberg (1969). To Stern (1970) climate or atmosphere of the organization means the conditions forced by environment on its workers. Pace and Stern (1961) suggested that the consensus of students in characterizing their college environment constituted a measure of environmental climate and that this environmental climate exerted a directional influence on student behaviour. A comprehensive study of the organizational climate has therefore constituted a focus of great importance in the field of educational organizations.

The term 'School Climate' is a recent origin in the field of school organization. It can be referred to as the totality of environment prevailing in schools. Upto seventies of last century there was no research work done in school environment. It is only in the seventies, that the educationists, administrators and researchers, were attracted by that area. Researchers focused their attention on certain areas like the interaction between the teacher and pupil in
the classroom, and interaction dynamics in the school resulting in an environment which has been found to influence the functioning of a school, and the performance of a teacher.

It is true that each and every school differs from the other in terms of environment. Every school has its own 'personality' in the sense that various aspects of the school life give rise to a unique climate which is much more than a mere totality of different aspects. Such environment is a powerful force and plays a pivotal role in the all-round development of the child.

School climate is analyzed from another perspective called organizational health. The notion of organization health maintains that organizations not only survive in their environment but also continue to cope adequately over long haul and continuously develop and extend their surviving and coping capabilities. Thus, healthy school is one, which successfully copes with disruptive external forces and directs its energy towards its mission.

**Conceptualization of School Climate**

The sum of the values, cultures safety practices, and organizational structures within a school that cause it to function and react in particular ways. Some schools are said to have
nurturing environment that recognizes children and treats them as individuals; others may have the feeling of authoritarian structures where rules are strictly enforced and hierarchical control is strong. Teaching practices, diversity, and the relationships among administrators, teachers, parents and student contribute to school climate. School Climate refers to the schools effects on students, and the way teachers and other staff members work together.

1.14 Relationship between Job Satisfaction, Role Efficacy, Teachers Involvement and Organizational Climate

Job Satisfaction and Role Efficacy

Job satisfaction and role efficacy are related to each other. Persons with high role efficacy seem to rely on their own strengths to cope with problems they are active and interactive and interact with people and the environment, and persist in solving problem mostly by themselves and sometimes by taking help of other people. They show positive and appropriate behavior, and feel satisfied with life and with their jobs and roles in their organizations. If the teacher gets higher job satisfaction it contributes to role efficacy.

Job Satisfaction and Teachers’ Involvement

Teachers’ involvement is related to job satisfaction. Involvement is affected by personal characteristics such as age, high growth need,
and such as level of challenge and opportunity for employee participation.

Lodbehl and Kejner (1965) in a study of engineers, found high job involvement to be related to satisfaction with the work itself, and to satisfaction with supervisors, promotion and interaction with people.

**Job Satisfaction and Organizational Climate**

Organizational climate influences motivation, performance and job satisfaction. It is a long run proposition. Just as an asset contributes to production, it is incremental in nature. A sound organizational climate enhances the job satisfaction, morale, participation involvement, team spirit and contribution of employees. A sound climate is understood as the stability, creativity and effectiveness of an organization.

Then organizational climate of schools is the product of the relationships between the principal and his staff and among his teachers. The relationship engenders interaction between the principal and his teachers and of teachers among themselves. Thus, where there is healthy organizational climate there is more job satisfaction.
Abdul (1986) investigated that teachers in more open climate schools enjoyed more job satisfaction than teachers of less open climate schools and also the teachers in more open climate schools were more satisfied with respect to colleagues than teachers in less open climate schools.

Friedlander and Margulies (1969) found that organizational climate affected satisfaction with personal relationships more than other aspects of satisfaction. They conclude, therefore, that organisational climate should be viewed as a social and interpersonal phenomenon, and suggest that satisfaction can be heightened for social environment and management thrust, and by reducing the number of routine and burdensome tasks.

1.15 Significance of the Study

The quality and quantity of performance performed by any individual in any task is mainly determined by the fact whether an individual is satisfied or dissatisfied by the particular task.

Job satisfaction is positively correlated with high production. The results of a study by Katz and Haiman (1947) indicate that workers satisfied with their job produce more. Some other studies also indicate that not always and in all cases is high production due
to job satisfaction. However, it cannot be denied that production is partly a function of job satisfaction.

Work occupies an important place in the life of man. It is a major source for the satisfaction of biological, psychological and social needs of the individuals (Roe, 1956) as best single determinant of social class (Komhauser, 1955) suitability of work therefore, is very important for job satisfaction and the mental health of the individual (Bray field and Morsh, 1957).

Teachers job satisfaction has been shown to be predictor of teacher retention, a determinant of teacher commitment and in turn a contributor to school effectiveness.

Teaching profession as such has an important, noble place in the society. People (teachers) who are involved in the teaching profession are rather different from the people who are involved in other profession. Wholehearted participation of the teachers in the educational process and organization is primary necessity for the success of educational system. Teachers would extend their maximum, ultimate potentialities to serve their profession, if they are satisfied with their jobs.
This point seeks importance of the study on teacher job satisfaction because this has been of great interest to behavioral science researchers. Indeed a recent estimate (Cranny, Smith, and Stone 1992) suggests that more than 5000 studies of job satisfaction have been published since the 1930s. Many researchers have been conducted on the job satisfaction of elementary and secondary teachers (Kreis and Brookopp 1986). Further more educational researchers have studied the relationships between job satisfaction and gender (Sweeney 1981), length of teaching experience, (AVI-Itzhak, 1988), age (Lowther, Gill and Coppard 1985)

Job dissatisfaction has been found to be associated with a higher rate of absenteeism (Jackson, Ritting and Pasamanick, 1957), turnover (Locken,1951) accidents, wastage, (Broyfield and Crockett 1955), the resources available work load, (US Department of Education 1993) decreased productivity (Tshannen-Moran et al..1998 teachers leaving the profession (Norton and Kelly, 1997 and Shann 1998). It not only results in unhappiness to individual but also leads to wastage of the human and material resources of society.

Understanding the job satisfaction is undoubtedly a vital phenomenon for secondary schools as it is for any organization.
Hence, there is a great need for the study of teacher job satisfaction working in secondary schools.

1.16 The Problem

The relationship between person and work has always attracted the attention of philosophers, scientists, and novelists. A major part of a person's life is spent in work. Work is a social reality and social expectation to which men seem to confirm. It not only provides status to the individual but also binds him to the society. The nature and significance of work would be important as an area of study, since it occupies so much of a man's life span.

Theoretical aspects of job satisfaction show that there are many factors which influence the level of job satisfaction. From the review of related literature, it was found that comparatively very less work has been done to find the relationship between job satisfaction and factors like sex, teaching experience, and scale of pay.

Every individual has certain needs and motives which he wants to fulfill. Any job which fulfills these needs and motives gives him satisfaction. It is probably the major aim of every worker to get pleasure in a job which enhances production and mental satisfaction. The satisfaction which people experience in their jobs is in large part
the consequence of the extent to which various aspects of their work situations tend to be relevant to their job related value system as every individual has special abilities, aptitudes, inherited capacities, interests and aspirations. Those jobs which provide the worker a chance to fulfill his interests and aptitudes give him satisfaction and pleasure. Natural interest in job of his satisfaction motivates him for efficient and qualitative performance.

Teaching profession as such has an important, noble place in the society. Wholehearted participation of the organization is primary necessity for the success of educational system. Teachers job satisfaction is a pivotal link in the chain of education reform. Teachers satisfaction influences job performance, attention and ultimately student performance.

The research studies on job satisfaction in India are very rare and far between. So far no studies, to the knowledge of the investigator, have been carried out in India involving study of variables job satisfaction, personal effectiveness, teacher attitude, role efficacy, teachers involvement, organizational culture and organizational climate of secondary school teachers.
Hence the present investigation is entitled "A Study of Job Satisfaction of Primary School Teachers in Relation to their Role Efficacy, Teachers Involvement and Organizational Climate".

The present study aims at identifying certain variables related to job satisfaction of teachers working in secondary schools.

1.17 Objectives of the Study

1. To study the significant difference between age groups (25-34 years, 35-44 years, and 44+ years) of teachers of primary schools with respect to job satisfaction, role efficacy, teachers involvement and organizational climate and its dimensions.

2. To study the significant difference between gender (male and female) with respect to job satisfaction, role efficacy, teachers involvement and organizational climate and its dimensions.

3. To study the significant difference between educational qualification (graduate and postgraduate) of teachers of primary schools with respect to job satisfaction, role efficacy, teachers involvement and organizational climate and its dimensions.

4. To study the significant difference between marital status (married and unmarried) of teachers of primary schools with
respect to job satisfaction, role efficacy, teachers involvement and organizational climate and its dimensions.

5. To study the significant difference between medium of instruction (Kannada and English) of teachers of primary schools with respect to job satisfaction, role efficacy, teachers involvement and organizational climate and its dimensions.

6. To study the significant difference between teaching experience of teachers (1-14yrs, 15-24 yrs, 25+yrs) with respect to job satisfaction, role efficacy, teachers involvement and organizational climate and its dimensions.

7. To study the significant difference between type of management (Government, aided and unaided) of primary school teachers with respect to job satisfaction, role efficacy, teachers involvement and organizational climate and its dimensions.

8. To study the significant relationship between job satisfaction and its dimensions with role efficacy and its dimensions of primary school teachers.

9. To study the significant relationship between job satisfaction and its dimensions with teachers involvement and its dimensions of primary school teachers.
10. To study the significant relationship between job satisfaction and its dimensions with organizational climate and its dimensions of primary school teachers.

1.18 Operational Definitions of the Terms Used

a) **Job Satisfaction:**

According to Dixit, (1985) “Job Satisfaction is an attitude which results from a balanced summation of many positive and negative experience in connection with job”.

d) **Role Efficacy:**

Role efficacy is the potential effectiveness of an individual occupying a particular role in an organization.

e) **Teachers Involvement:**

The extent to which the teacher identifies with his job is known as teacher involvement.

g) **Organisational Climate:**

Glimer (1996) defined organizational climate as “those characteristics that distinguish the organization from other organizations and that influence the behaviour of people in the organization”.
i) **Types of Schools:**

1) **Government Schools:**

   Government schools are those where the rules, regulations, functions, appointment and finance are the responsibility of government of Karnataka.

2) **Private Aided Schools:**

   The schools run and owned by private management and the overall finance, rules and regulations are that of government.

3) **Private Unaided Schools:**

   The schools which are fully owned run and financed by the private management.

1.19 **Limitations of the Study**

1) The present study is confined to Haveri district only of Karnataka state.

2) The study is restricted to primary school teachers only.