CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the related literature involves locating, reacting to and evaluating the researches, carried out earlier, and also the causal observations and opinions that are related to any research problem being explored. This encourages the researcher to have a thorough understanding and insight into the work already undertaken and key areas to be explored further. It is vital that in a spirit of adventure we should not neglect particular fact because it is of past and should not accept new one because of its newness. It is quite important to give reference to the old so that new one could be learnt. No research endeavour is unique in descriptive research and variables, under investigation are studied in different combinations to understand the dynamics of cause and effect relationship underlying any phenomenon. Thus related studies provide a comparative data on the basis of which one can evaluate and interpret the significance of one’s finding.

In the preceding chapter, the theoretical orientation of the problem has been focused to understand the significance of problem. After stating the problem, the investigator formed the objectives for the present study and also delimited the study. For dealing with any problem, it is very important to know about the results of other researches which have been conducted related to that problem. So, this chapter concentrates on the literature related to the present problem.

In the search of truth, review of literature is carried out to know the current knowledge of the topic and to understand the research methodology. The survey of related literature means locating, studying and evaluating reports of relevant researches, study of publishing articles, going through related portions, pages out of comprehensive books on subject and going through related manuscripts if any. A research worker should have familiarity with what has been done in the past by the research workers; so, that unnecessary duplication can be avoided and relevant and required knowledge about objectives, hypotheses and suggestions can be accepted. Research needs to acquire up to date information about what has been thought and done in particular area. It is therefore important for research worker to know the previous literature. The competent physician must keep abstract of the latest discoveries in the field of medicine. Similarly,
a careful student of education, a research worker and an investigator should become familiar with the location and uses of the sources of education information.

The key of the vast storehouse of published literature may open doors to the sources of significant problems, good hypotheses, helpful orientation, scientific procedure and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and creatively. After having clarity about the meaning of the variables to be studied, in order to give authenticity to the present study, the investigator will probe into various researches which have already been conducted.

Modern age is an age of science and technology. Man is not happy and contented. Anxiety, complexity, violence, frustration and immorality are rampant. Man is the victim of passions like jealousy and arrogance. Lack of values in life makes one's life rudderless and without aim. Education can play a vital role to eradicate frustration and anxiety. Life satisfaction is a broad concept and varies with the type of relationships established, age as well as gender. It measures the extent to which an individual is satisfied with his life in relation to environment in which he lives. It may be defined as the extent to which the individual's need are satisfied and the extent to which the individual perceives satisfaction out of his/her life. In Indian philosophy, satisfaction with life is thought to be a state of mind. A satisfied and meaningful life involves both subjective thinking and objective thinking components. Life satisfaction is a state of feelings pleasures in an organism when it has achieved the goal of dominant motivating tendencies. Life satisfaction could be intrinsic as well as extrinsic. The criteria of life satisfaction of a person are the amount of happiness the Individual obtains through his work in life. It is accepted that the ‘happy person’ is the one who is fully satisfied with his life. Happiness can never be full on complete if man does not keep in mind and actively supports the welfare of society which has claim on him in many direct, indirect and often subtle ways. Life satisfaction includes many aspects as health, job, and personal, economic, mental as well as social. Man should be satisfied in all these aspects. A dissatisfied person is always surrounded by various troubles, obstacles and he faces hurdles in the performance of his duties assigned to him. Instead of becoming a good teacher and a good citizen in future, he becomes an irritable person. So, life satisfaction must be there one's occupation is the water shed down which one’s life flows. Hence, it is quite possible that a person dissatisfied in his life may carry
over his dissatisfaction to his occupation and vice versa. As such a person; who is dissatisfied in his life, may be dissatisfied with the job for no reasons related to the job.

The importance of reviewing studies already made in ones’ field of investigation has beautifully been stated by Best (1977) in the following words: “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour. A familiarity with literature in any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved”. Thus for any investigator, the study of literature related to his/her field of current investigation is essential.

2.1 STUDIES RELATED TO LIFE SATISFACTION

Life satisfaction is cognitive aspect of well-being and it refers to general assessment of individual’s life (Diener, Suh, & Oishi, 1997). Life satisfaction includes an individual’s expectations from life and the extent to which these expectations are met. The concept of life satisfaction, which was first coined by Neugarten in 1961, is the outcome or condition which occurs as a result of a comparison between what a person wants to have and what he/she actually has. To most people, life satisfaction is the ultimate goal in life. When a person’s happy and positive feelings in his everyday life outweighs his negative feelings, it contributes positively to his life satisfaction. Life satisfaction is about a person’s positive feelings towards his life as a whole. The term life satisfaction indicates general well being. It has been defined as the function of the physical, psychological and social well being of an individual. In other words life satisfaction is the physical fitness (actual and perceived by an individual) and psychological health as the leisure activities and social support network derived from the environment by an individual. Higher levels of self-efficacy may affect individuals' success and their subjective wellbeing states in many ways. Subjective well-being consists of two main components: emotional and cognitive. The cognitive component of subjective well-being is also called life satisfaction. Life satisfaction is an individual’s evaluation of the difference between his/her expectations and what he/she has. This satisfaction is not related to a specific or main satisfaction, but rather satisfaction related to the whole life. When facing the hardships of life, whether the
individual during that time feels satisfied with his/her life is a key question. Life satisfaction is a measure of prosperity and may be evaluated as far as inclination, satisfaction with relations with others and with attainment of objectives, thoughts toward oneself, and capacity to adapt to everyday life. One of the factors that have a high impact on job satisfaction is overall life satisfaction.

Life satisfaction is the degree to which a person reaches the goals he sets for himself. Considering the fact that one of the goals of a person is to be good at what he does, life satisfaction and job satisfaction are inevitably correlated. Research has also shown that there is a significant correlation between job satisfaction and life satisfaction (Avsaroglu, Deniz and Kahraman, 2005; Bonebright, Clay and Ankenman, 2000; Keser, 2005; Lent and Brown, 2006; Perrone, Webb and Jackson, 2007). Now that job satisfaction has a high impact on life satisfaction, increasing job satisfaction levels of teachers will also increase their overall life satisfaction. In other words, life satisfaction and job satisfaction in this case will go hand in hand. Individuals who are not satisfied with their jobs will be unhappy in their personal lives also or the individual’s leading an unhappy life will prevent him from having job satisfaction. Job satisfaction and life satisfaction of an individual are closely related to each other. Job satisfaction leads to life satisfaction which brings in its wake a positive impact on one’s life. A person who is wholly satisfied with his job is bubbling with positive energy, self-confidence, ever ready to move further into his choice field of study. As per the maxim, nothing succeeds like success. A self confident person achieves one success after another and aims higher and higher in his life because job satisfaction has given him or her much needed confidence to achieve satisfaction in life.

The relations between Income and Life Satisfaction became an important area of study in the early nineties. The relationship between income and subjective well-being whether relative or absolute was a subject of study by Diener, E., Sandvik, E., Seidlitz, L., &Diener, M. (1993). Rode, Joseph Charles (2002) examined a job and life satisfaction model that included both environmental conditions and personality measures within a longitudinal framework and national representative sample to better understand the relationship of job satisfaction and life satisfaction over time.

Lio et.al. (1990) analyzed nine life satisfaction variables such as satisfaction with relations, hobbies, place of residence, satisfying life (happy or dull), health conditions, physical fitness and health and overall satisfaction with one's life situations. Douthitt et.al.
(1992) reported that economic variable significantly influenced economic and non-economic domains of life. Maynard (1993) reported as the number of occupational roles increased, life satisfaction tended to decrease.

Andrew (1974) states life satisfaction symbolizing an overarching criterion or ultimate outcome of human experience. Life satisfaction is an overall assessment of feelings and attitudes about one’s life at a particular point in time ranging from negative to positive.

Diener, Emmons, Larsen & Griffin (1985) recognize three separable components of subjective well-being: positive affect, negative affect, and life satisfaction. Maddox (1987) in the encyclopedia of Aging defines life satisfaction as subordinate construct of subjectivewellbeing, others being happiness, mood and morale. It is contentment with one’s life in general. Research points out that there are individual differences in how meaning in life is to one’s sense of wellbeing. The determinants of well-being and life satisfaction are highly individualized or personalized.

Ernst Kossek, E., &Ozeki, C. (1998) studied the relationship among work–family conflict, policies, and job and life satisfaction. The meta-analytic results show that regardless of the type of measure used (bidirectional work-family conflict, work to family, family to work), a consistent negative relationship exists among all forms of work-family conflict and job–life satisfaction. This relationship was slightly less strong for family to work conflict. Although confidence intervals overlap, the relationship between job–life satisfaction and work-family conflict may be stronger for women than men. Future research should strive for greater consistency and construct development of measures, examination of how sample composition influences findings, and increased integration of human resources policy and role conflict perspectives, including whether a positive relationship between work-family policies and satisfaction is mediated by work-family conflict.

Cribb (2000) found in his study the people become more satisfied with their lives, as they get older. This could be that as we age, we come to realize that most of the important things in life are not for sale. Among these are work satisfaction, friendship, pleasures of solitary thought, reading and other forms of non-commercial leisure.
Kaur (2000) conducted a study on “Life Satisfaction is Resultant of teacher’s attitude” and found that there exists no significant difference between life satisfaction of teachers of different colleges and further found that there exist no significant relationship between life satisfaction and teacher attitude.

Husain and Sharma (2001) studied life satisfaction among working couples and found that working husband of working wives were more satisfied than working husband of house wives. House wives were found to be significantly more satisfied than working wives. Further, working husbands were more satisfied then working wives.

Khatoon and Hasan (2000) probed the life satisfaction of secondary school teachers in relation to their religion. The findings revealed that the majority of teachers liked their jobs and female teachers had a greater degree of job satisfaction than the male teachers. The fresher teachers drawing less salary were more satisfied than their seniors who were experienced and drawing higher salaries. It was found that the teachers’ training influenced job satisfaction negatively whereas religion did not have any effect on the teachers’ job satisfaction.

Shafeeq (2000) aimed to determine the correlation between life satisfaction and adjustment of teachers and whether there exists any significant difference between mean scores of teachers on adjustment with high and low job satisfaction. The findings revealed that highly adjusted teachers had low job satisfaction and vice-versa. Though the relationship between adjustment and job satisfaction was found to be low and negative yet it indicated that high adjustment leads to low job satisfaction. It also revealed that adjustment did not play any significant role in job satisfaction of teachers.

Sam and Lackland (2001) examined self reported satisfaction with life. The student’s reported on the whole good satisfaction with life. However students from Europe and North America were on the whole more satisfied than their peers from Africa and Asia. It was also found that factors such as the number of friends, satisfaction with finances, perceived discrimination and information received prior to the foreign, significantly affected the student’s life satisfaction.

Panda (2001) made a comparative study of attitude towards teaching profession and job satisfaction of teachers of Assam and Orissa. The study revealed that a significant
percentage of teachers of Assam and Orissa had high or moderate degree of job satisfaction. But it was also found that more than 40 percent female, experienced, urban and rural teachers of Assam; and male, experienced teachers of Orissa were dissatisfied with their jobs. A significant and positive relationship between attitude towards teaching profession and job satisfaction of teachers of Assam and Orissa in general and their different categories except in case of male and female teachers in Assam was also observed.

Bhuyan and Choudhary (2003) determined the degree of job satisfaction of teachers with respect to sex, marital status, and location as well as experience and identified the factors responsible for job satisfaction of teachers. The teachers were found to be happy with revised pay scale, promotional aspects but were unhappy with academic environment of the institutions and the retirement benefits. No association was found between level of job satisfaction and sex, locality, marital status and experience of the teachers. The results revealed a significant difference in job satisfaction of male and female teachers; but there was no significant difference in job satisfaction between married and unmarried; between rural and urban and among experience of the teachers.

Bradley & Corwyn (2004) who say that life satisfaction reflects both the extent to which basic needs are met and the extent to which a variety of other goals are viewed as attainable. From this perspective it reasonable seems that by realization of more goals, satisfaction with life will also increase.

Ali, Khan and Alam (2005) contemplated to ascertain the effect of locus of control, sex and marital status on job satisfaction. The results revealed that the internally group of teachers were found to be significantly more satisfied with their job than their externally controlled counterparts. The female teachers showed significantly greater degree of job satisfaction than the male teachers and married teachers were found to be significantly more satisfied with their job than unmarried counterparts.

Fujita (2005) examined the life satisfaction set point. Using data from 17 years of a large and nationally representative panel study from Germany, the authors examined whether there is a set point for life satisfaction stability across time, even though it can be perturbed for short periods by life events. The authors found that 24% of respondents changed significantly in life satisfaction from the first 5 years to the last 5 years and that
stability declined as the period between measurements increased. Average life satisfaction in the first 5 years correlated .51 with the 5 year average of Life satisfaction during the last 5 years. Height, weight, body mass index, systolic and diastolic blood pressure, and personality traits were all more stable than LS, whereas income was about as stable as LS. Almost 9% of the sample changed an average of 3 or more points on a 10-point scale from the first 5 to last 5 years of the study.

Sharma and Bansal (2005) focused on the occupational stress pattern and its relation with job satisfaction in working women belonging to two service groups- school teachers and bank clerks. No significant difference was found between occupational stress patterns as a whole. Only one stressor, responsibility for persons was found to vary for the two groups. On the other hand, three out of twelve stressors i.e. low status, role conflict, unreasonable group and political pressure were found to be the predictor variables for job satisfaction in the study.

Manikandan and Jayan (2006) examined the influence of age on job satisfaction, job involvement, organizational commitment and mental health of employees. It was reported that different age groups did not differ significantly with respect to job satisfaction and organizational commitment. Age was found to have a significant influence on the job satisfaction. Also, mental health status was significantly influenced but age of the employees that is the age groups showed a higher mean score as compared to the lower groups.

Singh and Bhardwaj (2007) evaluated the differential effect if any, of organizational hierarchies of employees on job satisfaction. The analyses of the data revealed that organizational hierarchies exerted differential effects on job satisfaction among the employees. The employees belonging to junior engineers’ group exhibited lowest job satisfaction whereas the class-III employees appeared as being much more satisfied with their job. Also, the employees belonging to junior engineers’ group exhibited lowest level of job satisfaction whereas the employees belonging to class-III feel more job satisfaction as compared to other two groups.

Singh (2007) studied the job satisfaction of teachers in relation to their attitude towards teaching. The objectives were to compare the job satisfaction of teachers with their attitude towards teaching and also to compare the job satisfaction of male and female
teachers, with their attitude towards teaching. The job satisfaction was found to be positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teachers was also positively but not significantly related to their attitude towards teaching.

Ishwara and Laxmana (2008) investigated the correlates of job satisfaction among the teachers. The majority of teachers were found to be dissatisfied about various aspects of their job. The highest aspects of job satisfaction were found to be the work itself, pay, recognition for good work, creativity, responsibility, professional growth, working condition and job security. The study revealed a positive association between overall job satisfaction and specific job satisfaction. Organizational, individual and career factors also determined the level of job satisfaction of the teachers.

Kamboj (2008) tried to find out the relationship between job satisfaction and self-actualization of secondary school teachers. The findings indicated a positive and significant correlation between job satisfaction and self-actualization of secondary school teachers. From the results, it was also inferred that the teachers who were more satisfied with their jobs were also found to be more self-actualized.

Sharma (2008) Conducted a study entitled “A study of Mental Health and Life Satisfaction among secondary school teachers”. Unpublished Dissertation M.A. (Education) Department of Education University of Jammu on a sample of 100 teachers from different school of Jammu District and found that:- 1. These existed a significant but negative relationship between mental health and life satisfaction among male secondary school teachers. 2. There existed an insignificant but positive relationship between mental health and life satisfaction among female secondary school teachers. 3. There was no significant difference in mental health among secondary school teachers having high and low levels of life satisfaction. 4. There was no significant sex difference in mental health among secondary school teachers. 5. The variables of life satisfaction and sex were independent of each other with mental health as the dependent variable among secondary school teachers.

Basu (2009) investigated the impact of gender and marital status on job satisfaction of the secondary school teachers. The results exhibited that gender and marital status had a significant bearing on the job satisfaction of the teachers. While female teachers scored
higher job satisfaction as compared to the male teachers, the mean scores of the unmarried teachers on job satisfaction was lower than those of the married teachers.

Bhandari and Patil (2009) carried out a study on job satisfaction among the women teachers. It was found that a few women teachers faced certain problems such as lack of coordination and cooperation in the workplace. Majority of these teachers were found to be satisfied with their work, job and salary and said that they had promotional opportunities in the teaching profession. Majority of women teachers acknowledged that they have got recognition for the job and work done. The study also revealed that 55.25% of the women teachers were fully satisfied with their job and work; and only about 41.69% of these women teachers revealed that they have got recognition and encouragement for the work done in their workplace.

Gopalkrishnan (2009) undertook a study aimed at identifying the factors that determine job satisfaction of teachers. It was found that job satisfaction was determined by the relationship and cordiality that existed between the principal and faculty members. The study revealed that while the teachers were satisfied with principal, parents and students, physical facilities, self-esteem and co-teachers, they were dissatisfied with salary and fringe benefits, opportunity for achievement, academic policies, management and job security. 

Gupta and Sahu (2009) studied job satisfaction as related to organizational role stress and locus of control among teachers. The major objective of the study was to find out the relationships of job satisfaction with organizational role stress and locus of control among vocational teachers and to find out the gender differences regarding these relationships. Results indicated that there was significant gender difference regarding job satisfaction only. Job satisfaction and organizational role stress were significantly and negatively correlated and this relationship was found significant for males as well as females. Job satisfaction and locus of control were found to be significantly and negatively correlated. However, a significant and positive relationship was found between locus of control and organizational role stress and this relationship was also found significant for males as well as for females.

Saveri (2009) explored the relationship between job satisfaction and life satisfaction among the teachers and also measured the extent of job satisfaction and life satisfaction
among them. Significant differences were found between aided and government, rural and urban, married and unmarried school teachers in their extent of job satisfaction. The study revealed a positive relationship between job satisfaction and life satisfaction and a significant association between job satisfaction and total number of years of teaching experience was also found. The majority of teachers exhibited a moderate level of job satisfaction and life satisfaction.

Sharma and Patnaik (2009) undertook a study of organizational health of elementary schools and job satisfaction of teachers with the objective to determine whether the status of organizational health of elementary schools and job satisfaction of teachers was satisfactory and whether there existed a positive relationship between organizational health and job satisfaction of elementary school teachers. The results indicated that the teachers of private schools were highly satisfied whereas the teachers of government schools were only above average in job satisfaction. A positive and substantial correlation was found between organizational health of schools and job satisfaction of teachers.

Singh (2009) made an attempt to find out the impact of leadership behaviour on teachers’ job satisfaction and pupils’ academic achievement. The study concluded that some dimensions of leadership behaviour played a significant role in pupils’ academic achievement also. It also revealed that leadership as a whole was significantly related to teachers’ job satisfaction as well as to pupils’ academic achievement and that all the dimensions of leadership behaviour were not the significant predictors of pupils’ academic achievement.

Neelkandan (2010) determined the level of job satisfaction of teachers in relation to organizational health of the schools. The study concluded that there was a significant relationship between the job satisfaction and organizational health of the school teachers. However, it also revealed that the teachers differed in job satisfaction in relation to the organizational health. Significant relationship was found between the job satisfaction and organizational health of male and female, rural and urban teachers.

Sharma (2010) examined the professional commitment of teachers in relation to their job satisfaction and gender differences. The objectives were to study the relationship between professional commitment and job satisfaction of teachers and to find the difference in the professional commitment due to gender differences. The study reported a positive and
significant correlation between job satisfaction and professional commitment of the teachers whereas the professional commitment was found to be independent of the gender differences.

Sood (2010) explored the relationship between job satisfaction and role commitment level of teachers as well as certain selected background factors like gender and length of service of secondary school teachers. The findings revealed that the level of job satisfaction level of secondary school teachers had a positive significant effect on their role commitment and teachers with higher job satisfaction level exhibited significantly higher commitment towards teaching profession as compared to the teachers with either moderate or low job satisfaction level. Further, the teachers with an experience of 10 years and less possessed significantly higher commitment towards teaching profession in comparison to highly experienced teachers with total length of service of 15 years and more. Also, gender and teaching experience were found to have a significant combined influence on role commitment of secondary school teachers.

Fatimah and Halim (2011) undertook a study to examine the relationship between organizational justice and organizational citizenship behaviour with job satisfaction among secondary school teachers and identified effects of the dimensions of organizational justice and organizational citizenship on job satisfaction. The results showed significant relationship between organizational justice and job satisfaction, organizational citizenship behaviour and job satisfaction. Organizational justice was found to have a positive significant relationship with job satisfaction where organizational citizenship behaviour acted as the moderator between the two variables.

Kaur and Sidana (2011) estimated and compared the level of job satisfaction of teachers according to gender, area of location and type of management. The study revealed that the level of job satisfaction of male teachers was higher than their female counterparts. Further, rural teachers were found to be more satisfied as compared to the urban teachers. It was reported that the government teachers were more satisfied than their counterparts working in government aided and private institutions whereas the teachers working in private institutions were more satisfied than those working government aided institutions.

Mahmood and Haider (2011) investigated the difference between gender (male and female teachers) and types of school (urban and rural) about job satisfaction. Generally
teachers were reported to be less satisfied with advancement, compensation supervision human-relation and working conditions. It was also revealed that the female teachers were more satisfied than their male counterparts and there was no significant difference between urban and rural teachers' job satisfaction.

Massey (2011) analyzed the difference in intensity of relationship between teacher freezing and job satisfaction of secondary school teachers. The study also aimed at investigating the effect of sex, experience and types of school on teacher freezing and job satisfaction. However, no significant effect of sex, experience and types of school on teacher freezing and job satisfaction was found. The findings revealed a significant intensity of relationship between teacher freezing and job satisfaction.

Singh and Pal (2011) carried out a study of job satisfaction and teaching effectiveness of school teachers. The study aimed at estimating the general level of job satisfaction and teaching effectiveness of primary and upper school teachers and the correlation between these two variables. The general job satisfaction was found to be 70% among the respondents whereas effectiveness was higher (73.5%) as compared to the former. The study also reported a significantly higher correlation between job satisfaction and teaching effectiveness.

Sridevi (2011) in her study on job satisfaction investigated the significant difference in job satisfaction among the teachers with respect to their gender, locale and type of institution. The study revealed that the majority of the teachers expressed moderate level of job satisfaction and the teachers working in aided institutions were highly satisfied with their job than the teachers of unaided and government institutions. No significant differences were found in the job satisfaction of the teachers with respect to gender and length of service.

Stevanovic (2011) has stated that life satisfaction can witness two-way outcomes. Increased accomplishment at work was associated with increased family enhancers, which lead to greater family support and life satisfaction. On the negative side, emotional exhaustion at work was associated with more family stressors, which lead to less family support and life satisfaction. Family enhancers or stressors may or may not take into account the gender and work setting differences in the experience of spillover. An increase of age, however, related to a higher prevalence of family enhancers.
Nagar (2012) studied job satisfaction and organizational commitment among the teachers during the times of burn out. The study also examined the effect of increased job satisfaction on commitment among teachers towards their organization. The results indicated that all the three factors of burn out namely, depersonalization, reduced personal accomplishment and emotional exhaustion lead to decreased job satisfaction. In terms of job satisfaction, females showed higher levels of job satisfaction as compared to men and were reported to be more committed to their organizations as compared to the male teachers. It was also concluded that greater job satisfaction contributed significantly towards an increase in organizational commitment.

Gupta, Pasrija and Bansal (2012) made a comparison of job satisfaction of secondary school teachers in relation to their some demographic variables such as gender, locality, qualifications, experience and type of schools. The findings reported significant differences in job satisfaction between male and female teachers indicating that female teachers were more satisfied than their male counterparts. Similarly, it revealed that more experienced teachers and teachers belonging to rural areas had better job satisfaction their counterparts. Further, the teachers having post-graduate qualifications and working in private schools were reported to be significantly better than their counterparts.

Salim and Mustafa (2012) conducted a study to ascertain the role of emotional intelligence on job satisfaction and the effect of gender on the relationship between emotional intelligence and job satisfaction. The results of the study showed a significant positive relationship between emotional intelligence and job satisfaction and no effect of gender was observed on the relationship between the two variables.

Beutell (2006) believed that life satisfaction is related to better physical, and mental health, longevity, and other outcomes that are considered positive in nature. In addition, Chow (2009) argues that improved levels of life satisfaction might give rise to better health in the future. Recent research, nevertheless, acknowledges that life satisfaction should be important considerations for organizations (Nadkarni & Stening, 1989). Researchers, are attempting to explain the linkages between life satisfaction with other aspects by proposing that satisfaction in one domain of an individual’s life extends into other areas.
The relations between Income and Life Satisfaction became an important area of study in the early nineties. The relationship between income and subjective well-being whether relative or absolute was a subject of study by Diener, E., Sandvik, E., Seidtitz, L., &Diener, M. (1993). Richard A. 1995 also saw income and Individual happiness as a vital component of Life Satisfaction in the study on Utility Income, Aging, Health and Well-Being. Along with income, health also became associated with life satisfaction. Life satisfaction has been conceptualized as a cognitive constituent of subjective well-being. High satisfaction suggests that the quality of life, in the population concerned, is good. Low satisfaction on the other hand marks serious shortcomings of some kind. This is consistent with Bradley & Corwyn (2004) who say that life satisfaction reflects both the extent to which basic needs are met and the extent to which a variety of other goals are viewed as attainable. From this perspective it reasonable seems that by realization of more goals, satisfaction with life will also increase.

2.2 STUDIES RELATED TO TEACHING ATTITUDE

Gupta (1984) conducted a study on Attitude of Teachers and found that male and female teachers differ significantly in attitude towards teaching profession.

Schonfeld (1991) revealed that teachers in most difficult schools showed increase depressive symptoms and that the relationship between working conditions and depressive symptoms is strong. Teachers in the most adverse school environments exhibit the most depressive symptoms. It was also found that adverse school conditions may have detrimental effects on mental health and that more benign work environments may be related to better mental health.

Bhaker (1996) conducted a study of attitude of teachers towards teaching profession the study revealed that (i) pupil - teachers of regular course were superior in attitude towards teaching profession than pupil -teachers of correspondence course. Regular and continuous training improves the attitude of teachers towards teaching profession. (ii)In-service teachers and pupil teachers were equal or similar in attitude towards teaching profession. Due to lack of in-service training, the level of attitude remains the same. It showed that not only pre-service training, in-service training was also needed to maintain the quality of teaching, (iii) Male teachers were inferior in attitude towards teaching profession than female teachers. Female teacher shows more favourable attitude towards
teaching profession than male teachers, (iv) Government school teachers have low attitude than private school teachers.

Rama (2000) concluded a study of the attitude of teachers towards teachers’ centers. It concluded that teachers’ centers are useful to the teachers in solving academic problems. The teachers have a positive attitude on the functioning of teachers’ centers. Female and experienced teachers have a positive attitude in teachers’ centers.

Semra and Unal (2000) stated that teachers do not differ according to variants as gender, age, working environment, weekly lesson load in regard with stress indicators and coping techniques. In order to decrease stresses of teachers within obtained results, it was recommended to improve their working conditions, decrease their weekly lesson loads to get them work more efficiently, to promote sports activities, to integrate them in social and cultural activities and to improve their financial opportunities

Howery (2001) conducted a study to investigate impact of technology on teacher training attitude. The result of the study revealed an increase in teacher attitude and use of computers. The results suggest that through the technology. Literacy challenge (TLC) grant, teacher have become comfortable with the use of technology and their positive attitude towards technology has increased.

McManaman (2004) asserted that the cause of this dramatic increase in teacher depression can be attributed to the changes in education that have accompanied changes in government over the years, what it refers to as the "education wars" of the last decade. These changes include the new curriculum, cutbacks, increased paperwork, stressed students and concerned parents. Singh (2006) studied the impact of terrorism on physical education. Teachers of Jammu and Kashmir state in relation to their job satisfaction, personality and attitude towards education. He found that Punjab state physical education teachers are extremely satisfied from their jobs but Jammu and Kashmir teachers are in very satisfied category. Teachers of both the groups have the solitary personality. Further, found that the teachers of both the states have unfavorable attitude towards education.

Mustafa and Jaseena (2008) concluded that teachers above ten years experience were found highly satisfied in their job than the teachers belonging to the category below ten years experience. Trained teachers were highly satisfied in their job in comparison to untrained teachers as they are able to
easily cope up with the situations by using their interpersonal skills. From all studies it is indicated that untrained teachers were rated lowest in response to administrative problems while trained teachers were rated lowest in response to teacher related problems. Increase in anxiety will ensure in depression and approximately one out of ten individuals working in the education sector will have depression over the course of a year. Depression causes limitation in the type or amount of work that can be done. It may lead to complete withdrawal from the labor force. It also indicated that leadership behaviors and skills are the most important factors for the success of quality management plans in universities.

Best (2009) studied the level of knowledge of the teachers and their strategy in the transformation process in the field of education. John best also analysed the attitude of the teachers towards their carrier development of involvement in the educational administration. It is intended to be the basis for future empirical research and inquiry into strategy in education by suggesting alternate ways of defining and researching strategy.

Mohandas (2010) conducted a study on professional ethics and carrier development of primary school teachers in Madurai District. The main objectives of the study are, to find out the level of awareness of the teachers towards their professional ethics, to find out the attitude of teachers towards their teaching profession, to find out their attitude to take up the responsibilities of the educational administration.

Barwal (2011) in her study revealed that there exists significant difference in the attitude of male and female, graduate and post graduate, rural and urban secondary school teachers towards their teaching profession.

Oruc (2011) run his study with a sample of 80 trainee teachers studying at a state university's Faculty of Education of English Language Teaching Department in Turkey. The research findings showed that the attitudes of participants towards the teaching profession were very positive.

Kanti (2013) conducted research to study the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers as they are the future teachers and many at times become the role models for their students. The researcher took 650 prospective secondary school teachers from 10 colleges of education under Nagarjuna University. Teacher attitude inventory by Dr. S.P. Ahluwalia and Teaching aptitude test
developed by S.C Gakhar and Dr. Rajnish were used to measure the Teacher attitude and Teaching aptitude of the prospective teachers. The analysis and interpretation of the data was done by calculating the co-efficient of correlation. The major findings of the study were: 1) The Teacher attitude and Teaching aptitude have significant positive correlation 2) Academic qualifications do not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. 3) Methodology opted does not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of the prospective secondary school teachers.

Babu and Raju (2013) conducted study on a sample of 437 student teachers studying in 7 colleges of education in Vizianagaram district among them 239 were male and 198 females and methodology wise 143 were Mathematics, 48 Physical Sciences, 134 Biological Sciences and 112 Social Studies subject student teachers. They were administered self constructed tool (Teachers Attitude) developed by the present study investigators. The tool consisting of 60 items with 7 areas viz. professional problems, teachers pay scales, vacancies and other privileges, nature of work and workload, teachers interest towards pupils, teachers attitude towards management and professional status of teachers. The collected data were analyzed with mean, standard deviations, and t-values for testing various hypotheses framed. Significant differences observed in gender and subjects of study.

Banerjee, Srijita & Behera, S.K. (2014) have conducted a study on “The Attitude of Secondary School Teachers towards Teaching Profession in Purulia District of West Bengal, India.” The study revealed that: The attitude of school teachers of Purulia district of West Bengal is neither more favourable nor unfavorable towards teaching profession that is, satisfactory or average in attitude towards teaching profession. There is significant difference in attitude towards teaching profession between female and male teachers, Rural and Urban teachers. The study also revealed that: There is no significant difference in the attitude of Trained (Pedagogical training) and Untrained (No Pedagogical training); social and general science teachers towards Teaching Profession.

2.3 STUDIES RELATED TO ORGANIZATIONAL CLIMATE
One of the organizational factors that have a significant impact on the commitment of staff is organizational climate. Research about organizational climate starts with an analysis of the current level of the individuals and focus on what are involved in the conditions of the psychological climate. For this reason, organizational climate is one of the main concepts in organizational behavior. A suitable organizational climate leads to innovation and inspiration in the organization and has a positive role in reaching organizational objectives. Accordingly, managers should always monitor the organizational climate. The organizational climate makes a critical link between the organization's leaders and the organization itself. Organizational climate serves as a measure of individual perceptions or feelings about the organization. The organizational climate is reflected in the organization's objective to develop its staff or employees by providing them good working environments and conditions and assisting and supporting them so they can achieve job satisfaction; all of these enhance commitment among the staff toward the organization. Many studies have shown that organizational climate has positive effects on organizational commitment. Specifically, organizational climate variables (e.g., motivation, decision making, communication, leadership, and goal setting) are significant predictors of organizational commitment. An association between the organizational climate and organizational commitment helps to clarify the concept of organizational climate, which has been shown to be a reliable predictor of employee behaviors.

Pedro and David (1986) conducted a study, which sought to determine whether school systems’ organizational value orientation affects the teachers’ organizational climate and job satisfaction. The findings revealed that the normative value of orientation was associated with diminished job satisfaction. Gender and experience were found to be factors influencing job satisfaction. It was also suggested that school systems need to develop personnel strategic policies to assist the teachers experiencing less job satisfaction.

Pedro (1992) made an attempt to study teachers’ organizational climate and also examined the organizational conditions and individual features affecting it. The analyses suggested that organizational structure, collaboration climate, school orderly environment, encouragement for innovation, shared decision-making and frequency of supervision directly affected teachers’ organizational climate. The most powerful
predictor of organizational climate was teachers’ motivation to learn and sense of efficacy. Also, the female teachers were reported to have higher climate than their male counterparts and the years of experience was found to be negatively correlated with organizational climate.

Fresko and Nasser (1997) made an empirical investigation of a model to predict teacher commitment, as measured by the extent to which teachers expressed an unwillingness to change careers. The predictor variables included personal variables as well as job-related factors. Results indicated that only job satisfaction could directly predict commitment and other factors such as professional self-image, abilities, gender, job advancement and pupil grade level were indirectly related, generally through their relationship with satisfaction. Teaching experience was found to be unrelated to other variables in the model.

Hawkins (1998) explored the predictors of affective organizational climate among high school principals. The stepwise multiple regression performed in the study indicated that 58 percent of the variation in affective commitment was explained by perceived fairness, organizational tenure, perceived organizational support and high school principal’s age. The findings revealed that perceived fairness was the most powerful of the four variables that entered the regression equation whereas age explained the least amount of variance in affective organizational climate. Gender and perceived autonomy were not significant enough to enter the stepwise multiple regression equation.

Elizur and Koslowsky (2001) examined the relationship between work values, gender and organizational commitment. A moderated regression analysis showed that work values especially the cognitive ones were positively related with commitment and the interaction of values with gender was also found to be a significant predictor of commitment.

Mishra and Srivastava (2001) tried to find out the moderating effect of the job stress on organizational climate and job satisfaction relationship. The results of the study suggested that job stress had a moderating effect on the relationship of job satisfaction and organizational commitment. The multiple regression analysis revealed that more than 53 percent of the variance in organizational commitment was accounted by job satisfaction with the job, positive job perceptions and educational level.
Somech and Bogler (2002) conducted a study to examine the distinctive relationships of teacher professional and organizational climate with participation in decision-making and with organizational citizenship behaviour (OCB). Firstly, whereas participation in the managerial domain was found to be positively associated with both the professional and the organizational commitment, participation in the technical domain was positively related with only teachers' professional commitment. Secondly, professional commitment was positively associated with OCB towards the student, whereas organizational commitment was positively associated with all three dimensions of OCB (towards the student, the team and the organization).

Maheshwari (2003) analyzed the views and opinions of secondary school teachers regarding the ways and means through which commitment may be inculcated and their suggestions for reforms and improvements in the overall system to inculcate commitment among them. The findings revealed that majority of teachers suggested that for increasing commitment school environment should be healthy. 41 percent respondents suggested that more salaries and other facilities might enhance commitment among the teachers and 40.3 percent respondents were in the favour of motivation by the principals. The others suggestions included increased social recognition and prestige, disincentive to the non-committed teachers, participation in decision-making and curriculum construction, qualititative improvement in the teaching-learning programme etc. The study also suggested reforms in the existing education system, social climate and management, teachers’ competencies and skills and social prestige of the teacher.

Mathew (2003) studied the organizational commitment of teachers in relation to work values, self-actualization and leadership behaviour of the principals. The major objective was to investigate whether differences in work values, self-actualization and leadership behaviour of principals would account for significant differences in the organizational commitment of the teachers. The study reported a significant and positive relationship between organizational commitment (all components) and work values, organizational commitment (affective and normative) and self-actualization, organizational commitment (all components) and leadership behaviour of principals. The teachers having high work values were found to be more committed to the organization and the older teachers possessed more normative commitment than their counterparts.
Bogler and Somech (2004) undertook a study, which focused on the relationship between teacher empowerment and teachers’ organizational commitment, professional commitment and organizational citizenship behaviour and examined which subscales of teacher empowerment can best predict these outcomes. The Pearson correlations and multiple regression analyses indicated that teachers' perceptions of their level of empowerment were significantly related to their feelings of commitment to the organization and to the profession and to their organizational citizenship behaviour. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and professional commitment while decision-making, self-efficacy and status emerged as the significant predictors of organizational citizenship behaviour.

Feather and Rauter (2004) studied organizational citizenship behaviour (OCB) in relation to job status, job security, organizational commitment and identification. It was found that organizational commitment and job satisfaction had a positive relationship among permanent and temporary teachers. The contract teachers reported more job insecurity and more OCBs compared to the permanent teachers. The OCBs were positively related to perceived job insecurity and negatively related to opportunities to satisfy influence and skill-utilization work values for the contract teachers and positively related to organizational commitment, organizational identification and to opportunities to satisfy variety and skill-utilization work values for the permanent teachers. The findings revealed that working conditions which yielded positive work experiences normally were more likely to produce positive results such as maximum job satisfaction and good organizational commitment.

Vashistha and Mishra (2004) evaluated the relative contribution of social support and occupational stress to organizational climate. The results revealed that social support and occupational stress significantly predicted the degree of organizational climate. Among social support, appraisal support and belonging support, appraisal support explained the variance in organizational climate to a large extent. Belonging support and low status were found to be the other variables which explained the variance in organizational climate to some extent.
Chughtai and Zafar (2006) conducted a study on antecedents and consequences of organizational commitment among teachers. The purpose of the study was to determine if selected personal characteristics, facets of job satisfaction and two dimensions of organizational justice (distributive justice and procedural justice) significantly explained the variance in the organizational commitment of teachers. The results indicated that the personal characteristics, facets of job satisfaction and two dimensions of organizational justice as a group were significantly related to organizational commitment of teachers. Individually, distributive justice and trust were found to be the strongest correlates of commitment. Moreover, commitment was found to be negatively correlated to turnover intentions and positively related to self-report measure of job performance.

Jain and Pratibha (2006) studied the relative efficacy of organizational commitment and organizational climate on job satisfaction of the employees of the different organizations. The major objective was to assess the impact of organizational commitment on job satisfaction of the employees of the various organizations. The findings of the study revealed that more committed employees with perceived conducive climate in the organization were found to be more satisfied with their jobs in comparison to less committed employees with perceived non-conducive climate.

Melhem (2006) also concluded the importance of taking into account the management style as dimensions that have a positive relationship with job satisfaction. Organizations should pay necessary attention to its entire organizational climate, as it is an important variable contributing to the job satisfaction of employees, which will enhance their loyalty and belonging. With the advent of the importance of leadership and performance evaluation as two of the most important organizational climate to achieve job satisfaction dimensions, it is necessary for industrial companies to have leaders who are conscious and aware of various leadership skills. These companies also should evaluate the performance of their employees according to objective criteria based on competence and merit.

Nguni, Sleegers and Denessen (2006) examined the effects of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behaviour. The regression analyses showed transformational leadership dimensions to have strong effects on teachers' job satisfaction, organizational
commitment and organizational citizenship behaviour. The transformational leadership had significant add-on effects to transactional leadership in prediction of job satisfaction, organizational commitment and organizational citizenship behaviour. Job satisfaction was reported to be a mediator of the effects of transformational leadership on teachers’ organizational commitment and organizational citizenship behaviour.

Balay (2007) investigated the relationship between different levels of organizational commitment (compliance, identification, internalization) of teachers and their different conflict management strategies (compromising, problem solving, forcing, yielding, avoiding). The study indicated that male teachers were more likely to experience commitment based on compliance and also were more likely to avoid conflicts than female teachers. It was revealed that as teachers became older, they were more likely to experience commitment based on internalization and on identification and they were more likely to use problem solving conflict management strategies than those who were younger.

Jamal, Hasan and Raheem (2007) conducted a study on predictors of organizational commitment of secondary school teachers to know how organizational commitment is related with each of the factors i.e. teacher stress, job satisfaction, teacher morale and socio-emotional school climate for male and female teachers. The findings revealed that the teacher stress was negatively correlated with organizational climate implying that if the teachers are expected to be committed to their organizations, then they must be free from stress. Job satisfaction was found to be positively correlated with organizational commitment. Teacher morale and socio-emotional school climate were also found to be positively correlated with organizational commitment implying that if the morale of the teacher is high and the school provides good socio-emotional climate then the teachers will be more committed to their institutions where they are employed.

Chan, Lau and Hogan (2008) in their study tested a predictive and mediation model of teacher commitment. The teacher efficacy and sense of identification with school were hypothesized to mediate the relations of an individual antecedent (teaching experience) and two organizational antecedents (perceived organizational politics and reflective dialogue) to teacher commitment. Perceived organizational politics was found to be negatively related to teacher commitment, whereas reflective dialogue and teaching
experience were positively related. Also, teacher efficacy and identification with school were reported to completely mediate the relations between the three antecedents and teacher commitment.

Joolideh and Yeshodhara (2008) compared the organizational commitment of high school teachers in India and Iran and studied the influence of teachers’ gender and types of school on organizational commitment of teachers. The study aimed to find out the difference in organizational commitment between male and female, government and private high school teachers in Bangalore and Sanadaj (Iran) together and separately. It was found that the female teachers had better organizational commitment than the male teachers. The results also reported that only in normative commitment significant difference was observed between government and private high school teachers.

Martin (2008) analyzed the dimensions and antecedents of the employee’s commitment and found links of economic and relational antecedents of the job with the dimensions of organizational commitment. The findings suggested that affective commitment was determined mainly by participation, flexibility and information exchange.

Sharma (2008) made a comparative analysis of the commitment among teachers with regard to some of their personal and academic variables such as age, gender, faculty, qualifications. The analyses of the data revealed that female and male teachers were equally committed and that age-wise differences produced no differences among the teachers. The science and arts teachers were found to be equally committed revealing that subject has no significant effect on the commitment of the teachers. It also reported a significant difference in commitment of teachers with regard to their qualifications and teachers with doctoral degree were found to be more committed than the teachers having post-graduate degree.

Sharma (2008) explored the personality and adjustment correlates of organizational commitment among the teachers. The study revealed the factors G, H, L, M and Q3 of 16 PF to be significant personality correlates of organizational commitment. Four of the adjustment scales namely home, health, emotional and occupational emerged as the significant adjustment correlates of organizational commitment. It was depicted that teachers temperamentally characterized as conscientious, rule-bound, venturesome, socially bold, trusting, adaptable, practical, regulated by external realities, controlled,
high in self-concept control; and having home, health, emotional and occupational adjustment were more likely to be more committed to their organizations/institutions.

Tiwari and Mishra (2008) endeavored to investigate the role of work stress and health in the prediction of organizational commitment. Work stress was found to be inversely related with affective, normative, continuity and overall commitment. Further illness was found to be negatively correlated with affective, normative, continuity and overall commitment. The affective, normative and overall commitment was predicted by stress related to physical condition and health (illness). Furthermore, short job tenure group showed higher level of commitment than the long job tenure group.

Henkin and Holliman (2009) studied the relationship between teachers’ organizational commitment and interpersonal conflicts beyond the classroom and innovations in schools. The study revealed that increments in experience in large was associated with organizational commitment and higher levels of interpersonal conflict were linked to the lower levels of commitment. Participation in activities beyond the classroom was found to be marginally related to commitment whereas it had a strong positive effect on teachers’ organizational commitment. Positive relationships among study variables were suggested for affective commitment as a proxy measure for decisions to leave the school.

Khan and Kord (2009) investigated the relationship of mental health, job satisfaction and organizational commitment among the employees. The results indicated a significant correlation between job satisfaction and organizational commitment but mental health was not significantly correlated with job satisfaction and organizational commitment. No significant differences were found between gender, education level, monthly salary and job tenure of the employees on the mean scores of affective, normative, continuity commitment and overall organizational commitment respectively. However, the older employees were found to be more satisfied than the younger employees.

Kumar and Giri (2009) studied the impact of age and experience of employees on their organizational commitment and job satisfaction. It was predicted that job satisfaction and organizational commitment differed significantly across the employees. The study reported that the aged employees had higher job satisfaction and organizational commitment, job satisfaction and organizational commitment also differed significantly
based on work experience of employees such that higher the work experience of employees, higher was their job satisfaction and organizational commitment.

Misra, Ansari and Khan (2009) made a comparative study of organizational commitment and organizational health among public and private school teachers. The findings of the study revealed that public and private school teachers differed significantly on organizational commitment and organizational health. Further the private school teachers showed higher organizational commitment as compared to the public teachers and also private school teachers perceived better organization health as compared to the public school teachers. Out of the three dimensions of organizational commitment both the groups differed on two dimensions namely affective and normative commitment and had a significant difference in the case of dimension of continuance commitment.

Nammi and Nehzad (2009) aimed to investigate the existence of relationships between components of psychological climate including autonomy, trust, pressure, cohesion, support, recognition, fairness and innovation of teachers’ commitment to school, teaching occupation and work group. Support was found for the existence of statistically significant relationship between psychological climate and components of organizational commitment. The results of the multiple regression analysis showed that trust, innovative support, fairness and recognition had a significant effect on explanation of variance of dimensions of organizational commitment.

Sezgin (2009) examined the relationship between teachers’ perception of organizational commitment and school health in Turkish primary schools. The results indicated that teacher compliance commitment was negatively related to both identification and internalization. The three dimensions of school health, institutional integrity, principal professional leadership and morale negatively predicted teacher commitment based on compliance. Professional leadership was found to be the only school health dimension that was significant in predicting identification commitment. Two dimensions of school health i.e. academic emphasis and resource support were not reported to be the significant predictors of the organizational commitment factors.

Tamini and Khan (2009) undertook a study to ascertain the relationship between job satisfaction, organizational commitment, personality type and self-concept. The results showed that organizational commitment and self-concept explained 21.5 percent of
variance of job satisfaction in total sample. Organizational commitment was the first important predictor and self-concept and personality type were respectively the second and third predictor variables for job satisfaction. Also, organizational commitment and self-concept explained 10.2 percent of variance of job satisfaction. Altogether the results showed that organizational commitment was a significant predictor for job satisfaction, but self-concept had low level relationship than organizational commitment and personality type was not a predictor for job satisfaction.

Yahcouchi (2009) investigated the employee’s perception of the prevalent leadership styles and their impact on organizational commitment. The impact of religion and gender on leadership style and organizational commitment was also examined. The study reported a positive relationship between transformational leadership and organizational commitment. A significant and curious difference in leadership perception and organizational commitment between religious communities was also noted.

Hulpia and Devos (2010) explored the relationship between distributed leadership and teachers' organizational commitment. The findings revealed differences in the leadership practices namely quality and distribution of leadership functions, social interaction, cooperation of the leadership team and participative decision-making influenced organizational commitment. The teachers were reported to be strongly committed to the school if the leaders were highly accessible, tackled problems efficiently or empowered teachers to participate, and frequently monitored teachers’ daily practices.

Hulpia, Davos and Keer (2010) investigated the effect of cooperative leadership team, distributed leadership, participative decision-making and context variables on teachers’ organizational commitment. The analyses revealed that especially the presence of a cooperative leadership team and the amount of leadership support played a significantly positive key role in predicting teachers’ organizational commitment. Also, participative decision-making and distribution of the supportive leadership function had a significant positive impact on teachers’ organizational commitment. In contrast, distribution of the supervisory leadership function and teachers’ job experience had a significant negative impact. The study also indicated that 9 percent of the variance in teachers’ organizational commitment was attributable to the differences between schools.
Ipek (2010) in his study aimed to describe organizational culture and commitment and to predict organizational commitment from organizational culture in Turkish primary schools. The primary school teachers were reported to perceive all four organizational culture dimensions at moderate levels, but they particularly perceived organizational commitment at internalization and identification levels. The results revealed that organizational commitment at compliance level was predicted from power and role cultures, while organizational commitment at identification and internalization levels was predicted from achievement and support cultures.

Sharma (2010) undertook a study to identify predominant decision-making style of principals as well as to examine its impact on organizational commitment among the teachers working under them. The study revealed that avoidant decision-making was predominantly followed by spontaneous decision-making and reflecting dependence on personal charisma. The dependent decision style also showed some impact on all the commitment types. It was also reported that the committed and satisfied teachers were normally the high performers who contributed towards the productivity of the organization.

Aydin, Sarier and Uysal (2011) studied the effect of gender on the organizational commitment of teachers. The findings indicated that the effect of gender was in the favour of males at the levels of identification and internalization and male teachers were more likely to adopt the norms and values of the organization easier than females. On the other hand, female teachers were found to possess the tendency of organizational commitment so as to carry on their acquisition.

Cohen and Liu (2011) examined the relationship between individual values, organizational and occupational commitment, organizational citizenship behavior (OCB) and in-role performance. It was reported that the individual values were related to all commitment forms but there was no clear distinction between the three dimensions of commitment (affective, continuance, and normative) and two-commitment (organizational and occupational) in terms of their relationships to different values. The findings suggested that both individual values and commitment are concepts that can increase our understanding of employees’ behaviour in the workplace.
Cokluk and Yilmaz (2010) focused on the relationship between teachers' organizational commitment and school administrators' leadership behaviour. The study revealed a moderate positive relationship between the teachers' perceptions about organizational commitment and supportive leadership behaviour of school administrators but a moderate negative relationship was found between organizational commitment and directive leadership behaviour of school administrators.

Karadag, Baloglu and Cakir (2011) analyzed direct and indirect relations between school culture and the organizational commitment of primary school teachers. The findings indicated that although there was a positive correlation between school culture and organizational commitment, the direct effect of school culture on organizational commitment was not meaningful.

Kumari and Jafri (2011) conducted a study aimed at investigating the overall level of organizational commitment of male and female teachers of secondary schools. The female teachers were reported to have higher commitment level as compared to the male teachers. No significant differences were found in the levels of affective, normative and continuance commitment of male and female teachers working in the secondary schools. It also indicated that the overall percentage of organizational commitment of female teacher 59.04 was much higher than that of the male teachers who had only 40.95 as their overall organizational commitment level.

Mishra (2011) studied the teacher effectiveness, job satisfaction and organizational commitment among secondary school teachers. The major objective was to determine whether male and female teachers differed significantly with respect to their teacher effectiveness, job satisfaction and organizational commitment. The results indicated that teacher effectiveness, job satisfaction and organizational commitment were positively correlated with each other. No significant differences were found between the male and female teachers with respect to teacher effectiveness while on job satisfaction and organizational commitment they differed significantly.

Rekabdarkolaei (2011) examined structure of organizational commitment in relation to the teacher's organizational behaviour. The results showed the teachers' positive perceptions about organizational behaviour and organizational commitment and a
meaningful relationship was found between the teachers' organizational behaviour and organizational commitment.

Sharif and Sulaiman (2011) explored the relationship between teachers' empowerment and their organizational commitment in rural secondary schools. The study indicated that in general, secondary school teachers in rural secondary schools possessed high levels of empowerment and organizational commitment. A positive and significant correlation between teachers' empowerment and organizational commitment was also reported.

Toreman, Karakus and Savas (2011) in their study determined the effect of staff empowerment on teachers' three dimensioned organizational commitment. According to the stepwise regression analyses results, "professional growth" and "impact" dimensions of personnel empowerment significantly predicted both the total score of organizational commitment and the dimensions of "affective and normative commitment". Also, "status" and "decision-making" dimensions of personnel empowerment significantly predicted the "continuance commitment" dimension. The findings showed the importance of personnel empowerment strategies on teachers' organizational commitment.

Anari (2012) investigated the relationship between emotional intelligence, job satisfaction and organizational commitment and examined the role of gender and age on the three variables. A positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment and between job satisfaction and organizational commitment was found. The study reported that there were no significant differences among high-school teachers of different genders and ages concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, the females reported significantly higher emotional intelligence, but the results showed no age differences among the participants.

Khasawneh, Omari and Abu-Tineh (2012) determined the relationship between transformational leadership of school principals on teachers' organizational commitment. The findings indicated that a strong, positive and significant relationship existed between transformational leadership (overall) and the organizational commitment dimension. Furthermore, the relationship between each component of transformational leadership and organizational commitment was found to be moderate, positive and significant.
Zilli and Zahoor (2012) conducted a study on organizational commitment among male and female teachers which mainly aimed at comparing their organizational commitment. It was hypothesized that female teachers would have greater affective, normative and continuance commitment as compared to male teachers. The data were analyzed using descriptive and inferential statistics. The results revealed that the female teachers possessed significantly higher level of organizational commitment than their male counterparts.

Reena and Poonam (2014) worked on the influence of organization climate of elementary schools on job satisfaction of elementary teachers. The sample was drawn of 100 elementary school teachers by using Random Sampling Technique from Rohtak District, Haryana. The findings of the study showed that organizational climate of elementary schools is negligibly correlated with job satisfaction. This correlation shows that the job satisfaction of elementary teachers is not affected by organizational climate. The study also reveals that there is no correlation between the organizational climate of elementary schools and job satisfaction of female teachers.

Global development has led organizations seek to achieve their objectives through effective use of resources. One of these resources is human resource, which is considered an organization’s most valuable resource. In an effort to improve the performance of human resources, organizations seek to provide an appropriate organizational climate to help individuals perform their jobs efficiently.

Organizations realized that they can’t motivate employees without understanding the nature of the organizational climate and learning about its impact on behavior, motivation and the performance of the employee in order to improve and develop the performance and increase the functional efficiency (Chiang and Birtch, 2011; DeConick, 2011). Because organizational climate is a description of the characteristics of the work environment, job satisfaction for individuals working with those characteristics must be affected by the organizational climate, either enhancing the feeling of job satisfaction constituting a supportive environment, or hampering the sense of job satisfaction (Alomian, 2010). Accordingly, government and private organizations have attached great importance to the provision of an appropriate organizational climate to achieve its goals as a basis for raising the level of job satisfaction and improving performance. Research
studies (Olorunsola and Arogundade 2012; Adenike 2011; Raza 2010; Garg and Rastogi 2006; Kumaran 2005) show that there is a significant influence of the organizational climate on different psycho-social variables of the teacher. It has been found that teachers in open climate are more effectively identified with creativity, morale and life satisfaction.